

DOCUMENT RESUME

ED 059 428

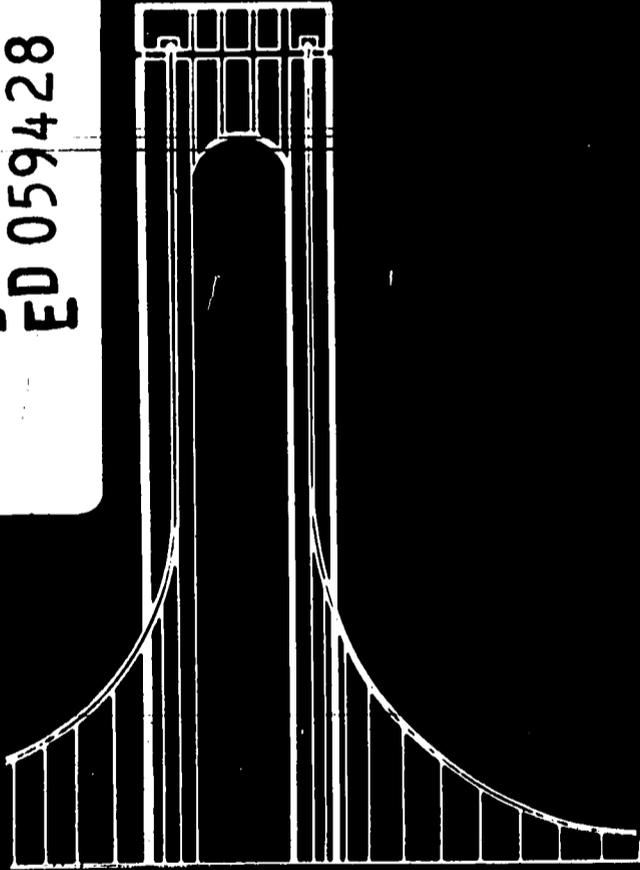
AC 012 287

TITLE Developing High School Equivalency Reading Skills.  
INSTITUTION New York State Education Dept., Albany. Bureau of  
Continuing Education Curriculum Development.  
PUB DATE 71  
NOTE 58 1p.  
EDRS PRICE MF-\$0.65 HC-\$19.74  
DESCRIPTORS \*Adult Students; Continuation High Schools;  
Curriculum Guides; \*Educational Resources;  
\*Equivalency Tests; Literature; Mathematics  
Materials; Models; Reading Materials; \*Reading  
Skills; Science Materials; Social Studies; \*Teaching  
Guides; Vocabulary Development  
IDENTIFIERS High School Equivalency Program

ABSTRACT

Instructional models and correlated learning passages are supplied in this teacher's handbook for teaching reading skills necessary for the student who wishes to participate in a High School Equivalency program. ~~The divisions of the guide are:~~ General Vocabulary Development--Outline; Interpreting Reading Material in Social Studies; Interpreting Reading Material in Science; Interpreting Literature; and Interpreting Reading Materials in Math. For each skill, there is an instructional rationale that explains why the skill is considered critical, one or more instructional objectives that explain the intent of the lesson, an instructional model that suggests how the skill might be taught, and one or more means of evaluating the effectiveness of instruction. (DB)

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# HIGH SCHOOL EQUIVALENT

*Reading Skills*

CURRICULUM RESOURCE

THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION  
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT

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# HIGH SCHOOL EQUIVALENCY

*Reading Skills*

CURRICULUM RESOURCE HANDBOOK

STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT  
CURRICULUM DEVELOPMENT / ALBANY





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*Reading Skills*



The University of the State of N  
THE STATE EDUCATION DEPAR  
Bureau of Continuing Education Curricula

1971

*Developing*

**HIGH SCHOOL EQUIVALENCY**

*Reading Skills*

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Bureau of Continuing Education Curriculum Development

1971

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Approximately 60,000 students are currently enrolled in the High School Equivalency programs of public schools and other educational agencies in New York State. As the high school diploma becomes a requisite for an increasing number of employment opportunities, the enrollment figures of these programs are expected to show a substantial increment. Such persons as partially-educated immigrants, unemployed out-of-school youth, unskilled and semiskilled laborers, mothers who assumed early family responsibility, etc. are now eagerly resuming their education. Their enthusiasm and diligence are indicative of their determination to secure the skills, knowledge, and credentials that the competitive job market of today demands.

The intent of this publication is to support their efforts by providing their teachers with instructional models and correlated learning passages for teaching the reading skills identified as being critical for the student to possess in order to participate in, and successfully complete, a High School Equivalency program. Realizing that this publication would be used by instructors with little or no training in teaching reading, every effort was made to communicate clearly and concisely just what particular skills need to be mastered, why they are important, what the student does to demonstrate his mastery of each skill, how the instructor promotes this mastery, and how the effectiveness of the instruction might be evaluated. Practical, theoretically sound, and designed specifically to develop the reading skills of High School Equivalency students, this instructor's guide is the result of the collective endeavors of the following specialists who comprised the High School Equivalency Reading Project Team.

- GEORGE K. TREGASKIS Associate in the Bureau of Continuing Education Curriculum Development, directed the entire project, coordinated input from the various members of the team, designed the format, and prepared the final manuscript for publication.
- VIRGINIA A. ROVELLI Reading consultant, Ballston Spa Schools, worked with content area teachers in identifying critical reading skills, and was the major contributor of the instructional rationales, objectives, models, and evaluations.

- Beryl E. Steadman Coordinating Long Island character student success of
- Natalie S. Finder Assistant provide technical material

The following individuals served many of the assessments of c

- Miriam N. Biskin Chairma
- Gerald J. Cerne Instruc
- Eugene E. Webster Instruc
- Jennie A. Siy Resourc
- Gordon A. Spinney Instruc

In various states of its development, Walter Eddington, formerly of Paul, associate, Bureau of Reading, associate, Bureau of Reading, Bureau of Science Education, Studies Education; Thomas F. Center; and personnel from New York City.

GORDON E. VAN HOOFT, *Director*  
Division of School Supervision

## FOREWORD

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he competitive job market

- Beryl E. Steadman Coordinator of reading instruction, Huntington, Long Island Public Schools, identified certain characteristics of the High School Equivalency student which need to be considered in the process of developing their reading skills.
- Natalie S. Finder Assistant professor, College of St. Rose, Albany, provided a helpful analysis of the writing techniques used by authors of content area materials.

The following individuals selected the reading exercises and wrote many of the assessments of comprehension:

- Miriam N. Biskin Chairman, English Department, Cohoes High School
- Gerald J. Cerne Instructor in biology, Colonie Central High School
- Eugene E. Webster Instructor in social studies, Bethlehem High School
- Jennie A. Siy Resource librarian, North Colonie High School
- Gordon A. Spinney Instructor in English, East Greenbush High School

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In various states of its development, the manuscript was reviewed by Walter Eddington, formerly Chief, Bureau of English Education; Fredric Paul, associate, Bureau of Mathematics Education; Virginia Fransecky, associate, Bureau of Reading Education; Edward Lalor, associate, Bureau of Science Education; Donald H. Bragaw, Chief, Bureau of Social Studies Education; Thomas Fitzgerald, director of reading, Troy Urban Center; and personnel from the American Institute of Banking in New York City.

ureau of Continuing  
um Development, directed  
, coordinated input from  
s of the team, designed  
epared the final manu-  
tion.

HERBERT BOTHAMLEY, *Chief*  
*Bureau of Continuing Education*  
*Curriculum Development*

GORDON E. VAN HOOFT, *Director*  
*Division of School Supervision*

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ributor of the instruc-  
objectives, models, and

## MESSAGE TO THE INSTRUCTOR

Improving the reading ability of High School Equivalency students will broaden the selection of printed material available to them for studying and personal enjoyment and will also enhance the probability of their passing the test of General Educational Development. This publication suggests to specialists in reading and to content area teachers how this basic tool of learning and test-taking can be developed through classroom instruction. Self-directed activities and programmed materials, while offering great promise for reinforcing and extending the skills of reading, are not the focus of this publication. The instructor will also find that this publication does not promote the establishing of a remedial reading program. Educational backgrounds, social contacts, work experiences, as well as reading abilities of students in High School Equivalency classes, will vary widely. This range of individual differences challenges each instructor to maintain a viable "growing edge" for each of his students. A developmental program which determines where on the educational continuum each student is, and leads him from that point to a mastery of skills commensurate with those of a high school graduate must be evident in all of the academic areas of a High School Equivalency program—but especially so where reading is taught.

If a High School Equivalency center is fortunate enough to have on its staff an individual qualified and designated as an instructor in reading, then that person will find this entire publication to be an invaluable guide. The presence of a reading teacher, however, should not make the content area teachers feel that they are altogether exempt from the responsibility of teaching their students to read. There will be many opportunities for them to capitalize on certain assignments to reinforce the skills which the reading teacher has introduced. If, though, the staff is limited to instructors of English, social studies, science, and mathematics, then it should be incumbent upon each to see that his students master those particular skills which this publication identifies as being essential to interpreting the reading material of the respective content areas.

The major divisions of this publication — Interpreting Reading Material in Social Studies, Interpreting Reading Material in Science, Interpreting Literature, and Interpreting Reading Material in Mathematics—were selected to correspond to the subtests of the General Educational Development test. For each skill there is an instructional rationale which explains why the skill is considered critical, one or more instructional objectives which explain the intent of the lesson, an instructional model which suggests how the skill might be taught, and one or more means of evaluating the effectiveness of instruction.

Instructional models are on pages 180-284. Both the models possess at least an eight- to ten-line distribution. Accompanying the passage was used of comprehension follow the assessments indicate that a skill that was taught, then lines of the instructional materials from such magazines as *Time* and *Newsweek* should be used.

The principal intent of the publication is to provide an example for practice on a level of difficulty does not exceed that of the General Educational Development. A list of practice exercises of difficulty of this test. The exercises are designed to supplement the exercises in the publication and are intended to be complementary. Spaces are provided for the student to write the references of such material.

This publication, designed to meet the needs of the High School Equivalency program, exclusively, the development of the student in addition to achieving its purpose. The publication is for learners with the reading skills to pass the test of General Educational Development. It also encourages the use of the publication for literature. In the handbook *Developing High School Equivalency*, both means of personal fulfillment are provided.

MONROE C. NEFF, *Director*  
*Division of Continuing Education*

Equivalency students  
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Instructional models are based on the reading exercises found on pages 180-284. Both the models and the exercises assume that the student possesses at least an eighth grade reading level. Coded V for vocabulary, SS for social studies, S for science, L for literature, and M for mathematics the exercises are intended to be duplicated for classroom distribution. Accompanying each exercise is a series of comprehension assessments, one or more of which tests for the specific skill the passage was used to develop; answers to these assessments of comprehension follow the outlines of each of the areas. If these assessments indicate that a student has failed to master the specific skill that was taught, then additional instruction based on the guidelines of the instructional model and further practice based on articles from such magazines as *Time* and *Newsweek* or from nationally distributed newspapers should be provided.

The principal intent of the reading exercises in this publication is to provide an example for purposes of instruction, and, as such, their level of difficulty does not approach that of the test of General Educational Development. A subsequent publication is planned which will consist of practice exercises more nearly approximating the level of difficulty of this test. In the interim, the instructor is encouraged to supplement the exercises in this publication with other reading passages or subtests of standardized reading tests which he considers to be complementary to any specific skill. Outlines with blank spaces are provided for the instructor to classify and record the references of such material.

This publication, designed specifically to meet the most pressing needs of the High School Equivalency student, emphasizes, almost exclusively, the development of skills. It is hoped, though, that in addition to achieving its primary objective of equipping these adult learners with the reading skills required to study for and to pass the test of General Educational Development, this publication will also encourage the use of these skills in acquiring an appreciation for literature. In the hands of a competent and creative instructor *Developing High School Equivalency Reading Skills* promises to promote both means of personal fulfillment.

JOSEPH A. MANGANO, *Chief*  
*Bureau of General Continuing Education*

MONROE C. NEFF, *Director*  
*Division of Continuing Education*

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Note:

All page numbers, titles, and sub-headers have been printed at the top of the page as far as possible for the instructor's convenience. "thumbing" the pages.

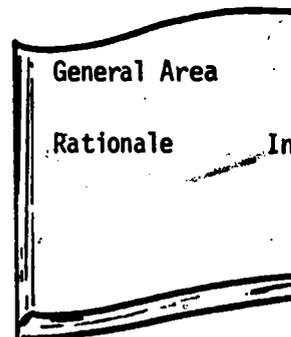
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Creation Retold  
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The key for entries of this type is as follows:

L3

The four columns: *Instructional Model*, *Instructional Model*, *Instructional Model*, and *Instructional Model* relate to the general area of the even numbered pages. The four columns: *Instructional Model*, *Instructional Model*, *Instructional Model*, and *Instructional Model* relate to the general area of the odd numbered pages.



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The key for entries of reading exercises on odd numbered pages is as follows:

Creation Retold 1/2 L3  
(Title) (Page 1 of 2 pages) (Literature, 3rd selection)

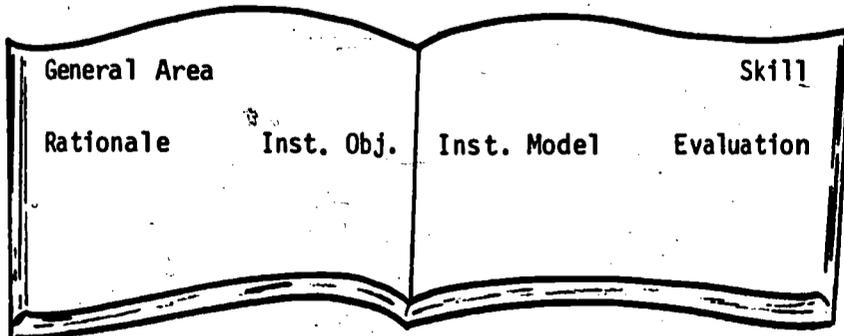
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The key for entries of reading exercises on even numbered pages is as follows:

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The four columns: *Instructional Rationale*, *Instructional Objectives*, *Instructional Model*, and *Evaluation*, which occupy two facing pages, relate to the general area cited in the upper left hand corner of the even numbered pages, and to the skill cited in the upper right hand corner of the odd numbered pages.



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lesson  
entitled....

begins  
on  
page....

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Determining meanings which are directly stated by definitions. . . . .	4 . . . .
Determining meanings which are directly stated by examples . . . . .	6 . . . .
Determining meanings which are directly stated by modifiers. . . . .	8 . . . .
Determining meanings which are directly stated by restatements . . . . .	10 . . . .
Determining meanings which are implied by repetition of key words. . . . .	12 . . . .
Determining meanings which are implied by connecting words . . . . .	14 . . . .
Determining meanings which are implied by parallel sentence structure. . . . .	16 . . . .
Determining meanings which are implied by restatements . . . . .	16 . . . .
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CORRECT

V1

1. (4)
2. (3)
3. (4)
4. (1)
5. (2)

V2

- |                    |                    |
|--------------------|--------------------|
| 1. (inter) between | 11. (dis) apart    |
| 2. (co) with       | 12. (re) again     |
| 3. (non) not       | 13. (sub) under    |
| 4. (pre) before    | 14. (trans) across |
| 5. (circum) around | 15. (se) aside     |
| 6. (per) through   | 16. (ab) from      |
| 7. (anti) against  | 17. (a) from       |
| 8. (post) after    | 18. (bi) two       |
| 9. (mis) wrong     | 19. (con) with     |
| 10. (ex) out       | 20. (de) down      |

GENERAL VOCABULARY DEVELOPMENT - OUTLINE

	<i>begins on page....</i>	<i>and is based upon reading exercise....</i>	<i>beginning on page....</i>
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tion of key words.	12	S7	.217
ing words	14	S7	.217
l sentence structure.	16		
ements	16	S9	.221
s or by contrast.	18	SS3.	.187

CORRECT RESPONSES TO ASSESSMENT OF COMPREHENSION

V2

11. (dis) apart
12. (re) again
13. (sub) under
14. (trans) across
15. (se) aside
16. (ab) from
17. (a) from
18. (bi) two
19. (con) with
20. (de) down

### GENERAL VOCABULARY DEVELOPMENT

The instructor's purpose in teaching vocabulary development is to aid the student to interpret more efficiently the reading selections of the equivalency test as a means of securing a high school diploma.

For this purpose, an efficient technique for determining the meaning of unfamiliar words which impede interpretation is to use context, that is, the surrounding words, phrases, sentences and even paragraphs to determine *the meaning*, not necessarily the pronunciation, of the unfamiliar word.

It is true that learning vocabulary through context is limited in that the reader does not come to know the unfamiliar word in all its meanings. In the context only one meaning of the word will be directly stated or only one meaning of the word can be inferred, because generally it is the author's intention to convey only the one thought for which the word has been used. However, the objective of the student preparing for this exam is to obtain meaning from the selection in order to be able to answer its corresponding questions successfully. To do this he needs only that meaning of the word as it is used in the passage. Frequently this meaning will be revealed to him either by a direct statement or an inferential expression in the context. The direct statements may be in the form of a definition, an example, or a modifier.

Inferring word meanings from the context is undoubtedly more difficult than getting meanings that are directly stated. Yet more than half of all context clues need to be inferred. This requires the reader to read between the lines to get meaning that is merely suggested rather than stated. He must be able to see relationships that are not explicit in the material. He must read not only with concentration, but also with insight, bringing to the passage whatever past experience he may have had on the topic.

There are several kinds of inference contexts. The most difficult are those which do not have obvious clues. For these, there are no general principles which the instructor may bring to the attention of the student. Instead, the student should be urged to read the material more attentively looking for meanings which are apt to be hidden.

On the other hand, there are inference contexts that contain clues of which students should be made aware. Among these are parallel sentence structure, repetition of key words, restatement in different words, connecting words, and words indicating a contrast.

In using a selection of content should be chosen is read or studied

For example, Exe presents the fol for many of the they are technic others, although when used in a s

#### Technical words

investment  
finance  
economies  
bond issue  
revenue bonds

Each of the word encouraged to us provided by the substituting the

To illustrate, i have its usual m attention to som easily found in *the use of money*

## INTRODUCTION

### INTRODUCING VOCABULARY

In using a selection for teaching skills necessary for the interpretation of content area materials, special or technical vocabulary should be chosen and presented to the students BEFORE the selection is read or studied.

For example, Exercise VI, which deals with a topic in social studies, presents the following words and phrases which may prove difficult for many of the students. Some of the words are difficult because they are technical words used specifically in social studies, and others, although they appear to be common words, have a special meaning when used in a social studies context.

#### Technical words

investment  
finance  
economies  
bond issue  
revenue bonds

#### Common words with special meanings

capital  
bonds  
notes  
principal  
interest

Each of the words chosen should be discussed, and students should be encouraged to use context clues to obtain meanings. The meanings provided by the students can be verified by group discussion, by substituting the meaning for the words, or by using a dictionary.

To illustrate, *interest*, in this context of this Exercise, does not have its usual meaning of a feeling that accompanies special attention to some object or event. Its meaning, however, can be easily found in a directly stated context clue, i.e., *The charges for the use of money borrowed.*

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GENERAL VOCABULARY DEVELOPMENT

*Note*

As common prefixes are assumed to be mastered by one having a fifth grade reading level, lessons for teaching them have not been presented in this general vocabulary development section. It would be well, however, to determine the extent to which the meanings of these prefixes have been acquired. A test on prefixes (V2) has been provided for this purpose. If the test results reveal weaknesses in this area, lessons to teach the more common prefixes will need to be developed as the knowledge of these is assumed in the context area sections.

To assist in the preparation of these lessons, the following list of common roots and examples of their use may prove helpful.

*Master Roots*

Root	Meaning
<i>Latin</i>	
-aud-, -audit-	hear
-ben-, -bene-	well, good
-capit-	head
-cogn-	know
-duc-, -duct-	lead
-fac-, -fact-, -fect-, -fic-	do, make
-jud-	judge
-man-, -manu-	hand
-mor-, -mort-	die, death
-scrib-, -script-	write
<i>Greek</i>	
-anthrop-	man
-auto-	self
-bio-	life
-chron-	time
-graph-	write, writing
-hydr-	water
-neo-	new
-pan-	all, entire
-poly-	many

MASTER ROOTS

Master Roots

Root	Meaning	Examples
<i>Latin</i>		
-aud-, -audit-	hear	audible, auditorium
-ben-, -bene-	well, good	benefit, benediction
-capit-	head	capital, decapitate
-cogn-	know	recognize, cognizant
-duc-, -duct-	lead	educate, conductor
-fac-, -fact-, -fect-, -fic-	do, make	facile, manufacture, defective, efficient
-jud-	judge	prejudice, adjudicate
-man-, -manu-	hand	manicure, manual
-mor-, -mort-	die, death	mortuary, immortal
-scrib-, -script-	write	inscribe, proscribe, manuscript
<i>Greek</i>		
-anthrop-	man	anthropology, misanthropic
-auto-	self	automatic, autonomy
-bio-	life	biology, autobiography
-chron-	time	chronometer, synchronize
-graph-	write, writing	orthography, geography
-hydr-	water	hydrogen, dehydrate
-neo-	new	neologism, neolithic
-pan-	all, entire	panorama, pandemonium
-poly-	many	polygon, polygamy

VOCABULARY DEVELOPMENT

*Instructional Rationale*

Identifying directly stated definitions will give the reader clues to the meanings of unfamiliar words.

Definitions within the context are more readily recognized than other context clues. The unfamiliar word and its definition are usually linked by some form of the verb "to be" or by an expression like "is called."

*Example:*

In order to study the plants, he needed a *microscope*. A microscope is a small instrument that makes small objects look larger.

*Instructional Objectives*

Given a number of sample sentences pick out the verb "to be," and the meaning of the italicized or unfamiliar words.

*Example:*

- An *escarpment* is a cliff-like ridge.
- The *chest cavity* and the abdominal partition called the *diaphragm*.

Given several reading passages of unfamiliar words will be able to choose those unfamiliar words in context by directly stated definitions.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading skills*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a reading club*

*Instructional Objectives*

Given a number of sample sentences all containing definitions, the student will pick out the verb "to be," and then state the definition which follows it as the meaning of the italicized or unfamiliar word.

Example:

- An *escarpment* is a cliff-like ridge of land.
- The chest cavity and the abdominal cavity are separated by a tough muscular partition called the *diaphragm*.

Given several reading passages of the type found on the next page, the student will be able to choose those unfamiliar words whose meanings are revealed in the context by directly stated definitions and to state the meaning for each.

ent the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Have students read Exercise S9 which contains examples of directly stated definitions.

Ask:

1. What are the unfamiliar words whose meanings are directly stated by a definition?
2. How is this context clue recognized as a definition?
3. State the meaning of each word you choose.

When food is swallowed, it passes down the *esophagus*. The esophagus is the tube leading from the throat to the stomach. Food is pushed along as circular fibers of muscle tissue in the esophagus wall contract.

*Esophagus* is the unfamiliar word. *Is* is the identifying clue. It is a linking verb. *The tube leading from the throat to the stomach* is the directly stated definition.

There are two parts of the body cavity in man and other mammals. There is the chest cavity and, below it, the abdominal cavity. These two parts of the body are separated by a tough, muscular partition called the *diaphragm*. The digestive organs are located in the abdominal cavity.

*Diaphragm* is the unfamiliar word. *Called* is the identifying clue. *A tough muscular partition separating the two parts* is the directly stated definition.

Note: The definition may precede the unfamiliar term.

DETERMINING MEANINGS WHICH ARE DIRECTLY STATED BY DEFINITIONS

Evaluation

which contains examples of directly stated definitions.

words whose meanings are directly stated by a definition?

recognized as a definition?

word you choose.

Determine if the student is:

- Consistently choosing the linking verb or other words which are clues to directly-stated definitions
- Able to state the meaning revealed by the clue

down the *esophagus*.  
from the throat to  
as circular fibers  
wall contract.

*Esophagus* is the unfamiliar word. *Is* is the identifying clue. It is a linking verb. *The tube leading from the throat to the stomach* is the directly stated definition.

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*Diaphragm* is the unfamiliar word. *Called* is the identifying clue. *A tough muscular partition separating the two parts* is the directly stated definition.

Note: The definition may precede the unfamiliar term.

## VOCABULARY DEVELOPMENT

### *Instructional Rationale*

Identifying directly stated examples will give the reader clues to the meanings of unfamiliar words.

These clues are readily identified in context. They are usually preceded by some kind of signal word which indicates that an example is to follow. Such words would be:

*such as*  
*such*  
*like*  
*for example*  
*especially*  
*other*  
*this or those (followed by a synonym)*  
*the way*  
*in the way that*

#### Example:

Boys on the average consistently do better on the test items involving *mechanical reasoning*, such as matching tools with tasks and determining the direction of the flow of power through a series of gears.

### *Instructional Objectives*

Given a series of sentences all of which contain a signal word, the student will underline the signal word and verbalize in their own words a meaning for the unfamiliar word.

#### Example:

*Conifers*, such as the pine tree, are common in winter.

Given several reading passages, the student will identify the clues which are directly stated and verbalize meanings for the unfamiliar words.

#### Example:

To obtain financing funds to build new streets and sewer systems, cities seek sources of investment, by issuing bonds in agreed-upon instalments. The revenue bonds.

### *Instructional Objectives*

Given a series of sentences all of which contain directly stated examples, the student will underline the signal words and from the examples, be able to verbalize in their own words a meaning for the unfamiliar word.

**Example:**

*Conifers*, such as the pine tree, balsam, and the spruce, do not lose their needles in winter.

Given several reading passages, the student will be able to locate those context clues which are directly stated examples. From the use of these he will give meanings for the unfamiliar words.

**Example:**

To obtain financing funds to build expensive *facilities*, like city halls, libraries, new streets and sewer systems, cities frequently borrow capital from private sources of investment, by issuing bonds or notes promising to pay back the money in agreed-upon installments. This kind of financing is called a *bond issue* or *revenue bonds*.

*Instructional Model*

Have the students select the word whose meaning is directly stated by examples.

*Conifers* is the unfamiliar word.

Ask:

What word is the key that indicates the meaning is to be revealed by examples?

*Such as* is the signal phrase.

What examples reveal the meaning of *conifers*?

*Pine trees, balsam, and spruce* are examples of conifers.

In your own words, give the meaning of the word *conifers*.

Trees that do not lose their needles.

After the students have read Exercise VI, ask questions similar to the following:

What words have their meanings revealed by examples?

*Facilities*

What word serves as a clue for the examples?

*Like*

What are the examples that reveal the meaning of *facilities*?

*City halls, libraries, new streets, and sewer systems*

In your own words give the meaning of the word *facilities*.

What is the clue to the meaning of *bond issue*?

*Is called* is a clue for a definition, *this kind of financing* refers to what has been described in the previous sentence.

What are *bond issues* or *revenue bonds*?

*Bonds or notes promising to pay back money in agreed-upon installments.*

DETERMINING MEANINGS WHICH ARE DIRECTLY STATED BY EXAMPLES

Evaluation

rd whose examples.	<i>Conifers</i> is the unfamiliar word.
icates the examples?	<i>Such as</i> is the signal phrase.
ing of	<i>Pine trees, balsam, and spruce</i> are examples of conifers.
aning of the	Trees that do not lose their needles.
ercise VI, ask questions similar to the following:	
s revealed by	<i>Facilities</i>
r the examples?	<i>Like</i>
veal the	<i>City halls, libraries, new streets, and sewer systems</i>
aning of	
ng of bond	<i>Is called</i> is a clue for a definition, <i>this kind of financing</i> refers to what has been described in the previous sentence.
ue bonds?	<i>Bonds or notes promising to pay back money in agreed-upon installments.</i>

Determine if the student can:

- Locate those words which have meanings directly stated by examples
- Locate the signal word which indicates examples as clues to meaning
- Determine the meaning of the unfamiliar word through the directly stated examples

Determine if the student can:

- Locate signal words that indicate that what follows will reveal the meaning of an unfamiliar word
- Determine the meanings of words through directly stated examples and/or definitions

## VOCABULARY DEVELOPMENT

### *Instructional Rationale*

Identifying directly stated modifiers will give the reader clues to the meaning of unfamiliar words.

Modifiers that are clues to meaning can be recognized by a relative pronoun and/or a linking verb in some form which introduces the modifying words, phrase, or clause.

#### Example:

*Hyperthyroidism*, which is marked by an increased rate of oxidation and body temperature, is caused by overactivity of the thyroid gland.

### *Instructional Objectives*

Given sentences on the board, the student and/or linking verb, state the meaning.

#### Examples:

1. The safari, marching on its exploit the ability of the natives to carry
2. All mammals possess some form of oxygen to and waste from all parts

Given a passage similar to the excerpt meanings of unfamiliar words by using

#### Example:

One of the most frequent causes of mutation, heredity, is exposure to high-energy radiation from radioactive elements produced experimentally by exposure to ultraviolet light.

*Instructional Objectives*

modifiers  
to the

Given sentences on the board, the student will, after locating the relative pronoun and/or linking verb, state the meaning of the unfamiliar word.

Examples:

meaning  
tive  
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clause.

1. The safari, marching on its exploratory route through the jungle, depended upon the ability of the natives to carry heavy loads of equipment for long distances.

arked by  
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by  
gland.

2. All mammals possess some form of *circulatory system* which carries nutrients and oxygen to and waste from all parts of the body.

Given a passage similar to the excerpt below, the student will be able to give the meanings of unfamiliar words by using directly stated modifiers as clues.

Example:

One of the most frequent causes of mutations, which are sudden variations in heredity, is exposure to high-energy radiation. Cosmic rays from outer space and radiation from radioactive elements may cause natural mutations. They can also be produced experimentally by exposure to X-rays, gamma rays, beta particles, and ultraviolet light.

*Instructional Model*

Place the two sentences given in Instructional Objectives on the chalkboard. Have the students study the sentences.

Ask:

In the first sentence choose the word whose meaning is revealed by modifiers.

*Safari*

What is the clue to the meaning of *safari*?

*Marching* introduces the modifying phrase which gives meaning.

In your own words, using the clue of the modifiers, explain what *safari* means.

*An expedition....*

In the second sentence, choose the word(s) whose meaning is revealed by modifiers.

*circulatory system*

What is the clue to the meaning of circulatory system?

*which* is the relative pronoun introducing the clause which gives meaning

Using the clue which identifies the modifier containing the meaning of circulatory system, read the clause and in your own words explain what a circulatory system is.

a network carrying.....

Have the students skim Exercise S6.

Ask:

What is the meaning of the word *mutations*?

*Sudden variations in heredity*

What clue to this meaning was given?

The modifying clause which begins with *which* are.

DETERMINING MEANINGS WHICH ARE DIRECTLY STATED BY MODIFIERS

Evaluation

Instructional Objectives on the chalkboard. Have the

Determine if the student can:

word whose meaning

*Safari*

- Locate those words which have meanings directly stated through modifiers

*safari?*

*Marching* introduces the modifying phrase which gives meaning.

- Locate the signal words which precede these modifiers

of the modifiers,

*An expedition....*

- Give meanings of unfamiliar words

word(s) whose

*circulatory system*

circulatory system?

*which* is the relative pronoun introducing the clause which gives meaning

the modifier  
circulatory system,  
words explain

a network carrying.....

Determine if the student can understand the meanings of unfamiliar words by locating and using directly stated modifiers in the context

variations?

*Sudden variations in heredity*

begin?

The modifying clause which begins with *which* are.

## VOCABULARY DEVELOPMENT

### *Instructional Rationale*

Identifying restatements as context clues will aid the reader in determining the meaning of unfamiliar words. These restatements are often made obvious by signal words or mechanical devices.

These restatements, often supplied in the form of appositives, are made obvious by signal words or punctuation.

#### *Example:*

A scientist approaches a problem by first stating an *hypothesis*, a sort of scientific hunch.

It may also be a restatement preceded by such signal words as:

*in other words*      *that is to say*  
*that is*              *called*

#### *Example:*

After World War II, the draft was dropped; however, within 3 years it was *reinstated*; that is, it was put in force once again.

Mechanical devices are commonly used in this type of context clue. Among these are punctuation, italics, parentheses, dashes, and typography.

#### *Example:*

He needs to acquire self-discipline—patience, self-control, concentration, and singleness of purpose.

### *Instructional Objectives*

Given sample sentences containing the clue, the student will identify the clue in the sentence. From the clues, he will be able to give the meaning of the word.

#### *Examples:*

- *Palynology*, the study of fossil pollen and life in prehistoric times.
- A *cadence*, which is a full pause at the end of a sentence by a period.
- The judge described the young man as a *quintessential* every legally constituted authority.

Given several reading passages of the type, the student will identify directly given restatements.

#### *Example:*

When heat is put into a body, the molecules move in this manner heat energy is converted into motion. The motion of molecules caused by heat is *disorderly*. The molecules move in all directions, in a *second*.

### *Instructional Objectives*

Given sample sentences containing the various directly stated context clues taught, the student will identify the clue in each, stating the kind of clue it is. Then, from the clues, he will be able to give the meaning of the unfamiliar words.

#### Examples:

- *Palynology*, the study of fossil pollens, reveals information about the climate and life in prehistoric times.
- A *cadence*, which is a full pause at the end of a phrase, is frequently punctuated by a period.
- The judge described the young man as being extremely *recalcitrant*, i.e., he defied every legally constituted authority.

Given several reading passages of the type found below, the student will be able to identify directly given restatements.

#### Example:

When heat is put into a body, the molecules of the material move more rapidly. In this manner heat energy is converted into kinetic energy of motion. This motion of molecules caused by heat is *disordered*, that is, it lacks direction of any kind. The molecules move in all directions, banging into each other millions of times a second.

*Instructional Model*

Put the three example sentences given under Instructional Objectives on the board.

Each of these sentences contains a different type of clue in a context where meanings are directly stated. For each sentence, identify the clue, telling the kind of clue it is, and give the meaning of the italicized word.

The clue to the meaning of *palynology* is a restatement in the form of an appositive. *Palynology* means a study of fossil pollens.

*Which is* is the clue introducing a modifying clause. *Cadence* means a full pause at the end of a phrase.

*I.e.* is the clue introducing a clause that further defines, by restatement, the meaning of *recalcitrant*.

Have the students skim Exercise 58.

Ask:

What are the signal words that indicate the context clue that reveals the meaning of the unfamiliar word?

*That is* are the signal words indicating that the meaning is revealed by a restatement.

What does *disordered* mean in this context?

*A lack of direction, moving in all directions*

## DETERMINING MEANINGS WHICH ARE DIRECTLY STATED BY RESTATEMENTS

### Evaluation

er Instructional Objectives on the board.

e to the meaning of *palynology* is a restatement  
form of an appositive. *Palynology* means a study  
il pollens.

s is the clue introducing a modifying clause.  
means a full pause at the end of a phrase.

the clue introducing a clause that further de-  
by restatement, the meaning of *recalcitrant*.

Determine if the student can:

- Identify the various types of clues which indicate directly stated meanings for unfamiliar words
- Give meanings for these unfamiliar words

are the signal words indicating that the  
is revealed by a restatement.

Determine if the student can:

- Locate signal words indicating that a restatement follows to reveal the meaning of an unfamiliar word
- Determine the meaning of the unfamiliar word through the restatement

f direction, moving in all directions

VOCABULARY DEVELOPMENT

*Instructional Rationale*

Identifying context clues which are implied through the use of the repetition of key words will aid the reader in determining the meanings of unfamiliar words.

This clue makes use of a key word which is associated with the unfamiliar word and repeats the same word within the context from which the reader may infer meaning.

*Example:*

His assignments are always extremely *hazardous*. Last week he was assigned to detect the hidden land mines; this week his assignment is to lead a patrol behind the enemy lines.

*Instructional Objective*

Given a selection similar to the repetition of a key word which is relationship he will infer the me

These birds thrive in a region regions, farms consist of small production of corn and other grain pasture grasses, and still other hardwood timber.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading*

*For reinforcing instruction*

*For students who are advanced re*

*Instructional Objective*

Given a selection similar to the excerpt below, the student will identify the repetition of a key word which is associated with an unfamiliar word. From this relationship he will infer the meaning of the unfamiliar word.

These birds thrive in a region of *diversified* land use. In certain regions, farms consist of small fields, some devoted to the production of corn and other grain crops, others seeded to permanent pasture grasses, and still other areas allowed to remain in native hardwood timber.

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supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

DETERMINING MEANINGS WHICH ARE IMPLIED

*Instructional Model*

Have the students read Exercise S7.

Ask:

Does the sentence containing the word *diversified* reveal its meaning?

No

Is there any link between this sentence and the one following it?

They both contain the word *region*. It is the key word that is repeated.

How does this key word help to obtain a meaning for diversified?

By seeing *region* again in the following sentence the reader can assume that the same idea is being discussed.

From the context, how would you define diversified?

*For students who speak English as a second language*

*For students who are members of a specific minority group*

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DETERMINING MEANINGS WHICH ARE IMPLIED BY REPETITION OF KEY WORDS

*Evaluation*

Determine if the student can:

- Identify a key word associated with the unfamiliar word which is repeated
- Obtain the meaning for the unfamiliar word by inference from the use of the key word

h contain the word *region*. It is the  
that is repeated.

g *region* again in the following sentence  
er can assume that the same idea is being  
d.

age

*For individualizing instruction  
and/or for home study*

ity group

*For posttesting*

VOCABULARY DEVELOPMENT

*Instructional Rationale*

Identifying connecting words as clues in a context where meaning is implied will aid the reader in determining the meanings of unfamiliar words.

Such connecting words as *however*, *yet*, *therefore*, and *similarly* often link unfamiliar words to the implied meaning contained within the context.

*Instructional Objective*

Given a selection similar to the connecting word which serves as meaning.

Quails are primarily *granivorous* the seeds of various grasses diet. During the summer, in are taken in considerable quantities mulberry, blackberry, cherry winter the birds feed almost

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading*

*For reinforcing instruction*

*For students who are advanced*

*Instructional Objective*

Given a selection similar to the excerpt below, the students will identify a connecting word which serves as a link between an unfamiliar word and its implied meaning.

Quails are primarily *granivorous* in their feeding habits; therefore, the seeds of various grasses and legumes comprise the bulk of their diet. During the summer, insects, mostly beetles and grasshoppers, are taken in considerable quantity along with soft fruits, such as mulberry, blackberry, cherry, dogwood, and sassafras. In fall and winter the birds feed almost exclusively upon seeds.

Supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*Instructional Model*

Have the students read Exercise S7.

Ask:

Does the first part of the first sentence reveal the meaning of *granivorous* ?

No

Is there a connecting word between the parts of the sentence?

Yes, the connecting word is *therefore*.

What does the word *therefore* indicate?

It indicates a relationship between both parts of the sentence.

Can the meaning of *granivorous* in the first part be inferred by the context of the second part?

Yes, the second part mentions that *seeds comprise the bulk of their diet*, which is obviously related to their feeding habits being *primarily granivorous*. The remainder of the excerpt reveals the meaning of *primarily granivorous* by restatement.

*For students who speak English as a second language*

*For students who are members of a specific minority group*

## DETERMINING MEANINGS WHICH ARE IMPLIED BY CONNECTING WORDS

### Evaluation

Determine if the student can:

- Identify connecting words as clues in a context in which the meaning of an unfamiliar word may be implied
- Infer the meaning of the unfamiliar word

the connecting word is *therefore*.

indicates a relationship between both parts of the sentence.

the second part mentions that *seeds* comprise the bulk of their diet, which is closely related to their feeding habits being primarily *granivorous*. The remainder of the excerpt reveals the meaning of *granivorous* by restatement.

language

For individualizing instruction  
and/or for home study

minority group

For posttesting

## VOCABULARY DEVELOPMENT

### *Instructional Rationale*

Identifying context clues which are implied through the use of parallel sentence structure will aid the reader in determining the meaning of unfamiliar words.

This clue makes use of identical sentence patterns. Certain parts of speech in the part of the sentence revealing the meaning will be similar to that part containing the unfamiliar word. This establishes connection between the two, from which the reader may infer meaning.

### *Instructional Objective*

Given sentences from a selection which the student will identify parallel sentence structure and determine the meaning of unfamiliar words.

Example:

The lawyer considered his opponent's last matter of fact, it was so *trivial*, the

## VOCABULARY DEVELOPMENT

### *Instructional Rationale*

Identifying restatements of unfamiliar words or thoughts as clues from which meaning may be inferred will aid the reader in determining the meaning of unfamiliar words.

The meaning of an unfamiliar word may be clarified by a restatement of the concept. Occasionally this type of clue may be found to precede the unfamiliar word.

### *Instructional Objective*

Given a selection similar to the excerpts, the student will identify the relationship between the restatements of meanings for unfamiliar words.

Food is stored in a pear-shaped muscle and a whole meal could not be eaten at once. The stomach contains a multitude of tiny glands which secrete a liquid called gastric juice which

*Instructional Objective*

Given sentences from a selection which contains inference clues to word meaning, the student will identify parallel sentence structures as clues revealing the meaning of unfamiliar words.

Example:

The lawyer considered his opponent's last argument. It was very petty. As a matter of fact, it was so *trivial*, the lawyer knew he had no reason to worry.

*Instructional Objective*

Given a selection similar to the excerpt below, the student will identify restatements of meanings for unfamiliar words, and will be able to infer meaning through the relationship between the restatement and the unfamiliar word.

Food is stored in a pear-shaped muscular sac. Without the *stomach* a whole meal could not be eaten at one sitting. The stomach lining contains a multitude of tiny glands which pour out a clear yellow liquid called gastric juice which mixes with the stored food.

*Instructional Model*

Place on the board the sentences under Instructional Objective.

Have the students read the sentences.

Ask:

What similarities can be found between the structure of the sentence containing *trivial* and the preceding sentence?

Both sentences contain in consecutive order the pronoun *it*, a linking verb, and an adverb.

What meaning for *trivial* can be inferred from the sentence that precedes it?

*It was very petty* gives the impression of not being important. The parallel sentence structure is a clue to the repetition of the idea of unimportance.

*Instructional Model*

Have the students read Exercise S9.

Have the students:

Consider *stomach* as the unfamiliar word

It doesn't.

See if the sentence containing *stomach* reveals its meaning

Locate a statement in the context which appears to contain the meaning of *stomach*

Although the first sentence does not contain the word *stomach*, there appears to be a relationship between what it describes and what is being said about *stomach* in the next two sentences.

## DETERMINING MEANINGS WHICH ARE IMPLIED BY PARALLEL SENTENCE STRUCTURE

### Evaluation

Instructional Objective.

Determine if the student can make inferences about word meanings when clues are provided through the use of parallel sentence structure

Sentences contain in consecutive order the words *in it*, a linking verb, and an adverb.

The word *very petty* gives the impression of not being important. The parallel sentence structure is a clue to the repetition of the idea of unimportance.

## DETERMINING MEANINGS WHICH ARE IMPLIED BY RESTATEMENTS

### Evaluation

Determine if the student can make inferences about the meanings of unfamiliar words by identifying restatements of the concept in other sentences either preceding or following the sentence containing the word

isn't.

When the first sentence does not contain the word *stomach*, there appears to be a relationship between what it describes and what is being said about *stomach* in the next two sentences.

## VOCABULARY DEVELOPMENT

### *Instructional Rationale*

Identifying the use of antonyms or contrast as context clues will aid the reader in determining the meaning of unfamiliar words.

Through the use of words or phrases that are the opposites of unfamiliar words, the reader is assisted in his attempts to infer meaning. Linking or introductory words are frequently present with this type of clue. They are such expressions as:

*unlike  
rather than  
instead of*

Example:

*Unlike her sister who was shy and timid, Jane was extremely audacious.*

Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_

*For pretesting*

*For reinforcing instruction*

*For individualizing instruction  
and/or for home study*

*For posttesting*

### *Instructional Objective*

Given a selection similar to the excerpts below, the student will identify an antonym or a situation of contrast which serves to determine the meaning of an unfamiliar word may be inferred.

So far, we have spoken only about energy in the form of chemical energy which is associated with matter. There is another form of energy called radiant energy.

...Until 1860, the principal use for petroleum was in the form of patent medicines, not in lighting or transportation. Anthracite coal was too hard to burn in the early days of the colonies. Bituminous coal had not been used in iron making.

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific culture*

*Instructional Objective*

Given a selection similar to the excerpts below, the students will identify an antonym or a situation of contrast which serves as a clue in a context from which the meaning of an unfamiliar word may be inferred.

So far, we have spoken only about energy in objects. In contrast to chemical energy which is associated with matter, there exists an energy called radiant energy.

....Until 1860, the principal use for petroleum was in the manufacture of patent medicines, not in lighting or the production of power. Anthracite coal was too hard to burn in the heating devices employed by the colonists. Bituminous coal had not yet come into general use in iron making.

at the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Place on the chalkboard the two sentences under Instructional Objective.

Ask:

In this excerpt is there a directly-stated meaning for *radiant energy*?

No

Is there any indication that we should be able to infer the meaning of *radiant energy*?

Yes, the clue is in the words, *In contrast to*. We can assume that radiant energy is not whatever is attributed to chemical energy.

Have the students read Exercise SS3.

Ask:

From this excerpt, what kind of coal is *anthracite*?

Anthracite is a hard coal.

Does the passage directly state any meaning for *bituminous* coal?

No

Is there any clue from which the meaning of *bituminous* can be inferred?

The selection states that *anthracite coal was too hard to burn...* then following that it says that *bituminous coal had not yet come into general use*. The implication is that bituminous coal could have been used and therefore was not too hard.

What kind of coal is *bituminous*?

Bituminous is a soft (not hard) coal.

DETERMINING MEANINGS WHICH ARE IMPLIED BY ANTONYMS OR BY CONTRAST

*Evaluation*

Under Instructional Objective.

Determine if the student can:

- Identify a statement of contrast or an antonym as a clue to the meaning of an unfamiliar word which is implied in the context
- Infer the meaning of the unfamiliar word

The clue is in the words, *In contrast to*.  
Assume that radiant energy is not what is attributed to chemical energy.

Anthracite is a hard coal.

Selection states that *anthracite coal was too hard to burn...* then following that it says that *bituminous coal had not yet come into general use.* Implication is that bituminous coal could have been used and therefore was not too hard.

Bituminous is a soft (not hard) coal.

**INTERPRETING READING MATERIAL IN SOCIAL STUDIES**

*The  
Lesson  
entitled....*

- Using roots and affixes commonly found in social studies reading material . . . . .
- Using context clues . . . . .
- General vocabulary used in a special sense. . . . .
- Specialized vocabulary. . . . .
- Identifying connotations as clues to author's bias. . . . .
- Identifying the main idea by direct statement . . . . .
  
- Inferring the intended reader and intended effects. . . . .
  
- Relating details to main idea . . . . .
  
- Identifying emphases. . . . .
- Identifying basis for organization. . . . .
- Discriminating facts from opinions. . . . .
- Inferring author's attitude toward topic. . . . .
- Comparing divergent texts . . . . .
- Comprehending charts and graphs . . . . .
  
- Understanding political cartoons. . . . .

SOCIAL STUDIES

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<u>SS1</u>	<u>SS2</u>	<u>SS3</u>	<u>SS4</u>	<u>SS5</u>	<u>SS6</u>	<u>SS7</u>	<u>SS8</u>
1. (2)	1. (2)	1. (1)	1. (2)	1. (2)	1. (2)	1. (4)	1. (1)
2. (3)	2. (1)	2. (2)	2. (1)	2. (3)	2. (2)	2. (3)	2. (3)
3. (1)	3. (3)	3. (1)	3. (3)	3. (1)		3. (1)	3. (2)
4. (4)	4. (3)	4. (3)	4. (1)	4. (4)		4. (1)	4. (4)
5. (1)	5. (1)	5. (2)	5. (2)	5. (2)		5. (2)	5. (2)
6. (3)	6. (2)	6. (1)	6. (2)	6. (1)			6. (4)
7. (2)				7. (3)			

<u>SS13</u>	<u>SS14</u>	<u>SS15</u>	<u>SS16</u>	<u>SS17</u>	<u>SS18</u>	<u>SS19</u>	<u>SS20</u>
1. (1)	1. (2)	1. (3)	1. (2)	1. (2)	1. (2)	1. (3)	1. (1)
2. (4)	2. (4)	2. (2)	2. (2)	2. (4)			
3. (4)	3. (4)		3. (1)	3. (2)			
4. (2)			4. (2)	4. (4)			
5. (3)			5. (4)	5. (3)			
6. (1)			6. (4)	6. (1)			
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11. (2)							
12. (2)							
13. (3)							
14. (4)							

Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_

For pretesting

For students with marginal reading ability

For reinforcing instruction

For students who are advanced readers

For individualizing instruction  
and/or for home study

For students who speak English as a second language

For posttesting

For students who are members of a specific group

CORRECT RESPONSES TO ASSESSMENT OF COMPREHENSION

<u>SS5</u>	<u>SS6</u>	<u>SS7</u>	<u>SS8</u>	<u>SS9</u>	<u>SS10</u>	<u>SS11</u>	<u>SS12</u>
1. (2)	1. (2)	1. (4)	1. (1)	1. (2)	1. (4)	1. (2)	1. (3)
2. (3)	2. (2)	2. (3)	2. (3)	2. (3)	2. (2)	2. (3)	2. (2)
3. (1)		3. (1)	3. (2)	3. (2)	3. (4)	3. (4)	3. (1)
4. (4)		4. (1)	4. (4)	4. (4)	4. (1)	4. (2)	4. (1)
5. (2)		5. (2)	5. (2)	5. (1)	5. (4)		5. (4)
6. (1)			6. (4)		6. (3)		6. (3)
7. (3)							7. (2)
							8. (1)
							9. (4)
<u>SS17</u>	<u>SS18</u>	<u>SS19</u>	<u>SS20</u>				
1. (2)	1. (2)	1. (3)	1. (1)				
2. (4)							
3. (2)							
4. (4)							
5. (3)							
6. (1)							

the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

## VOCABULARY DEVELOPMENT IN SOCIAL STUDIES

### Instructional Rationale

Knowledge of the meanings of roots and affixes commonly used in social studies reading material will increase the efficiency with which the reader will be able to interpret the material.

Examples of roots and affixes commonly used in social studies material:

anthro =	(man)	anthropology
anti =	(against)	antiballistic missile
archos =	(leader)	anarchy
auto =	(self)	autocracy
constitutus =	(stand)	constitution
cracy =	(rule)	autocracy
demos =	(people)	democracy
federis =	(league)	confederate
gress =	(step)	aggression
ideo =	(idea)	ideology
inter =	(between)	international
judic =	(judge)	judicial
leg =	(law)	legislature
liber =	(free)	liberty
mare =	(sea, water)	marine
publicus =	(people)	republic

### Instructional Objectives

Given a root or affix commonly used in social studies reading material, with the knowledge of the meanings of the root or affix, the student will be able to determine the meaning of several words containing the same root or affix.

Example:

root - *gress* meaning - step; words:

Given the word in a sentence, the student will be able to determine its literal meaning and its use in the sentence.

Example:

When the work is organized, more *progress* will be made.

Given a selection similar to the excerpt below, the student will be able to determine the meanings of unfamiliar words from their roots and affixes.

Though some Americans -- mainly persons who always sympathized with the Central Powers -- were disappointed that the *democratic* Britain and France. It seemed that a *democratic* victory would be a victory for *democracy*. It was the anger aroused by the *submarine* that was sunk, Wilson decided to wait no longer.

Appearing before *Congress* on April 2, 1917, he made a declaration of war...

ES

### Instructional Objectives

Given a root or affix commonly used in social studies reading material, the student will, with the knowledge of the meanings of the roots or affixes, give the literal meaning of several words containing the same root or affix.

Example:

root - *gress* meaning - step; words: progress, regress, etc.

Given the word in a sentence, the student will give a meaning for the word based on its literal meaning and its use in the sentence.

Example:

When the work is organized, more *progress* will be made.

Given a selection similar to the excerpt below, the student will be able to determine the meanings of unfamiliar words from knowledge of the literal meanings of their roots and affixes.

Though some Americans -- mainly persons of German and Austrian decent -- had always sympathized with the Central Powers, most of our people favored a *democratic* Britain and France. It seemed to many that a British and French victory would be a victory for *democracy* everywhere. Added to this feeling was the anger aroused by the *submarine* disputes. When a few more ships were sunk, Wilson decided to wait no longer.

Appearing before *Congress* on April 2, 1917, the President asked for a declaration of war...

*Instructional Model*

Write the root *gress* and its meaning on the board. Give the class 5 to 10 minutes to divide into groups of three to compile lists of words containing this root. Have a member of each group write one of their words on the board for the class to determine its meaning from the literal translation of the component parts. Encourage discussion of the meanings of these words as they are used in sentences.

A list such as the following may be compiled.

<i>gress</i>	step
<i>pro gress</i>	step forward
<i>con gress</i>	step with
<i>trans gress</i>	step across
<i>ag gression</i>	step against
<i>retro gression</i>	step back again
<i>re gression</i>	step back

*Progress* in this sentence means going forward by way of accomplishment.

Have the students read Exercise SS1.

Ask:

What are the component parts of *democracy*?

*Demo* meaning people  
*Cracy* meaning rule

What is the literal meaning of *democracy*?

*Rule of or by the people*

Using the same literal meanings, what does *democratic* mean?

Of or pertaining to rule by the people. (*ic* is an adjective ending)

What root or affix is contained in *submarine*?

*Sub* meaning under  
*Mare* meaning the sea

What is its literal meaning?

Something (a noun) under the sea

What does it mean as it is being used in context?

It is describing a dispute over *something under the sea*. As the reader goes on to the next sentence he is able to infer that the *something* is a ship.

What is the literal meaning of *Congress*?

*Stepping with*

USING ROOTS AND AFFIXES COMMONLY FOUND IN SOCIAL STUDIES READING MATERIAL

Evaluation

List such as the following may be compiled.

<i>gress</i>	step
<i>pro gress</i>	step forward
<i>con gress</i>	step with
<i>trans gress</i>	step across
<i>ag gression</i>	step against
<i>retro gression</i>	step back again
<i>re gression</i>	step back

Determine if the student can give literal meanings for words containing the same roots and/or affixes

*gress* in this sentence means going forward way of accomplishment.

Determine if the student can, through the use of the literal meaning and a given context, arrive at the intended meaning of the word

*mo* meaning people  
*acy* meaning rule  
*le of or by the people*

Determine if the student can:

- Identify roots and affixes that are frequently found in a social studies context
- Give literal meanings for these roots and affixes
- From these meanings, and through the use of context, determine the meanings of unfamiliar words in a passage

*or pertaining to rule by the people. (ic is adjective ending)*

Other words which might be analyzed in similar fashion are *monarchy, constitution, and republic* as found in the third paragraph of Exercise SS10.

*b* meaning under  
*re* meaning the sea

*omething* (a noun) under the sea

*c* is describing a dispute over *something under the sea*. As the reader goes on to the next sentence he is able to infer that the *something* is a ship.

*tepping with*

## VOCABULARY DEVELOPMENT IN SOCIAL STUDIES

### *Instructional Rationale*

Understanding that meanings of both familiar and unfamiliar words can be revealed by either directly stated or implied contextual clues can aid the reader in interpreting reading material in social studies.

Although directly stated clues will be found in social studies material, implied clues seemed to be used more frequently -- especially those which reveal meanings through established connections such as by parallel sentence structure, repetition of key words, connecting words, and restatements using different words. The student should also be aware that occasionally he will encounter figurative language used in this material from which he must infer meaning.

See the section on General Vocabulary Development for lessons on each of the various types of context clues.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For reinforcing instruction*

*For individualizing instruction  
and/or for home study*

*For posttesting*

### *Instructional Objective*

Given several reading passages from social studies material, the student will state the technical meaning of words by identifying and using either directly stated or implied contextual clues.

Up to 1914 the United States economy could not finance the building of the farms and cities that were necessary for American economic growth. To build the United States required more capital than Americans could provide. A businessman has to borrow money to begin a business. If he has not saved, he must succeed, the need for foreign capital, a country wealthy enough to provide larger and larger amounts of capital through its own saving. Nonetheless, the United States was a debtor, meaning that she had borrowed money from other countries.

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a special interest group*

ADIES

*Instructional Objective*

Given several reading passages from social studies material, as sampled below, the student will state the technical meanings of familiar and unfamiliar words by identifying and using either directly stated or implied context clues.

Up to 1914 the United States economy relied heavily on the help of foreigners to finance the building of the farms and factories that *lay at the heart of* American economic growth. To build new *industries*, railroads, and cities required more *capital* than Americans had available. In the same way that a businessman has to borrow money to get started, America had to borrow the savings of other countries to begin her industrialization. As growth proceeded, the need for foreign capital declined because the United States grew wealthy enough to provide larger and larger amounts of money for development through its own saving. Nonetheless, in 1914, the United States was a *net debtor*, meaning that she had borrowed more from abroad than she had invested.

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plement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Have the students read Exercise SS2.

Have the students identify the term whose meaning is directly stated.

Ask:

What does *net debtor* mean?

*Net debtor*

A country whose foreign debts exceed its investments

What was the clue to the direct statement?

*Meaning*

Have the students identify the words whose meanings are implied.

*Industries, capital, lay at the heart of*

Ask:

What key word is repeated to reveal the meaning of *industries*?

*Build* in variant forms  
When first used, *building* is followed by *industries*. This indicates a relationship between *industries* and *farms* and *factories*.

What is the key to the meaning of *capital*? The two words are connected by the relationship of *borrowing that which you need*. i.e., capital was required....money was borrowed.

*To borrow money* - this is a restatement using the synonym *money*

What figurative phrase is used? This reference to a physical organ is simply a comparative (metaphoric) way of saying that building was as vital to the American economy as the heart is to the body.

*Lay at the heart of*

What is the meaning of this phrase in this particular context?

*Heart* is used to mean the center, the core, or the basis of.

USING CONTEXT CLUES

Evaluation

Determine if the student can:

- Identify the clues that reveal meaning
- Give the special meanings for unfamiliar words through the use of directly stated clues
- Give the special meanings for familiar and unfamiliar words through the use of clues that imply meaning

Other words whose meanings may be determined by context clues are *developed* and *primitively*, as found in the first and second paragraphs of Exercise SS9.

*Net debtor*

A country whose foreign debts exceed its investments

*Meaning*

*Industries, capital, lay at the heart of*

*Build in variant forms*

When first used, *building* is followed by *industries*. This indicates a relationship between *industries* and *farms* and *factories*.

*To borrow money* - this is a restatement using the synonym *money*.

*Lay at the heart of*

*Heart* is used to mean the center, the core, or the basis of.

## VOCABULARY DEVELOPMENT IN SOCIAL STUDIES

### Instructional Rationale

Many common or familiar words when used in a social studies context have special meanings. Knowledge of these special meanings is essential to the correct interpretation of reading materials in social studies.

#### Example:

As commonly used, *age* refers to the number of years a person or thing has existed in its present form. The *age* of the house is stated on the deed.

However, when used in history, *age* means a period of time characterized by the occurrence or development of something important during that time. During the stone *age*, man was primitive.

### Instructional Objectives

Given a number of pairs of sentences, the student will give a meaning for the word.

#### Example A:

1. At his third *strike*, he handed in his resignation.
2. The electrical workers were on *strike*.

#### Example B:

1. She is the same *age* as her neighbor.
2. Children of the space *age* are born in space.

Given several social studies passages, the student will use context clues to infer the meaning of words which have meanings that differ from their common usage.

Examples of such words are:

	<u>Common Usage</u>
Apparatus	A collection of materials, instruments, or tools used for a particular purpose.
Bottleneck	A point of traffic obstruction or a narrow passage.
Capital	The chief city of a state or region.
Cement	A powder composed of several elements used to make mortar or concrete.
Latitude	Angular distance north or south of the equator, measured in a specified circle of reference.

*Instructional Objectives*

Given a number of pairs of sentences each of which has one word in common, the student will give a meaning for the word as it is used in each sentence.

Example A:

1. At his third *strike*, he handed the bat to the next player.
2. The electrical workers were on *strike* for 6 months.

Example B:

1. She is the same *age* as her nephew.
2. Children of the space *age* are familiar with the way rockets and missiles work.

Given several social studies passages, students will be able to identify those words which have meanings that differ from the more general use of the word. They will use context clues to infer the special meaning of an otherwise familiar word.

Examples of such words are:

	<u>Common Usage</u>	<u>Special Usage in Social Studies</u>
Apparatus	A collection or set of materials, instruments	The organization of a political party -- the machinery of government
Bottleneck	A point of traffic obstruction -- narrow passage	A condition which obstructs, preventing progress
Capital	The chief city of a state or region	Available money or the value of accumulated goods
Cement	A powder composed of several elements used to make mortar and concrete	To bind together, to unite, to exert a marked cohesive effect
Latitude	Angular distance from a specified circle or plane of reference	Freedom of action or decision

*Instructional Model*

Using the examples provided under instructional objectives, discuss the two different meanings of *strike* and *age*.

In the following excerpt, there are two familiar words which have a special meaning in this social studies context.

Up to 1914, the United States economy relied heavily on the help of foreigners to finance the building of the farms and factories that lay at the *heart* of American economic growth. To build new industries, railroads, and cities required more *capital* than America had available. In the same way that a businessman has to borrow money to get started, America had to borrow the savings of other countries to begin her industrialization.

*Heart* is used figuratively to mean the center or basis of growth. *Capital* is used in the sense of accumulated assets (money).

Have the students read Exercise SS2 silently.

Have the students underline the words which appear to be familiar and yet do not seem to have the same meanings that one would ordinarily associate with them.

Discuss the meaning of *heart*. This is an example of the figurative use of a word which has acquired a special meaning in social studies, and is used quite frequently, i.e., the *heart* of the city, the *heart* of the controversy.

Ask:

Does the use of capital in this passage refer to a city where the government of a state is located?

No. Such a meaning would not fit the context.

Does the context imply a meaning for capital?

Yes, ...*finance building*, ...*borrow money*, ...*borrow savings to begin industrialization*.

GENERAL VOCABULARY USED IN A SPECIAL SENSE

Evaluation

ional objectives, discuss the two different meanings

Using the reading exercises, determine if the student can:

- Identify words whose meanings in the social studies context differ from the meanings he ordinarily associates with the word
- Infer meanings for these words from available clues in the context

miliar words which have a special meaning in this

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ng of the farms and  
can economic growth.  
cities required more  
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h appear to be familiar and yet do not seem to  
narily associate with them.

example of the figurative use of a word which has  
es, and is used quite frequently, i.e., the *heart*

No. Such a meaning would not fit the context.

Yes, ...*finance building*, ...*borrow money*,  
*borrow savings to begin industrialization*.

## VOCABULARY DEVELOPMENT IN SOCIAL STUDIES

### *Instructional Rationale*

Increasing the student's technical or specialized social studies vocabulary that he recognizes on sight will lessen the time he must devote to using context clues, procedures of word analysis, or the dictionary in correctly interpreting reading material in social studies.

Words that are specific to social studies must be taught. Yet, it is not possible for an instructor to teach the meanings of all the specialized words a student will meet in this content area. In addition, not every student will need to be taught every word. Words that are known to some students will be unknown to others.

For these reasons, techniques and activities should emphasize individual needs and self-instruction.

### *Instructional Objectives*

#### A. Independent Activities

Students will attend lectures, films, and studies as a theme. Libraries, museums, and show documentary films on such topics as American history, ancient civilization, and documentaries, news reports, and panel discussions. Sources of the technical social studies vocabulary magazines are examples of available reading material for this specific vocabulary.

#### B. Instructional Activity

Students will be able to categorize related each of the topic headings below related to

##### Economics

- capital
- federal
- price control
- parity
- income taxes
- excise taxes
- industry (foreign & domestic)
- stability
- protective legislation
- investment
- liquidation

## *Instructional Objectives*

### A. Independent Activities

Students will attend lectures, films, and plays that have some aspect of social studies as a theme. Libraries, museums, and some civic organizations frequently show documentary films on such topics as government, economics, European and American history, ancient civilization, and geography. Political speeches, documentaries, news reports, and panel discussions on television are also good sources of the technical social studies vocabulary. Newspapers, pamphlets, and magazines are examples of available reading material which will contain much of this specific vocabulary.

### B. Instructional Activity

Students will be able to categorize related technical terms. For example, under each of the topic headings below related words have been listed.

#### Economics

capital  
federal  
price control  
parity  
income taxes  
excise taxes  
industry (foreign & domestic)  
stability  
protective legislation  
investment  
liquidation

#### Congress

committee system  
seniority  
legislative  
conservative  
left-wing radicalism  
reactionism

*Instructional Model*

Encourage students to increase their understanding of technical terms through some of the suggested independent activities.

Suggest that they take note of terms with which they are unfamiliar and check on their meanings by using a dictionary or glossary. In addition, they should feel free to ask to have specific terms explained in class.

Ask them to bring in newspaper or magazine articles on a particular topic. Anticipate and present technical terms which are commonly used in this topic. Discuss articles. Include specific terms and make distinctions between terms of somewhat similar meanings.

Ask students to bring in newspaper or magazine articles on a particular topic.

As students present their articles for discussion, lead them to discover through the content or by some other techniques the meanings of words which either had not been anticipated or were not being used correctly.

## SPECIALIZED VOCABULARY

### Evaluation

Understanding of technical terms through some of the

which they are unfamiliar and check on their  
In addition, they should feel free to ask

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in terms of somewhat similar meanings.

fine articles on a particular topic.

discussion, lead them to discover through the  
meanings of words which either had not been  
y.

The instructor encourages self-  
evaluation. The student should  
determine if he:

- Participates regularly in some outside class activity which will aid in increasing their technical vocabularies
- Notes those words whose meanings are obscure or unknown
- Attempts to clarify these meanings by using a dictionary or consulting the instructor

The instructor should determine if the student:

- Uses technical terms correctly when discussing or reporting on a particular topic
- Uses context clues to determine meanings of unfamiliar words

## VOCABULARY DEVELOPMENT IN SOCIAL STUDIES

### *Instructional Rationale*

Identifying the connotations of words that reveal the writer's attitude or bias toward his subject will aid the reader in making a more accurate assessment of the author's intent.

Emotionally charged words are frequently used to produce or modify in the reader feelings or attitudes. From several words revealing nearly the same literal information, a writer will choose those that will most efficiently achieve these ends.

### *Instructional Objectives*

Given pairs of terms, each pair having similar connotations, students will identify the term in each pair that is most emotionally charged.

Examples:

1. backward countries - developing nations
2. economically disadvantaged - slum dweller
3. racists - segregationists
4. radicals - liberals
5. convert - proselytize
6. incentive - bribe

Given a passage, as sampled below, the student will identify the emotionally charged words or phrases and, from these, identify the author's attitude or bias on the topic.

Malathion, another of the organic phosphorus compounds known to the public as DDT, being widely used by many insecticides, in indiscriminate mosquito spraying, is often used on insects as the spraying of nearly a million insects for the Mediterranean fruit fly. It is a member of a group of chemicals and many people as a result of their out fear of harm. Commercial advertising has created a false attitude.

The alleged "safety" of malathion rests on the fact that it is safe although -- as often happens -- this chemical had been in use for several years....

STUDIES

*Instructional Objectives*

Given pairs of terms, each pair having somewhat the same literal meaning, the students will identify the term in each pair which has an unfavorable connotation.

Examples:

1. backward countries - developing nations
2. economically disadvantaged - slum dwellers
3. racists - segregationists
4. radicals - liberals
5. convert - proselytize
6. incentive - bribe

Given a passage, as sampled below, the students will be able to list emotionally charged words or phrases and, from these, determine the writer's feelings, attitudes, or bias on the topic.

Malathion, another of the organic phosphates, is almost as familiar to the public as DDT, being widely used by naive gardeners, in household insecticides, in indiscriminate mosquito spraying, and in such blanket attacks on insects as the spraying of nearly a million acres of Florida communities for the Mediterranean fruit fly. It is considered the least toxic of this group of chemicals and many people assume they may use it freely and without fear of harm. Commercial advertising encourages this complacent attitude.

The alleged "safety" of malathion rests on rather precarious ground, although -- as often happens -- this was not discovered until the chemical had been in use for several years....



Instructional Model

List pairs of terms on the board.  
 Conduct a group discussion on the  
 favorable and unfavorable connotations  
 of these terms.

Each pair of terms has a similar literal  
 meaning. However, each term within the  
 pair has a different connotation. In the  
 first pair, *backward countries* and *under-  
 developed nations* have similar meanings.  
 When one says *backward countries*, an un-  
 favorable attitude is conveyed; an  
 attitude of superiority of one's own  
 country. *Underdeveloped nations* is a  
 more favorable way of referring to these  
 countries, conveying the expectation of  
 their potential development.

favorable

unfavorable

developing  
 nations

-

backward  
 countries

economically  
 disadvantaged

-

slum  
 dwellers

segregationists

-

racists

liberals

-

radicals

convert

-

proselytize

incentive

-

bribe

Have the students read Exercise SS13 silently.

Have the students list the words or phrases  
 that are clues to the author's attitude.

*Save from extinction*

*Danger...extreme*

*Hazards...consequences*

*Considered the least  
 toxic*

*Serious to fatal*

*Complacent attitude*

*Violently ill*

*Alleged "safety"*

*Precarious ground*

What does the use of these words reveal  
 about the author's position?

The author believes that malathion is more  
 dangerous than people realize.

IDENTIFYING CONNOTATIONS AS CLUES TO AUTHOR'S BIAS

Evaluation

favorable

unfavorable

Determine if the student can identify the favorable and unfavorable connotations of terms with similar literal meanings

developing nations

-

backward countries

economically disadvantaged

-

slum dwellers

segregationists

-

racists

liberals

-

radicals

convert

-

proselytize

incentive

-

bribe

Determine if a student can identify the emotionally charged words in a passage, and from these determine the writer's bias

*...near extinction*

*Danger...extreme*

*...hazards...consequences*

*Considered the least toxic*

*...serious to fatal*

*Complacent attitude*

*...violently ill*

*Alleged "safety"*

*Precarious ground*

The author believes that malathion is more dangerous than people realize.

INTERPRETING READING MATERIAL IN SOCIAL STUDIES

*Instructional Rationale*

*Instructional Objective*

Identifying the main idea when it is directly stated by the author will help the reader to establish a purpose for reading the selection, to frame questions he anticipates the selection will answer, and to retain the information conveyed.

Though not directly related to passing the test of General Educational Development, being able to determine quickly the main idea of a selection is necessary when the reader is searching textbooks, magazines, or newspapers for an article on a specific subject.

Given a reading exercise in social studies when it is contained in a direct statement

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

2. Children of the space age are familiar with the way rockets and missiles work.

Given several social studies passages, students will be able to identify those words which have meanings that differ from the more general use of the word. They will use context clues to infer the special meaning of an otherwise familiar word.

Examples of such words are:

	<u>Common Usage</u>	<u>Special Usage in Social Studies</u>
Apparatus	A collection or set of materials, instruments	The organization of a political party -- the machinery of government
Bottleneck	A point of traffic obstruction -- narrow passage	A condition which obstructs, preventing progress
Capital	The chief city of a state or region	Available money or the value of accumulated goods
Cement	A powder composed of several elements used to make mortar and concrete	To bind together, to unite, to exert a marked cohesive effect
Latitude	Angular distance from a specified circle or plane of reference	Freedom of action or decision

NOTES

*Instructional Objective*

Given a reading exercise in social studies, the student will identify the main idea when it is contained in a direct statement.

at the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

In the following excerpt, there are two familiar words which have a special meaning in this social studies context.

Up to 1914, the United States economy relied heavily on the help of foreigners to finance the building of the farms and factories that lay at the *heart* of American economic growth. To build new industries, railroads, and cities required more *capital* than America had available. In the same way that a businessman has to borrow money to get started, America had to borrow the savings of other countries to begin her industrialization.

*Heart* is used figuratively to mean the center or basis of growth. *Capital* is used in the sense of accumulated assets (money).

Have the students read Exercise SS2 silently.

Have the students underline the words which appear to be familiar and yet do not seem to have the same meanings that one would ordinarily associate with them.

Discuss the meaning of *heart*. This is an example of the figurative use of a word which has acquired a special meaning in social studies, and is used quite frequently, i.e., the *heart* of the city, the *heart* of the controversy.

Ask:

Does the use of capital in this passage refer to a city where the government of a state is located?

No. Such a meaning would not fit the context.

Does the context imply a meaning for capital?

Yes, ...*finance building*, ...*borrow money*,  
*borrow savings to begin industrialization.*

*Instructional Model*

Have the students read Exercise SS3 rapidly.

Point out that the author's development of this topic follows a conventional pattern in that the first sentence signals what is going to be discussed (mining in colonial America); and how it is going to be discussed (from the standpoint of why it was not important); then the words *first*, *second*, and *finally* signal three answers to the question which the reader should have posed: Why was mining unimportant in colonial America?

Ask the students to weigh whether or not, in their opinions, the reasons given were, as described by the author, good reasons.

Have the students read the first paragraph of Exercise SS4 rapidly.

Point out to the students that while the main idea of Exercise SS3 was fully stated in the first sentence, the main idea of Exercise SS4 must be obtained from two clues found in the first and second sentences of the first paragraph: Indians had a set way of doing things which were often determined by instruction from departed spirits.

Ask the students to determine the manner in which the remainder of the exercise develops the main idea. They should conclude that the author chose to describe, by example, the influence that belief in the spirits exerted over the Indians.

*For students who speak English as a second language*

*For students who are members of a specific minority group*

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No. Such a meaning would not fit the  
context.

Yes, ...*finance building, ...borrow money,  
borrow savings to begin industrialization.*

IDENTIFYING THE MAIN IDEA BY DIRECT STATEMENT

*Evaluation*

Determine if the student can recognize the main idea of another comparable social studies passage in which the main idea is directly stated

apidly.

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*For individualizing instruction  
and/or for home study*

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*For posttesting*

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For these reasons, techniques and activities should emphasize individual needs and self-instruction.

## B. Instructional Activity

Students will be able to categorize related each of the topic headings below related w

### Economics

- capital
- federal
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- excise taxes
- industry (foreign & domestic)
- stability
- protective legislation
- investment
- liquidation

INTERPRETING READING MATERIAL IN SOCIAL STUDIES

*Instructional Rationale*

Being able to infer the reader toward whom the author is directing his message and the effect he hopes to achieve will alert the reader to the author's biases and to meanings that might otherwise remain obscured.

*Instructional Objectives*

Given a reading exercise in social studies, the individual whom the author perceived the reader

Given a reading exercise in social studies, the author anticipated his message would have

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a specific culture*

*Instructional Objectives*

Given a reading exercise in social studies, the student will infer the type of individual whom the author perceived the reader would be.

Given a reading exercise in social studies, the student will infer the effect that the author anticipated his message would have upon the reader.

plement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Have the students survey Exercise SS5 by reading the first sentence of each paragraph.

Ask:

What is the main idea and how is it revealed?

Reasons why the birth of the United States had a revolutionary effect upon Europe. Directly stated.

For what two audiences might this have been written?

American or anyone interested in revolution

Have the students read the selection carefully and underline any clues they find that might indicate who the author perceived his readers would be.

*We Americans* indicates the nationality of both the author and his intended audience.

The context of *we Americans* further reveals that the author acknowledges that his audience may hold divergent opinions regarding revolutions.

Have the student note the title of Exercise SS6.

Briefly discuss the meaning of the phrase *old wives' tales*.

Set the purpose for reading this exercise with the comments:

This article was written about the menopause, or the change of life experienced by women of middle age. Read the first four paragraphs and underline any words that indicate how the author feels about much of the information which has previously circulated on this subject.

*Old wives' tales*

*Rumors*

*Such stuff and nonsense!*

*Any woman who can read*

Have the students read the remainder of SS6 and answer the first question which follows it.

Discuss with the students the reasons for their choices, which may vary—the males choosing answer 1 and the females answer 2. Encourage the students to substantiate their answers by quoting words or phrases from the text.

INFERRING THE INTENDED READER AND INTENDED EFFECTS

Evaluation

5 by reading the first sentence of each paragraph.

Determine if the student can:

- Infer the type of reader for whom an author was writing

asons why the birth of the United States had a  
olutionary effect upon Europe. Directly stated.

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*Americans* indicates the nationality of both the  
author and his intended audience.

context of *we Americans* further reveals that the  
author acknowledges that his audience may hold divergent  
opinions regarding revolutions.

Exercise SS6.

Phrase *old wives' tales*.

- Infer the effect that the author was attempting to achieve

*wives' tales*

ors

*stuff and nonsense!*

*woman who can read*

of SS6 and answer the first question which follows it.

s for their choices, which may vary—the males choosing  
Encourage the students to substantiate their answers by  
t.

## INTERPRETING READING MATERIAL IN SOCIAL STUDIES

### *Instructional Rationale*

Reading material in social studies is often elaborated upon in much greater detail than reading material in science. Some of these details will be significantly related to the main idea; others will be included as interesting sidelights or digressionary embellishments.

The reader must be able to identify the significant details and relate them to the main idea. Without this ability the reader will never be able to determine if the author has adequately substantiated his argument with facts. This aspect of critical reading is quite important in analyzing editorials, pamphlets, and other printed material dealing with current events.

### *Instructional Objective*

Given a reading exercise in social studies, significant details and relate the details to

*Instructor's note of materials to supplement the development of the skill of* \_\_\_\_\_

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

STUDIES

*Instructional Objective*

Given a reading exercise in social studies, the student will identify the significant details and relate the details to the main idea.

ment the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*Instructional Model*

Have the students read Exercise SS7 silently.

Ask the students to summarize the story in one or two sentences.

Ask the students to list the details which they consider to be significant.

The people of Massachusetts were reluctant to return Burns, a former slave, to the South. Their efforts were in vain, and amid violence he was returned to Richmond.

1. Burns, while living and working in Boston, was arrested as a jewel thief.
2. Colonel Suttle, his former owner, tricked him into admitting he was a runaway slave.
3. Commissioner Loring decided Burns must be returned.
4. The people of Boston protested this decision and attempted, by oratory and by force, to obtain Burns.
5. A plan to purchase Burn's freedom failed.
6. Federal forces arrived to remove Burns. This, they accomplished amidst sullen protest by the Bostonians.

Discuss with the students their reasons for and the processes by which they separated that which was significant from that which was extraneous elaboration included by the author simply for the sake of making the story more interesting.

Point out to the students that numbers and dates can also be significant details. For reinforcement of this idea, have the students read Exercise SS8 and answer the accompanying assessments of comprehension.

Discuss with the students the significance of their answers to questions 3, 4, and 6.

*For students who speak English as a second language*

*For students who are members of a specific minority group*

RELATING DETAILS TO MAIN IDEA

*Evaluation*

Determine if the student can discriminate which details in a social studies passage are significant and indicate that he understands how these details complement the main idea

tly.

people of Massachusetts were reluctant to return Burns, her slave, to the South. Their efforts were in vain, and violence he was returned to Richmond.

Burns, while living and working in Boston, was arrested as a jewel thief.

Colonel Suttle, his former owner, tricked him into admitting he was a runaway slave.

Commissioner Loring decided Burns must be returned.

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*For individualizing instruction and/or for home study*

ic minority group

*For posttesting*

## INTERPRETING READING MATERIAL IN SOCIAL STUDIES

### *Instructional Rationale*

Identifying the emphasis placed upon certain facts or concepts will aid the reader in determining those aspects of his subject that the author considers to be important and will contribute to his awareness of the intended effect of the author.

Emphasis is achieved by space devoted to a particular aspect of a topic, repetition of key words or phrases, by use of mechanical devices such as italics or underlining, and/or by the use of emphatic language such as *absolutely vital*, *strictly forbidden*, and *of great importance*.

In social studies, emotionally charged or exaggerated terms such as *imperialistic*, *aggressive*, *hawkish*, *inhumane*, and *martyrdom* are frequently employed to emphasize a viewpoint.

### *Instructional Objective*

Given a reading exercise in social studies the order of stress that the author places

## INTERPRETING READING MATERIAL IN SOCIAL STUDIES

### *Instructional Rationale*

Identifying the basis that the author has used in organizing the details will help the reader to relate the details to the passage in a meaningful way and will enhance retention of main ideas.

In social studies, material is commonly organized by the sequence of historical events, geographical progressions, causes and effects, comparisons and contrasts, personalities and problems, social substructures, etc.

### *Instructional Objective*

Given a reading exercise in social studies the logical outline or progression of thou

SOCIAL STUDIES

*Instructional Objective*

upon certain  
reader in  
s subject that  
ortant and will  
the intended

Given a reading exercise in social studies, the reader will be able to approximate the order of stress that the author places upon the details or arguments presented.

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repetition of  
f mechanical  
erlining, and/or  
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SOCIAL STUDIES

*Instructional Objective*

author has used  
help the reader  
assage in a  
e retention of

Given a reading exercise in social studies, the student will be able to determine the logical outline or progression of thought followed by the author.

commonly  
istorical events,  
ses and effects,  
sonalities and  
, etc.

*Instructional Model*

Have the students read Exercise SS9 silently.

Ask:

What is the organization of the material?

Comparison of developed countries (paragraph 1) with underdeveloped countries (paragraphs 2-4).

In terms of amount of material alone, which type of country receives emphasis in this exercise?

Underdeveloped countries

Is any area in particular emphasized? How?

Black Africa  
By extended example

What point regarding Black Africa does the author stress and what means of stress does he use?

The people of Black Africa are not inferior or less intelligent. The emphatic expression, *Not at all*

*Instructional Model*

Have the students read Exercise SS10 silently.

Ask the students to list the dates in the order in which they appear in the Exercise.

1880                      1898  
1887                      1959  
1894

Point out that chronological organization is frequently used by authors of historical material.

Ask the students if they detect any other organization which repeats itself a number of times in this exercise.

Cause and effect. Each historical event is prefaced with a reason why it came to pass.

IDENTIFYING EMPHASES

Evaluation

Determine if the student can approximate the degree of stress that the author places on certain details

Comparison of developed countries (paragraph 1) with underdeveloped countries (paragraphs 2-4).

Underdeveloped countries

Black Africa  
By extended example

The people of Black Africa are not inferior or less intelligent. The emphatic expression, *Not at all*

IDENTIFYING BASIS FOR ORGANIZATION

Evaluation

Determine if the student can identify the various kinds of organizations used by authors of reading material in social studies

1880            1898  
1887            1959  
1894

is frequently used by authors of historical

Cause and effect. Each historical event is prefaced with a reason why it came to pass.

INTERPRETING READING MATERIAL IN SOCIAL STUDIES

*Instructional Rationale*

Being able to discriminate facts from opinions is particularly important in interpreting reading material dealing with social issues, for the author of such materials frequently writes for the purpose of promoting a particular viewpoint. The reader should therefore be aware of the influence that the author is intending to exert either by being prejudiced in terms of the facts he chooses to report and those he chooses to ignore, or by interjecting his own statements which are not verifiable.

*Instructional Objective*

Given a reading exercise in social studies from a particular viewpoint, the student will discriminate facts which are verifiable and those which are not.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction  
and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a specific club or organization*

AL STUDIES

*Instructional Objective*

Given a reading exercise in social studies which obviously intends to promote a particular viewpoint, the student will discriminate between the statements which are verifiable and those which are not.

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plement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Have the students read through Exercise SS11 silently.

Ask the students to circle descriptive terms which might be questioned as to their accuracy or breadth of generalization.

*Amazing  
Great increase  
Readily attended  
Great sacrifices*

Encourage the students to react critically to these terms by asking themselves such questions as:

- *Amazing* to whom and why?
- How much of an actual increase is considered *great*?
- How was the student's readiness to attend determined?
- What sacrifices were considered *great*?

Ask the students to underline the statement which would be difficult to verify.

*No people ever accepted the blessings of education with more enthusiasm than the Filipinos.*

Encourage the students to formulate questions regarding Governor Frank Murphy's statement.

Ask the students to identify statements which they assume could be verified from other sources.

*In 1936, there were 7,300 public schools  
...etc.  
Our rate of illiteracy...etc.*

Ask the students if the author attempted to support all of his statements with facts.

*No -- the statements that the Filipinos became more enlightened, more sports-minded, and more democratic are not supported by any facts.*

Ask the students to suggest facts which have been overlooked by the author because such facts might not support his viewpoint.

DISCRIMINATING FACTS FROM OPINIONS

Evaluation

Determine if the student can:

- Identify descriptive terms which should be critically assessed
- Discriminate between verifiable statements (facts) and those which are not verifiable

silently.

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*Great sacrifices*

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No -- the statements that the Filipinos became more enlightened, more sports-minded, and more democratic are not supported by any facts.

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## INTERPRETING READING MATERIAL IN SOCIAL STUDIES

### *Instructional Rationale*

Inferring the author's attitude toward his topic will enable the reader to make a more accurate and critical assessment of the text. Often, as in editorials, the author is quite frank in stating how he feels about his topic; in other types of social studies materials the writer's attitudes are conveyed in a more subtle manner. This latter approach challenges the reader to make inferences based on innuendoes and the author's use of favorable or unfavorable descriptions.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

### *Instructional Objective*

Given a reading exercise in social studies toward his topic, the student will make the author's attitude and be able to supplement it to make his inference.

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

AL STUDIES

*\*Instructional Objective*

Given a reading exercise in social studies in which the author reveals his attitude toward his topic, the student will make a reasonably accurate estimate of the author's attitude and be able to support his answer by citing the clues which led him to make his inference.

Supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*Instructional Model*

Ask the students to read Exercise SS12 carefully for the purpose of detecting:

- |   |   |
|---|---|
| 1. What the topic is                    | Reasons why people immigrate to the United States                 |
| 2. How the author feels about the topic | Most immigrants have good reasons for coming to the United States |

Ask the students to list the clues they used in reaching their conclusions.

By the use of such phrases as *America... a refuge from tyranny* and *...seeking sanctuary in the United States* coupled with a description of the *religious persecution, political oppression* and *economic hardship* that the immigrants were fleeing, the author conveys his feelings of being in sympathy with these people.

In addition, by ascribing to the immigrant such all-American attributes as *love of freedom*, the author is indirectly showing that he approves of their motives.

*For students who speak English as a second language*

*For students who are members of a specific minority group*

INFERRING AUTHOR'S ATTITUDE TOWARD TOPIC

*Evaluation*

Read carefully for the purpose of detecting:

Reasons why people immigrate to the United States

Most immigrants have good reasons for coming to the United States

clues they used in reaching their conclusions.

... *a refuge from tyranny and ... seeking sanctuary in*  
description of the *religious persecution, political*  
at the immigrants were fleeing, the author conveys his  
attitude toward these people.

immigrant such all-American attributes as *love of*  
showing that he approves of their motives.

*second language*

*For individualizing instruction  
and/or for home study*

*specific-minority group*

*For posttesting*

INTERPRETING READING MATERIAL IN SOCIAL STUDIES

*Instructional Rationale*

Historical events, as well as current affairs, can be described from various perspectives. Often a writer's nationality, ethnic origin, or political or religious persuasion will determine the facts he chooses to present as well as the terms in which he couches these facts.

After mastering the ability to discriminate facts from opinions and to infer the effects the author intends to achieve, the reader is then ready to make a comparison of texts that present divergent views about a common subject.

Being able to make these comparisons will enable the reader to be able to establish a broader base of information from which he will be able to form more critical judgments of his own regarding the subject.

*Instructional Objective*

Given several reading exercises on a common subject, the student will be able to express the views of the authors and to express his own views on the subject. He will be able to substantiate his views with emotional pleas, and/or incorporate them into his own views.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced*

*Instructional Objective*

Given several reading exercises that present various facts and viewpoints on a common subject, the student will be able to detect the agreements and disagreements of the authors and to express his own critical opinion of the subject. In addition, he will be able to substantiate his opinion by citing strengths, weaknesses, emotional pleas, and/or inconsistencies found in each author's text.

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supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

### Instructional Model

Begin with a brief survey of what the students already know regarding the controversies over women's rights, abortion, the war in Southeast Asia, or capital punishment. Undoubtedly, those who volunteer information will also interject their feelings about the subject.

Capitalize on this to show that social issues which concern us directly are prone to evoke an emotional response.

Point out that these responses often find their way into print through editorials, pamphlets, and magazine articles. In such cases the authors are obviously attempting to win adherents to their points of view. The critical reader needs to be aware of this.

Have the students read Rachel Carson's article in Exercise SS13.

Ask the students to:

Determine Carson's attitude toward the use of insecticides and to substantiate their answers by quoting from the text.

Carson has taken the position that insecticides are extremely hazardous to humans and that their dangers have not been given due recognition. (Any of the examples of tragedies, which could have been prevented had the hazards been known, could be cited.)

Identify those statements of Carson's which they consider to be facts and those which they consider to be opinions.

Facts: Most of article

Opinions: Limited to:

*DDT...is considered the least toxic of these chemicals and many people assume they may use it freely and without fear of harm. Commercial advertising encourages this comfortable attitude. The alleged "safety" of malathion...*

Identify and discuss terms which they consider Carson chose to impart an emotional tone to her article.

The use of emotional words is strikingly absent from Carson's writing. The serious and scientific tone of this article is created by her adhering for the most part to the historical or technical facts which she presents without exaggeration.

Repeat this procedure with the remaining three articles of this Exercise.

Ask the students to:

Cite ways in which the authors of these four articles agree and/or disagree.

Agree: Carson says that DDT has dangerous residual effects. Parathion is initially more hazardous but decomposes in a relatively short time. The New York Times editorial of August 23d emphatically states that DDT should be banned altogether.

## COMPARING DIVERGENT TEXTS

### Evaluation

Determine if the student can:

- Detect agreements and disagreements among authors writing on a common subject
- Judge the degree of objectivity and subjectivity of the authors
- Based on their readings, form, express, and defend an opinion on a controversial social issue

the students already know regarding the controversies over  
in Southeast Asia, or capital punishment. Undoubtedly,  
will also interject their feelings about the subject.

social issues which concern us directly are prone to

often find their way into print through editorials,  
In such cases the authors are obviously attempting to  
view. The critical reader needs to be aware of this.

Carson's article in Exercise SS13.

ward  
quoting Carson has taken the position that insecticides  
are extremely hazardous to humans and that their  
dangers have not been given due recognition.  
(Any of the examples of tragedies, which could  
have been prevented had the hazards been known,  
could be cited.)

Carson's  
s and  
e Facts: Most of article  
Opinions: Limited to:  
*DDT...is considered the least toxic of these  
chemicals and many people assume they may use  
it freely and without fear of harm. Commercial  
advertising encourages this comfortable attitude.  
The alleged "safety" of malathion...*

ch they  
t-an The use of emotional words is strikingly absent from  
Carson's writing. The serious and scientific tone  
of this article is created by her adhering for the  
most part to the historical or technical facts which  
she presents without exaggeration.

remaining three articles of this Exercise.

of  
or Agree: Carson says that DDT has dangerous residual effects.  
Parathion is initially more hazardous but  
decomposes in a relatively short time. The  
New York Times editorial of August 23d emphatically  
states that DDT should be banned altogether.

*For individualizing instruction  
and/or for home study*

*For students who speak English*

*For posttesting*

*For students who are members of*

#### **INTERPRETING READING MATERIAL IN SOCIAL STUDIES**

##### *Instructional Rationale*

Charts, bar graphs, line graphs, and pie graphs are often interspersed in reading material in social studies to clarify or to explain in greater detail concepts such as variances of amounts overtime, distribution of a quantity, or interrelationships.

##### *Instructional Objective*

Given a reading Exercise in social studies, the student will be able to gather information and be able to derive generalization or conclusion.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading skills*

*For reinforcing instruction*

*For students who are advanced*

uction

*For students who speak English as a second language*

*For students who are members of a specific minority group*

AL IN SOCIAL STUDIES

*Instructional Objective*

graphs, and pie  
ersed in reading  
es to clarify or  
ail concepts such  
vertime, distri-  
interrelationships.

Given a reading Exercise in social studies that contains graphic illustrations, the student will be able to gather from the illustration specific facts and will be able to derive generalizations or trends intended to be conveyed by the illustration.

is to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

on

*For students who are advanced readers*

*Instructional Model*

Disagree: Though emphasizing the cautions that should be observed in using insecticides, the editorial staff of Vegetable Gardening seem to be endorsing their use.

Determine which author stated his viewpoint most factually and which stated his viewpoint most emotionally.

Most factual: Carson  
Most emotional: The New York Times editorial of August is obviously seeking to make an appeal powerful enough to effect a change.

Encourage the students to form, express, and defend an opinion on the use of insecticides.

*Instructional Model*

Distribute Exercise SS14.

Ask:

Does the title of this chart indicate a trend?

Yes. Increasing number of homes owned.

Are there any qualifications placed on the type of homes owned?

Yes. Nonfarm

What is the major division of this chart?

Left side: homes owned  
Right side: homes rented

What time interval separates the horizontal bars?

10 years

What does the length of a bar indicate?

Compared with the scale at the bottom of the chart, it would indicate quantity. (Note that the numbers on the scale indicate *millions*.)

COMPARING DIVERGENT TEXTS  
(continued)

*Evaluation*

Disagree: Though emphasizing the cautions that should be observed in using insecticides, the editorial staff of Vegetable Gardening seem to be endorsing their use.

Most factual: Carson

Most emotional: The New York Times editorial of August 23d is obviously seeking to make an appeal powerful enough to effect a change.

and defend an opinion on the use of insecticides.

COMPREHENDING CHARTS AND GRAPHS

*Evaluation*

Determine if the student can:

- Extract essential facts from bar graphs, line graphs, pie graphs, and charts
- Derive from graphic illustrations generalizations regarding trends and relationships

Yes. Increasing number of homes owned.

Yes. Nonfarm

Left side: homes owned  
Right side: homes rented

10 years

Compared with the scale at the bottom of the chart, it would indicate quantity. (Note that the numbers on the scale indicate *millions*.)

INTERPRETING READING MATERIAL IN SOCIAL STUDIES

*For individualizing instruction  
and/or for home study*

*For students who speak English as a second*

*For posttesting*

*For students who are members of a specific*

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction  
and/or for home study*

*For students who speak English as a second*

*For posttesting*

*For students who are members of a specific*

SOCIAL STUDIES

*For students who speak English as a second language*

*For students who are members of a specific minority group*

supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

### *Instructional Model*

Explain how, with a perpendicular straight edge, a reasonably accurate estimate of quantities may be obtained even when the bar does not measure the exact points on the scale. For example, the bar representing the number of homes owned in 1920 extends only about three-fourths of the way to the point on the scale marked 10. Therefore, the student must figure three-fourths of 10 million or approximately  $7\frac{1}{2}$  million.

Distribute Exercise SS15.

Explain that this is essentially a vertical bar graph with the centers of the top of the columns connected with a continuous line.

Explain further that there are actually two sets of vertical bars on this graph; one representing unit labor costs (solid) and the other prices (line of dots).

Distribute Exercise SS16.

Ask:

What is the major division of this graphic?

Where the budget dollar of the Federal Government comes from and where it goes.

Explain that these are commonly referred to as pie charts and that one "pie" represents one complete unit or 100 percent (in this case one dollar), and that "slices" of the pie are proportionate in size to the quantity they represent. This quantity is usually so labeled.

Distribute Exercise SS17.

Explain that this chart is intended to depict the autonomous, subordinate, and superior relationships of a large corporation. Explain further that the heavy lines connecting the boxes represent relationships and that the line of descending superiority is usually ordered from the top of the chart to the bottom. Boxes located on the same horizontal plane represent positions of equal status.

COMPREHENDING CHARTS AND GRAPHS  
(continued)

*Evaluation*

straight edge, a reasonably accurate estimate of quantities does not measure the exact points on the scale. For number of homes owned in 1920 extends only about three-fourths the marked 10. Therefore, the student must figure three-fourths of 2 million.

vertical bar graph with the centers of the top of the columns

usually two sets of vertical bars on this graph; one representing other prices (line of dots).

is Where the budget dollar of the Federal Government comes from and where it goes.

referred to as pie charts and that one "pie" represents one (in this case one dollar), and that "slices" of the pie are the quantities they represent. This quantity is usually so labeled.

used to depict the autonomous, subordinate, and superior relationships. Explain further that the heavy lines connecting the boxes in the line of descending superiority is usually ordered from the boxes located on the same horizontal plane represent positions

INTERPRETING READING MATERIAL IN SOCIAL STUDIES

*Instructional Rationale*

Political cartoons are intended to communicate, by the use of a "compressed" illustration, a particular viewpoint toward a contemporary social figure and/or issue. The viewpoint expressed is usually critical.

Compression of idea is achieved by the use of symbols, stereotypes, representative objects, exaggerations, generalities, and characterizations.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For reinforcing instruction*

*Instructional Objective*

Given a political cartoon which relates to the \_\_\_\_\_ will be able to explain the issue involved and artist.

*For students with marginal reading ability*

*For students who are advanced readers*

SOCIAL STUDIES

*Instructional Objective*

Given a political cartoon which relates to the current social scene, the student will be able to explain the issue involved and the viewpoint expressed by the artist.

Supplement the development of the skill of \_\_\_\_\_

For students with marginal reading ability

For students who are advanced readers

*Instructional Model*

Distribute Exercise SS19.

Ask the students to list the features of this cartoon which they feel have been included by the artist for a specific purpose.

Large complex computer  
Worried expressions  
Headline on newspaper  
Caption

Ask the students to use these clues as a means of determining the concern that the artist is attempting to illustrate.

Analyse Exercises SS18 and SS20 in similar manner.

*For students who speak English as a second language*

*For students who are members of a specific minority group*

## UNDERSTANDING POLITICAL CARTOONS

### *Evaluation*

Determine if the student can:

- Identify significant clues provided by artists of political cartoons
- Use these artist's clues to determine the social issue which he intends to highlight
- Explain the viewpoint expressed by the artist

*For individualizing instruction  
and/or for home study*

*For posttesting*

INTERPRETING READING MATERIAL IN SCIENCE

<i>The lesson entitled....</i>	<i>begins on page....</i>
Using characteristic roots and affixes and structural similarities found in technical terms . . . . .	54 . .
Using context clues . . . . .	56 . .
General vocabulary used in a special sense. . . . .	60 . .
Specialized vocabulary. . . . .	62
Identifying the main idea by direct statement . . . . .	64 . .
Inferring the main idea . . . . .	66 . .
Relating details to main idea . . . . .	68 . .
Relating details to details . . . . .	70 . .
Identifying emphases and relating illustrations to the text . . . . .	70 . .
Identifying basis for organization. . . . .	74 . .
Inferring scientific generalizations. . . . .	76 . .
Relating maps and diagrams to the text. . . . .	78 . .
Relating graphs to the text . . . . .	80 . .
Relating tables to the text . . . . .	82 . .
Relating chemical formulas to the text. . . . .	84 . .

CORREC

<u>S4</u>	<u>S5</u>	<u>S6</u>	<u>S7</u>	<u>S8</u>	<u>S9</u>	<u>S10</u>	<u>S11</u>
1. (2)	1. (2)	1. (2)	1. (2)	1. (1)	1. (2)	1. (3)	1. (2)
2. (3)	2. (3)	2. (4)	2. (4)	2. (1)	2. (4)	2. (1)	2. (1)
3. (1)	3. (2)	3. (2)	3. (1)	3. (2)	3. (3)	3. (2)	3. (4)
4. (3)	4. (1)	4. (1)	4. (2)	4. (4)	4. (1)	4. (4)	4. (3)
5. (3)	5. (4)	5. (4)	5. (4)	5. (3)	5. (4)	5. (4)	5. (2)
6. (4)	6. (2)	6. (3)	6. (1)	6. (1)	6. (3)	6. (2)	6. (1)
7. (3)	7. (3)	7. (1)	7. (4)	7. (3)	7. (1)	7. (3)	7. (1)
8. (1)	8. (2)	8. (1)		8. (2)	8. (2)	8. (4)	8. (3)
9. (4)					9. (4)	9. (4)	9. (4)
10. (3)					10. (3)	10. (1)	10. (3)
11. (4)					11. (2)		11. (4)
					12. (3)		

L IN SCIENCE

	<i>begins on page....</i>	<i>and is based upon reading exercise....</i>	<i>beginning on page....</i>
and affixes and structural similarities found in technical	54 . . . . .	S1, S2 . . . . .	.210
.....	56 . . . . .	S3 . . . . .	.210
special sense. . . . .	60 . . . . .	S4 . . . . .	.211
.....	62		
direct statement . . . . .	64 . . . . .	S5 . . . . .	.214
.....	66 . . . . .	S6 . . . . .	.215
ea . . . . .	68 . . . . .	S7 . . . . .	.217
.....	70 . . . . .	S7 . . . . .	.217
ating illustrations to the text . . . . .	70 . . . . .	S8 . . . . .	.219
ization. . . . .	74 . . . . .	S9 . . . . .	.221
izations. . . . .	76 . . . . .	S10. . . . .	.223
to the text. . . . .	78 . . . . .	S11. . . . .	.225
.....	80 . . . . .	S12. . . . .	.228
.....	82 . . . . .	S13. . . . .	.230
to the text. . . . .	84 . . . . .	S14. . . . .	.232

CORRECT RESPONSES TO ASSESSMENT OF COMPREHENSION

<u>S6</u>	<u>S7</u>	<u>S8</u>	<u>S9</u>	<u>S10</u>	<u>S11</u>	<u>S12</u>	<u>S13</u>	<u>S14</u>
(2)	1. (2)	1. (1)	1. (2)	1. (3)	1. (2)	1. (2)	1. (4)	1. (3)
(4)	2. (4)	2. (1)	2. (4)	2. (1)	2. (1)	2. (1)	2. (3)	2. (2)
(2)	3. (1)	3. (2)	3. (3)	3. (2)	3. (4)	3. (3)	3. (1)	3. (1)
(1)	4. (2)	4. (4)	4. (1)	4. (4)	4. (3)	4. (1)	4. (1)	4. (3)
(4)	5. (4)	5. (3)	5. (4)	5. (4)	5. (2)	5. (3)	5. (4)	5. (3)
(3)	6. (1)	6. (1)	6. (3)	6. (2)	6. (1)	6. (4)	6. (2)	6. (4)
(1)	7. (4)	7. (3)	7. (1)	7. (3)	7. (1)	7. (2)	7. (2)	7. (1)
(1)		8. (2)	8. (2)	8. (4)	8. (3)	8. (4)	8. (2)	8. (2)
			9. (4)	9. (4)	9. (4)	9. (1)	9. (1)	9. (1)
			10. (3)	10. (1)	10. (3)		10. (2)	10. (3)
			11. (2)		11. (4)		11. (1)	11. (4)
			12. (3)				12. (2)	

## INTERPRETING READING MATERIAL IN SCIENCE

Reading material in science will confront the student in a High School Equivalency program with a variety of unique problems. The students may have some of the concepts needed for comprehension of the text; they may lack other important concepts; or the concepts they have may be erroneous. Therefore, it will be necessary for the instructor to make a distinction between those students who are unable to comprehend reading materials in science because of their lack of background in this area and those students who are unable to interpret reading material in science and to make associations within the text.

Knowledge of technical jargon and general vocabulary used in a special scientific sense is essential to adequately comprehend reading material in science. These terms which are not a part of the speaking or listening vocabulary of the student will seriously impede his comprehension. In stopping to use extensive word analysis skills, context clues, the glossary, or the dictionary, the reader may lose the author's train of thought.

Flexibility of rate is important in science. The student will often find it advantageous to skim the passage very quickly to get some idea of the main concern of the passage. He will then often find it necessary to read slowly for the varying comprehension tasks.

Comprehension of the reading materials in science will probably not call on the complete inventory of reading skills that has been given in the general chapter on reading. It will usually not be necessary to identify the perceived reader of the passage; the usual effect of the passage in science is to inform the reader. It is in the grey area, when science becomes a means of persuading a particular audience to have some point of view (as in much of the contemporary writing on ecology), that students need to be concerned with audience and effect. High school equivalency students probably will not need to use these skills in their interpretation of reading material in science.

Other tasks of comprehension may, however, be very important. The student must always be able to identify the main ideas or main statement of the passage. He must always be able to identify the manner or means which develop the main ideas. The sample passages that follow illustrate the development of just one or two learning objectives. However, the student will never have just the one or two objectives, since the student will always have to be sure of relating the

main statement to details, basis for the sequencing of comprehension skills may of tation of science materials

In addition, students should to format common to scientific diagrams, formulas, and equations in using their comprehension generalizations underlying generalizations to other studies the purpose of identifying in facts.

The SQ3R (Survey, Question, is a high level study skill comprehension and in development taking and outlining. It is a text-type reading assignment that the instructor review

1. Survey: Survey the assigned content and main points.
  - A. title
  - B. introductory paragraph
  - C. last paragraph or summary
  - D. headings and subheadings
  - E. pictures, graphs, charts
  - F. any questions at the end
2. Question: Turn the first curiosity and set the purpose will aid in comprehension out while the explanation
3. Read: Read to answer the the first headed section the difficulty of the material reading, make use of cues signal words ("first," "printing and content aid
4. Recite: After reading the immediately. Look away answer to the question of (parroting the author do example if possible. Do for the heading. Make an outline form. (Continue

## INTRODUCTION

front the student in a High  
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main statement to details, of the sequencing of details, and of the basis for the sequencing of details in each passage. The other comprehension skills may or may not be called upon in the interpretation of science materials.

In addition, students should have practice in applying their skills to format common to scientific writing: graphs, maps, charts, diagrams, formulas, and equations. Students may also need practice in using their comprehension skills to infer scientific generalizations underlying main ideas and details, to apply generalizations to other situations, or to compare two passages for the purpose of identifying differences of emphasis and variances in facts.

The SQ3R (Survey, Question, Read, Recite, Review) method of reading is a high level study skill which aids in increasing concentration and comprehension and in developing the organizational skills of note-taking and outlining. It is a useful technique for studying any text-type reading assignment in any subject area. It is suggested that the instructor review the following steps with the students.

1. Survey: Survey the assignment to get a general overview of the content and main points. Glance rapidly over
  - A. title
  - B. introductory paragraph
  - C. last paragraph or summary of the selection
  - D. headings and subheadings
  - E. pictures, graphs, charts, and their captions
  - F. any questions at the beginning or end of the chapter
2. Question: Turn the first heading into a question. This will arouse curiosity and set the purpose for reading. The question formulated will aid in comprehension in that the important points will stand out while the explanatory detail is recognized as such.
3. Read: Read to answer that question. That is, read to the end of the first headed section. Rate of reading will depend upon purposes, the difficulty of the material, and familiarity with it. While reading, make use of cues: italics, boldface type, illustrations, signal words ("first," "further," etc.), enumerations, and other printing and content aids.
4. Recite: After reading the first section, test memory and understanding immediately. Look away from the book and try to recite briefly the answer to the question or questions posed. Use original wording (parroting the author does not show understanding), and give an example if possible. Jot notes on the answer to the question set for the heading. Make them brief -- preferably cue-phrases in outline form. (Continued on page 55.)

## VOCABULARY DEVELOPMENT IN SCIENCE

### Instructional Rationale

Knowledge of the meanings of roots and affixes commonly used in science reading material will increase the efficiency with which the reader will be able to interpret the material.

Roots and affixes are important clues to the meanings of scientific terms. A particular affix is often used in the various branches of science with the same meaning.

#### Example:

*monocotyledon* (biology)  
*monomer* (chemistry)  
*monochromatic* (physics)

Words of scientific classification often contain structural elements that are similar.

#### Example:

In classifying epochs, geologists use terms that have the common element *cene*.

*Miocene*  
*Eocene*  
*Pliocene*  
*Paleocene*

### Instructional Objectives

Given a root or affix commonly used in science reading material with the knowledge of the meanings of several words containing that

#### Example:

Given that *chron* means time and *meter* means to measure, the student will be able to determine the literal meaning of *chronometer*.

Given that *hydro* means water, the student will be able to determine the literal meaning of *hydrometer*.

Given a passage containing words with a common root or affix, the student will be able to determine the meaning of the root and/or affix and apply that knowledge to the passage.

Given several words containing structural elements, the student will be able to:

Identify them as terms of scientific classification.

Determine or approximate the meaning of the terms.

An example of a structural similarity is the root *ptera* meaning winged.

ENCE

### *Instructional Objectives*

of roots  
in science  
ease the  
reader will  
material.

Given a root or affix commonly used in science reading material, the student will, with the knowledge of the meanings of the roots or affixes, give the literal meaning of several words containing the same root or affix.

Example:

Given that *chron* means time and *meter* means measure, the student should be able to determine the literal meaning of *chronometer*.

rtant clues  
fic terms.  
n used in  
ience with

Given that *hydro* means water, the student should be able to determine the meaning of *hydrometer*.

Given a passage containing words with roots and affixes commonly found in science, the student will be able to determine the meaning of these words through the knowledge of the root and/or affix and by use of the context.

fication  
lements

Given several words containing structural elements that are similar, the student will be able to:

Identify them as terms of scientific classification

Determine or approximate the meaning of the terms

ogists use  
element *cene*.

An example of a structural similarity of words used in classification is *pteron* (*ptera*) meaning winged.

*Instructional Model*

Have the students skim Exercises S1 and S2 for the purpose of finding common roots or affixes. Lists of words such as the following could be placed on the chalkboard and the students asked to identify the common element and supply the meanings of the words.

Example: *chrono* meaning time

- chronology* - the science that treats of measuring time
- chronic* - marked by long duration or frequent recurrence
- chronogeneous* - appearing at a given chronological age
- chronogenesis* - the history of the development of a group of organisms

Example: *hydro* meaning water

- hydrogen* - a colorless, odorless, highly flammable gas that combines with oxygen to form water
- hydrochory* - dissemination of seeds or plants by water
- hydrophobia* - a morbid dread of water
- hydroelectric* - the production of electricity by water power

Example: *ptera* meaning winged

- lepidoptera* - order of insects whose wings are made of scales
- hymenoptera* - order of insects whose wings are membranous
- orthoptera* - order of insects whose wings are straight and narrow

---

Now repeat steps II, III, and IV with each succeeding headed section. That is, turn the next heading into a question, read to answer it, recite the answer, jotting down cue phrases in your outline. Read in this way until the entire assignment is completed.

5. Review: Review notes at the completion of the study period. Try to see the relationships between the various ideas. Try to recall the material without using notes or referring to the book. First try to recall the main points, then move on to the sub-points or details.

ING CHARACTERISTIC ROOTS AND AFFIXES AND STRUCTURAL SIMILARITIES FOUND IN TECHNICAL TERMS

*Evaluation*

the purpose of finding common roots or affixes.  
aced on the chalkboard and the students  
the meanings of the words.

Determine if the student uses  
knowledge of basic roots and  
affixes and context in determining  
the meanings of unfamiliar words  
in science reading matter

ring time  
ent recurrence  
al age  
of a group of organisms

ammable gas that combines with oxygen to  
by water  
water power

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embranous  
traight and narrow

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## VOCABULARY DEVELOPMENT IN SCIENCE

### *Instructional Rationale*

Understanding that meanings of both familiar and unfamiliar words can be revealed by either directly stated or implied contextual clues can aid the reader in interpreting reading material in science.

See the section on General Vocabulary Development for lessons on each of the various types of context clues.

### *Instructional Objective*

Given several reading passages in science will be able to state the technical meaning identifying and using either directly stated

The Greeks found that if a piece of amber resin, was rubbed with animal fur, it attracted weight particles of matter. The effect of the Greek word for amber is "electrostatic"

Benjamin Franklin's famous kite experiment. In 1796, Volta produced electricity by touching a piece of wet paper between two different pieces of metal.

Geissler, about the middle of the 19th century, discovered that a glow could flow through space. He sealed a wire tube, exhausted the air from the tube. When connected to an electrical source, there was a discharge. It was found that rays of some kind came from the negative electrode. They were first called *cathode rays*, from the Greek word for negative.

In 1895 Roentgen showed that these X-rays could cause certain chemicals to become *fluorescent* substances which remained *impregnable*

Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_

For pretesting

For students with marginal reading abilities

For reinforcing instruction

For students who are advanced readers

For individualizing instruction and/or for home study

For students who speak English as a second language

For posttesting

For students who are members of a special interest group

Instructional Objective

Given several reading passages in science material, as sampled below, the student will be able to state the technical meanings of familiar and unfamiliar words by identifying and using either directly stated or implied context clues.

The Greeks found that if a piece of *amber*, a yellowish, translucent fossil resin, was rubbed with animal fur, it acquired the ability to attract light-weight particles of matter. The effects came to be called electricity because the Greek word for amber is "elektron."

Benjamin Franklin's famous kite experiments with electricity are well known. In 1796, Volta produced electricity *chemically*; that is by placing a piece of wet paper between two different pieces of metal.

Geissler, about the middle of the 19th century, showed that electricity could flow through space. He sealed a wire in each end of a glass tube and exhausted the air from the tube. When the wires were connected to an electrical source, there was a discharge through the *vacuum* in the tube. It was found that rays of some kind came from the negative wire in the tube. They were first called *cathode* rays, from the Greek word "kathodos" which means negative.

In 1895 Roentgen showed that these X-rays, unknown to him at that time, caused certain chemicals to become *flourescent*, and that they could penetrate solid substances which remained *impregnable* to other rays.

supplement the development of the skill of \_\_\_\_\_

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

Instructional Model

Have the students skim Exercise S3 and note those words with which they are not familiar. Place these unfamiliar words on the board. It is very likely that some of the following will be among those chosen.

- *amber*

Ask:

Is there a context clue for this word?	Yes
Is it directly stated or implied?	Directly stated
How is it directly stated?	By a modifier in apposition
What does <i>amber</i> mean?	<i>A yellowish, translucent fossil resin</i>

- *chemically*

Ask:

Is the meaning of this word revealed in the passage?	Yes
By what?	A directly stated clue that is a restatement
What is a clue to the restatement?	The words <i>that is</i>
What does <i>chemically</i> mean in this sentence?	The result of placing a piece of wet paper between two different pieces of metal

- *vacuum*

Ask:

Is the meaning of this word revealed in the passage?	Yes
Is it directly stated?	No, it is revealed by implication
What is a clue to its meaning?	The meaning of the word is given in the sentence preceding the one containing the word. The key word <i>tube</i> is mentioned in the sentence and repeated in the next as a clue that the same thing is being discussed.

## USING CONTEXT CLUES

### Evaluation

note those words with which they are not familiar.  
rd. It is very likely that some of the following

rd?

Yes

Directly stated

By a modifier in apposition

*A yellowish, translucent fossil resin*

Yes

A directly stated clue that is a restatement

The words *that is*

The result of placing a piece of wet paper  
between two different pieces of metal

Yes

No, it is revealed by implication

The meaning of the word is given in the  
sentence preceding the one containing the  
word. The key word *tube* is mentioned in the  
sentence and repeated in the next as a clue  
that the same thing is being discussed.

Determine if the student can:

- Identify the clues that reveal meaning
- Give the special meanings for unfamiliar words through the use of directly stated clues.
- Give the special meanings for familiar and unfamiliar words through the use of clues that imply meaning

**VOCABULARY DEVELOPMENT IN SCIENCE**

Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_

For pretesting

For students with marginal reading ab

For reinforcing instruction

For students who are advanced readers

For individualizing instruction  
and/or for home study

For students who speak English as a s

For posttesting

For students who are members of a spe

Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_

For pretesting

For students with marginal reading ab

For reinforcing instruction

For students who are advanced readers

For individualizing instruction  
and/or for home study

For students who speak English as a s

For posttesting

For students who are members of a spe

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to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

tion

*For students who speak English as a second language*

*For students who are members of a specific minority group*

to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

tion

*For students who speak English as a second language*

*For students who are members of a specific minority group*

Instructional Model

- *cathode*

Ask:

Is the meaning of this word directly stated or implied?

Directly stated

How?

By definition - the clue is the word *called*.

What does *cathode* mean in this context?

Negative rays

- *fluorescent*

Ask:

Is the meaning of this word revealed in the context?

No

Occasionally the meanings of technical terms are not given in the passage. These can be obtained by consulting a dictionary.

- *impregnable*

Ask:

Is the meaning of this word directly stated in this context?

No, but it is implied by way of contrast.

What is the meaning of *impregnable* in this sentence?

Not able to be penetrated

What is the clue that implied contrast?

The word *other* implies that there are some rays that do the opposite of the rays being discussed, i.e., do not penetrate.

USING CONTEXT CLUES  
(continued)

Evaluation

Directly stated

By definition - the clue is the word *called*.

Negative rays

No

No, but it is implied by way of contrast.

Not able to be penetrated

The word *other* implies that there are some rays that do the opposite of the rays being discussed, i.e., do not penetrate.

## VOCABULARY DEVELOPMENT IN SCIENCE

### Instructional Rationale

Many common or familiar words when used in a science context have special meanings. Knowledge of these special meanings is essential to the correct interpretation of reading material in science.

#### Example:

As commonly used, *integrity* refers to a quality of character. The president felt that he should appoint cabinet members of high *integrity*.

In a scientific context, *integrity* could refer to a state or function. Although the space capsule came down in heavy seas it maintained its watertight *integrity*.

### Instructional Objectives

Given a list of common words, the student will in addition to common meanings for each word.

#### Examples:

function  
cell  
solution

craft  
set  
advantage

Given a passage similar to the one below, the student will identify those words which have special scientific meanings in addition to their common meanings.

Baffling *deposits*, which geologists named *drift*, are found in the mountains of the West and North America. If your home is in New York, you may never live on or near deposits of this sort. Many of these deposits are of great thickness of *drift*; perhaps 200 feet or more.

Drift is not sorted as to size of rock fragments. Sand, gravel, and boulders are mixed together. Drift is so named because rivers sort their burdens and so do

*Instructional Objectives*

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e  
of these  
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ding

Given a list of common words, the student will be able to give scientific meanings in addition to common meanings for each word.

Examples:

function  
cell  
solution

craft  
set  
advantage

efers  
ould  
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ction.  
ne down  
ts

Given a passage similar to the one below, the student will be able to identify those words which have special scientific meanings in addition to their more common meanings.

Baffling *deposits*, which geologists named *drift*, cover much of northern Europe and North America. If your home is in New England or the Midwest, you undoubtedly live on or near deposits of this sort. Maybe your house is built on a ten-foot thickness of *drift*; perhaps 200 feet or more of it lie between you and bedrock.

Drift is not sorted as to size of rock fragments. Clay, silt, sand, pebbles and boulders are mixed together. Drift cannot be a deposit by rivers or seas, because rivers sort their burdens and so do waves.

Instructional Model

Evaluat

List such words as the following on the board. Have the students supply the common meaning and the scientific meanings.

Deter

	<u>Common Usage</u>	<u>Special Use in Science</u>
function	A purpose, a ceremony, an official position	Any quality, trait, or fact so related to another that it is dependent upon and varies with it. In chemistry, it is the characteristic behavior of a compound due to the presence of a particular atom.
cell	A dwelling of one room occupied by a solitary person	The smallest aggregate of living matter capable of functioning as an independent unit
solution	An action or process of solving a problem	The condition of being dissolved or the process by which a substance is homogeneously mixed with another--especially liquids

- Ide in fro ord the
- Inf fro cor

In Exercise S4 there are two familiar words which have a special scientific meaning. Have the students read the exercise silently.

The students should locate the two words which appear to be familiar and yet do not have the same meaning as used in this passage. *Deposit, drift*

Ask the students:

- Does the common meaning of *deposit* lend any clue to its use in this context? Yes
- Does *drift* in this passage refer to a line of thought or wind-driven snow on the ground surface? No
- Do these meanings lend any clue to its use in this exercise? Yes
- Does the context of the passage reveal the meaning of drift? Yes -- a layer of mixed clay, silt, sand, pebbles and boulders....

GENERAL VOCABULARY USED IN A SPECIAL SENSE

Evaluation

Have the students supply the common meaning

Determine if the student can:

Special Use in Science

Any quality, trait, or fact so related to another that it is dependent upon and varies with it. In chemistry, it is the characteristic behavior of a compound due to the presence of a particular atom.

The smallest aggregate of living matter capable of functioning as an independent unit

The condition of being dissolved or the process by which a substance is homogeneously mixed with another--especially liquids

have a special scientific meaning.

appear to be familiar  
this passage.

*Deposit, drift*

due to its use in

Yes

thought or wind-

No

this exercise?

Yes

meaning of drift?

Yes -- a layer of mixed  
clay, silt, sand,  
pebbles and boulders....

## VOCABULARY DEVELOPMENT IN SCIENCE

### *Instructional Rationale*

Increasing the student's technical or specialized science vocabulary that he recognizes on sight will lessen the time he must devote to using context clues, procedures of word analysis, or the dictionary for correctly interpreting reading material in science.

Specialized, technical vocabulary must be taught. Yet, it is not possible for an instructor to teach the meanings of all the scientific words a student will meet in this rapidly growing and ever-changing content area. Also, not every student will need to be taught every word. Words that are known to some students will be unknown to others.

For these reasons, techniques and activities should emphasize individual needs and self-instruction.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For reinforcing instruction*

*For individualizing instruction  
and/or for home study*

*For posttesting*

### *Instructional Objective*

Given lists of scientific terms, students will relate by listing them under topic headings

Example:

electromagnetic spectrum

alternating currents  
radio waves  
television  
radar  
infra-red  
ultra-violet  
gamma rays  
cosmic rays

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific nation*

*Instructional Objective*

Given lists of scientific terms, students will be able to identify those that are related by listing them under topic headings.

Example:

electromagnetic spectrum

alternating currents  
radio waves  
television  
radar  
infra-red  
ultra-violet  
gamma rays  
cosmic rays

anatomy of the eye

cornea  
retina  
photoreceptors  
optic nerve  
fovea  
vitreous humor

ement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

### *Instructional Model*

- Students should be encouraged to attend lectures, films, and plays that have some aspect of science as a theme. Libraries, museums, and some civic organizations frequently show documentary films on such topics as space, wildlife, health and medicine, marine life, and plant life. Large companies, such as Bell Telephone, will supply many such films to instructors free of charge or for a minimal fee. Documentaries, news reports, and panel discussions on television are also good sources of the technical science vocabulary. Newspapers, scientific bulletins and pamphlets, and some of the popular magazines are examples of available reading material which will contain much of this specific vocabulary.
- Encourage students to note terms with which they are not familiar and check on their meanings by using a dictionary or glossary. In addition, they should feel free to ask to have specific terms explained in class.
- Assign a specific topic and ask students to find newspaper or magazine articles dealing with this topic. Anticipate and present many of the technical terms which are commonly used in reference to this topic. Discuss the articles making sure that the special terms are used in the discussion. Distinctions between terms having somewhat similar meanings should be clarified.
- Show a film pertaining to one of the sciences. Ask the students to note any terms that they do not understand and at the end of the film to hand in a list of these terms. Put these on an overhead projector. Have the class arrive at their meanings by discussion and the use of a dictionary.
- Place words denoting scientific categories across the top of the chalkboard. Using an overhead projector expose mixed lists of scientific words appropriate to the categories on the chalkboard. Ask the students to categorize the mixed lists.

## SPECIALIZED VOCABULARY

### Evaluation

curas, films, and plays that have some museums, and some civic organizations topics as space, wildlife, health and ge companies, such as Bell Telephone, free of charge or for a minimal fee. sions on television are also good. Newspapers, scientific bulletins zines are examples of available this specific vocabulary.

they are not familiar and check on ssary. In addition, they should feel d in class.

find newspaper or magazine articles resent many of the technical terms s topic. Discuss the articles making discussion. Distinctions between d be clarified.

es. Ask the students to note any e end of the film to hand in a list rojector. Have the class arrive at a dictionary.

across the top of the chalkboard. sts of scientific words appropriate he students to categorize the mixed

The instructor should encourage self-evaluation.

Students should determine if they:

- Regularly participate in outside class activities which contribute to an increase in their technical vocabulary
- Note those words whose meanings are unfamiliar or obscure
- Attempt to clarify these meanings by using a dictionary or consulting the instructor

The instructor determines if the student:

- Uses technical terms correctly when discussing or reporting on a particular topic
- Uses context clues to determine meanings of unfamiliar words whenever it is possible
- Can identify related scientific terms

INTERPRETING READING MATERIAL IN SCIENCE

*Instructional Rationale*

*Instructional Objective*

Identifying the main idea when it is directly stated by the author will help the reader to establish a purpose for reading the selection, to frame questions he anticipates the selection will answer, and to retain the information conveyed.

Given a reading exercise in science it is contained in a direct statement

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For student's with marginal reading skills*

*For reinforcing instruction*

*For students who are advanced*

*Instructional Objective*

Given a reading exercise in science the student will identify the main idea when it is contained in a direct statement.

ement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*Instructional Model*

~~Have the students read Exercise S5 rapidly. Ask if there is any indication that the first statement is really true or false.~~

Ask the student to identify the details that relate to the main idea.

Point out that the next paragraph explains the scientific point of view about temperature loss.

Point out that paragraph 3 provides additional details and is also a transition to the opposing point of view that had been suggested in the opening sentence.

Point out that paragraph 4 gives concrete details to show the contradictory views and that paragraph 5 gives details concerning the truth of the old wives' tale that hot water freezes faster than cold water.

Ask the students to state the conclusion drawn in the last paragraph. (Here the main idea is directly stated, with the details of what scientific facts or old wives' tales are to be gathered in the reading of the entire passage.)

*For students who speak English as a second language*

*For students who are members of a specific minority group*

IDENTIFYING THE MAIN IDEA BY DIRECT STATEMENT

*Evaluation*

there is any indication that the first  
to the main idea.

Determine if the student can  
recognize the main statement  
of another comparable passage  
and not confuse it with details

tific point of view about temperature

ls and is also a transition to the  
e opening sentence.

show the contradictory views and that  
e old wives' tale that hot water freezes

e last paragraph. (Here the main idea is  
facts or old wives' tales are to be gathered

*For individualizing instruction  
and/or for home study*

group

*For posttesting*

INTERPRETING READING MATERIAL IN SCIENCE

*Instructional Rationale*

*Instructional Objective*

Being able to infer the main idea when it is not directly stated by the author will help the reader to establish a purpose for reading the selection, to frame questions he anticipates the selection will answer, and to retain the information conveyed.

Given a reading exercise in science, the student will be able to identify the idea or main statement of a paragraph.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading skills*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of the science club*

*Instructional Objective*

main idea when  
d by the author  
establish a  
selection, to  
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nd to retain

Given a reading exercise in science, the student will be able to identify the main idea or main statement of a paragraph when it is not directly stated.

als to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

ion

*For students who are advanced readers*

uction

*For students who speak English as a second language*

*For students who are members of a specific minority group*

Instructional Model

Evaluat

Have the students:

Read rapidly the first paragraph of Exercise S6.

Examine carefully the first sentence of the paragraph for clues to the main idea.

Examine the sentences following for their relationship to the first sentence.

Formulate one main statement that will unify the paragraph.

The clues to the main idea occur in the first sentence. *One of the most frequent causes of mutation...* Such a sentence usually sets up the idea that *causes of mutations* will be discussed. *One cause* is exposure to high-energy radiation. From the author's use of *one cause*, the reader can infer that there must be more than one cause since the words used for only one cause would be *the cause*.

Examination of the following sentences reveals the next sentence is about high-energy radiation. The sentence has two subjects, *cosmic rays from outer space* and *radiation from radioactive elements*. The verb is *may cause*. *Natural mutations* is the direct object of the verb.

The third sentence is not concerned with natural mutations. The sentence begins *They*. What is meant by *they*? Is it natural mutations? It cannot be *natural* but must mean *mutations* since the rest of the sentence says that mutations can be produced experimentally in a variety of ways. That there are two categories of mutations becomes apparent in the next sentence where the word *artificial* is introduced. Artificial mutations are said to have effects on both *number* and *rate* of mutations.

The close scrutiny of the text has therefore revealed that *one* cause of mutations is *high-energy radiation*. There are two kinds of high-energy radiation: natural and artificial.

The fifth sentence introduces a new idea. Temperature increase is said to be used to increase rate of mutations. Temperature increase is not the same as high-energy radiation, either natural or artificial. Yet, temperature increase is said to affect the *rate* of mutations.

There seems to be *another* cause of mutations. The last sentence in the paragraph begins, *Certain chemicals have been used to produce mutations...* Again, chemicals are not high-energy radiation. Thus, there must be another cause of mutations.

The structure of the paragraph is then: there are several causes of mutations; one cause of mutations is exposure to high-energy radiation; a second cause is temperature increase; and a third cause is the use of certain chemicals.

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it

## INFERRING THE MAIN IDEA

### Evaluation

Determine if the student can recognize the main idea when it is not directly stated

Exercise S6.

of the paragraph for clues to the main idea.

their relationship to the first sentence.

to unify the paragraph.

first sentence. *One of the most frequent causes* sets up the idea that *causes of mutations* will be high-energy radiation. From the author's use of *one* must be more than one cause since the words used

reveals the next sentence is about high-energy *causes*, *cosmic rays from outer space* and *radiation from outer space*. *Natural mutations* is the direct object

of natural mutations. The sentence begins *They*. What *causes*? It cannot be *natural* but must mean *mutations* since *mutations* can be produced experimentally in a variety of categories of mutations becomes apparent in the next sentence. Artificial mutations are said to be produced by *artificial mutations*.

Before revealed that *one* cause of mutations is *high-energy radiation*: natural and artificial.

a. Temperature increase is said to be used to increase *mutations*. It is not the same as high-energy radiation, either *artificial* or *natural*. The increase is said to affect the *rate of mutations*.

mutations. The last sentence in the paragraph begins, *Artificial mutations*.... Again, chemicals are not high-energy radiation. Another cause of mutations.

there are several causes of mutations; one cause is high-energy radiation; a second cause is temperature increase; a third cause is chemicals.

INTERPRETING READING MATERIAL IN SCIENCE

*Instructional Rationale*

One characteristic of reading material in science is that it is written very succinctly; details are included only as they are needed to elaborate on or clarify the main idea. It is, therefore, often essential for the reader to understand how the details relate to the main idea in order for the details to have any meaning.

In addition, the main idea is subject to distortion or misinterpretation when even one detail is overlooked.

Practice in relating to main ideas will help make the reader aware of the importance of this skill.

*Instructional Objective*

Given a reading exercise in science, the student will identify the main idea or purpose in a paragraph.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction  
and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a special interest group*

SCIENCE

*Instructional Objective*

material  
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Given a reading exercise in science, the student will be able to relate the details in a paragraph to the main idea or purpose in the paragraph.

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supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

### Instructional Model

Have the students read rapidly the paragraph beginning, *These birds thrive in a region of diversified land use...* of Exercise S7.

Ask the students to have a temporary main idea in mind and then return for a slow reading to examine the details, their organization, and their relationship to the main idea.

The first rapid reading should have told the students that this paragraph is concerned with the relationship of farming to the population of quail.

With the second slow reading, the students should see that the first three sentences of the paragraph give details to support the idea that the quail population has increased rapidly under favorable farming conditions, i.e., when farms are diversified and the land supports different activities, such as growing corn, grain, grass used for pasture purposes, and native hardwood trees. Small fields that are close together and separated by fence rows made of shrubs or small trees are especially good for the bobwhite quail. The early settlers had such farms, and the quail then increased in numbers.

The details that tell what farm conditions are bad for the bobwhite quail are introduced in the sentence: *This favorable trend was reversed...* The details to support this reversal are then cited. *Farms that had large areas in a single crop were made possible when plows were mechanized.*

Notice that the students must infer what the favorable conditions were when plows were not mechanized, or when farms were plowed in some other way. Those details are not given.

Other details concerning large areas devoted to a single crop are then given: *Timberland was cleared and fence rows were narrowed or removed.* The student should here note the contrast to the previous favorable details, that fence rows and trees were present, but now they have been cleared. Clean farming is added as another cause of the decline of quail population.

The paragraph concludes with another contrast in details, this time in geographical area. The bobwhite is not a major game bird in northern Illinois because of the harmful farming practices and severe winters. In southern Illinois, the land cannot so easily be cultivated in the same way as the northern area, and so southern Illinois has more bobwhite quail.

The details then add up to a main idea that certain kinds of farming conditions are good for bobwhite quail, and others are poor. Early diversified farming was good, present southern Illinois is rather good, but the large, clean farms of northern Illinois provide poor living conditions for the bobwhite quail.

## RELATING DETAILS TO MAIN IDEA

### Evaluation

Determine if the student can:

- Relate the details of one paragraph in a meaningful way to the main idea of another paragraph in the same text
- Use the details of the paragraph to form an accurate and comprehensive picture of the main idea of the exercise

ly the paragraph beginning, *These birds thrive in a region of exercise S7.*

temporary main idea in mind and then return for a slow reading or organization, and their relationship to the main idea.

ould have told the students that this paragraph is concerned with the population of quail.

g, the students should see that the first three sentences of the paragraph support the idea that the quail population has increased under the existing conditions, i.e., when farms are diversified and the activities, such as growing corn, grain, grass used for pasture and small trees. Small fields that are close together and fields of shrubs or small trees are especially good for the bobwhite. Farms that had such farms, and the quail then increased in numbers.

farm conditions are bad for the bobwhite quail are introduced. *The favorable trend was reversed...* The details to support this are *farms that had large areas in a single crop were made possible*

to infer what the favorable conditions were when plows were used as they were plowed in some other way. Those details are not given.

large areas devoted to a single crop are then given: *Timberland areas were narrowed or removed.* The student should here note the favorable details, that fence rows and trees were present, but that clean farming is added as another cause of the decline of

another contrast in details, this time in geographical area. The quail is a game bird in northern Illinois because of the harmful farming. In southern Illinois, the land cannot so easily be cleared as in the northern area, and so southern Illinois has more

the main idea that certain kinds of farming conditions are good and others are poor. Early diversified farming was good, present farming is good, but the large, clean farms of northern Illinois provide the best conditions for the bobwhite quail.

INTERPRETING READING MATERIAL IN SCIENCE

*Instructional Rationale*

Relating the details of one paragraph to the details in another paragraph of the same reading passage is often essential for the reader to grasp both the main intent of the passage, the purpose of the author in including certain details, and even the meaning of the singular details.

*Instructional Objective*

Given a reading exercise in science, the student will be able to identify the relationship of details from one paragraph to another paragraph.

INTERPRETING READING MATERIAL IN SCIENCE

*Instructional Rationale*

Identifying the emphasis placed upon certain facts or concepts will aid the reader in determining those aspects of his subject that the author considers to be important and will contribute to the reader's awareness of the intended effect of the author.

Emphasis is achieved by space devoted to a particular aspect of a topic, by repetition of key words and phrases, by use of mechanical devices such as italics or underlining, and/or by the use of emphatic language such as *absolutely vital*, *strictly forbidden*, and *of great importance*.

*Instructional Objective*

Given a reading exercise in science, the student will be able to identify the degree of stress that the author places upon certain facts or concepts.

SCIENCE

*Instructional Objective*

Paragraph  
graph  
often  
asp  
ssage,  
including  
meaning

Given a reading exercise in science, the student will make important associations of details from one paragraph to another paragraph within the same exercise.

SCIENCE

*Instructional Objective*

d upon certain  
reader in de-  
subject that  
ortant and will  
reness of the

Given a reading exercise in science, the student will be able to approximate the degree of stress that the author places upon the details.

devoted to a  
by repetition  
se of mechanical  
erlining, and/or  
e such as  
bidden, and of

*Instructional Model*

Have the students read the last paragraph of Exercise S7.

Ask the students:

What is the main idea of this paragraph?

Ideal environmental conditions for bobwhite quail do not exist in Illinois.

What details are presented in this paragraph to support this idea?

Under ideal environmental conditions 1 acre will support one bobwhite quail; in Illinois it takes 5 acres to support one quail.

Have students now read the selection from beginning to end, relating the details of each paragraph to the main idea and details of the last paragraph. Students should paraphrase the idea as it is developed.

IDENTIFYING EMPHASES A

*Instructional Model*

The students should read the first paragraph of Exercise S8.

Ask:

Does this paragraph suggest an outline of the remainder of the exercise?

Yes

1. *electrical energy*
2. *chemical energy*
3. *mechanical energy*
4. *heat and light energy*

The students should read the second paragraph.

Ask:

Does this paragraph stress something other than forms of energy?

Yes - how one form of energy may be changed into another.

The students should read the third paragraph.

RELATING DETAILS TO DETAILS

*Evaluation*

Exercise S7.

Determine if the student can make the intended relationships between the details of a paragraph

Environmental conditions for bobwhite quail do in Illinois.

Environmental conditions 1 acre will bobwhite quail; in Illinois it takes 5 support one quail.

Planning to end, relating the details of each paragraph. Students should paraphrase the idea

IDENTIFYING EMPHASES AND RELATING ILLUSTRATIONS TO THE TEXT

*Evaluation*

Exercise S8.

Determine if the student can approximate the degree of stress that the author places on certain details

al energy  
energy  
al energy  
light energy

one form of energy may be changed into another.

INTERPRETING READING MATERIAL IN SCIENCE

Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction  
and/or for home study*

*For students who speak English as a second*

*For posttesting*

*For students who are members of a specific*

IN SCIENCE

to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

tion

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Ask:

What aspect of the topic is stressed in this paragraph?

*Radiant energy*

Does this paragraph stress another aspect of the topic or does it extend the information of a previous paragraph?

It extends paragraph 3 by explaining the source of radiant energy.

What two subspects of radiant energy are introduced in the fourth paragraph?

*Heat energy  
Light energy*

The students should read the remainder of the exercise.

Ask:

Which of the two subspects is expanded upon in the fifth, sixth, and seventh paragraphs and in the accompanying illustration?

*Heat energy*

In terms of the amount of space, what subspects seem to be emphasized?

*Heat energy*

What is the main idea of paragraph 7?

If a hot object is placed in contact with a cold object, heat will flow from the hot object to the cold one.

Is this idea repeated in the accompanying illustration?

Yes -- the caption repeats it.

Explain the sequence of events in the illustration. Note that the action moves from left to right -- the conventional direction for material printed in English.

1. Blocks apart and at different temperatures
2. Blocks together
3. Blocks the same temperature, showing heat transfer

What devices has the artist used to depict heat and temperature change?

Wavy lines  
Line in thermometer

Is this idea extended or clarified in the illustration?

Clarified

IDENTIFYING EMPHASES AND RELATING ILLUSTRATIONS TO THE TEXT  
(continued)

Evaluation

Determine if the student can explain the relationships depicted in an illustration and relate these to the text

essed in	<i>Radiant energy</i>
her aspect the infor-	It extends paragraph 3 by explaining the source of radiant energy.
energy paragraph?	<i>Heat energy</i> <i>Light energy</i>
inder of the exercise.	
expanded eventh ing	<i>Heat energy</i>
, what d?	<i>Heat energy</i>
raph 7?	If a hot object is placed in contact with a cold object, heat will flow from the hot object to the cold one.
companying	Yes -- the caption repeats it.
in the ction moves entional in English.	1. Blocks apart and at different temperatures 2. Blocks together 3. Blocks the same temperature, showing heat transfer
ed to depict	Wavy lines Line in thermometer
fied in the	Clarified

INTERPRETING READING MATERIAL IN SCIENCE

*Instructional Rationale*

Identifying the basis that the author has used in organizing the details will help the reader to relate the details within the passage in a meaningful way and will enhance retention of main ideas.

In science, material is often organized by structural components, causes and effects, sequence of events, or comparisons and contrasts.

*Instructional Objective*

Given a reading exercise in scientific outline or progression

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading*

*For reinforcing instruction*

*For students who are advanced*

MATERIAL IN SCIENCE

*Instructional Objective*

... that the author has  
... details will help  
... the details within  
... aningful way and will  
... main ideas.

Given a reading exercise in science, the student will be able to determine the logical outline or progression of thought followed by the author.

... is often organized  
... ents, causes and effects,  
... or comparisons and contrasts.

... materials to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

... uction *For students who are advanced readers*

*Instructional Model*

Have the students note the title of Exercise S9.

Have the students survey the exercise.

Ask the students:

What organs of digestion are mentioned?

*mouth  
esophagus  
stomach*

*small intestine  
pancreas  
liver*

Is there any basis to the order of the paragraphs?

Yes -- sequence of anatomy involved in digestion

Could information on each of the organs be subdivided?

Yes -- into structure and function

Are the details related to the three juices that act in the small intestine also ordered?

Yes -- the first being produced inside the intestine; the second and third outside

*For students who speak English as a second language*

*For students who are members of a specific minority group*

IDENTIFYING BASIS FOR ORGANIZATION

Evaluation

Exercise S9.

e.

Determine if the student can identify various kinds of organizations used by authors of reading material in science

mouth  
esophagus  
stomach

small intestine  
pancreas  
liver

Yes -- sequence of anatomy involved in digestion

Yes -- into structure and function

Yes -- the first being produced inside the intestine; the second and third outside

second language

For individualizing instruction  
and/or for home study

specific minority group

For posttesting

INTERPRETING READING MATERIAL IN SCIENCE

*Instructional Rationale*

Comprehending reading material in science frequently requires that the reader be able to infer, from his background in science and from context clues, certain scientific generalizations.

*Instructional Objective*

Given a reading exercise in science concept, the reader will be able to infer the concept implied.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading*

*For reinforcing instruction*

*For students who are advanced readers*

SCIENCE

*Instructional Objective*

Given a reading exercise in science that assumes knowledge of a broad scientific concept, the reader will be able to infer the scientific generalization which is implied.

Supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*Instructional Model*

Have the students read the entire Exercise S10.

Ask the students:

What is the main purpose of this exercise?

To describe the circumstances surrounding man's first steps on the moon

What two aspects of the topic seem to be presented in some detail?

The moon's surface  
The weight of Armstrong's equipment

What statements deal with weight and gravitational effect?

...communications system weighing 84 pounds on Earth, 14 on the Moon...

...the boot weighs 4 pounds, 9 ounces on Earth, but on the Moon, 12 ounces.

...gravity environment one-sixth that of the Earth.

From these facts, it might be inferred that weight is a measure of \_\_\_\_\_.

The force of gravity

*For students who speak English as a second language*

*For students who are members of a specific minority group*

INFERRING SCIENTIFIC GENERALIZATIONS

Evaluation

Determine if the student can make valid generalizations based on his background in science plus his reading of the text

To describe the circumstances surrounding man's first steps on the moon

The moon's surface  
The weight of Armstrong's equipment

...communications system weighing 84 pounds on Earth, 14 on the Moon...

...the boot weighs 4 pounds, 9 ounces on Earth, but on the Moon, 12 ounces.

...gravity environment one-sixth that of the Earth

The force of gravity

For individualizing instruction and/or for home study

ty group

For posttesting

INTERPRETING READING MATERIAL IN SCIENCE

*Instructional Rationale*

Correlating information contained in maps and diagrams with the text is essential to comprehending the type of reading material in science which intersperses these visuals in developing the topic.

*Instructional Objective*

Given a reading exercise in science to contribute to the sequential development, relate each visual to the information in such a manner as to make a coherent

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

ERIAL IN SCIENCE

*Instructional Objective*

on contained in maps  
text is essential  
type of reading  
which intersperses  
developing the topic.

Given a reading exercise in science that contains maps and/or diagrams that contribute to the sequential development of the topic, the student will be able to relate each visual to the information contained in the respective steps of the text in such a manner as to make a coherent interpretation of the total exercise.

materials to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

uction

*For students who are advanced readers*

*Instructional Model*

Have the students survey the entire Exercise S11.

Ask:

For what purpose was Figure 1 included?

To illustrate the track of a recent eclipse

For what purpose was Figure 2 included?

To illustrate why the moon, which is smaller than the sun, can completely obliterate it

For what purpose were Figures 3 and 4 included?

To illustrate why the earth, moon, and sun must be on the same plane for a solar eclipse to occur

For what purpose was Figure 5 included?

To illustrate why the moon's orbit effects solar eclipses

Explain how a solar eclipse occurs and why total solar eclipses occur so rarely.

Solar eclipses occur when the moon moves in front of the sun, blocking the sun from view.

The orbits of the moon and earth seldom coincide in such a way that the moon obliterates the sun.

*For students who speak English as a second language*

*For ins  
and/c*

*For students who are members of a specific minority group*

*For po*

RELATING MAPS AND DIAGRAMS TO THE TEXT

*Evaluation*

S11.

Determine if the student can relate a series of maps and/or diagrams to a text which depends on this relationship for its development

To illustrate the track of a recent eclipse

To illustrate why the moon, which is smaller than the sun, can completely obliterate it

To illustrate why the earth, moon, and sun must be on the same plane for a solar eclipse to occur

To illustrate why the moon's orbit effects solar eclipses

Solar eclipses occur when the moon moves in front of the sun, blocking the sun from view.

The orbits of the moon and earth seldom coincide in such a way that the moon obliterates the sun.

language

*For individualizing instruction  
and/or for home study*

minority group

*For posttesting*

INTERPRETING READING MATERIAL IN SCIENCE

*Instructional Rationale*

Correlating information contained in graphs with the text is essential to comprehending the type of reading material in science which intersperses these visuals in developing the topic.

*Instructional Objective*

Given a reading exercise in science that develops the development of the topic, the student will obtain information contained in the text.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

NCE

*Instructional Objective*

in graphs  
prehending  
ience  
n develop-

Given a reading exercise in science that contains graphs which contribute to the development of the topic, the student will be able to relate each visual to the information contained in the text.

plement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*Instructional Model*

Exercise S12 is of general interest. It contains little scientific vocabulary or technical explanation and is therefore fairly easy to interpret. Thus, students should be encouraged to read it through rather rapidly and determine the reason for the inclusion of the graphs.

Ask:

What visuals accompany the text?

Bar graphs of game populations and a map of acres in the National Wildlife Systems.

What information is common to both visuals?

A comparison of conditions in the 1930's to conditions in the 1960's.

What does such a comparison show?

Trends -- growth or declines.

Why were the visuals included?

To substantiate statements made in the text. *...we have made dramatic progress in the science of game management. Federal refuges have more than 30 million acres....*

Note:

In addition to interpreting horizontal bar graphs, students should also learn to interpret vertical bar graphs and line graphs.

*For students who speak English as a second language*

*For students who are members of a specific minority group*

RELATING GRAPHS TO THE TEXT

Evaluation

It contains little scientific vocabulary or technical easy to interpret. Thus, students should be encouraged determine the reason for the inclusion of the graphs.

Determine if the student can relate graphs to the text which they are intended to supplement

Bar graphs of game populations and a map of acres in the National Wildlife Systems.

A comparison of conditions in the 1930's to conditions in the 1960's.

Trends -- growth or declines.

To substantiate statements made in the text.  
*...we have made dramatic progress in the science of game management. Federal refuges have more than 30 million acres....*

bar graphs, students should also learn to interpret

cond language

*For individualizing instruction and/or for home study*

ific minority group

*For posttesting*

INTERPRETING READING MATERIAL IN SCIENCE

*Instructional Rationale*

Correlating information contained in tables with the text is essential to comprehending the type of reading material in science which intersperses these visuals in developing or summarizing the topic.

*Instructional Objective*

Given a reading exercise in science the development of the topic or summarize the student will be able to relate each the text.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a special interest group*

*Instructional Objective*

Given a reading exercise in science that contains tables which contribute to the development of the topic or summarize statistical information regarding the topic, the student will be able to relate each visual to the information contained in the text.

plement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Have the students survey Exercise S13.

Ask:

What is the main topic of the exercise?

The molecular structure of hydrocarbons

What visuals are used to develop the topic?

Chart of hydrocarbons of the methane series  
Diagram of the compound benzene

Why is the chart inserted after the second paragraph rather than at the end of the article?

It relates only to the methane hydrocarbons which are discussed in this paragraph.

Charts of the ethylene and acetylene series are not included though these series are mentioned in the third paragraph. Explain why.

Given the molecular formula of  $C_nH_{2n}$  and  $C_nH_{2n-2}$ , and the clue that the formulas refer to a *series*, the student, though not being able to complete the charts, should be able to project the general format.

Why is the structural formula of benzene the only one included?

It is mentioned as being *unique* because its structure is *hexagonal*.

Note:

It may need to be pointed out to the students that a chart such as is included in the exercise may be read top to bottom, the molecular formulas having been arranged from simple to complex; or from left to right, the information regarding one compound having been arranged according to name, molecular formula, structural formula, and state of matter.

RELATING TABLES TO THE TEXT

Evaluation

Exercise S13.

Determine if the student can relate tables to the text which they are intended to supplement

exercise?	The molecular structure of hydrocarbons
Develop the topic?	Chart of hydrocarbons of the methane series Diagram of the compound benzene
For the second end of the	It relates only to the methane series of hydrocarbons which are discussed only in this paragraph.
Ethylene in these third.	Given the molecular formula of these series, $C_nH_{2n}$ and $C_nH_{2n-2}$ , and the clue that these formulas refer to a <i>series</i> , the reader, though not being able to complete similar charts, should be able to project their general format.
of benzene	It is mentioned as being <i>unique</i> in that it is <i>hexagonal</i> .

Advise the students that a chart such as is included in this exercise of molecular formulas having been arranged from simplest to most complex, the information regarding one compound having been arranged in a table, structural formula, and state of matter.

INTERPRETING READING MATERIAL IN SCIENCE

*Instructional Rationale*

Relating chemical symbols, formulas, and equations to the text which they are intended to supplement is essential to comprehending the type of reading material in science which intersperses these abbreviations in developing the topic.

*Instructional Objective*

Given a reading exercise in science equations which contribute to the ability to relate the chemical abbreviations

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading skills*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of the science club*

*Instructional Objective*

Given a reading exercise in science that contains chemical symbols, formulas, and equations which contribute to the development of the topic, the student will be able to relate the chemical abbreviations to the text.

ment the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

### Instructional Model

Have the students read the entire Exercise S14.

Ask:

What is the topic?

Salts

How is the topic developed?

1. Composition of salts -- positive ions from a base; negative ions from an acid
2. Salts result from neutralization of the base and the acid.
3. Four kinds of chemical reactions yield salt
  - a. Reaction between a base and an acid -- example supplied
  - b. Reaction between an active metal and an acid -- example supplied
  - c. Direct combination of a metal and a non-metal -- example supplied
  - d. Chemical reaction between a base and a salt -- example supplied

Why are chemical equations included?

To provide examples of how salt is derived

What do the chemical symbols represent?

H represents one atom of hydrogen.  
Cu represents one atom of copper.

What do the chemical formulas represent?

H<sub>2</sub>O represents one molecule of a compound; in this case water.

What do the chemical equations represent?

A chemical reaction may be represented by placing the formulas or symbols of the reacting substances (reactants) on the left and those of the products on the right of the sign +.

Example:  $\text{HCl} + \text{NaOH} \rightarrow \text{NaCl} + \text{H}_2\text{O}$   
(Reactants) (Products)

What do the symbols represent?

→ means give or yield.  
+ on reactants side of the equation means reacts with.  
+ on products side of the equation means and.

Why is the chart included in this exercise?

To supply information about the utility of common salts

## RELATING CHEMICAL FORMULAS TO THE TEXT

### Evaluation:

Determine if the student can relate chemical symbols, formulas, and equations to the text which they are intended to supplement

osition of salts -- positive ions from a  
negative ions from an acid  
result from neutralization of the base  
the acid.

inds of chemical reactions yield salt  
reaction between a base and an acid --  
example supplied

reaction between an active metal and an  
acid -- example supplied

irect combination of a metal and a non-  
metal -- example supplied

hemical reaction between a base and a  
salt -- example supplied

examples of how salt is derived

nts one atom of hydrogen.

nts one atom of copper.

sents one molecule of a compound; in this  
ter.

l reaction may be represented by placing the  
er symbols of the reacting substances (react-  
the left and those of the products on the  
the sign  $\rightarrow$ .



ive or yield

ctants side of the equation means reacts with.  
ducts side of the equation means and

information about the utility of common salts

INTERPRETING LITERATURE - VOCABULARY

The  
lesson  
entitled....

begin  
on  
page

Using context to infer meanings implied by the author through connotations . . . . . 88

Change of word meanings over time. . . . . 90

Using context to determine meanings of words that are antiquated . . . . . 92

Using context to infer the meanings of words of unusual dialects . . . . . 92

Identifying figures of speech. . . . . 96

L2

1. (3)
2. (2)
3. (1)
4. (4)
5. (1)
6. (3)
7. (1)

L4

1. apostrophe
  2. personification
  3. simile
  4. simile
  5. onomatopoeia
  6. metaphor
  7. personification
  8. hyperbole
  9. irony
  10. metaphor
  11. epigram
  12. alliteration
  13. assonance
  14. simile
  15. simile
  16. hyperbole
  17. personification
  18. personification
  19. allegory
  20. personification
1. personification
  2. alliteration
  3. assonance
  4. rhyme
  5. alliteration
  6. alliteration
  7. personification
  8. simile
  9. rhyme
  10. metaphor
  11. metaphor
  12. alliteration and metaph
  13. alliteration
  14. alliteration
  15. simile
  16. metaphor
  17. rhyme
  18. onomatopoeia
  19. allegory
  20. allegory

	<i>begins on page....</i>	<i>and is based upon reading exercise....</i>	<i>beginning on page....</i>
ified by the author through connotations . . . . .	88 . . . . .	L7 . . . . . L21 . . . . .	244 258
. . . . .	90 . . . . .	L30 . . . . .	271
of words that are antiquated . . . . .	92 . . . . .	L30 . . . . .	271
of words of unusual dialects . . . . .	92 . . . . .	L31 . . . . .	272
. . . . .	96 . . . . .	L1 . . . . . L2 . . . . . L3 . . . . . L4 . . . . .	234 237 238 239

CORRECT RESPONSES TO ASSESSMENT OF COMPREHENSION

L4

- |                |                               |
|----------------|-------------------------------|
| ostrophe       | 1. personification            |
| ersonification | 2. alliteration               |
| imile          | 3. assonance                  |
| imile          | 4. rhyme                      |
| omatopeia      | 5. alliteration               |
| etaphor        | 6. alliteration               |
| ersonification | 7. personification            |
| yperbole       | 8. simile                     |
| rony           | 9. rhyme                      |
| etaphor        | 10. metaphor                  |
| igram          | 11. metaphor                  |
| literation     | 12. alliteration and metaphor |
| sonance        | 13. alliteration              |
| imile          | 14. alliteration              |
| imile          | 15. simile                    |
| yperbole       | 16. metaphor                  |
| ersonification | 17. rhyme                     |
| ersonification | 18. onomatopoeia              |
| legory         | 19. allegory                  |
| ersonification | 20. allegory                  |

Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

INTERPRETING LITERATURE - VOCABULARY

development of the skill of \_\_\_\_\_

For pretesting

for reinforcing instruction

For individualizing instruction  
and/or for home study

For posttesting

## VOCABULARY DEVELOPMENT IN LITERATURE

### *Instructional Rationale*

The identification of the connotative meanings of words will serve as clues from which the author's intended meaning for familiar words may be inferred.

Very frequently in literature, the author ignores the narrow or literal meaning of words and implies or suggests different meanings. These meanings will not usually be found in a dictionary. Their connotations are greatly dependent on the past language experiences of the reader and the clues of context provided by the author.

Words used to describe something pleasant or favorable will have positive connotations and words used to describe something unpleasant or unfavorable will have negative connotations.

### *Instructional Objective*

Given a selection from literature, s identify those words for which the a

- No one had the *guts* to *raise* a riot bazaar alone, somebody would prob police officer, I was an obvious ta do so...

For, at that time, I had already mad and the sooner I *chucked up* my job

- Walter: (Sighing and looking at h that boy doing in that bathroom getting up earlier. I can't be around in there.

Ruth: (Turning on him) Oh, no, he such thing! It ain't his fault 'cause he got a bunch of crazy mouths in what is supposed to be

Walter: That's what you *mad* about. with my friends just couldn't be

### Instructional Objective

Given a selection from literature, similar to the excerpts below, the student will identify those words for which the author did not intend their literal meaning.

- No one had the *guts* to *raise* a riot, but if a European woman went through the bazaars alone, somebody would probably spit betel juice over her dress. As a police officer, I was an obvious *target* and was *baited* whenever it seemed safe to do so...

For, at that time, I had already made up my mind that imperialism was an evil thing and the sooner I *chucked up* my job and got out of it the better...

- Walter: (Sighing and looking at his watch) Oh, me. (He waits) Now what is that boy doing in that bathroom all this time? He just going to have to start getting up earlier. I can't be being late to work on account of him fooling around in there.

Ruth: (Turning on him) Oh, no, he ain't going to be getting up no earlier no such thing! It ain't his fault that he can't get to bed no earlier nights 'cause he *got a bunch of crazy good-for-nothing clowns* sitting up *running their mouths* in what is supposed to be his bedroom after ten o'clock at night.

Walter: That's what you *mad* about, ain't it? The things I want to talk about with my friends just couldn't be important in your mind, could they?

*Instructional Model*

Have the students read Exercise L7.

Ask:

What words are being used in a sense other than literal?

*Guts*  
*Raise*  
*Target*  
*Baited*  
*Chucked up*

From the context, infer the author's intended meaning of the words identified above.

*Guts* - courage or nerve  
*Raise* - to start or initiate  
*Target* - an object of attention  
*Baited* - tormented or provoked  
*Chucked up* - to give up or leave

Have the students read Exercise L21.

Ask the students to find the words that seem to have a connotative meaning when used as a phrase.

*A bunch*  
*Crazy-good-for-nothing clowns*  
*Running their mouths*

Ask the students to determine the meanings of these phrases from the context.

*A bunch* - a group, more than two.  
*Crazy-good-for-nothing clowns* - Ruth is referring to Walter and his friends. The phrase intimates how she feels about them. It has a negative connotation.  
*Running their mouths* - is a way of referring to a lengthy conversation. By phrasing it in this way, its connotation is negative.

USING CONTEXT TO INFER MEANINGS IMPLIED BY THE AUTHOR THROUGH CONNOTATIONS

*Evaluation*

Determine if the student can:

- Identify those words in a passage which are not being used in their literal or narrow sense
- Infer the connotative meanings of these words from clues available in the context

- courage or nerve
- to start or initiate
- an object of attention
- tormented or provoked
- to give up or leave

*side-for-nothing clowns*  
*their mouths*

a group, more than two.

*side-for-nothing clowns* - Ruth is referring to her and his friends. The phrase intimates how she feels about them. It has a negative connotation.

*their mouths* - is a way of referring to a conversation. By phrasing it in this way, the connotation is negative.

## VOCABULARY DEVELOPMENT IN LITERATURE

### Instructional Rationale

The identification of those words whose meanings have changed over time will enable the reader to read a selection with the meaning implied by the author.

Time and use change the meanings of words. Some of those changes are slight while others may be complete.

Older works such as those of Coleridge contain many of these words. For example, *silly* meant plain or rustic in his time. In our time, it may mean stupid or excessively mirthful. Many common words such as *dig* or *cool* have meanings today entirely unrelated to their meanings even 10 years ago.

### Instructional Objective

Given a literary selection written identify those words whose meanings meanings from the context.

Are you to turn and ask thus.  
Her husband's presence only, call  
Of joy into the Duchess' cheek:  
Fra Pandolf chanced to say, "Her  
Over my lady's wrist too much, call  
Must never hope to reproduce the  
Half-flush that dies along her  
Was courtesy, she thought, and  
For calling up that spot of joy  
A heart—how shall I say?—too  
Too easily impressed; she like  
She looked on, and her looks were  
Sir, 'twas all one! My favour  
The dropping of the daylight in

....Who'd stoop to blame  
This sort of trifling? Even had  
In speech—(which I have not)—  
Quite clear to such an one, and  
Or that in you *disgusts* me; her  
There exceed the mark"—

....Will't please you rise? We  
The company below, then. I rep  
The Count your master's known m  
Is ample *warrant* that no just p  
Of mine for dowry will be *disal*

Instructional Objective

Given a literary selection written more than 50 years ago, the reader will identify those words whose meanings have changed over time and infer their original meanings from the context.

Are you to turn and ask thus. Sir, 'twas not  
Her husband's presence only, called that spot  
Of joy into the Duchess' cheek: perhaps  
Fra Pandolf chanced to say "Her *mantle laps*  
Over my lady's wrist too much, or "Paint  
Must never hope to reproduce the faint  
Half-flush that dies along her throat": such stuff  
Was courtesy, she thought, and cause enough  
For calling up that spot of joy. She had  
A heart—how shall I say?—too soon made glad,  
Too easily impressed; she like whate'er  
She looked on, and her looks went everywhere.  
Sir, 'twas all one! My *favour* at her breast,  
The dropping of the daylight in the West....

....Who'd stoop to blame  
This sort of trifling? Even had you skill  
In speech—(which I have not)—to make your will  
Quite clear to such an one, and say "Just this  
Or that in you *disgusts* me; here you *miss* or  
There exceed the mark"—

....Will't please you rise? We'll meet  
The company below, then. I repeat,  
The Count your master's known munificence  
Is ample *warrant* that no just pretence  
Of mine for dowry will be *disallowed*.

### Instructional Model

Have the students read the poem from which the excerpts found under Instructional Objectives have been taken. (L30)

Ask the students to skim these excerpts to find those words which obviously had meanings when the poem was written which are not commonly used now.

*Mantle*  
*Favour*  
*Trifling*  
*Will't*  
*Warrant*  
*Munificence*  
*Pretense*

Have the students infer from context the original meanings of the previously identified words.

*Mantle* - A mantle is a cape; the term, however, is rarely used to describe this article of clothing today.

If students have difficulty, suggest that they use the dictionary. Occasionally, they should use the dictionary simply for verification.

*Favour* - To seek or give *favour* is again a term once used to imply the bestowing of esteem or affection, usually on one lower in rank.

*Trifling* - An old-fashioned term, meaning to diminish or to make insignificant (Example: She trifled with my affections.)

*Will't* - A contraction meaning *will it*. No longer used today

*Warrant* - The word appears to have a meaning completely unrelated to today's usage. According to the dictionary, *warrant* once meant a pledge or a guarantee. In this case, the Count's known generosity is a guarantee.

*Munificence* - The word means lavish generosity and is used rarely in common speech.

*Pretense* - The common meaning for *pretense* is a simulation or a sham; in this case, however, it means a claim.

## CHANGE OF WORD MEANINGS OVER TIME

### Evaluation

excerpts found under Instructional Objectives

Determine if the student can:

- Identify those words in a passage whose meanings have changed over time
- Infer the original meanings of the words from the clues available in the context

le is a cape; the term, however, is rarely  
e this article of clothing today.

k or give *favour* is again a term once used  
stowing of esteem or affection, usually on  
nk.

ld-fashioned term, meaning to diminish or  
ficant (Example: She trifled with my

raction meaning *will it*. No longer used today

ord appears to have a meaning completely  
day's usage. According to the dictionary,  
ant a pledge or a guarantee. In this case, the  
generosity is a guarantee.

he word means lavish generosity and is used  
n speech.

common meaning for *pretense* is a simulation  
his case, however, it means a claim.

## INTERPRETING READING MATERIAL IN LITERATURE

### *Instructional Rationale*

The identification of words that are no longer used in contemporary language and the use of context will enable the reader to make a more accurate inference of the author's intended meaning.

It is necessary that the students recognize that there are words that occur frequently in the literature of the past that no longer have meaning in contemporary language. Yet, these must be interpreted if the reader is to get the full meaning of a selection. Sometimes the context will reveal the former meanings of these words, and other times it will be necessary to consult an unabridged dictionary.

### *Instructional Objective*

Given a selection from the literature written in archaic language, the student will identify those words which have become obsolete and infer their former meanings from clues.

....But to myself they turned (since  
The curtain I have drawn for you, but  
And seemed as they would ask me, if th'  
How such a glance came there; so, not  
Are you to turn and ask thus....

....Even had you skill  
In speech--(which I have not)--to make  
Quite clear to such an one, and say "  
Or that in you disgusts me; here you  
Or there exceed the mark"--and if she  
Herself be lessoned so, nor plainly see  
Her wits to yours, *forsooth*, and made

....*Nay*, we'll go  
Together down, Sir!....

## INTERPRETING READING MATERIAL IN LITERATURE

### *Instructional Rationale*

The identification of words of unusual dialects and the use of context will enable the reader to make a more accurate inference of the author's intended meaning.

### *Instructional Objective*

Given a selection from the literature written in dialect, the student will identify those words which are a part of the dialect and infer their meaning from the context.

*Instructional Objective*

ords that are  
porary  
context will  
e a more  
e author's

Given a selection from the literature written more than 50 years ago, the reader will identify those words which have become antiquated with the passage of time and infer their former meanings from clues.

....But to myself they turned (since none puts by  
The curtain I have drawn for you, but I)  
And seemed as they would ask me, if they *durst*,  
How such a glance came there; so, not the first  
Are you to turn and ask thus....

students  
words that  
literature  
er have mean-  
uage. Yet,  
d if the  
l meaning of  
the context  
eanings of  
mes it will  
an unabridged

....Even had you skill  
In speech—(which I have not)—to make your will  
Quite clear to such an one, and say "Just this  
Or that in you disgusts me; here you miss  
Or there exceed the mark"—and if she let  
Herself be lessoned so, nor plainly set  
Her wits to yours, *forsooth*, and made excuse,

....*Nay*, we'll go  
Together down, Sir!....

*Instructional Objective*

ords of unusual  
context will  
e a more  
e author's

Given a selection from the literature written in an unusual dialect, the student will identify those words which are a part of that dialect and infer their meanings from the context.

*Instructional Model*

Have the students reread Exercise L30 from which the excerpts found under the Instructional Objective have been taken.

Ask the students to skim these excerpts to find those words that are no longer used in contemporary language.

*Durst*  
*Forsooth*  
*Nay*

From the context, have the students infer the possible meanings for these words. Whenever this is not possible, encourage the students to consult the dictionary.

*Durst* - In the context, the author refers to people wanting to ask their host a question which appears to be rather personal. The clause containing this word is set off by commas as a side thought or an interjection. The reader could almost imagine that the clause reads "if they had nerve." This is verified by the dictionary which defines *durst* as an archaic past tense of *dare*.

*Forsooth* - In the context, this word is set off by commas. It is actually not necessary to the meaning of the sentence and the sentence yields no clue to its meaning. A check with the dictionary shows that *forsooth* was used for emphasis meaning in truth, certainly, or indeed.

*Nay* - This antiquated term is better known since it is still used in parliamentary procedure. It means no.

*Instructional Model*

Have the students read the entire poem from which the excerpt found under Instructional Objective has been taken. (L31)

Ask them to skim the excerpt to find unusual words which appear to be of a different dialect.

*Hae* - *Din'd*  
*Ye* - *Gat*  
*Wi'* - *Fain*  
*Boil'd* - *Wald*

USING CONTEXT TO DETERMINE MEANINGS OF WORDS THAT ARE ANTIQUATED

Evaluation

Use L30 from which the excerpts found under the Instructional

*Durst*  
*Forsooth*  
*Nay*

*Durst* - In the context, the author refers to people wanting to ask their host a question which appears to be rather personal. The clause containing this word is set off by commas as a side thought or an interjection. The reader could almost imagine that the clause reads "if they had the nerve." This is verified by the dictionary which defines *durst* as an archaic past tense of *dare*.

*Forsooth* - In the context, this word is set off by commas. It is actually not necessary to the meaning of the sentence, and the sentence yields no clue to its meaning. A check with the dictionary shows that *forsooth* was used for emphasis meaning in truth, certainly, or indeed.

*Nay* - This antiquated term is better known since it is still used in parliamentary procedure. It means no.

Determine if the student can:

- Identify those words in a selection which have become antiquated with the passage of time
- Infer the former meanings of these words from the clues available in the context

USING CONTEXT TO INFER THE MEANINGS OF WORDS OF UNUSUAL DIALECTS

Evaluation

Use the poem from which the excerpt found under Instructional

*Hae* - *Din'd*  
*Ye* - *Gat*  
*Wi'* - *Fain*  
*Boil'd* - *Wald*

Determine if the student can identify those words in a selection which are unique to a particular area, region, or people

INTERPRETING READING MATERIAL IN LITERATURE  
(continued)

*Instructional Rationale*

Whenever it is not possible to infer meanings for these words, it might be helpful to consult an unabridged dictionary. The dictionary will be useful in determining the meaning of words that were once part of the English language but are now considered to be archaic. Most of these archaic words are found in an unabridged dictionary, and it might be noted that some of these words, though not a part of the English language spoken by contemporary America, may be in current use in other English-speaking groups.

*Instructional Objective*

Lord Randal

"O where *hae ye* been, Lord Randal,  
O where *hae ye* been, my handsome  
"I *hae* been to the wild wood; mothe  
For I'm weary *wi'* hunting, and f

"Where *gat ye* your dinner, Lord Ra  
Where *gat ye* your dinner, my han  
"I *din'd wi'* my true-love; mother,  
For I'm weary *wi'* hunting, and fa

"What *gat ye* to your dinner, Lord  
What *gat ye* to your dinner, my h  
"I *gat* eels *boil'd* in broth; mothe  
For I'm weary *wi'* hunting, and f

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ab*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction  
and/or for home study*

*For students who speak English as a s*

*For posttesting*

*For students who are members of a spe*

ENGLISH LITERATURE  
(continued)

*Instructional Objective*

Lord Randal

"O where *hae ye* been, Lord Randal, my son?  
O where *hae ye* been, my handsome young man?"  
"I *hae* been to the wild wood; mother, make my bed soon,  
For I'm weary *wi'* hunting, and *fain wald* lie down."

"Where *gat ye* your dinner, Lord Randal, my son?  
Where *gat ye* your dinner, my handsome young man?"  
"I *din'd wi'* my true-love; mother, make my bed soon,  
For I'm weary *wi'* hunting, and *fain wald* lie down."

"What *gat ye* to your dinner, Lord Randal, my son?  
What *gat ye* to your dinner, my handsome young man?"  
"I *gat eels boil'd* in broth; mother, make my bed soon,  
For I'm weary *wi'* hunting, and *fain wald* lie down."

to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Have the students infer the possible meanings for these words from their use in the context.

Whenever this is not possible, instruct them to consult an unabridged dictionary.

If this has not already been done, discuss the use of the apostrophe to replace letters that are not pronounced in a word of a given dialect.

*Hae* - The context of this word in the first two lines seems to require that it means *have*. The dictionary verifies this.

*Ye* - This is familiar to many English-speaking people because of its frequent use in hymns. Although *ye* is considered the archaic form of *you*, it is still used in some dialects of the English language.

*Wi'* - This is an example of the apostrophe being used to replace the *th* sound which is not pronounced. From the context, one can easily infer that the word has the same meaning as *with*.

*Boil'd* - In this word, the apostrophe replaces *e*. Leaving out the *e* doesn't present any problem in obtaining meaning. The presence of *dinner* and *broth* verify that the word is *boiled*.

*Din'd* - The word is more difficult to recognize than *boiled*. In this case the context helps. *Where* and *dinner* are the clues which would lead the reader to anticipate that *dined* would be in the answer. This is verified by the use of *wi' my true love* following *din'd*.

*Gat* - According to the dictionary, *gat* was, at one time, the past tense of *get*. In the context in which it is used twice, its meaning is more like that which would be associated with the past tense of *have*. The first time it is used, it would have been interpreted to mean *Where did you have your dinner?* The second time, it seems that *What gat ye to...* has the same meaning as *What did you have for...* It appears that both *hae* and *gat* have similar meanings in this dialect.

*Fain* - The context does not reveal the meaning of this word. The dictionary shows it to be an archaic word meaning *pleased, happy, desirous, constrained, or compelled*. When it is first used in the poem, the context suggests that its meaning is close to *desirous*. *Fain wald* can be interpreted as *want to*. As the poem progresses to the last line, the reader perceives that the meaning of *fain wald* more nearly means *compelled*. The connotation has a sense of urgency.

*Wald* - This word is not in the dictionary. From the context, the reader can infer that it has a meaning close to that which would be associated with *would*. However, as we have noted above, *would* does not have to be in the translation.

USING CONTEXT TO INFER THE MEANINGS OF WORDS OF UNUSUAL DIALECTS  
(continued)

Evaluation

Context of this word in the first two lines seems to require *have*. The dictionary verifies this.

Unfamiliar to many English-speaking people because of its use in hymns. Although *ye* is considered the archaic form of *you*, it is used in some dialects of the English language.

An example of the apostrophe being used to replace the *e* which is not pronounced. From the context, one can easily infer that *ye* has the same meaning as *with*.

In this word, the apostrophe replaces *e*. Leaving out the *e* does not present any problem in obtaining meaning. The presence of *ye* can verify that the word is *boiled*.

*Where* is more difficult to recognize than *boiled*. In this context, *Where* and *dinner* are the clues which would lead one to anticipate that *dined* would be in the answer. This is the use of *wi' my true love* following *din'd*.

Going to the dictionary, *gat* was, at one time, the past tense of *have*. In the context in which it is used twice, its meaning is more likely to be associated with the past tense of *have*. The first time *gat* is used, it would have been interpreted to mean *Where did you have dinner?* The second time, it seems that *What gat ye to...* means *What did you have for...* It appears that both uses have similar meanings in this dialect.

The context does not reveal the meaning of this word. The dictionary lists it to be an archaic word meaning pleased, happy, desirous, or compelled. When it is first used in the poem, the context suggests that its meaning is close to *desirous*. *Fain wald* can be interpreted as *want to*. As the poem progresses to the last line, the context suggests that the meaning of *fain wald* more nearly means *would*. The connotation has a sense of urgency.

*Would* is not in the dictionary. From the context, the student can infer that it has a meaning close to that which would be used in *would*. However, as we have noted above, *would* does not have the same translation.

Determine if the student can:

- Infer the meanings of these words from the clues available in the context
- Verify meanings of words from unusual dialects by consulting an unabridged dictionary

INTERPRETING READING MATERIAL IN LITERATURE

*Instructional Rationale*

*Instructional Objective*

Identifying specific writing devices will aid the reader in determining the meanings and effects an author intends to achieve.

Given a literary selection, the student will identify the main idea, supporting details, and the author's purpose intended to achieve by using them.

Certain devices develop comparisons, others utilize connotations, while others provide certain types of musical emphasis.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a reading club*

LITERATURE

*Instructional Objective*

Given a literary selection, the student will identify any figures of speech that it contains and will provide a reasonable explanation of the effect the author intended to achieve by using them.

Supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

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Instructional Model

Distribute Exercise L1.

Discuss each figure of speech.

Discuss the problems of communication everyone faces in describing an unknown.

Example:

Unknowns can only be understood in terms of a known. If a man does not understand the word *green* but does understand the concept *grass*, the speaker may compare *green* to *grass*. *Green as grass* is a simile.

If the speaker or writer wishes to describe the poor habits of an unknown person, he may compare that individual to a pig. He may say that *John eats like a pig*. He does not mean that John literally eats on all fours or has a snout. He means that John's habits are distasteful.

*John eats like a pig.* Simile  
*John is a pig.* Metaphor

The metaphor is a stronger comparison since it omits *like* or *as*. The writer may comment:

*John snorted at me.*

This is an implied metaphor since the word *snorted* carries connotations of animal activity.

Read some proverbial comparisons to the class.

Examples:

Black as a black cat in the dark  
So crooked that he could hide behind a corkscrew  
Fascinating as a loose tooth  
Handy as a pocket in the back of a shirt

Prepare a sheet of incomplete similes and ask the class to complete.

Examples:

As slow as \_\_\_\_\_  
As fast as \_\_\_\_\_  
As black as \_\_\_\_\_  
As white as \_\_\_\_\_

As cheap as \_\_\_\_\_  
As sweet as \_\_\_\_\_  
As tall as \_\_\_\_\_  
As short as \_\_\_\_\_

## IDENTIFYING FIGURES OF SPEECH

### Evaluation

Determine if the student can:

- Identify figures of speech
- Explain the nonliteral meanings of figures of speech
- Explain the effects an author intended to achieve by use of certain figures of speech

Note:

For additional practice in identifying figures of speech, use Exercises L3 and L4.

Everyone faces in describing an unknown.

In terms of a known. If a man does not understand the concept *grass*, the speaker may compare *green* simile.

To describe the poor habits of an unknown person, he pig. He may say that *John eats like a pig*. He does on all fours or has a snout. He means that John's

Comparison since it omits *like* or *as*. The writer may

The word *snorted* carries connotations of animal

the class.

Behind a corkscrew

a shirt

and ask the class to complete.

As cheap as \_\_\_\_\_  
As sweet as \_\_\_\_\_  
As tall as \_\_\_\_\_  
As short as \_\_\_\_\_

*Instructional Model*

Discuss the use of similes, metaphors, etc. in science, advertising, pop songs, etc.

Example: *Space Terminology*

The space craft names and terms connote certain characteristics.

Apollo - the strength and speed symbolic of the Greek God  
Gemini - the astrological twins; a two manned vehicle  
silo - storage tank compared to farmer's storage barn  
umbilical cord - fuel line compared to life line connecting mother and child

Discuss continuing metaphor as used in the Bible.

Example:

The Lord is my shepherd,  
I shall not want  
He leadeth me to lie down  
In green pastures...

In a nomadic society depending on herding for survival, the idea of a shepherd tending flock was clarity itself. The nonliteral meaning is accurate; the literal is absurd.

Have the students read Exercise L2 silently.

Ask:

In the song, *Silver Moon*, is the idea that the moon is made of a precious metal?

No

What is the idea?

That the moon is shining and white

Is the speaker happy?

No

What is his feeling?

Loneliness - lost lover

In what sense is every road a *highway of goodbye*?

People are always leaving somewhere

IDENTIFYING FIGURES OF SPEECH  
(continued)

Evaluation

metaphors, etc. in science, advertising, pop songs, etc.

and terms connote certain characteristics.

strength and speed symbolic of the Greek God  
astrological twins; a two manned vehicle  
age tank compared to farmer's storage barn  
line compared to life line connecting mother and child  
as used in the Bible.

ending on herding for survival, the idea of a shepherd tending his  
The nonliteral meaning is accurate; the literal is absurd.

discuss L2 silently.

is the idea that  
precious metal?

No

That the moon is shining and white

No

Loneliness - lost lover

had a highway of

People are always leaving somewhere

<i>The lesson entitled.....</i>	<i>begins on page.....</i>
Recognizing the literal meaning . . . . .	102 . . . . .
Identifying the main idea . . . . .	104 . . . . .
Identifying effects . . . . .	104 . . . . .
Identifying details . . . . .	106 . . . . .
Identifying figures of speech . . . . .	106 . . . . .
Identifying sequence of details . . . . .	108 . . . . .
Identifying author's role . . . . .	108 . . . . .
Recognizing tone. . . . .	110 . . . . .
Identifying bias. . . . .	112 . . . . .

CORRECT

<u>L5</u>	<u>L6</u>	<u>L7</u>	<u>L8</u>	<u>L9</u>	<u>L10</u>	<u>L11</u>	<u>L12</u>	<u>L</u>
1. (3)	1. (2)	1. (4)	1. (2)	1. (3)	1. (3)	1. (3)	1. (2)	1.
2. (1)	2. (3)	2. (3)	2. (3)	2. (4)	2. (1)	2. (2)	2. (4)	2.
3. (3)	3. (4)	3. (1)	3. (1)	3. (4)	3. (4)	3. (3)	3. (1)	3.
4. (2)	4. (2)	4. (2)	4. (4)		4. (2)	4. (3)	4. (4)	4.
5. (4)	5. (1)	5. (1)	5. (4)			5. (1)	5. (3)	5.
6. (3)	6. (1)	6. (2)					6. (4)	
7. (4)	7. (2)							

INTERPRETING LITERATURE - NONFICTION

	<i>begins on page....</i>	<i>and is based upon reading exercise....</i>	<i>beginning on page....</i>
.....	102	L5	.241
.....	104	L6	.243
.....	104	L7	.244
.....	106	L8	.245
.....	106	L9	.246
.....	108	L10	.247
.....	108	L11	.248
.....	110	L12	.249
.....	112	L13	.250

CORRECT RESPONSES TO ASSESSMENT OF COMPREHENSION

<u>L9</u>	<u>L10</u>	<u>L11</u>	<u>L12</u>	<u>L13</u>
1. (3)	1. (3)	1. (3)	1. (2)	1. (1)
2. (4)	2. (1)	2. (2)	2. (4)	2. (4)
3. (4)	3. (4)	3. (3)	3. (1)	3. (1)
	4. (2)	4. (3)	4. (4)	4. (4)
		5. (1)	5. (3)	5. (4)
			6. (4)	

## INTERPRETING LITERATURE (NONFICTION AND FICTION)

### Understanding Prose Selections

All writing falls into two main categories: prose and poetry. Prose is the expression of either real or imaginary experiences without the meter or rhythm which is distinctive of poetry.

Prose works fall into two categories: fiction and nonfiction. *Fiction* is the type of literature which deals with imaginary events and imaginary characters. Fiction is usually characterized by narrative style and includes the novel, the romance, and the short story.

*Nonfiction* includes all prose except fiction and includes works of biography, history, science, travel, drama, essays, etc. Nonfiction style is often expository, explanatory, or interpretative.

#### Examples of fiction:

- Novel  
Gone With the Wind by Margaret Mitchell
- Romance  
Men of Iron by Howard Pyle
- Short Story  
The Ransom of Red Chief by O. Henry

#### Examples of nonfiction:

- Biography  
Madame Curie by Eva Curie
- History  
Story of Mankind by Hendrick Van Loon
- Travel  
Innocents Abroad by Mark Twain
- Science  
The Sea Around Us by Rachel Carson
- Drama  
Harvey by Mary Ellen Chase  
The Doll's House by Henrik Ibsen

- Essay  
The Thurber Carnival
- Miscellaneous  
Myths and Folklore

#### The Novel and the Short

The students should be beginning their study of the definitions be reviewed.

*The novel* is a work of usually involves the development of incidents which form a series of events.

*The short story* is a work usually involves the presentation of a single situation which often and short stories fall in a setting.

*Romantic or escape fiction* is in a manner quite removed from reality. Examples are Don Quixote by Miguel de Cervantes and Northwest Passage by Kermit Thompson and Stephen Vincent Benet.

*Realistic fiction* tells of life as it is. Examples are Main Street by Sinclair Lewis and Hemingway.

*Psychological fiction* deals with the inner life. Examples are Winesburg, Ohio by Sherwood Anderson and Death by Sherwood Anderson.

*Adventure fiction* stresses action. Examples are Treasure Island by Robert Louis Stevenson and Boat by Stephen Crane.

*Sociological fiction* deals with social conditions such as alcoholism, prison conditions, etc. Examples are Uncle Tom's Cabin by Charles Dickens, Uncle Tom's Cabin by Charles Dickens, and Real Thing by Henry James.

ories: prose and poetry.  
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distinctive of poetry.

fiction and nonfiction.  
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Fiction is  
style and includes the  
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- Essay  
The Thurber Carnival by James Thurber

- Miscellaneous  
Myths and Folklore by Henry Christ

#### The Novel and the Short Story

The students should be introduced to the following definitions before beginning their study of nonfiction. It is further suggested that the definitions be reviewed as part of the introduction to fiction.

*The novel* is a work of substantial length (30,000-500,000 words) and usually involves the development of several characters involved in incidents which form a sequence of continued and sometimes complex events.

*The short story* is a work of lesser length (1,500-10,000 words) and usually involves the problem of one main character dealing with a single situation which occurs in a short space of time. Both novels and short stories fall into categories depending on theme, plot, and setting.

*Romantic or escape fiction* deals with love, fantasy, suspense, etc., in a manner quite removed from everyday life. Examples are Don Quixote by Miguel de Cervantes and Rip Van Winkle by Washington Irving. Historical fiction uses a framework of actual events. Examples are Northwest Passage by Kenneth Roberts and A Tooth for Paul Revere by Stephen Vincent Benet.

*Realistic fiction* tells a true to life story of ordinary human behavior. Examples are Main Street by Sinclair Lewis and The Killers by Ernest Hemingway.

*Psychological fiction* deals with the internal motivations of human life. Examples are Wings of the Dove by Henry James and Brother Death by Sherwood Anderson.

*Adventure fiction* stresses exciting incidents of physical action. Examples are Treasure Island by Robert Louis Stevenson and The Open Boat by Stephen Crane.

*Sociological fiction* deals with such problems as slavery, dope addiction, alcoholism, prison conditions, etc. Examples are Oliver Twist by Charles Dickens, Uncle Tom's Cabin by Harriet Beecher Stowe and The Real Thing by Henry James.

INTERPRETING LITERATURE (NONFICTION AND FICTION)

Elements of Fiction

Instructor's note of ma  
skill of

All prose fiction includes the elements of theme, setting, characterization, plot, and conflict.

For pretesting

The *theme* is the main idea of any work. Example:  
The theme of Uncle Tom's Cabin deals with the evils of slavery.

The *setting* involves the time, place, and social background of the characters. Example:  
The setting of Gone With the Wind is the white man's South at the time of the Civil War.

For reinforcing inst

The *plot* is the sequence of events which comprise the story. The high point of the plot is the climax which is followed by a denouement or final outcome.

For individualizing  
and/or for home st

*Characterisation* is the skill of developing the imaginary people through whose lives the author develops his theme. In the novel, details of characterization are many; in the short story, details are few.

For posttesting

*Conflict* is the problem element of a novel or short story, the tension developed as a character tries to overcome the forces surrounding him. Examples:

- Man against man - war
- Man against nature - tornado, blizzard
- Man against society - minority discrimination
- Man against himself - alcoholism

For students with ma

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For students who are

CTION)

INTRODUCTORY MATERIAL  
(continued)

*Instructor's note of materials to supplement the development of the skill of*

theme, setting,

*For pretesting*

Example:  
with the evils of slavery.

social background of  
the white man's South at

*For reinforcing instruction*

comprise the story. The  
is followed by a

*For individualizing instruction  
and/or for home study*

ing the imaginary people  
s theme. In the novel,  
the short story, details

*For posttesting*

or short story, the  
overcome the forces

*For students with marginal reading ability*

nation.

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

INTERPRETING READING MATERIAL IN LITERATURE (NONFICTION)

*Instructional Rationale*

*Instructional Objective*

Recognizing the literal meaning in nonfiction is primary to making subsequent inferences.

Given a reading exercise in nonfiction, the student will state the literal meaning in his own words.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading skills*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a reading club*

ATURE (NONFICTION)

*Instructional Objective*

Given a reading exercise in nonfiction, the student will be able to state its literal meaning in his own words.

ement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Have the students read the first paragraph of Exercise L5 silently.

Discuss the significance of numbers in diverse societies. Compare the Chinese who consider thirteen "lucky" to Europeans who consider the same number "unlucky." Cite the reason as it appears in the passage.

Have the students read silently the next four paragraphs and list on the chalkboard the variety of meanings attached to seven.

Seven Precious Things  
Seven Deadly Sins  
Seven Wonders of the World  
Seven Greek Sages  
Seven Liberal Arts  
Seven Heavenly Bodies  
Seven Elements  
Seven Days of Creation  
Seven Ages of Man  
Seven in Law  
Seven in Gambling

Have the students read the next two paragraphs for a discussion of *forty*.

Ask:

What is the Italian word for *forty*? *quaranta*

What is the isolation period for a disease called? *quarantine*

Have the students read the last three paragraphs for the discussion of *thirteen*.

Ask:

What is a taboo? Something forbidden

What was primitive man's computer? His fingers and feet

What did thirteen represent to him? The unknown

RECOGNIZING THE LITERAL MEANING

*Evaluation*

Determine if the student can:

- State in his own words the literal meaning of a reading exercise in nonfiction
- Answer specific fact questions from a reading exercise in nonfiction

of Exercise L5 silently.

erse societies. Compare the Chinese who consider the same number "unlucky." Cite the reason as

precious Things  
Deadly Sins  
Wonders of the World  
Greek Sages  
Liberal Arts  
Heavenly Bodies  
Elements  
Days of Creation  
Ages of Man  
Law  
Gambling

graphs for a discussion of *forty*.

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graphs for the discussion of *thirteen*.

ng forbidden

ngers and feet

known

INTERPRETING READING MATERIAL IN LITERATURE (NONFICTION)

*Instructional Rationale*

Identifying the main idea will help the reader to establish a purpose for reading the selection, to frame questions he anticipates the selection will answer, and to retain the information conveyed.

*Instructional Objective*

Given a specific nonfiction selection stated by the author.

INTERPRETING READING MATERIAL IN LITERATURE (NONFICTION)

*Instructional Rationale*

Identifying the effects that an author of nonfiction literature attempts to create and the devices he employs to achieve this end will assist the reader in making a more accurate summary assessment of the total work.

*Instructional Objective*

Given a specific passage, the student attempts to create and the devices

ATURE (NONFICTION)

*Instructional Objective*

Given a specific nonfiction selection, the student will select the main idea as stated by the author.

ATURE (NONFICTION)

*Instructional Objective*

Given a specific passage, the student will be able to list the effects the author attempts to create and the devices he employs to achieve these effects.

*Instructional Model*

Have the students read Exercise L6 silently.

Ask the students to:

Cite the sentences which actually identify the main idea of the passage.

The last two sentences

How long after the actual feat was Hensen honored?

45 years

Was he actually at the Pole before Peary?

Yes

Who else was there?

Eskimos

*Instructional Model*

Have the students read the first paragraph of Exercise L7 silently.

Ask:

Where was the author stationed?

Burma

What did the people feel for him?

Hatred

How did they show their feelings?

Insults, jeers, etc.

What effect does the author hope to create for the reader?

The feeling of being a hated alien

Have the students read the second paragraph of this Exercise silently.

What effect did the author hope to create by his description of the lockups?

Compassion for the Burmese prisoners

What two feelings possessed him, and what is the total effect of contradictory emotions?

Hatred for the British - hatred for the Burmese - Confusion

IDENTIFYING THE MAIN IDEA

Evaluation

Determine if the student can:

- State the main idea of a reading exercise in nonfiction
- Select topic sentences, that is, sentences which sum up the general meaning of the passage

ntly.

Identify the main idea      The last two sentences

Men honored?              45 years

Why?                        Yes

                                 Eskimos

IDENTIFYING EFFECTS

Evaluation

Determine if the student can:

- Select lines which provoke emotional responses
- Categorize these responses according to their intended effects

Graph of Exercise L7 silently.

Burma

Hatred

Insults, jeers, etc.

Write for the reader?      The feeling of being a hated alien

Graph of this Exercise silently.

Write by his description      Compassion for the Burmese prisoners

What is the total              Hatred for the British - hatred for the Burmese - Confusion

INTERPRETING READING MATERIAL IN LITERATURE (NONFICTION)

*Instructional Rationale*

Identifying the details which support the main idea will better enable the reader to follow the author's development of the topic, to retain the information conveyed, and to discern the effects which the author attempts to create.

*Instructional Objective*

Given a nonfiction reading exercise, identify significant details which support the main idea.

INTERPRETING READING MATERIAL IN LITERATURE (NONFICTION)

*Instructional Rationale*

Since figures of speech add much to a writer's style and depth, an awareness of these devices will aid the reader in catching some of the more subtle and sometimes more potent implications of a selected passage.

*Instructional Objective*

Given a nonfiction reading exercise, identify figures of speech which it contains.

LITERATURE (NONFICTION)

*Instructional Objective*

Given a nonfiction reading exercise, the student will be able to identify the significant details which support the main idea.

LITERATURE (NONFICTION)

*Instructional Objective*

Given a nonfiction reading exercise, the student will identify any figures of speech which it contains.

*Instructional Model*

Have the students read Exercise L8 silently.

Ask:

What sort of picture does the author present?

A lively girl on horseback

What is her relationship to her mother?

Friendly

What is her attitude toward people?

Friendly

What clue indicates that she liked people?

She spoke to almost everyone.

Does the author try to make this sound like an obituary?

No

*Instructional Model*

Review lesson on figures of speech. (See Exercise L1.)

Have the students read Exercise L9 silently.

Ask:

Is there a figure of speech in the title?

*Cruel Crowding* is alliterative.

Why are words like *gutter* and *slop-pail* effective?

They are images.

Point out that the sentence beginning with the words *Parkinson's law* has almost a rhythm provided by the balancing of structures and ideas. Note passages beginning with *So*, etc.

IDENTIFYING DETAILS

*Evaluation*

Determine if the student can cite significant details and relate them to the main idea

ly.

sent?

A lively girl on horseback

Friendly

Friendly

e?

She spoke to almost everyone.

ike

No

IDENTIFYING FIGURES OF SPEECH

*Evaluation*

Determine if the student can identify figures of speech and draw conclusions concerning their effectiveness

Exercise Li.)

ly.

*Cruel Crowding* is alliterative.

effective?

They are images.

the words *Parkinson's Law* has almost a rhythm and ideas. Note passages beginning with *So*, etc.

INTERPRETING READING MATERIAL IN LITERATURE (NONFICTION)

*Instructional Rationale*

Being able to identify the sequence of details can aid the reader in comprehending and evaluating the basic statements being made and substantiated.

In addition, noting the sequence of details is often essential to a coherent interpretation of the exercise.

*Instructional Objective*

Given a nonfiction reading exercise, identify details and make generalizations concerning the exercise.

INTERPRETING READING MATERIAL IN LITERATURE (NONFICTION)

*Instructional Rationale*

Identifying the author's role enables the reader to judge the importance of a given selection and the validity of the statements made.

*Instructional Objective*

Given a reading exercise in nonfiction, identify the author and make a judgment about the author's role.

(NONFICTION)

*Instructional Objective*

Given a nonfiction reading exercise, the student will list the sequence of important details and make generalizations concerning their relationship to the main idea.

(NONFICTION)

*Instructional Objective*

Given a reading exercise in nonfiction, the student will identify the role of the author and make a judgment about the importance and validity of his statements.

*Instructional Model*

Have the students read Exercise L10 silently.

Ask the students to reconstruct as much of the chronology of DuBois' life as possible from the clues given in the first paragraph.

Ask the students to determine from the clue words *succession* and *first* where DuBois had decided to accept a position.

Born: 1868  
Began schooling: 1874  
Went to Europe: 1892

Wilberforce University

*Instructional Model*

Have the students read Exercise L11 silently.

Ask:

Who is Walter Lippmann?

What are his qualifications for writing on this topic?

What problems does he outline?

How was the newspaper business developed?

A Washington correspondent

Familiarity with American politics gained over a long period of time

The changing position of America and those evaluating the news

By trial and error

IDENTIFYING SEQUENCE OF DETAILS

Evaluation

Determine if the student can follow the author's main idea as developed through the sequencing of details.

Born: 1868  
Began schooling: 1874  
Went to Europe: 1892

Wilberforce University

ntly.  
of the chronology of  
iven in the first  
ue words *succession*  
ept a position.

IDENTIFYING AUTHOR'S ROLE

Evaluation

Determine if the student can relate the role of an author to his qualifications to write on a certain topic, and, based on this relationship, make judgments concerning the validity of his statements

A Washington correspondent

Familiarity with American politics gained over a long period of time

The changing position of America and those evaluating the news

By trial and error

tly.  
on this topic?

d?

INTERPRETING READING MATERIAL IN LITERATURE (NONFICTION)

*Instructional Rationale*

Recognizing the author's tone aids the reader in interpreting the material and contributes to the reader's awareness of the intended effect.

*Instructional Objective*

Given a reading exercise in nonfiction in the development of tone and description

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading skills*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a reading club*

RE (NONFICTION)

*Instructional Objective*

Given a reading exercise in nonfiction the student will select the words which aid in the development of tone and describe the intended tone with some accuracy.

ent the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Have the students read Exercise L12 silently.

Discuss the title of the passage.

Ask:

What does *eminent* mean?

Outstanding

Discuss the topic sentence.

Ask:

To whom is credit given for solving the hospital supply problem?

Florence Nightingale

How much credit?

Total

What phrase is repeated to achieve this effect?

*She alone*

What device does the author use to keep his account rather formal?

He calls his subject *Miss Nightingale*.

Whose words are quoted?

The purveyor's

What effect is achieved by calling a man who is essentially a supply clerk a *purveyor*?

Gives the man and the position more prestige

What is the tone of this passage?

Laudatory

RECOGNIZING TONE

*Evaluation*

Determine if the student can:

- Identify the words of a reading exercise in nonfiction which establish tone
- Identify the tone of a reading exercise in nonfiction

ending

ce Nightingale

one

is his subject *Miss Nightingale*.

rveyor's

the man and the position more prestige

ory

INTERPRETING READING MATERIAL IN LITERATURE (NONFICTION)

*Instructional Rationale*

Identifying the author's bias enables the reader to assess the point of view of a specific passage and to comprehend its total rationale.

*Instructional Objective*

Given a specific passage, the student will demonstrate an attitude toward the material under discussion.

Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a study group*

TURE (NONFICTION)

*Instructional Objective*

Given a specific passage, the student will be able to determine the author's attitude toward the material under discussion.

ement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Have the students read Exercise L13 silently.

Ask:

Does Faulkner show his awareness of contemporary world conditions?

Yes

Cite the sentence.

*There is only the question - when will I be blown up?*

What is the only conflict he feels is worth writing about?

The human heart in conflict with itself

What does he imply in this statement?

That man has a heart or conscience

Which emotion does he feel is valid - love or lust?

Love

Is his philosophy "eat drink and be merry - for tomorrow we will die?"

No

Which virtue does he hope to encourage?

Courage

How does he describe the role of poet or writer?

The prop of society - the reminder - the conscience

What other point of view on this subject might have Faulkner taken?

That there is no hope  
That society is doomed  
That momentary self-satisfaction is worthwhile (Answers will vary.)

IDENTIFYING BIAS

Evaluation

ntly.

Determine if the student can:

- Make a general evaluation of an author's bias
- Point out the specific substantiating details

Yes

*There is only the question - when will I be blown up?*

The human heart in conflict with itself

That man has a heart or conscience

Love

No

Courage

The prop of society - the reminder - the conscience

That there is no hope  
That society is doomed  
That momentary self-satisfaction is worthwhile (Answers will vary.)

INTERPRETING LITERATURE - FICTION

The  
lesson  
entitled...

- Identifying theme . . . . . 1
- Identifying setting . . . . . 1
- Inferring characterization. . . . . 1
- Identifying conflict. . . . . 1
- Identifying point of view . . . . . 1

<u>L14</u>	<u>L15</u>	<u>L16</u>	<u>L17</u>	<u>L18</u>
1. (3)	1. (4)	1. (3)	1. (3)	1. (3)
2. (4)	2. (1)	2. (1)	2. (2)	2. (1)
3. (2)	3. (3)	3. (2)	3. (3)	3. (2)
4. (3)	4. (4)	4. (2)	4. (2)	4. (2)
5. (2)	5. (4)		5. (4)	
	6. (1)		6. (4)	
	7. (1)			

<i>begins on page.....</i>	<i>and is based upon reading exercise.....</i>	<i>beginning on page.....</i>
.116 . . . . .	L14 . . . . .	251
.118 . . . . .	L15 . . . . .	252
.120 . . . . .	L16 . . . . .	253
.122 . . . . .	L17 . . . . .	254
.124 . . . . .	L18 . . . . .	255

CORRECT RESPONSES TO ASSESSMENT OF COMPREHENSION

L18

- 1. (3)
- 2. (1)
- 3. (2)
- 4. (2)

3)  
2)  
3)  
2)  
4)  
4)

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

INTERPRETING LITERATURE - FICTION

ment the development of the skill of \_\_\_\_\_

ility

For pretesting

For reinforcing instruction

second language

For individualizing instruction  
and/or for home study

specific minority group

For posttesting

INTERPRETING READING MATERIAL IN LITERATURE (FICTION)

*Instructional Rationale*

The theme of a fictional work is the central issue or emotion that is developed. Identifying the theme will help the reader to unify the details of the work and to bring a coherence to the writer's intent.

*Instructional Objective*

Given a selection from  
predominant theme.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal read*

*For reinforcing instruction*

*For students who are advanced r*

*For individualizing instruction  
and/or for home study*

*For students who speak English*

*For posttesting*

*For students who are members o*

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LITERATURE (FICTION)

*Instructional Objective*

Given a selection from fictional literature, the reader will determine the predominant theme.

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ent.

supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Have the students read Exercise L14 silently.

Discuss the setting for the story.

Battlefield at the end of the battle

Discuss the action taking place.

The soldiers are about to execute the trumpeter of the defeated army.

Ask:

What is the trumpeter's argument in pleading for his life?

That he did not kill a single person. All he did was to blow his trumpet.

Did the soldiers consider him guiltless? Why?

No, they said that it was his braying instrument that incited the others to kill.

With whom do you agree? Why?

What is the purpose of including the moral?

To sum up the principle illustrated

In what other instances can actions be stimulated by others who may not be participating in such actions?

*Instructor's note of materials to supplement the development of the skill of*

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

IDENTIFYING THEME

Evaluation

Determine if the student can:

- Identify themes
- Relate the moral or theme made by an author to larger problem

tly.

Battlefield at the end  
of the battle

The soldiers are about to execute  
the trumpeter of the defeated army.

That he did not kill a single person.  
All he did was to blow his trumpet.

No, they said that it was his braying  
instrument that incited the others to kill.

To sum up the principle illustrated

the development of the skill of \_\_\_\_\_

*For pretesting*

*For reinforcing instruction*

*For individualizing instruction  
and/or for home study*

*For posttesting*

d language

c minority group

INTERPRETING READING MATERIAL IN LITERATURE (FICTION)

*Instructional Rationale*

Identifying the time, place, background, and other significant details of the setting will aid the reader in establishing the frame of reference so essential to an accurate assessment of the author's meaning.

*Instructional Objectives*

Given a selection from fictional literature, the details which lend themselves to basic understanding.

Given a selection from fictional literature, the details as described by the author and relate the important intent.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

ATURE (FICTION)

*Instructional Objectives*

Given a selection from fictional literature, the student will be able to evaluate the details which lend themselves to basic understanding.

Given a selection from fictional literature, the student will identify the setting as described by the author and relate the importance of the setting to the author's intent.

ment the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*Instructional Model*

Have the students read Exercise L15 silently.

List the conveniences and luxuries in the house.

Golden oak bookcase  
Golden oak desk  
Shield shaped mirror  
Tin tub  
Gaslights  
Bathroom

To what is life in Brooklyn contrasted?

Life on the Vermont farm

Why was Sidney a worry to his parents?

Evidently slow and not accepted at school

What words describe the school?

*Slick bustle*

In the midst of all this, how does Sidney seem?

Out-of-place

*For students who speak English as a second language*

*For students who are members of a specific minority group*

IDENTIFYING SETTING

*Evaluation*

Determine if the student can:

- Identify the significant details of the setting
- Relate the setting to the author's intent

bookcase  
desk  
taped mirror

the Vermont farm

slow and not accepted at school

title

place

language

*For individualizing instruction  
and/or for home study*

priority group

*For posttesting*

INTERPRETING READING MATERIAL IN LITERATURE (FICTION)

*Instructional Rationale*

Since interpretation of character is often the key to the complete comprehension of a work of fiction, the reader needs to regard the thoughts, speeches, and actions of personalities as vital clues to characterization.

*Instructional Objective*

Given a selection from fictional literature, the judgments of the characters presented from their or from the author's implications.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction  
and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a specific minority*

LITERATURE (FICTION)

*Instructional Objective*

Given a selection from fictional literature, the student will be able to make judgments of the characters presented from their own thoughts, statements, actions, or from the author's implications.

Implement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Discuss the fact that fiction, being narrative, depends upon reader interpretation of action, thoughts, dialog, and author implication.

Since the characters are often personifications of problems or attitudes, stress the fact that it is necessary to have a complete understanding of these fictional personalities.

Compare the means by which we make judgments of real people to the ways by which we judge fictional characters, i.e., by action, lack of action, by speech, by thoughts, etc.

Have the students read Exercise L16 silently.

Ask:

What three characters are introduced in this Exercise?

The narrator: Mr. Lockwood  
Mr. Heathcliff  
Joseph

What element of character do Lockwood and Heathcliff have in common?

A desire for seclusion

How does the author develop these characterizations?

The speech and the mannerisms of Heathcliff are obvious clues to his character. Lockwood's interpretation of Heathcliff's speech and mannerisms and his satisfaction in finding this neighbor to be annoyed at having to socialize implies that he (Lockwood), while being outwardly of a sociable nature, also wishes to be left alone.

Have the students identify the clues used by the author in developing each characterization—including Joseph.

## INFERRING CHARACTERIZATION

### *Evaluation*

Determine if the student can make judgments concerning the characters from dialog, action thoughts, and other clues provided by the author

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his neighbor to be annoyed at having to  
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hes to be left alone.

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INTERPRETING READING MATERIAL IN LITERATURE (FICTION)

*Instructional Rationale*

Fictional writing moves toward the resolution of a conflict. Identifying this conflict early in the reading is essential to following the action.

*Instructional Objective*

Given a selection from fictional the conflict which the action mus

Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_

*For pretesting*

*For students with marginal reading*

*For reinforcing instruction*

*For students who are advanced rea*

IV LITERATURE (FICTION)

*Instructional Objective*

Given a selection from fictional literature, the reader will be able to identify the conflict which the action must move toward resolving.

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to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*Instructional Model*

Discuss the variety of conflicts with which a character may become involved.

Man vs. man  
Man vs. society  
Man vs. nature  
Man vs. supernatural  
Man vs. himself

Have the students read Exercise L17 silently.

Ask:

How much money did the girl have?	\$1.87
What time of year was it?	Christmas
What action did Della take?	She cried.
Why did she need money?	To buy Jim a present
What is the conflict?	This is the individual vs. circumstances.
What is she facing?	Poverty

*For students who speak English as a second language*

*For students who are members of a specific minority group*

IDENTIFYING CONFLICT

*Evaluation*

which a character may become involved.

Determine if the student can identify the conflict which must be resolved

silently.

\$1.87

Christmas

She cried.

To buy Jim a present

This is the individual vs. circumstances.

Poverty

second language

*For individualizing instruction  
and/or for home study*

specific minority group

*For posttesting*

INTERPRETING READING MATERIAL IN LITERATURE (FICTION)

*Instructional Rationale*

Understanding the point of view is basic to comprehending the nature of a specific work; therefore, identifying and describing the position and function of the narrator is of primary concern.

*Instructional Objective*

Given a selection from fictional literature the narrator's position and role.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction  
and/or for home study*

*For students who speak English as a second*

*For posttesting*

*For students who are members of a specific*

LITERATURE (FICTION)

*Instructional Objective*

Given a selection from fictional literature, the student will identify and describe the narrator's position and role.

Supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

### *Instructional Model*

Show the class examples of the three points of view used in narrative writing.

Examples:

First person participant:

*I was the first man to volunteer.*

First person observer:

*I watched as Harry Armstrong volunteered.*

Third person omniscient:

*Harry Armstrong hoped to prove the case against yellow fever.*

Explain that the second person "you" is never used in narrative writing.

Stress the fact that the reader must determine the role of the narrator in order to judge the point of view being presented.

Have the students read Exercise L18 silently.

Who is the narrator?	Montresor
Identify the man.	A murderer
Who is his victim?	Fortunato
How is he killing the man?	Walling him in
Why does the author use the first person participant point of view?	To increase the horror To bring the reader nearer to the crime

IDENTIFYING POINT OF VIEW

*Evaluation*

ts of view used in narrative writing.

Determine if the student can identify and describe the narrator's position and role

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INTERPRETING LITERATURE - DRAMA

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Identifying the forms and plot structures of drama. . . . .	127
Identifying expository details. . . . .	128
Inferring characterization through dialog . . . . .	130
Interpreting dialog as a means of presenting conflict . . . . .	132
Inferring mood from monolog or soliloquy. . . . .	134
Identifying climax decision. . . . .	136

<u>L21</u>	<u>L22</u>	<u>L23</u>	<u>L24</u>	<u>L25</u>
1. (1)	1. (3)	1. (1)	1. (3)	1. (1)
2. (2)	2. (1)	2. (2)	2. (2)	2. (3)
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	<i>begins on page.....</i>	<i>and is based upon reading exercise.....</i>	<i>beginning on page</i>
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CORRECT RESPONSES TO ASSESSMENT OF COMPREHENSION

- | <u>L24</u> | <u>L25</u> |
|------------|------------|
| 1. (3)     | 1. (1)     |
| 2. (2)     | 2. (3)     |
| 3. (2)     | 3. (2)     |
| 4. (3)     | 4. (3)     |
| 5. (3)     | 5. (2)     |
|            | 6. (2)     |
|            | 7. (3)     |

The student planning to take the test of General Educational Development should be able to:

- Use the terminology of drama correctly
- Identify commonly developed plot structures
- Identify the common dramatic forms

Exercise L19, the Vocabulary of Drama, should be distributed to the students, reviewed by the instructor with the students, and retained for future reference. Being familiar with the terminology of drama will encourage classroom discussion and thus reinforce and extend the meanings of words often confronted in this section of the GED test.

Exercise L20, Plot Structure, should also be distributed to the students, reviewed by the instructor with the students, and retained for future reference. An effort should be made on the part of the instructor to use contemporary works to illustrate those basic elements of drama which have existed in the past and still exist today. Perhaps the students would benefit from the experience of taking a classical work of drama and attempting to place it in a contemporary setting.

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IDENTIFYING THE FORMS AND PLOT STRUCTURES OF DRAMA

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For posttesting

For students with marginal reading ability

For students who are advanced readers

For students who speak English as a second language

For students who are members of a specific minority group

INTERPRETING READING MATERIAL IN LITERATURE (DRAMA)

*Instructional Rationale*

Identifying expository or explanatory details will aid the reader in determining the problem the playwright wishes to present and will contribute to the reader's awareness of the time, place, and frame of reference.

*Instructional Objective*

Given an expository passage from a play, the time, place, problem, and other significant

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction  
and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a specific group*

LITERATURE (DRAMA)

*Instructional Objective*

Given an expository passage from a play, the student will be able to identify the time, place, problem, and other significant circumstantial details of the story.

Supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

### *Instructional Model*

Begin with a review of the contents of the expository section of a play. Stress its relationship to the total problem.

Have the students read Exercise L21 and then ask:

What section of a play is expository?

The first part of Act I

What other sections may aid the exposition?

List of characters  
Description of setting

What facts are included as expositions?

Who? The Younger family  
What? Inadequate housing  
When? Now  
Where? Chicago Southside  
Why? Color-segregation

Ask the students to list the problems frustrating the Younger family.

Housing  
Money  
Opportunity  
Education

Does their surname convey any idea?

Most of the characters represent the opinions of the so-called younger generation.

How does each character personify a particular social problem?

Mother - housing  
Daughter-in-law - family  
Son - opportunity  
Daughter - identity  
Child - education

Ask the students to list the conflicts within the family.

Mother vs. son over family responsibility  
Mother vs. daughter over beliefs  
Mother vs. daughter-in-law over attitudes

## IDENTIFYING EXPOSITORY DETAILS

### *Evaluation*

pository section of a play. Stress its relation-

ask:

part of Act I

characters  
on of setting

Younger family  
adequate housing

Chicago Southside  
or-segregation

ty

the characters represent the opinions of the  
younger generation.

housing  
n-law - family  
portunity  
identity  
ucation

son over family responsibility  
daughter over beliefs  
daughter-in-law over attitudes

Determine if the student can:

- Identify the details which explain the conflict of the story
- Relate these details to the total problem under analysis
- Comprehend the relationship of time, place, people, and events

INTERPRETING READING MATERIAL IN LITERATURE (DRAMA)

*Instructional Rationale*

Since drama is completely dependent upon dialog and action, interpretation of both is necessary for complete comprehension of the problems personified by the various characters.

This characterization is revealed not only by what individuals say and how they say it, but also by the manner in which they address each other.

*Instructional Objective*

Given a passage from a play, the student will identify the types of personality traits in the dialog.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a special needs group*

LITERATURE (DRAMA)

*Instructional Objective*

Given a passage from a play, the student will be able to infer from the character's dialog the types of personality traits he or she possesses.

her

to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

tion

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Discuss the judgments we can make from listening to an individual's speech.

List the various clues to personality and background obtainable from listening to dialog.

- Nationality
- Section
- Education
- Speech problems
- Confidence
- Lack of confidence
- Social position

Have students read Exercise L22 silently.

Assign roles.

Allow students to read their parts through without interruption--then elicit responses to questions like those below:

- |   |  |
|---|--|
| Would the Youngers have a distinct southern accent? Why or why not? | No<br>They've lived in Chicago for some time.                |
| Why would the daughter-in-law speak slowly?                         | She is tired.  |
| Why does Walter lack confidence?                                    | He doesn't have the kind of job he would like.               |
| Why is Walter's sister more verbal?                                 | She is better educated.                                      |
| What kind of person is Ruth?  | Long-suffering, tired, pretty, frustrated, devoted, motherly |
| What kind of person is Walter?                                      | Frustrated, proud, weak, hopeful at times, dreaming          |
| What sort of child is their son?                                    | Sweet, unaware, naive, protected                             |

Ask students to reread the same portion, this time attempting through their expression to portray their assumed character.

## INFERRING CHARACTERIZATION THROUGH DIALOG

### *Evaluation*

... listening to an individual's speech.  
... and background obtainable from listening to dialog.

Determine if the student can:

- List the characteristics assigned to various personalities
- Determine the problems these people personify
- Make judgments as to how these particular people will deal with their particular situations
- Comprehend the relationship between what people say and what they are

... tly.  
... rough without interruption--then elicit responses to

... they've lived in Chicago for some time.

... he is tired.

... e doesn't have the kind of job he would like.

... he is better educated.

... long-suffering, tired, pretty, frustrated, devoted,  
... otherly

... rustrated, proud, weak, hopeful at times, dreaming

... weet, unaware, naive, protected

... on, this time attempting through their expression to

INTERPRETING READING MATERIAL IN LITERATURE (DRAMA)

*Instructional Rationale*

*Instructional Objective*

Being able to detect opposing points of view in drama is essential in that the entire purpose of the dialog and the actions is to develop and resolve conflict.

Without a sense of what the conflict is, the reader may feel that the play lacks coherence and may, therefore, fail to comprehend the author's basic intent.

Given a dramatic passage, the student will detect and identify the characters which support divergent their arguments and actions to their points of view.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

LITERATURE (DRAMA)

*Instructional Objective*

Given a dramatic passage, the student will detect the conflict or conflicts presented, identify the characters which support divergent positions, and be able to relate their arguments and actions to their points of view.

supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*Instructional Model*

Assign roles so that students may read Exercise L23 aloud.

Ask:

What causes the mother to slap Beneatha's face?

Beneatha's atheistic statements--heresy

What are the other unspoken conflicts between them?

The old versus the young  
The uneducated versus the educated  
The parent versus the child

Upon what does the mother's rule of the family rest?

Her faith--her authority

*For students who speak English as a second language*

*For students who are members of a specific minority group*

INTERPRETING DIALOG AS A MEANS OF PRESENTING CONFLICT

*Evaluation*

read Exercise L23 aloud.

Determine if the student can:

Beneatha's atheistic statements--heresy

The old versus the young  
The uneducated versus the educated  
The parent versus the child

Her faith--her authority

- Identify the conflict
- Associate characters and divergent points of view
- Relate actions and arguments to divergent points of view
- Anticipate resolutions and compromises

second language

*For individualizing instruction  
and/or for home study*

specific minority group

*For posttesting*

INTERPRETING READING MATERIAL IN LITERATURE (DRAMA)

*Instructional Rationale*

*Instructional Objective*

Since the dramatic soliloquy is a device used by the playwright to reveal a character's innermost feelings, the reader must be able to recognize and analyze such selections for comprehension of mood and content.

Identifying the mood presented by a monolog or soliloquy will aid the reader in his awareness of the overall effect the play attempts to achieve.

Given a particular monolog, a student will be able and his general attitude toward the situation being

*Instructor's note of material to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a specific minority*

LITERATURE (DRAMA)

*Instructional Objective*

Given a particular monolog, a student will be able to infer the speaker's mood and his general attitude toward the situation being presented.

Supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

Instructional Model

Redefine *monolog* and *soliloquy* and discuss the dramatic purposes of each. Remind the students that this kind of speech is like a person sharing his thoughts--a sort of confessional.

Ask a student who reads well to do the *Tomorrow* soliloquy from Macbeth, Exercise L24.

Ask:

What mood is evoked by Macbeth's speech?	Despair Frustration
What meaning does life have for him?	None
How does he make you feel life is unreal?	By comparing it to a play
How does he make you feel life is madness?	Tale told by an idiot
Why is <i>dusty</i> an appropriate modifier for death?	Ashes to ashes-dust to dust from funeral service
The repetition of o's in the first line adds to the feeling of gloom. Why?	o is a low mournful sound.
What is this device called?	Assonance

INFERRING MOOD FROM MONOLOG OR SOLILOQUY

*Evaluation*

and discuss the dramatic purposes of each. Remind the  
is like a person sharing his thoughts--a sort of

Determine if the student can:

the *Tomorrow* soliloquy from *Macbeth*, Exercise L24.

- Select the passages which are monologs or soliloquys
- Interpret the mood of a speaker from his soliloquy
- Select lines to substantiate judgments

despair  
frustration

one

by comparing it to a play

able told by an idiot

ashes to ashes-dust to dust from funeral service

is a low mournful sound.

ssonance

INTERPRETING READING MATERIAL IN LITERATURE (DRAMA)

*Instructional Rationale*

*Instructional Objective*

Since all drama moves toward a climax decision, the reader should be aware of that moment and be able to interpret its implications. Without this ability to interpret, much of the understanding of the play is lost.

Given a passage from a play, the student should be able to identify the climax and see which course of events will result.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading skills*

*For reinforcing instruction*

*For students who are advanced readers*

MATERIAL IN LITERATURE (DRAMA)

*Instructional Objective*

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Given a passage from a play, the student is able to identify the climax decision and see which course of events will follow.

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*For students with marginal reading ability*

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*For students who are advanced readers*

*Instructional Model*

Allow pupils to read the climax scene from Exercise L25.

Elicit comments concerning the situation by asking:

Which character does the talking for the family?	Walter
What new role in the family is indicated?	Head of the house
Why does Mr. Lindner offer to purchase their new house?	To keep blacks out of the neighborhood
Does Mr. Lindner feel the Youngers should understand his position?	Yes
Does he understand theirs?	No
Why does Mama defer to Walter's judgment?	He is determined, manlike, decisive She sees being passive doesn't help.

*For students who speak English as a second language*

*For students who are members of a specific minority group*

**IDENTIFYING CLIMAX DECISION**

*Evaluation*

Determine if the student can:

- Identify climax decisions
- Relate the events that lead up to a climax decision
- Anticipate the course of events that follow a climax decision

on Exercise L25.

by asking:

the house

blacks out of the neighborhood

etermined, manlike, decisive  
s being passive doesn't help.

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and/or for home study*

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INTERPRETING LITERATURE - POETRY

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1. (2)	1. (4)	1. (2)	1. (1)	1. (1)	1. (4)	1. (2)	1. (1)	1. (4)	1. (3)
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CORRECT RESPONSES TO ASSESSMENT OF COMPREHENSION

<u>L29</u>	<u>L30</u>	<u>L31</u>	<u>L32</u>	<u>L33</u>	<u>L34</u>	<u>L35</u>	<u>L36</u>	<u>L37</u>	<u>L38</u>	<u>L39</u>
1. (1)	1. (1)	1. (4)	1. (2)	1. (1)	1. (4)	1. (3)	1. (4)	1. (4)	1. (2)	1. (1)
2. (3)	2. (2)	2. (2)	2. (4)	2. (2)	2. (1)	2. (1)	2. (3)	2. (2)	2. (2)	2. (3)
3. (3)	3. (3)	3. (1)	3. (2)	3. (3)	3. (2)	3. (1)	3. (3)	3. (4)	3. (4)	3. (3)
4. (4)	4. (3)	4. (3)	4. (4)	4. (3)	4. (2)	4. (3)	4. (3)	4. (3)	4. (2)	4. (4)
5. (2)		5. (4)	5. (4)	5. (4)	5. (1)	5. (3)	5. (1)	5. (2)	5. (1)	5. (2)
		6. (1)	6. (3)	6. (2)	6. (3)		6. (2)		6. (2)	
			7. (4)	7. (3)			7. (3)			
				8. (4)			8. (4)			
							9. (4)			



Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

INTERPRETING LITERATURE - POETRY

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For individualizing instruction  
and/or for home study

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For posttesting

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

*Instructional Rationale*

Identifying the characteristic elements of a variety of poetic forms will aid the reader in anticipating both the mood and the content of the selection.

*Instructional Objective*

Given a variety of specific poems, category of poetic form and will the work possesses.

*Instructor's note of materials to supplement the development of the skill of*

*For pretesting*

*For students with marginal reading*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction and/or for home study*

*For students who speak English as a*

*For posttesting*

*For students who are members of a*

W LITERATURE (POETRY)

*Instructional Objective*

- Given a variety of specific poems, the student will assign each work to a specific category of poetic form and will cite the characteristics of that category which the work possesses.

to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Introduce material by defining the basic types of poetry. Although poems may vary in length, form, language, metrical devices, and so forth, they are traditionally divided into three general categories: dramatic, narrative, and lyric.

- *Dramatic poetry* contains all of the elements of a play, i.e., character, plot, and dialog.

*Verse plays* are designed for presentation in the theater but may still be read as literature.

Anderson - *Elizabeth the Queen*  
Shakespeare - *Macbeth*

*Dramatic monolog* is the speech of one person or character who tells a dramatic story.

Browning - *My Last Duchess* (See Exercise L30)  
Lowell - *Patterns*

- *Narrative poetry* tells a story.

*Ballads* are narratives based on folk stories or legends. Modern poets, writing ballads, utilize traditional characteristics and devices.

Keats - *La Belle Dame Sans Merci*  
Coleridge - *The Rime of the Ancient Mariner*  
Anon. - *Casey Jones*  
Anon. - *Jesse James*  
Anon. - *Casey at the Bat*

*Epics* tell of the exploits of a great hero, a man who becomes a symbol for a great people or a great nation.

Homer - *Iliad*  
Vergil - *Aeneid*  
Longfellow - *Hiawatha*

*Romances* tell stories of the ideals of romantic love, chivalry, etc.

Scott - *Lady of the Lake*  
Tennyson - *Idylls of the King*

- *Lyric poetry* is marked by its brevity, its musical quality, and its intensity of mood. Although most poetry has these qualities, this category includes such specific forms as the sonnet, the ode, the elegy, the hymn, the epigram, the song, etc.

*Sonnets* are the best known of the lyric forms and appear in several structures. The Shakespearean sonnet consists of 14 lines in iambic pentameter arranged in three quatrains or stanzas of four lines followed by a couplet. The rhyme scheme is: abab cdcd efef gg.

Shakespeare - *Sonnets*  
Browning, E. B. - *How Do I Love Thee?*

### IDENTIFYING POETIC FORMS (INTRODUCTORY BACKGROUND MATERIAL)

#### Evaluation

the basic types of poetry. Although poems may vary in length, and so forth, they are traditionally divided into three narrative, and lyric.

of the elements of a play, i.e., character, plot, and dialog.

presentation in the theater but may still be read as literature.

speech of one person or character who tells a dramatic story.  
(See Exercise L30)

on folk stories or legends. Modern poets, writing ballads, metaphors, and devices.

*Merci*  
*Ancient Mariner*

of a great hero, a man who becomes a symbol for a great people or

ideals of romantic love, chivalry, etc.

breavity, its musical quality, and its intensity of mood. Although these, this category includes such specific forms as the sonnet, the epigram, the song, etc.

of the lyric forms and appear in several structures. The Shakespearean sonnet consists of 14 lines in iambic pentameter arranged in three quatrains or a couplet. The rhyme scheme is: abab cdcd efef gg.

*Love Thee?*

Determine if the student can:

- Assign specific poems to specific categories
- List characteristics of specific poems as related to specific categories
- Explain the poem's meaning in relation to its structure

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_

For pretesting

For students with marginal reading skills

For reinforcing instruction

For students who are advanced readers

For individualizing instruction  
and/or for home study

For students who speak English as a second language

For posttesting

For students who are members of reading clubs

ERIAL IN LITERATURE (POETRY)

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*For students with marginal reading ability*

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*For students who are advanced readers*

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*For students who speak English as a second language*

*For students who are members of a specific minority group.*

*Instructional Model*

*Odes* celebrate a great event or pay tribute to a personality.

Poe - *To Helen*  
 Shelley - *To a West Wind*  
 Tate - *Ode to the Confederate Dead*

*Songs* are short simple expressions of emotion.

Browning - *Pippa Passes*  
 Rossetti - *Who Has Seen the Wind?*

*Elegies* are laments for the dead.

Gray - *Elegy Written in a Country Churchyard*

Distribute mimeographed copies of definitions and discuss them.

Have the students read as many of the poems as possible.

For additional practice in recognizing poetic forms, use such paperback anthologies as:

*Poetry of Relevance*, ed. by Homer Hogan.  
*Contemporary American Poetry*, ed. by H. Lincoln Foster.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

IDENTIFYING POETIC FORMS (INTRODUCTORY BACKGROUND MATERIAL)  
(continued)

*Evaluation*

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*For pretesting*

*For reinforcing instruction*

*For individualizing instruction  
and/or for home study*

*For posttesting*

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inority group

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INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

*Instructional Rationale*

Identifying the characteristics of the ballad form will enable the reader to anticipate the mood, development, and intent of the selection. Recognition of the form will aid the interpretative process since there is a relationship between the structure and the intended meaning of the work.

*Instructional Objective*

Given a specific ballad, the student will recognize the structure to the point of view and the subject

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction  
and/or-for-home-study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a specific membership group*

LITERATURE (POETRY)

*Instructional Objective*

Given a specific ballad, the student will recognize the form and relate the structure to the point of view and the subject matter content.

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ning

plement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Enumerate the characteristics of the ballad on the chalkboard.

1. Tells a story
2. Made to be sung
3. Many times anonymous
4. Passed on by word of mouth
5. Usually composed of four line stanzas
6. Written in simple language
7. Written in direct style

~~Read several ballads to class.~~

Use available recordings.

Distribute Exercise L26.

Cite the event on which ballad is based.

Ask:

How many lines are there in each stanza?	4
What type of language is used?	Common, everyday
What did the mother refuse to let the child do?	Go downtown Take part in a freedom march
What did she allow her to do?	Go to church choir practice
What did the mother fear?	Clubs, hoses, dogs, guns, jail, etc.
What killed the child?	An explosion

**IDENTIFYING POETIC FORM (THE BALLAD)**

*Evaluation*

of the ballad on the chalkboard.

Determine if the student can:

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line stanzas  
ge

- Identify ballads
- List the characteristics of the ballad
- Anticipate point of view and subject matter content

is based.

ach stanza?

4

?

Common, everyday

let the

Go downtown  
Take part in a freedom march

Go to church choir practice

Clubs, hoses, dogs, guns, jail, etc.

An explosion

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

*Instructional Rationale*

Identifying the sonnet form and its major characteristics can aid the reader in following the logical progression of the poet's reasoning.

*Instructional Objective*

Given a specific sonnet, the characteristics, and follow

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal*

*For reinforcing instruction*

*For students who are advan*

*For individualizing instruction and/or for home study*

*For students who speak Eng*

*For posttesting*

*For students who are memb*

AL IN LITERATURE (POETRY)

*Instructional Objective*

Given a specific sonnet, the student can identify it as such, list its general characteristics, and follow the line of the poet's reasoning.

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als to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

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*For students who speak English as a second language*

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*For students who are members of a specific minority group*

*Instructional Model*

List the characteristics of the traditional sonnet forms on the chalkboard.

1. Contains 14 lines
2. Treats a single idea or emotion
3. The Italian or Petrarchan sonnet is composed of an octave (eight lines) and a sestet (six lines). Its rhyme scheme is *abba abba cde ded*.
4. The Shakespearian sonnet contains three quatrains (four lines) and a couplet (two lines). The rhyme scheme is *abab cdcd efef gg*.
5. The rhythm is usually iambic pentameter. (Pentameter means five feet; an iambic foot contains one unstressed and one stressed beat.)

Example:

When <sup>U</sup>I / <sup>U</sup>have fears / <sup>U</sup>that <sup>U</sup>I / <sup>U</sup>may cease / <sup>U</sup>to be

Do a class analysis of the Millay sonnet (Exercise L27) to trace the progression of logic.

To whom is the poem addressed?

Cupid

Describe this god.

A marksman with bows and arrows said to encourage love

What is the poet telling Cupid?

That he is harmless - that he is not so great - that she is still free despite his barrage

At what point does her attitude become clear?

Last two lines

Why has she been challenging him?

So that he will punish her and strike her with the arrow she craves

Stress the fact that the last two lines of a sonnet lead to a logical but often unexpected conclusion.

### IDENTIFYING POETIC FORM (THE SONNET)

#### Evaluation

Determine if the student can:

- Identify specific poems as sonnets
- List the general characteristics of specific sonnets
- Follow the development of the idea in a single sonnet

sonnet forms on the chalkboard.

composed of an octave (eight lines) and a sestet  
*abba abba cde ded.*  
three quatrains (four lines) and a couplet (two lines).  
er. (Pentameter means five feet; an iambic foot  
essed beat.)

e/to be

Exercise L27) to trace the progression of logic.

Cupid

A marksman with bows and arrows said to  
encourage love

That he is harmless - that he is not so great -  
that she is still free despite his barrage

Last two lines

So that he will punish her and strike her with the  
arrow she craves

a sonnet lead to a logical but often unexpected

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

*Instructional Rationale*

Understanding the literal meaning of a poem is, quite obviously, the first step to assessing a poet's intent. The poet's choice of words and his use of punctuation and grammatical construction provide basic aids to this understanding.

*Instructional Objective*

Given a poetic passage, the student will determine the proper sequence, the facts of the

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading skills*

*For reinforcing instruction*

*For students who are advanced readers*

IN LITERATURE (POETRY)

*Instructional Objective*

meaning  
sly, the  
poet's  
of words  
and  
provide  
standing.

Given a poetic passage, the student will be able to tell, in his own words and in proper sequence, the facts of the passage.

to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*Instructional Model*

Have the students read Exercise L28.

Ask:

To what kind of creature does this poem apparently apply?

The ant

When the ant ran into the moth, did he show emotion?

No

What action might the ant take?

He might turn the case over to one of the hive's enquiry squad.

How is this caring for the dead classified?

*Departmental*

Determine if the students understand the activity denoted by *it* in the last couplet.

*For students who speak English as a second language*

*For students who are members of a specific minority group*

UNDERSTANDING LITERAL MEANING

*Evaluation*

Determine if the student can  
explain the literal meaning  
of a poem

ant

might turn the case over to one of the hive's enquiry  
quad.

partmental

the activity denoted by *it* in the last couplet.

and language

*For individualizing instruction  
and/or for home study*

ific minority group

*For posttesting*

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

*Instructional Rationale*

Identifying time, place, background, and other significant details of the setting will aid the reader in establishing the frame of reference so essential to an accurate assessment of the poet's meaning.

*Instructional Objectives*

Given a specific poetic selection which lend themselves to basic

Given a poetic passage, the student will identify the poet and relate its importance

Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced*

ERIAL IN LITERATURE (POETRY)

*Instructional Objectives*

ce, background,  
details of the  
reader in  
of reference  
curate assessment

Given a specific poetic selection, the student will be able to evaluate the details which lend themselves to basic understanding.

Given a poetic passage, the student will identify the setting as described by the poet and relate its importance to the poet's intent.

erials to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

ction *For students who are advanced readers*

*Instructional Model*

Have the students read silently Exercise L29.

Ask:

What words are repeated in the first stanza?	<i>Charter'd Mark</i>
What names indicate the location of the area?	<i>London Thames</i>
What words are repeated in stanza 3?	<i>Cry Every</i>
What are mind-forg'd manacles?	<i>Chains made by the mind Chains which imprison the mind</i>
What word in the last two lines implies destruction?	<i>Blood</i>
What two scenes are being portrayed?	<i>The city - an outer scene People's problems - an inner scene</i>

*For students who speak English as a second language*

*For students who are members of a specific minority group*

IDENTIFYING SETTING

Evaluation

Determine if the student can:

- Identify the significant details of the setting
- Relate the setting to the poet's intent

Exercise L29.

*Charter'd  
Mark*

*London  
Thames*

*Cry  
Every*

Chains made by the mind  
Chains which imprison the mind

*Blood*

The city - an outer scene  
People's problems - an inner scene

*For individualizing instruction  
and/or for home study*

*second language*

*specific minority group*

*For posttesting*

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

*Instructional Rationale*

Much of the subtle understanding of a piece of literature depends upon sensing types of personalities developed by the poet--including the *I* often used by the narrator or first-person character.

*Instructional Objective*

Given a poetic selection, the student will identify the personalities which the poet is at

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

IN LITERATURE (POETRY)

*Instructional Objective*

Given a poetic selection, the student will be able to make inferences concerning the personalities which the poet is attempting to develop.

Understanding depends on personalities including the author or

to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*Instructional Model*

Have the students read Exercise L30 silently.

Define a dramatic monolog as the speech of one character -- designed to portray a specific series of events and a specific personality.

Ask:

What kind of man is the Duke?	Arrogant, cruel, murderous
What kind of person was his last Duchess?	Sweet, humble, easily pleased
In what period is this action taking place?	Renaissance
To whom is the story being told?	Envoy from a nobleman
What is the purpose of this man's visit?	Arranging a new marriage

Have the students reread the poem for total effect.

*For students who speak English as a second language*

*For students who are members of a specific minority group*

IDENTIFYING CHARACTERIZATION

*Evaluation*

Determine if the student can describe personalities as developed in poetry

ently.

n of one character -- designed to portray a specific  
ality.

Arrogant, cruel, murderous

Sweet, humble, easily pleased

Renaissance

Envoy from a nobleman

Arranging a new marriage

otal effect.

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*For individualizing instruction  
and/or for home study*

fic minority group

*For posttesting*

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

*Instructional Rationale*

Observing the sequence of events in a poem will help the reader to follow the development of the poet's message and will help him to make certain cause and effect associations intended by the poet.

*Instructional Objective*

Given a poetic passage, the intended cause and effect as

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

*Instructional Rationale*

The theme of a poem refers to the central issue or emotion that is being developed. Identifying the theme will help the reader to unify the details of the poem and to develop a coherent picture of the poet's intent.

*Instructional Objective*

Given a poetic passage, the

LITERATURE (POETRY)

*Instructional Objective*

Given a poetic passage, the student will identify the sequence of events and make intended cause and effect associations.

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poet.

LITERATURE (POETRY)

*Instructional Objective*

Given a poetic passage, the student will be able to identify the dominant theme.

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*Instructional Model*

Have the students read Exercise L31 silently.

Discuss the events which have happened prior to the opening of the poem.

Man went hunting.  
Grew tired  
Dined with his love  
Dogs who ate with him died.  
He is dying.

Ask:

Why is the young man more than physically ill?

He has been betrayed.

Who was the girl who gave him dinner?

His true love

To whom has he come home?

His mother

Discuss why this poem is virtually a post-mortem.

Events are after the fact of the murder.

*Instructional Model*

Have the students read silently Exercise L32.

Ask:

Why does the title date the poem?

Thanksgiving in our time has been in November.

What kind of language does the poet use?

Ordinary-informal

For what does she feel we should be thankful?

To have had him for 3 years

With what fact must we live?

His murder

Cite the lines using the phrase, *It felt good...*

Have the students reread the poem for total effect.

FOLLOWING THE SEQUENCE OF EVENTS

Evaluation

Determine if the student can:

- Cite the order of events as presented
- Make necessary cause and effect associations between the events

lently.

prior

Man went hunting.  
 Grew tired  
 Dined with his love  
 Dogs who ate with him died.  
 He is dying.

cally

He has been betrayed.

?

His true love

His mother

Events are after the fact of the murder.

IDENTIFYING THEME

Evaluation

Determine if the student can identify the central issue or emotion of a poem

se L32.

Thanksgiving in our time has been in November.

use?

Ordinary-informal

thankful?

To have had him for 3 years

His murder

felt

total effect.

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

*Instructional Rationale*

In poetry, a light tone may mask a serious message, while a formal tone may be a cover for fun. Therefore, it becomes essential for the reader to be aware of the intention which may lie beneath the literal meaning.

*Instructional Objective*

Given a poetic reading, the student will identify the intended message and grasp the meaning which it conveys.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading abilities*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction  
and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a special interest group*

IN LITERATURE (POETRY)

*Instructional Objective*

Given a poetic reading, the student will be able to delve beneath the literal message and grasp the meaning which the poet intends to convey.

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to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

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*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Have the students read Exercise L33.

Ask:

What is the subject of the poem?	Richard Cory - a rich cultured gentleman
What is the theme of the poem?	Envy - death - suicide
Who envied Richard Cory? Why?	We did - for his material possessions.
Did we ever get to know him well?	No
Did we consider ourselves his equal?	No
Who were <i>we</i> ?	Poor workers
What is the author's tone?	Quiet - subdued
Are we prepared for the last two lines?	No
Does the author lead us to an understanding of Richard?	No
What does the author show us that we lack?	The maturity to see our lives as worthwhile
Have the students go through the poem line by line and list the items which contrast <i>our</i> lives to his.	We worked - he didn't. He lived well - we didn't.

IDENTIFYING POET'S INTENT

*Evaluation*

Determine if the student can  
make a reasonable judgment of  
the intent of a poem

Richard Cory - a rich cultured gentleman

Envy - death - suicide

We did - for his material possessions.

No

No

poor workers

Quiet - subdued

No

No

The maturity to see our lives as worthwhile

We worked - he didn't.

He lived well - we didn't.

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

*Instructional Rationale*

Identifying the basic arguments in an argumentative poem should enable the student to make judgments concerning the main premise.

*Instructional Objective*

Given a poetic selection, the student will

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

LITERATURE (POETRY)

*Instructional Objective*

Given a poetic selection, the student will be able to cite the poet's main premise.

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supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*Instructional Model*

Have the students read silently Exercise L34.

Ask:

Who makes the statement that <i>mercy is twice blest</i> .	The speaker
Where does she imply mercy comes from?	Heaven
What adjectives might describe <i>mercy</i> as she defines it?	gentle blest mighty becoming awesome kingly Godly
Under what circumstances may justice become God-like?	When it is merciful

*For students who speak English as a second language*

*For students who are members of a specific minority group*

IDENTIFYING THE MAIN PREMISE IN ARGUMENTATIVE POETRY

*Evaluation*

Determine if the student can  
present the author's argument  
in his own words

*For individualizing instruction  
and/or for home study*

*For posttesting*

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

*Instructional Rationale*

Since poems often involve more than one speaker, it is necessary for the reader to relate each item of conversation with the proper speaker in order to follow the poem's development coherently.

*Instructional Objective*

Given a poem the student will determine, if it is a dialog, be able to identify item of conversation.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a reading club*

IAL IN LITERATURE (POETRY)

*Instructional Objective*

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e each  
th the  
to follow  
coherently.

Given a poem the student will determine whether it is a monolog or a dialog;  
and, if it is a dialog, be able to associate a character of the poem with each  
item of conversation.

ials to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

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*For students who are advanced readers*

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*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Have the students read Exercise L35 silently.

Ask:

How many speakers appear in the poem?	Two
Identify the first speaker.	The apple farmer
Identify the second speaker.	His neighbor - the man who grows fir trees
How does their speech indicate a difference in personality?	Narrator is imaginative, changeable, revolutionary. Respondent is laconic, set in his ways.
Does the narrator sympathize with his neighbor?	Yes
Does he agree with him?	No
Is he intolerant of him?	No
Who says <i>Good fences make good neighbors</i> ?	The neighbor
Describe this statement.	Trite - platitude
Who says <i>Before I built a wall I'd ask to know....</i>	The narrator
Describe this statement.	An attempt at a joke Wry humor Awareness of intent to offend A play on the word A pun

IDENTIFYING SPEAKERS

✓

Evaluation

Determine if the student can:

- Identify the number of speakers
- Associate a character of the poem with each item of conversation

ently.

Two

The apple farmer

His neighbor - the man who grows fir trees

Narrator is imaginative, changeable, revolutionary.  
Respondent is laconic, set in his ways.

Yes

No

No

The neighbor

Trite - platitude

The narrator

An attempt at a joke

Wry humor

Awareness of intent to offend

A play on the word

A pun

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

*Instructional Rationale*

Identifying the images used in a poem aids the reader in analyzing plain sense meaning and in identifying mood.

*Instructional Objective*

Given a specific poem, the reader can analyze and specify which senses are being brought in

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a specific group*

LITERATURE (POETRY)

*Instructional Objective*

Given a specific poem, the reader can analyze the devices of imagery used and specify which senses are being brought into play to convey mood and message.

supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

### Instructional Model

Define *imagery* as an appeal to the senses.

Discuss the variety of functions our senses perform.

List specific items on the chalkboard.

We can see	color line size shape	movement depth light and dark texture
------------	--------------------------------	--

We can hear	pitch tone volume silence
-------------	------------------------------------

We can taste	sourness saltiness blandness oiliness
--------------	--

We can feel	size shape texture heat cold
-------------	--

Discuss whether the senses overlap.

Why do we call sadness *the blues*?

Why do advertisers talk about *the gray sickness*?

What do we mean by gay or sad colors?

Do certain words evoke sense impressions?

List some taste words.	buttery steak crunchy lemon orange
------------------------	--

Cite popular song titles which use images.

Examples:

Blue Moon: color

## IDENTIFYING IMAGES

### *Evaluation*

Determine if the student can:

- Identify specific images
- Be specific about which senses are being involved
- Relate the sensory information to the effect which is intended

IDENTIFYING IMAGES  
(continued)

*Instructional Model*

Orange-Colored Skies: color  
Peppermint Twist : taste, movement, and color  
Tall, Tan, Terrific : size and color  
Lilactime : color and scent  
Love Is Blue : color  
Jellyroll Blues : color and taste

Select a color and make an association chart on the chalkboard.

Example: Gray

<u>Sight</u>	<u>Sound</u>	<u>Taste</u>	<u>Touch</u>	<u>Smell</u>
mouse	foghorn	stale cigarette	pussy- willow	damp cellar

Ask the class to name product names which use sensory words (images) and ask them to specify which emotions are involved.

Blue Dot Duz - color and shape  
Ivory Soap - color and texture  
White Rain Shampoo - color, shape, and texture  
Softex - texture

List on the chalkboard the reasons for a poet using imagery.

To present a sharp precise picture  
To use the language of common speech  
To employ the exact word, not the merely decorative word  
To produce poetry that is hard and clear, not blurred and indefinite  
To strive for concentration, avoiding all unnecessary words and phrases  
To avoid generalities

Do a line by line analysis of Exercise L36 with the class.

Ask:

Is it helpful to identify Badroulbadour? Yes  
Does the title identify the speaker? Yes  
Who is the speaker? A worm  
What are the worms doing? Eating

Evaluation

color  
taste, movement, and color  
size and color  
color and scent  
color  
color and taste

an association chart on the chalkboard.

Taste	Touch	Smell
stale cigarette	pussy- willow	damp cellar

product names which use sensory words (images) and ask them to specify

color and shape  
color and texture  
color, shape, and texture  
texture

the reasons for a poet using imagery.

picture  
common speech  
word, not the merely decorative word  
is hard and clear, not blurred and indefinite  
definition, avoiding all unnecessary words and phrases

steps of Exercise L36 with the class.

Identify Badroulbador? Yes  
Identify the speaker? Yes  
What is the speaker? A worm  
What is the speaker doing? Eating

*Instructional Model*

What are dead bodies often called?	Worm food
What specific parts of the body are mentioned?	Eyes Lashes Lids Fingers Hand Cheek Feet Lips
What is the purpose of being so specific?	To induce an image
What sound device is <i>bundle of the body</i> ?	Alliteration
What figure of speech is <i>we her chariot</i> ?	Metaphor
What sound device is <i>out of the tomb</i> ?	Assonance

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

IDENTIFYING IMAGES  
(continued)

Evaluation

d? Worm food  
are Eyes  
Lashes  
Lids  
Fingers  
Hand  
Cheek  
Feet  
Lips  
specific? To induce an image  
the body? Alliteration  
pharriot? Metaphor  
omb? Assonance

plement the development of the skill of \_\_\_\_\_

ability For pretesting

lers For reinforcing instruction

a second language For individualizing instruction  
and/or for home study

specific minority group For posttesting

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

*Instructional Rationale*

Identifying sound devices and becoming aware of their intent will enable the reader to appreciate the writer's craft more fully and to be more perceptive of the effects which the writer is attempting to achieve.

*Instructional Objective*

Given a select poem, the student will identify sound devices which have been arranged in a manner to create specific effects created by the communication.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading skills*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a reading club*

ATURE (POETRY)

*Instructional Objective*

Given a select poem, the student will be able to detect the patterns of sounds which have been arranged in a manner intended to create effects other than the effects created by the communication of ideas.

ement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Review definitions of assonance, alliteration, and onomatopoeia. (See Exercise L1.)

Ask class for examples of:

Assonance : lost soul

Alliteration: Peter Piper picked a peck of pickled peppers

Onomatopoeia: hiss, boom, bang

Encourage students to bring in examples from ads, pop songs, etc. (See Exercise L4)

Discuss euphonious and cacophonous.

Euphonious - pleasing to ear

Cacophonous - displeasing to ear

Have the students read Exercise L37 softly to themselves.

Ask:

Which sounds relate to sadness? The low sounds

Which vowels are the lowest? o - u

List words which imitate sounds. meow  
bow-wow

Is rhyme euphonious or cacophonous? Euphonious

Which of the two names below is euphonious; which is cacophonous?

Tom Jones  
Englebert Humperdinck

Tom Jones - Euphonious  
Englebert Humperdinck - Cacophonous

Give examples of alliterative names. Hubert Humphrey  
Cassius Clay

IDENTIFYING SOUND DEVICES

Evaluation

eration, and onomatopoeia. (See Exercise L1.)

Determine if the student can:

neck of pickled peppers

- Identify patterns of sounds used to create effects by non-verbal means

s from ads, pop songs, etc. (See Exercise L4)

- Explain the relationship between sounds and moods

ftly to themselves.

The low sounds

o - u

meow

bow-wow

Euphonious

Tom Jones - Euphonious

Englebert Humperdinck - Cacophonous

Hubert Humphrey

Cassius Clay

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

*Instructional Rationale*

*Instructional Objective*

Comparative devices often aid in the development and reinforcement of the theme of the poem.

Given a poetic passage, the student will determine their meanings and connotations.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a reading club*

LITERATURE (POETRY)

*Instructional Objective*

n  
nt

Given a poetic passage, the student will cite the comparisons contained and explain their meanings and connotations.

supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Refer to the lesson on figures of speech for a review of the devices utilizing comparison.

Have the students read Exercise L38.

Ask the students to list the items to which Shakespeare compares life.

*Walking shadow  
Poor player  
Brief candle  
Tale told by an idiot*

Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

IDENTIFYING COMPARATIVE DEVICES

Evaluation

review of the devices utilizing comparison.

Determine if the student can explain the difference between a simile and a metaphor

a shadow  
layer  
candle  
old by an idiot

development of the skill of \_\_\_\_\_

For pretesting

For reinforcing instruction

guage

For individualizing instruction  
and/or for home study

ority group

For posttesting

INTERPRETING READING MATERIAL IN LITERATURE (POETRY)

*Instructional Rationale*

*Instructional Objectives*

Since the key to interpretation of poetry often depends upon interpreting grammatical devices used in a special manner, it is necessary for the reader to follow such clues to meaning as punctuation and syntax.

Given a poem, the student will use grammatical selection.

Given a poem, the student will utilize the proper manner, the grammatical devices provided by the poem.

*Instructor's note of materials to supplement the development of the skill of \_\_\_\_\_*

*For pretesting*

*For students with marginal reading ability*

*For reinforcing instruction*

*For students who are advanced readers*

*For individualizing instruction and/or for home study*

*For students who speak English as a second language*

*For posttesting*

*For students who are members of a specific minority group*

LITERATURE (POETRY)

*Instructional Objectives*

Given a poem, the student will use grammatical clues just as he would with a prose selection.

Given a poem, the student will utilize the punctuation, and, where used in a special manner, the grammatical devices provided by the poet as clues to the meaning of the poem.

W  
ion  
pplement the development of the skill of \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

*Instructional Model*

Have the students read Exercise L39 silently.

Discuss the fact that in verse, the line ending does not always indicate the end of a sentence. Stress the fact that punctuation serves the same purpose in poetry that it does in prose.

Mention the fact that since many poets begin all lines with capital letters these afford no reliable clue to sense meaning.

Have the students read Exercise L39 silently.

Ask:

What mark of punctuation indicates the end of a sentence?	A period
Where does the first statement in this poem end?	Third line
Where does the second statement end?	Sixth line
What punctuation is omitted in lines 6-7?	Quotation marks
What is the subject of the verb <i>summons</i> in line 15?	<i>Bitoh</i> in line 14
In line 10, does the fact that <i>Dogs</i> is capitalized indicate that this is the beginning of a sentence?	No
What is the subject of that particular sentence?	<i>The moon</i>

IDENTIFYING GRAMMATICAL DEVICES USED IN A SPECIAL MANNER

*Evaluation*

Determine if the student is:

ding does not always indicate the end of a  
serves the same purpose in poetry that it

h all lines with capital letters these

- Aware that a sentence or a thought does not necessarily coincide with the line ending
- Aware that grammatical devices, periods, commas, colons, and other punctuation marks are used by authors to impart meaning or achieve special effects.

ne

ne

marks

line 14

INTERPRETING READING MATERIALS IN MATH

INTERPRETING PROBLEM STATEMENTS

<i>The lesson entitled...</i>	
Interpreting problem statements in mathematics. . . . .	172
General vocabulary used in a special sense. . . . .	174
Specialized vocabulary. . . . .	176
Interpreting symbols. . . . .	178

begins on page....

*The Nature of Reading*  
Reading in mathematics. All reading mental faculties must be used to be achieved.

*Exactness.* The reader must allow little or no room for error in the act of reading mathematics.

*Orderliness.* The reader must allow for a certain amount of time for the reading of mathematics to every word. There must be no skipping; every detail must be read carefully. Applications must be sequenced step-by-step and are taken mentally on.

*Flexibility.* General or explanatory materials must be read and the reader to read and interrupt. But in (and the like) accompanying verbal materials up to the printed word to the printed word, and so on. This manner of reading of the problem at hand and the comprehension of a word, etc.

*Problem Solving:* Some

*Approach to Reading*

Teachers of mathematics must help the students to become a teacher of mathematics for his students, and solve mathematical problems in this approach etc.

1. Reading the
2. Rereading to
3. Rereading to

CORRECT RESPONSES TO ASSESSMENT OF COMPREHENSION

M1

1. (1)	19. (4)
2. (4)	20. (3)
3. (1)	21. (2)
4. (1)	22. (4)
5. (3)	23. (4)
6. (3)	24. (2)
7. (2)	25. (1)
8. (2)	26. (2)
9. (3)	27. (2)
10. (2)	28. (4)
11. (2)	29. (3)
12. (3)	30. (1)
13. (1)	31. (3)
14. (3)	32. (4)
15. (2)	33. (1)
16. (4)	34. (1)
17. (1)	35. (3)
18. (4)	36. (2)

INTERPRETING PROBLEM STATEMENTS IN MATHEMATICS

begins on page....

The Nature of Reading in Mathematics

mathematics. . . . . 172

al sense. . . . . 174

. . . . . 176

. . . . . 178

Reading in mathematics requires exactness, orderliness, and flexibility. All reading is a thought process; and in mathematics the mental faculties must always be alert and active if comprehension is to be achieved.

*Exactness.* The reader must know exactly what each term used in mathematics means. Most symbols have an exact meaning. There is little or no room for conjecture, connotation, or assumption in the act of reading mathematics materials.

*Orderliness.* The reading of short stories or light novels may, at times, allow for a certain amount of skipping or skimming, but not the reading of mathematics. Problems must be read with attention to every word. There are no shortcuts. No sentences nor words may be skipped; every diagram, chart, table, or example must be studied carefully. Applications of procedures to problems must be carefully sequenced step-by-step from beginning to end, whether these steps are taken mentally or in written form.

MENT OF COMPREHENSION

19. (4)

20. (3)

21. (2)

22. (4)

23. (4)

24. (2)

25. (1)

26. (2)

27. (2)

28. (4)

29. (3)

30. (1)

31. (3)

32. (4)

33. (1)

34. (1)

35. (3)

36. (2)

*Flexibility.* General or recreational materials and some expository or explanatory materials are approached in a manner which allows the reader to read across the line and down the page without interruption. But if graphic materials (charts, diagrams, tables, and the like) accompany the text, after the student has read the verbal materials up to a certain point, his attention must go from the printed word to the related graphic material, then back to the printed word, and so on. The same is true if examples are included. This manner of reading must be achieved without losing the thread of the problem at hand and without errors in recognition or comprehension of a word, equation, or figure.

Problem Solving: Some General Considerations

Approach to Reading Problems

Teachers of mathematics are primarily concerned with the ability of the students to read, understand, and solve problems, and every teacher of mathematics undoubtedly had developed, for himself or for his students, an approach to the reading and solving of mathematical problems. The following steps are probably included in this approach either in part or in entirety.

1. Reading the problem to get a mental picture.
2. Rereading to determine what is sought
3. Rereading to determine what given facts to use

4. Deciding what computational steps to take
5. Estimating the answer
6. Computing the answer
7. Comparing the result with the estimate
8. Rereading to make sure that what has been done is what the problem asks
9. Checking the computation

#### *Rate of Reading*

Besides requiring a specific plan or approach to the reading of mathematics problems, the form in which mathematics problems are written and the purposes for reading call for a different rate of reading than that which is used with narrative or expository material. Mathematics material demands slow, methodical, word-by-word reading, and regressions are invited.

#### *Purposes for Reading*

In reading problems, there should be not just one or two readings, but possibly four, five, or six. Each reading might have a different purpose. As stated above, the student may read for an overall picture; he may read again to determine what is sought; he may read a third time to determine what given facts to use; and he may read a fourth time to make sure he has answered the question the problem asked. The teacher of mathematics is aware of the necessity for all these readings. It is up to him to insure that the student also is aware of the various purposes for his readings. This might be done by listing the steps on the chalkboard and guiding the pupils in their reading of a problem step-by-step.

#### *Background for Reading*

In addition to the control of rate and recognition of purpose, teachers are concerned about the conceptual and experiential background the student brings to the concept of unit at hand. The quality and depth of this background may be determined by an exploratory discussion or by a pretest prior to the introduction of the new concept.

#### *Vocabulary*

During an exploratory discussion, the teacher also may become aware of the quality and quantity of vocabulary the student has at his command. Vocabulary refers not only to the technical language of mathematics but also to the everyday words necessary

to basic functioning. In the mathematical symbols which are expressed in vocabulary of mathematics vocabulary follow.

The teacher needs to be standing has four levels which he hears, determining repeated hearing of the vocabulary. Later, he may vocabulary, learning to appropriate situations. word when he sees it in its significance in the word in his own writing. differ from student to times in judging the vocabulary, and in helping

#### *Comprehension*

Relative to problem solving comprehend what is written the relevant and irrelevant and unnecessary; and to solution. This last skill to recognize the main idea having recognized them, other and the relationship

Contributing to this understanding to read, understand, and accompanying the text. *Reading Materials in Science in Social Studies.*

The objectives of the reading achieved best by having the reading aspects of the problem computational aspects for

Additional suggestions may Department publication *Intermediate Mathematics Classes.*

steps to take

estimate  
what has been done is what the

approach to the reading of  
which mathematics problems are  
call for a different rate  
with narrative or expository  
hands slow, methodical, word-  
e invited.

not just one or two  
or six. Each reading might  
d above, the student may read  
again to determine what is  
determine what given facts  
me to make sure he has  
sked. The teacher of  
ty for all these readings.  
student also is aware of  
gs. This might be done by  
and guiding the pupils in  
step.

and recognition of purpose,  
conceptual and experimental  
e concept of unit at hand.  
ground may be determined by  
retest prior to the

the teacher also may become  
vocabulary the student has  
not only to the technical  
the everyday words necessary

to basic functioning. In addition to the English words, there are the mathematical symbols, signs, abbreviations, and equations which are expressed in words and form an integral part of the vocabulary of mathematics. Lessons for developing mathematical vocabulary follow.

The teacher needs to be aware that a student's vocabulary understanding has four levels. First, he may be aware of a new word which he hears, determining its meaning from context, and with repeated hearing of the word, making it a part of his listening vocabulary. Later, he may add this word to his own speaking vocabulary, learning to pronounce it correctly, and to use it in appropriate situations. Next, he may and should recognize the word when he sees it in print, and will understand its meaning and its significance in the content. Finally, he is able to use the word in his own writing. These levels of vocabulary attainment differ from student to student. The teacher is involved at all times in judging the progress being made in the acquisition of vocabulary, and in helping all students at each level.

#### *Comprehension*

Relative to problem solving is the ability of the student to comprehend what is written sufficiently to differentiate between the relevant and irrelevant; factual and inferential; necessary and unnecessary; and to select those parts required for the solution. This last skill is based on the ability of the student to recognize the main idea and necessary supporting details and having recognized them, understand their relationship to each other and the relationship of the parts to the whole.

Contributing to this understanding is the ability of the student to read, understand, and use graphic and tabular materials accompanying the text. This skill is covered in *Interpreting Reading Materials in Science and Interpreting Reading Materials in Social Studies*.

The objectives of the reading instruction in mathematics may be achieved best by having the students first practice only the reading aspects of the problem, clearly separating out the computational aspects for subsequent learning.

Additional suggestions may be found in the State Education Department publication *Improving Reading - Study Skills in Mathematics Classes*.

## VOCABULARY DEVELOPMENT IN MATH

### Instructional Rationale

Many common or familiar words when used in a mathematical context have special meanings. Knowledge of these special meanings is essential to the correct interpretation of reading materials in math.

Many words that may appear familiar will present problems in a mathematical context if the student is not aware of their special meanings. The difficulty occurs because these meanings are rarely revealed in the context.

#### Example:

*Degree*, as commonly used, refers to the amount of strength of an attribute. The *degree* of hostility that existed between the two parties made it impossible for them to work together.

In a mathematical context, *degree* refers to one 360th of a circumference of a circle or an interval used in measuring temperature. The thermometer registered one *degree* below zero.

### Instructional Objective

Given several math problems, students that, according to the context, different will list these words and determine in a math text, a glossary of math terms.

#### Examples:

Jim had a *grade* of 88% on a test.  
Is 25 a *factor* or a *product*?  
How many *items* were correct?

Express in exponential form seven

Find the rate of *interest* when the 6 months is \$12.

MATH

*Instructional Objective*

words when  
context have  
edge of these  
ential to the  
of reading

Given several math problems, students will identify those words that have meanings that, according to the context, differ from the more general use of the words. They will list these words and determine their mathematical meanings through the use of a math text, a glossary of math terms, or a dictionary.

Examples:

ear familiar  
n a  
the student  
pecial mean-  
ccurs because  
y revealed

Jim had a *grade* of 88% on a test of 25 items.  
Is 25 a *factor* or a *product*?  
How many *items* were correct?

d, refers to  
of an attribute.  
that existed  
made it  
work together.

Express in exponential form seven raised to the fifth *power*.

kt, *degree*  
a circumference  
val used in  
red one *degree*

Find the rate of *interest* when the *principal* is \$400 and the *interest* for 6 months is \$12.

*Instructional Model*

Present each exercise to be read. Ask the students to underline the words which appear to be familiar and yet do not have the same meanings in this math context that one would ordinarily associate with them.

Ask:

In the first problem, what are the two otherwise familiar words that must have a special meaning in math?

*Factor* - commonly, an element that contributes to produce a result

*Product* - commonly, anything produced as by, growth, thought, or labor

Define these terms in their mathematical definitions. Use a math text or a dictionary.

*Factor* - any one of two or more numbers which are multiplied together to form a product

*Product* - the result obtained by taking one number as many times as there are units in the other

In the second problem there are two common words used in a special math sense. Identify these words.

*Raise* - commonly means to cause to rise up

*Power* - commonly means a controlling influence over others

Define these terms in their mathematical meaning, using a math text or a dictionary.

To *raise to a power* in math means to multiply one number by itself a certain number of times, i.e.,  $5^3$  is five raised to the third power which means  $5 \times 5 \times 5$

What two words in the third problem must have special math meanings in addition to their more common meanings?

*Interest* - commonly a special attention to some object or concern

*Principal* - commonly, one who presides over a school

Define these terms mathematically using a math text or a dictionary.

*Interest* - money paid for the use of money

*Principal* - the money borrowed for which interest is paid

GENERAL VOCABULARY USED IN A SPECIAL SENSE

*Evaluation*

the students to underline the words which appear to have different meanings in this math context than they would in ordinary usage.

Determine if the student can:

- Identify words whose meanings in the math context differ from the meanings he ordinarily associates with the words
- Determine the meanings for these words through the use of a math text, a glossary of math terms, or a dictionary

*Factor* - commonly, an element that contributes to produce a result

*Product* - commonly, anything produced as by, growth, thought, or labor

*Factor* - any one of two or more numbers which are multiplied together to form a product

*Product* - the result obtained by taking one number as many times as there are units in the other

*Raised* - commonly means to cause to rise up

*Power* - commonly means a controlling influence over others

To *raise to a power* in math means to multiply one number by itself a certain number of times, i.e.,  $5^3$  is five raised to the third power which means  $5 \times 5 \times 5$

*Interest* - commonly a special attention to some object or concern

*Principal* - commonly, one who presides over a school

*Interest* - money paid for the use of money

*Principal* - the money borrowed for which interest is paid

## VOCABULARY DEVELOPMENT IN MATH

### *Instructional Rationale*

Increasing the student's technical or specialized math vocabulary that he recognizes on sight will lessen the time he must devote to using context clues, procedures of word analysis, or the dictionary in correctly interpreting reading material in math.

Words that are specific to math must be taught. Math instructors must directly teach the meanings of all the math terms the student will meet in each of the mathematical areas in which the student will receive instruction.

Generally, math books reveal the meanings of special math terms through the use of directly stated definitions.

### *Instructional Objectives*

Given a passage from a math text, the student will identify specialized math terms through context.

Example:

A common *fraction* is defined as a number that is represented by equal parts into which the unit is divided. The number of these equal parts which the unit is divided into is the *denominator* and the number of these equal parts which are taken is the *numerator*.

Given a math problem, or exercise, the student will apply his knowledge of the exercise.

Example:

If 2 is added to each of the numerators of the fraction  $\frac{5}{7}$ , does the fraction increase:  $\frac{5}{7}$ .

*Instructional Objectives*

Given a passage from a math text, the student will determine meanings of unfamiliar specialized math terms through the use of directly stated definitions in the context.

Example:

A common *fraction* is defined as one or more of the equal integral parts of a unit. Hence, it must be represented by two numerals: a numeral denoting the number of equal parts into which the unit is divided, and another numeral indicating the number of these equal parts which are taken. These two numerals, called the *denominator* and the *numerator*, respectively, are the terms of a fraction.

Given a math problem, or exercise containing specialized vocabulary, the student will apply his knowledge of the math terms in order to solve the problem, or exercise.

Example:

If 2 is added to each of the numerators of the following fractions, by how much does the fraction increase:  $\frac{5}{7}$ ,  $\frac{3}{4}$ ,  $\frac{1}{5}$ ?

*Instructional Model*

Have the students read the first example under Instructional Objectives.

Have the students identify the three mathematical terms whose meanings are revealed in the context.

*Fraction*  
*Numerator*  
*Denominator*

Ask:

How are the meanings of these terms revealed?

By directly stated definitions

Give the directly stated definition for each term.

*Fraction* - one or more of the equal integral parts of a unit

*Denominator* - a numeral denoting the number of equal parts into which the unit is divided

*Numerator* - a numeral denoting the number of equal parts which are taken

Have the students read the second example under Instructional Objectives.

Ask:

The meaning of one mathematical term in this exercise is vital to its solution. What is the term?

*Numerator*

What does *numerator* mean?

The number of equal parts which are taken

Into how many equal parts is  $\frac{5}{7}$  divided?

7

What is 7 called?

The *denominator*

How many of these sevenths are being taken?

5

What is the 5 called?

The *numerator*

To which number will the 2 be added?

The 5

SPECIALIZED VOCABULARY

Evaluation

Example under Instructional Objectives.

three  
Examples are  
*Fraction*  
*Numerator*  
*Denominator*

Determine if the student uses directly stated context clues to determine meaning for mathematical terms presented in a math text.

By directly stated definitions

Definition  
*Fraction* - one or more of the equal integral parts of a unit

*Denominator* - a numeral denoting the number of equal parts into which the unit is divided

*Numerator* - a numeral denoting the number of equal parts which are taken

Example under Instructional Objectives.

What  
is  
the  
term?

*Numerator*

The number of equal parts which are taken

7

The *denominator*

5

Determine if the student applies his knowledge of the meanings of math terms to solving math problems or exercises

The *numerator*

The 5

## INTERPRETING READING MATERIAL IN MATHEMATICS

### *Instructional Rationale*

When mathematical statements or questions need to be written in an abbreviated form, a system of symbolic notation is used to denote processes (+), quantities (5), relationships (=), concepts ( $\phi$ ), constructs ( $\angle$ ), and units of measurement ( $^{\circ}$ ). Like written languages, the symbols used are arbitrarily chosen and stand for nothing more than what it is agreed they stand for. Knowledge of the meanings of these symbols is essential to encoding and decoding mathematical statements and mathematical problems, solving the problems, and encoding the answers as required.

### *Instructional Objectives*

Given a mathematical statement or problem with symbols, the student will be able to verbalize it.

Example:

Read this mathematical statement:  $12 + 3 = 15$ .

Given a mathematical statement or problem with symbols, the student will be able to encode it using symbols as applicable.

Example:

Write the following statement using mathematical symbols.

The square root of 25 is 5.

Three raised to the third power equals 27.

Note: The objectives require mastery of encoding and decoding. They also include mastery of computational skills.

TICS

*Instructional Objectives*

Given a mathematical statement or problem which has been encoded using mathematical symbols, the student will be able to verbalize the statement or problem.

Example:

Read this mathematical statement:  $12 + 3 = 4$

Given a mathematical statement or problem which is expressed in words only, the student will be able to encode it using as many mathematical symbols as are applicable.

Example:

Write the following statement using mathematical symbols:

The square root of 25 is 5.  
Three raised to the third power equals 27.

Note: The objectives require mastery of encoding and decoding skills and do not include mastery of computational skills.

*Instructional Model*

Comment on and demonstrate:

The four processes of computation (addition, subtraction, multiplication, and division)

The use of place values, fractions, exponents, and decimal points, in writing quantities

Mathematical relationships (equals, smaller than, larger than)

Mathematical concepts (infinity, approximate)

Mathematical constructs (angles, areas)

Units of measurement (degrees, inches)

Familiarize the students with the symbols commonly used to encode the above in an abbreviated form.

Provide the students with practice in:

Encoding and decoding mathematical statements and problems presented both verbally and in writing

*Instructor's note of materials to supplement the development of the skill of* \_\_\_\_\_

*For students with marginal reading ability*

*For students who are advanced readers*

*For students who speak English as a second language*

*For students who are members of a specific minority group*

INTERPRETING SYMBOLS

Evaluation

By using Exercise M1, determine if the student can encode and decode mathematical symbols

(addition, subtraction, multiplication, and division)

(exponents, and decimal points, in writing

(smaller than, larger than)

(approximate)

(as)

(es)

(symbols commonly used to encode the above in

n:

(statements and problems presented both

(to determine the development of the skill of \_\_\_\_\_

(ability

For pretesting

(as

For reinforcing instruction

(second language

For individualizing instruction  
and/or for home study

(specific minority group

For posttesting

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## TO OBTAIN FINANCING FUNDS

Assessment of Comp

To obtain financing funds to build expensive facilities like city halls, libraries, new streets, and sewer systems, cities frequently borrow, from private sources of investment, capital by issuing bonds or notes promising to pay back the money in agreed-upon installments. This kind of financing is called a bond issue, or revenue bonds. The combined annual costs of paying off the money borrowed (the principal) and the charges for the use of the property tax. Some facilities, however, can be financed by loans that are paid off from fees charged for the use of the facilities. Water supply and sewerage systems may be financed in this manner and be paid for by billing the user regularly in accordance with the amount of water he uses. Costs for providing on and off-street parking facilities are met by the parking meter revenues. Other services and facilities, such as the collection of garbage and trash, may be financed by self-paying, or self-liquidating, means.

Although huge sums of money are involved in such ventures, it is important to realize that self-liquidating operations pay for themselves only—rarely can a penny of revenue from a parking system be used for anything else but parking facilities; the same applies to any others. Self-liquidating programs do not take any other tax revenues, nor do they add anything to the general revenue of the community. Remove these programs from the tax picture, and the need for revenue from other sources is in no way reduced.

Some local governments prefer to finance capital costs without borrowing, but by paying out of tax revenues collected each year. This method, called "pay-as-you-go," saves what could be substantial interest costs, but it limits sharply the facilities that can be afforded each year and often delays the provision of badly needed improvements. This policy also has led to false economies as when a city postpones needed facilities and later buys them at a much higher price.

1. This passage is intended to have the effect of  
  1. persuaded that cities should pay for facilities used
  2. persuaded that there is one preferred way to finance facilities
  3. persuaded that city financing is necessary
  4. informed of ways that cities use financing
2. In an effort to resolve this problem, cities must frequently resort to  
  1. investing money collected from property taxes
  2. loaning money at high interest rates
  3. borrowing capital from private sources
  4. imposing special taxes
3. The interest on loans is customarily paid from  
  1. funds left over from the previous year
  2. taxes on special items
  3. monies donated by stockbrokers
  4. additions to the property tax
4. Self-liquidating means  
  1. self-paying
  2. unsettled
  3. unpaid
  4. delayed
5. An example of a service classified as self-liquidating is  
  1. mail and parcel post delivery
  2. collection of garbage and trash
  3. snow removal
  4. police and fire protection services

TO OBTAIN FINANCING FUNDS 1/2 V1

*Assessment of Comprehension*

1. This passage is intended to have the reader be
  1. persuaded that cities should pay for facilities as they are used
  2. persuaded that there is one proper way of financing city facilities
  3. persuaded that city financing is complex
  4. informed of ways that cities use to finance facilities
2. In an effort to resolve this problem of financing needed improvements, cities must frequently resort to
  1. investing money collected from property taxes
  2. loaning money at high interest rates
  3. borrowing capital from private sources of investment
  4. imposing special taxes
3. The interest on loans is customarily repaid by
  1. funds left over from the previous budget year
  2. taxes on special items
  3. monies donated by stockbrokers
  4. additions to the property tax
4. Self-liquidating means
  1. self-paying
  2. unsettled
  3. unpaid
  4. delayed
5. An example of a service classified under the heading of self-liquidating is
  1. mail and parcel post delivery
  2. collection of garbage and trash
  3. snow removal
  4. police and fire protection service

V1 TO OBTAIN FINANCING FUNDS 2/2

6. Funds collected from facilities which are self-liquidating may
  1. be added to the general fund to reduce the problems of financing special programs
  2. not be used for any other purpose
  3. be used for special building programs
  4. be applied to special incentive awards for city employees
7. Rather than borrow money to finance their needs, some cities prefer to
  1. petition the Federal Government for special grants
  2. eliminate all new building programs completely
  3. postpone improvements indefinitely
  4. use the "pay-as-you-go" method
8. The "pay-as-you-go" method of financing funds often results in
  1. an increase in services and facilities
  2. a limitation of new facilities and a delay in needed improvements
  3. a need for imposing additional taxes
  4. a decrease in self-liquidating services

*A Pretest on Common Prefixes*

In each word, circle the prefix and underline its meaning.

- |                   |                  |                 |                  |                 |
|-------------------|------------------|-----------------|------------------|-----------------|
| 1. interstate     |                  |                 |                  | 12. remember    |
| after             | within           | between         | apart            | turn            |
| 2. cooperate      |                  |                 |                  | 13. submerge    |
| in                | not              | through         | with             | before          |
| 3. nonpayment     |                  |                 |                  | 14. transport   |
| with              | against          | between         | not              | across          |
| 4. predict        |                  |                 |                  | 15. select      |
| before            | through          | after           | for              | among           |
| 5. circumnavigate |                  |                 |                  | 16. absorb      |
| in                | around           | under           | after            | from            |
| 6. permit         |                  |                 |                  | 17. avert       |
| through           | around           | aside           | for              | for             |
| 7. antifreeze     |                  |                 |                  | 18. binocular   |
| around            | before           | against         | right            | across          |
| 8. posterior      |                  |                 |                  | 19. confide     |
| <del>before</del> | <del>after</del> | <del>from</del> | <del>wrong</del> | <del>with</del> |
| 9. mislead        |                  |                 |                  | 20. deposit     |
| against           | across           | not             | wrong            | with            |
| 10. excerpt       |                  |                 |                  |                 |
| between           | out              | apart           | under            |                 |
| 11. discard       |                  |                 |                  |                 |
| apart             | against          | wrong           | between          |                 |

A PRETEST ON COMMON PREFIXES 1/1 V2

Prefixes

underline its meaning.

between	apart	12. remember	turn	out	again	before
through	with	13. submerge	before	between	not	under
between	not	14. transport	across	again	within	through
after	for	15. select	among	within	aside	not
under	after	16. absorb	from	for	aside	in
aside	for	17. avert	for	with	from	to
against	right	18. binocular	across	again	two	through
from	wrong	19. confide	with	from	against	apart
not	wrong	20. deposit	with	for	down	in
apart	under					
wrong	between					



## CENTURIES IN AMERICA

Wald F. Drummond

only persons of German and Austrian sympathies allied with the Central Powers, most notably Great Britain and France. It seemed that a French victory would be a victory for the United States. To this feeling was added the anger aroused when a few more ships were sunk, Wilson

merchant ships, and they could not save the lives of crew or passengers. When the British vessel *Lusitania* was sent to the bottom in 1915 with the loss of more than eleven hundred lives, 128 of them American, a wave of horror and anger swept the country. Germany promised to mend her ways, and Wilson kept the nation at peace, but those who believed that America should prepare for war increased in numbers and determination. Meantime, Wilson himself had come to see that the only way to keep the United States out of the war was to bring the war itself to an end. All through 1916 he worked heroically to persuade the belligerents to state their war aims and to pave the way for the organization of the postwar world.

On April 2, 1917, the President asked Congress to declare war on Germany. He pointed out that United States ships had been sunk and United States citizens had been killed. "We must defend our rights, for the world is in danger. The world must be made safe for democracy. We have no selfish ends to serve. We must declare that we will support the champions of the rights of mankind when those rights have been made as a mockery of nations can make them." Congress declared war on Germany on April 6, 1917.

Early in 1917 the Germans, sure that they could starve England out in six months and that American help could not become effective in that time, announced the reopening of unrestricted submarine warfare. Within a few weeks eight American vessels were sent to the bottom, and the nation was aroused by the revelation of a plot to involve the United States in a war with Mexico and Japan. The preservation of both honor and peace had become "an impossible and contradictory thing," and on April 2, Wilson appeared before the Congress and asked for a declaration of a state of war:

## THE HISTORY OF THE U.S.

Wald F. Drummond and Henry Steele Commager

sympathy for the Allies, fear of the economic consequences - were in the end decisive in convincing Wilson. Economic considerations re-enforced his conviction. The American people loaned huge sums to France. American industry rapidly expanded to meet war needs, supplying enormous quantities of high explosives, and other materials. American banks acted as purchasing agents for Allied loans, and established branches in Europe. American agriculture, reeling from depression, found ready and profitable markets for wheat and pork in England and France. Trade with the neutrals, meanwhile, was negligible, and the British embargoed trade with neutrals as well.

It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts, - for democracy, for the right of those who submit to authority to have a voice in their own Governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations, and make the world itself at last free. To such a task we can dedicate our lives and our fortunes, everything that we are and everything that we have, with the pride of those who know that the day has come when America is privileged to spend her blood and her might for the principles that gave her birth and happiness and the peace which she has treasured. God helping her, she can do no other.

On Good Friday, April 6, 1917, the United States went to war.

economic considerations that persuaded Wilson of the necessity of war, but rather the "necessity of peace." Submarines were used to sink

Assessment of Comprehension

1. Drummond's passage most probably was written by
  1. an Austrian
  2. an American
  3. an Englishman
  4. a Frenchman
2. According to Drummond's passage, the reason President Wilson urged America's entrance into World War I was
  1. economics
  2. the request of England and France
  3. that the democratic way of life was endangered
  4. the threat of submarine warfare
3. According to Nevins and Commager's passage one primary reason the United States entered World War I was
  1. German acts of brutality
  2. the urging of England and France
  3. trade with neutral nations
  4. the British blockade
4. President Wilson's plan to keep the U.S. out of war was to
  1. increase aid to England and France
  2. assist in the British blockade
  3. keep American ships off the high seas
  4. try to bring the war to an end through negotiation
5. From Nevins and Commager's passage, it can be inferred Germany planned to starve England into submission by
  1. unrestricted submarine warfare
  2. destroying the British blockade
  3. declaring war on the United States
  4. restricting England's exports
6. In Drummond's passage, the term *Central Powers* most probably means
  1. Britain and France
  2. Britain and the United States
  3. Germany and its allies
  4. Britain and its allies
7. One of the most outstanding World War I was
  1. the plot to involve the
  2. the sinking of the Lusitania
  3. the declaration of war
  4. the sinking of the Titanic

...t of Comprehension

...probably was written by

7. One of the most outstanding instances of German brutality in World War I was

1. the plot to involve the U.S. in war with Mexico
2. the sinking of the Lusitania
3. the declaration of war on the U.S.
4. the sinking of the Titanic

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SS2 A DEBTOR NATION 1/1

Up to 1914, the United States economy relied heavily on the help of foreigners to finance the building of the farms and factories that lay at the heart of American economic growth. To build new industries, railroads, and cities required more capital than Americans had available. In the same way that a businessman has to borrow money to get started, America had to borrow the savings of other countries to begin her industrialization. As growth proceeded, the need for foreign capital declined because the United States grew wealthy enough to provide larger and larger amounts of money for development through its own saving. Nonetheless, in 1914 the United States was a *net debtor*, meaning that she had borrowed more from abroad than she had invested.

From the foreigner's point of view, lending to America was usually a good investment. There were cases, of course, in which foreigners bought shares in American enterprises that subsequently proved unprofitable. But America was rich in material resources, and most of the enterprises proved profitable.

From the point of view of a foreigner who had loaned money to finance some company in the United States, the investment was a profitable one if the American company paid a satisfactory rate of interest on the money it had borrowed, and if the loan was repaid as it came due. This meant, therefore, that the American economy had to earn foreign money to be able to pay its debt to foreigners. In other words, having borrowed money from abroad, the United States had to sell abroad—or export—more than it bought from abroad—or imported. Only then could the United States earn the foreign money with which to pay its debts. From the other side, the foreign country, say Britain, had to buy more from the United States than she sold to the United States so Americans would be able to earn the British pounds with which to repay the loans that had been advanced by people in England.

Before 1914 the system worked well under the gold standard, which made international transfer of funds easy. The particular interdependence of the major European countries and the United States encouraged the international sales of goods. The European countries were ready to buy American food and raw materials. A tremendous flow of these commodities went out from the United States to Europe and earned for America the money to pay for the loans that led to the development of the American economy.

Assessment of C

1. Up to 1914, the U.S. economy benefited from  
  1. loaning money to foreign countries
  2. receiving financial assistance from other countries
  3. investing money in foreign enterprises
  4. increasing aid to impoverished countries
2. Capital was needed in the early years of the U.S. for  
  1. the building of new industries
  2. the War Between the States
  3. the development of rural communities
  4. the building of airports
3. *Capital*, in this selection, refers to  
  1. machinery
  2. interest on debts
  3. loans
  4. land
4. A *net debtor*, in this passage, means  
  1. loaned less than it expects to receive
  2. loaned more than it expects to receive
  3. borrowed more than it has in the past
  4. borrowed less than it has in the past
5. After 1914, as the U.S. economy developed, there was  
  1. less need to borrow capital
  2. greater need to borrow capital
  3. a complete halt of borrowing
  4. no change from previous practices
6. In order to repay its loans abroad, the U.S. had to  
  1. export less than she imported
  2. export more than she imported
  3. balance imports and exports
  4. import more than she exported

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#### Assessment of Comprehension

1. Up to 1914, the U.S. economy benefited from
  1. loaning money to foreign countries
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2. Capital was needed in the early growth of America to provide funds for
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  4. the building of airports
3. *Capital*, in this selection, refers to
  1. machinery
  2. interest on debts
  3. loans
  4. land
4. A *net debtor*, in this passage, refers to a country which has
  1. loaned less than it expects to be repaid
  2. loaned more than it expects to be repaid
  3. borrowed more than it has invested
  4. borrowed less than it has invested
5. After 1914, as the U.S. economy grew, there probably was
  1. less need to borrow capital from abroad
  2. greater need to borrow capital from abroad
  3. a complete halt of borrowing capital from abroad
  4. no change from previous procedures
6. In order to repay its loans abroad, the U.S. was forced to
  1. export less than she imported
  2. export more than she imported
  3. balance imports and exports
  4. import more than she exported

Mining was never a very important activity in English colonial America, for very good reasons.

First of all, most of America's great mineral deposits lay at or beyond the colonial frontier: copper and iron around the Great Lakes, bituminous coal in Western Pennsylvania and West Virginia, lead and zinc in Missouri, mercury, silver, and gold in the Far West, petroleum and salt in Western Pennsylvania, New York, and West Virginia.

Second, the potential uses of some minerals had not been discovered. For example, until 1860 the principal use for petroleum was in the manufacture of patent medicines, not in lighting or the production of power. Anthracite coal was too hard to burn in the heating devices employed by the colonists. Bituminous coal had not yet come into general use in iron making.

Finally, wood was an excellent substitute for many minerals and it was freely available. Wood was used as fuel in place of coal; in building in place of stone and brick; and in the construction of tools and implements in place of iron. But wood could not replace iron when resistance to heat or a sharp cutting edge was required. Consequently, iron was one mineral of importance in the colonies. Glass sand was another, since the use of substitutes for glass window panes left much to be desired.

3. Anthracite coal was

1. it was difficult
2. it could not be
3. colonists used it
4. colonists did not

4. One mineral which was

1. copper
2. lead
3. iron
4. uranium

5. As used in the select

1. powerful
2. possible
3. frequent
4. unknown

6. As used in the select

1. opposition
2. avoidance
3. elasticity
4. reaction

#### Assessment of Comprehension

1. Choose the answer which best states the main idea of the selection

1. Why mining was not important in colonial America
2. The principal use of petroleum in colonial America
3. Uses of wood in colonial America
4. The manufacture of glass

2. It can be inferred from this selection that

1. mineral deposits were easily accessible to the colonists
2. mineral deposits were not in great demand by the colonists.
3. there was an abundance of copper and iron in Western Pennsylvania
4. wood was used in place of iron

...vity in English colonial

...mineral deposits lay at or  
...and iron around the Great  
...sylvania and West Virginia,  
...lver, and gold in the Far  
...ennsylvania, New York, and

...erals had not been discovered.  
...use for petroleum was in the  
...n lighting or the production  
...d to burn in the heating  
...tuminous coal had not yet

...ute for many minerals and it  
...is fuel in place of coal; in  
...and in the construction of  
...But wood could not replace  
...p cutting edge was required.  
...importance in the colonies.  
...of substitutes for glass

...prehension

...es the main idea of the

...in colonial America  
...n in colonial America  
...ca

...ction that

...accessible to the colonists  
...great demand by the colonists  
...ber and iron in Western

3. Anthracite coal was not used for fuel by the colonists because

1. it was difficult to burn in the stoves colonists used
2. it could not be found in any abundance
3. colonists used it for patent medicines instead
4. colonists did not know how to mine it

4. One mineral which was important to the colonists was

1. copper
2. lead
3. iron
4. uranium

5. As used in the selection the word *potential* means

1. powerful
2. possible
3. frequent
4. unknown

6. As used in the selection the word *resistance* means

1. opposition
2. avoidance
3. elasticity
4. reaction

SS4 INDIANS AND THE SPIRITS 1/1

In the affairs of Indian life, there was a set way of doing things. Often the Indians' explanation was that the spirits had instructed the ancestors of the tribe, long ago. The Indians followed a nature religion. They believed that the things they found around them, animals, trees, rivers, storms, and the sky had spirits.

Indians looked upon the forces of nature and animals as brothers. They did not feel a distinct line of division between man and other animals, or between man and plants, the earth, or forces of nature. They believed that the spirits could control affairs in man's life. Indians appealed to the spirits for aid in hunting, for cure in illness, through various ceremonies and magic. Religion took account of fear. When a young warrior felt that a spirit had shown a special interest in him, often through appearing in a vision or dream, he felt confident and had more courage to meet the crises of war and hunting.

One spirit of great importance to the Indians was the god of war. In the Southeast and among the Iroquois farther North, the occasional sacrifice of a warrior through torture was a part of Indian life. The ceremony accompanying such a sacrifice was held in the center of a village, and the torture performed by the women with all the tribe watching. When a young man had taken the scalps of enemies in combat, he rose in prestige. Warriors often brought back to their tribes as prisoners, not only captured warriors, but also women and children. Such captives often became slaves, to do the hard work near the camp.

3. From this passage one could based on

1. facts and numbers
2. geographical location
3. nature and gods
4. the seasons

4. In this passage, which idea

1. nature
2. slavery
3. sacrifices
4. war

5. Which item below is stated a

1. all Indians participated
2. captured warriors often
3. the most important India
4. Indian religion was ofte

6. According to this passage, I

1. in using scalps as a typ
2. in a nature religion
3. the white man as a "grea
4. that they had little kin

Assessment of Comprehension

1. Of the following, which best describes the main idea of this exercise?

1. the importance of war sacrifices
2. the place of spirits in Indian life
3. Indian-animal kinships
4. the life of an Indian captive

2. In this passage the word *prestige* means

1. respect
2. humility
3. aggressiveness
4. political power

was a set way of doing  
on was that the spirits  
tribe, long ago. The Indians  
believed that the things they  
rivers, storms, and the sky

are and animals as brothers.  
division between man and  
things, the earth, or forces of  
spirits could control affairs in  
spirits for aid in hunting,  
ceremonies and magic.  
A young warrior felt that a  
him, often through  
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Indians was the god of war.  
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when a young man had taken  
pride in prestige. Warriors  
prisoners, not only captured  
Such captives often  
for the camp.

comprehension

describes the main idea of this

life

means

3. From this passage one could conclude that the Indian religion was based on

1. facts and numbers
2. geographical location
3. nature and gods
4. the seasons

4. In this passage, which idea was discussed first

1. nature
2. slavery
3. sacrifices
4. war

5. Which item below is stated as a fact in this passage

1. all Indians participated in human sacrifice
2. captured warriors often became village slaves
3. the most important Indian god was the god of the sun
4. Indian religion was often based on fear

6. According to this passage, Indians believed

1. in using scalps as a type of money
2. in a nature religion
3. the white man as a "great white spirit"
4. that they had little kinships with nature

There were many reasons why the birth of the United States had a revolutionary effect in Europe. It seemed to offer dramatic proof of what Europeans of the Enlightenment already believed. The independence of a New World was taken to signify the dawn of a New Era. It confirmed the sense of progress and rapid change. The New American Constitution and Bill of Rights seemed to prove that European ideas of liberty and equality, of the social contract, and the sovereignty of the people, could exist not only in books but in real life also.

All this inspired the confident outlook on the future without which there can be no revolutionary psychology. It is also part of a revolutionary psychology to have negative attitudes, a sense of alienation or rejection of the existing order. This, too, was produced in Europe by the American Revolution, especially among middle-class people, who were beginning to resent the superiority of the aristocracy, and were made more dissatisfied by what they heard or read of America. It can be very unsettling for any social order and can undermine the basis of political loyalty, when a great many people have their minds forever fixed upon another country which they believe to be free of the faults of their own, and where they think that their deepest wishes for their own country are already in process of fulfillment. Whether or not we Americans approve of this sort of thing today, the truth seems to be that the infant United States, in the critical years which preceded the French Revolution, had precisely this effect upon the existing order in France and Europe.

Endless examples could be given, of which I shall offer only two. One concerns L. G. Bourdon, an interpreter at the French Foreign Office, where he had as a colleague the young Edmond Genêt. This is the Genêt, always called *Citizen Genêt* in American history, who so horrified the Federalists a few years later when he was minister to the United States; we catch a glimpse of what the young nobleman Genêt, who soon became an ardent revolutionary, might be absorbing from his middle-class colleague, Bourdon. In 1786 Bourdon wrote a poem on America. It abounds in every cliché known to the French Enlightenment:.... The Americans are unspoiled children of nature, and at the same time Philosophers who follow reason and respect humanity; they enjoy equality, brotherhood, religious freedom, and happiness.... Perhaps Bourdon unduly idealized or even misunderstood the United States. The point, however, is the implied criticism of his own country for its lack of these qualities which he so glowingly ascribes to the new land across the sea.

The other example is that of Mme. Roland. Before the Revolution she was to figure as a heroine. Her husband, who was an inspector in the army, was in the service. Mostly she told her friends of her visits with neighbors, and at that point, she rose to a high point in her life. The trouble he was having with his face, or at least in writing, was a great deal. She thought the world was seeing his merits. The situation was such that she wished they might flee together. Of course Mme. Roland was to be emigrating. But it was hard to leave her own country when she could not see her face, or at least in writing, was a great deal. She thought the world was seeing his merits. The situation was such that she wished they might flee together. Of course Mme. Roland was to be emigrating. But it was hard to leave her own country when she could not see her face, or at least in writing, was a great deal.

Assess

1. This passage was written by
  1. Europeans
  2. Americans
  3. Asians
  4. citizens of any country
2. The main idea of this passage is
  1. French writers were inspired by the American Revolution
  2. Americans formed a new nation
  3. European revolutionary ideas were spreading
  4. many Frenchmen dreamed of a new society
3. The French Citizen Genêt was
  1. a nobleman
  2. a peasant
  3. a member of the middle class
  4. a merchant

THE EFFECTS OF REVOLUTION 1/2 SS5

the United States had a  
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the sea.

The other example is that of Mme. Roland. During the French Revolution she was to figure as an important political hostess. Before the Revolution she sat at home, writing long letters to her husband, who was an inspector of manufacturers in the government service. Mostly she told him the news of servants, babies, food, visits with neighbors, and the books she had been reading, but at one point, she rose to a high pitch of indignation. She was annoyed at the trouble he was having with some of his colleagues. She was outraged that this "virtuous man," as she called her worthy spouse to his face, or at least in writing, should have to deal with such vile creatures. She thought the French government "frightful" for not seeing his merits. The situation was so bad, she said, that she wished they might flee together to the wilderness of Pennsylvania. Of course Mme. Roland was too well off to have any real intention of emigrating. But it was harder for her to accept conditions in her own country when she could have such dreams of America....

Assessment of Comprehension

1. This passage was written for readers who are
  1. Europeans
  2. Americans
  3. Asians
  4. citizens of any country
2. The main idea of this passage is that
  1. French writers were influenced by the American Revolution
  2. Americans formed a Bill of Rights
  3. European revolutionaries were influenced by the American Revolution
  4. many Frenchmen dreamed of emigrating to America.
3. The French Citizen Genet was
  1. a nobleman
  2. a peasant
  3. a member of the middle-class
  4. a merchant

SS5 THE EFFECTS OF REVOLUTION 2/2

4. It can be concluded from the passage that Mme. Roland was
  1. a world traveler
  2. dissatisfied with marriage
  3. a local gossip
  4. dissatisfied with the French government
  
5. The word *indignation* in this passage means
  1. fear
  2. anger
  3. happiness
  4. boredom
  
6. Middle-class Europeans were most affected by the American Revolution because they
  1. resented the authority of the European aristocracy
  2. were not getting enough to eat
  3. were unable to own land
  4. were not allowed religious freedom
  
7. L. G. Bourdon, an interpreter for the French Foreign Office and a friend of Citizen Genêt, was a
  1. nobleman
  2. peasant
  3. member of the middle-class
  4. soldier

There was a time, and not so long ago, when most women approached the age of 40 with fear and trepidation.

Old wives' tales about the horrors of the menopause, the change of life, circulated at every tea table. Even doctors, mostly male, perpetrated the rumors.

In one popular doctor book—in 1927, mind you—I read, among other distressing things about the menopause:

"The active period of female sexual life is about 30 to 35 years....She is conscious that while her mate is still vigorous, she is no longer capable of being his mate....At the menopause the woman feels her essential femininity departing from her.... There is a strong tendency to the deposit of fat, particularly round the buttocks....Mental instability and depression are almost invariable....Sometimes she is totally shipwrecked."

Such stuff and nonsense!

Today, the modern woman knows that her sexual life can go on indefinitely. Her femininity lasts forever, though her reproductive organs no longer function as they did in her 20's.

If there is an excess of fat, it is possibly because she eats too much and exercises too little.

Mental instability and depression may be caused by a thousand things unrelated to the menopause. As for complete "shipwreck," the rare and usually temporary psychoneurosis known as involuntal melancholia is not attributable to the menopause alone.

The reasons for this change of attitude about the menopause are twofold: new and perfected medical care, especially with the easily administered hormones; and better education about "female troubles."

Any woman who can read a magazine or listen to a radio is told repeatedly that suffering and sadness at this period of life are unnecessary. Help is at hand.

And any husband or daughter of a woman in the house who is moping and groaning over her menopausal miseries should take her by the top of her teased blonde hair straight to a gynecologist—or the family doctor.

A selfish menopausal woman can of the family who don't know ho

In emergencies, a psychiatrist not, a simple explanation of the pause, plus temporary prescript promptly.

Assessment

1. The author is attempting to
  1. women have acted foolish
  2. women have no reason to
  3. more doctors should be the menopause
  4. men also experience the
2. From the tone of this Exer author is
  1. sympathetic toward wome menopause
  2. not sympathetic toward the menopause
  3. sympathetic toward thos the menopause
  4. not in favor of using d menopause

THE END OF AN "OLD WIVES' TALE" 1/1 SS6

most women ap-  
tation.

A selfish menopausal woman can be a terrible burden to young members  
of the family who don't know how to handle the situation.

enopause. the  
e. Even doctors,

In emergencies, a psychiatrist may be consulted; but more often than  
not, a simple explanation of the whys and wherefores of the meno-  
pause, plus temporary prescriptions, will dispel symptoms quite  
promptly.

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e:

about 30 to 35  
te is still vigorous,  
l..At the menopause  
parting from her....  
fat, particularly  
d depression are  
y shipwrecked."

*Assessment of Comprehension*

life can go on  
though her  
ey did in her 20's.

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neurosis known as  
e to the menopause

at the menopause  
e, especially with  
education about

to a radio is told  
is period of life

he house who is  
eries should take  
raight to a gyne-

1. The author is attempting to make the reader feel that
  1. women have acted foolishly about this subject
  2. women have no reason to fear the menopause
  3. more doctors should be trained to recognize the symptoms of the menopause
  4. men also experience the menopause
2. From the tone of this Exercise the reader might infer that the author is
  1. sympathetic toward women who blame their melancholia on the menopause
  2. not sympathetic toward women who blame their melancholia on the menopause
  3. sympathetic toward those who must coddle women experiencing the menopause
  4. not in favor of using drugs to relieve the melancholia of the menopause

SS7 AN UNPOPULAR LAW IN BOSTON 1/2

On the evening of May 24, 1854, Burns, a 24-year-old Negro, left the Brattle Street clothing store where he had been working for a month since his escape from slavery in Virginia. As he passed the corner of Hanover and Court streets, a man touched him on the shoulder. "Stop, old boy!" the man said, and then explained that he was under arrest for having robbed a jewelry store. Burns halted in bewilderment. Instantly, six or seven men surrounded the Negro, picked him up by the arms and legs, and carried him down the middle of the street to the court house.

At the entrance, a United States marshal was waiting with a drawn sword. The men then hurried the prisoner up several flights of stairs to a jury room that was to serve as a cell. Suddenly Burns realized what had happened: he had been arrested, not as a jewel thief but as a fugitive slave.

This suspicion was immediately confirmed when Colonel Suttle, his former owner, entered the jury room. "How do you do, Mr. Burns?" Suttle sarcastically greeted him. "Why did you run away from me?" The Negro replied: "I fell asleep on board the vessel where I worked, and, before I woke up, she set sail and carried me off." That was enough: Burns had recognized Suttle and tried to justify his escape; in effect, he had confessed that he was a fugitive slave.

Soon afterwards, Burns was taken before Commissioner Edward Loring who was to rule on the case. According to the law, Commissioner Loring declared, the case was perfectly plain and the decision totally inevitable: Burns must be given over to his former master. Many Bostonians resisted the Commissioner's decision.

"See to it. . . that Anthony Burns has no master but his God!" said Wendell Phillips, a lawyer famed for his oratory, as he addressed a meeting at Faneuil Hall on May 26.

The Rev. Theodore Parker followed Phillips' speech with one still more passionate:

"Well, gentlemen, I say there is one law—slave law, it is everywhere. There is another law, which also is a finality; and that law, it is in your hands and your arms, and you can put that in execution just when you see fit. Gentlemen, I am a clergyman and a man of peace; I love peace. But there is a means, and there is an end; liberty is the end, and sometimes peace is not the means toward it."

By this time many at the court house that very night until suddenly a man at the am just informed that a mob to rescue Burns. I move to waited for a vote. The crowd around the court house, and

The door soon was broken open. Thomas Wentworth Higginson quickly reappeared, cut by officials inside. The mob of the marshal's men within a mortal stab wound. The of blood. They soon disper

Meanwhile, the more peaceful with Colonel Suttle for the price was \$1,200 cash. The about to be drawn up when intervened. He objected the commissioner had decided the Massachusetts law forbade s

Now the antislavery forces to prevent the federal offi ship moored in the harbor, house. Handbills were circ people to "Watch the Slave outside of town: "Sons of "come to watch the removal your hearts; but, this time

At 8:30 on the morning of J eral officials had requested there were 22 companies, in 1,000 soldiers.

By 11 o'clock, Court Square them, at the eastern door pointing at the crowd. The troops formed a column and by Burns in the middle of a the route. So did the sym from a window opposite the reading, "The Funeral of L draped in mourning.

Burns, a 24-year-old Negro, left the place where he had been working for slavery in Virginia. As he passed the streets, a man touched him on the shoulder, the man said, and then explained that he had just robbed a jewelry store. Instantly, six or seven men picked him up by the arms and legs, and carried him to the court house.

The marshal was waiting with a cart to carry the prisoner up several flights of stairs to a room that was to serve as a cell. What had happened: he had been arrested. A fugitive slave.

It was confirmed when Colonel Suttle, the judge of the jury room. "How do you do, Mr. Phillips," he greeted him. "Why did you run away?" he asked. "I fell asleep on board the ship before I woke up, she set me free. It was enough: Burns had recognized his escape; in effect, he was a fugitive slave.

When he came before Commissioner Edward King, the case was perfectly plain and simple: Burns must be given up. But many Bostonians resisted the

Burns has no master but his God!" Phillips was famed for his oratory, as he had shown at Faneuil Hall on May 26.

Phillips' speech with one still

There is one law—slave law, it is everywhere. Which also is a finality; and that is the law of our arms, and you can put that in your pocket. Gentlemen, I am a clergyman. But there is a means, and a way, and an end, and sometimes peace is not

By this time many at the meeting were ready to launch an attack on the court house that very night. Phillips managed to quiet them down, until suddenly a man at the entrance door shouted: "Mr. Chairman, I am just informed that a mob of Negroes is in Court Square attempting to rescue Burns. I move that we adjourn to Court Square." No one waited for a vote. The crowd poured out of Faneuil Hall, surged around the court house, and began to assault it with a battering ram.

The door soon was broken enough for two men at the front, the Rev. Thomas Wentworth Higginson and a nameless Negro, to enter. They quickly reappeared, cut by the swords and clubs of the defending officials inside. The mob pressed forward with new anger. Then one of the marshal's men within the court house fell beside the door with a mortal stab wound. The crowd now drew back, dismayed by this flow of blood. They soon dispersed.

Meanwhile, the more peaceful antislavery people had begun negotiating with Colonel Suttle for the purchase of the captive Negro. Suttle's price was \$1,200 cash. The money was raised and a bill of sale was about to be drawn up when the United States district attorney intervened. He objected that the sale should not be made until the commissioner had decided the case. He also pointed out that Massachusetts law forbade selling a man. The bargain fell through.

Now the antislavery forces had only one more chance of saving Burns: to prevent the federal officers from getting the fugitive onto the ship moored in the harbor, one-third of a mile away from the court house. Handbills were circulated through the city, urging the people to "Watch the Slave Pen!!" Notices were mailed to residents outside of town: "Sons of the Puritans," the message declared, "come to watch the removal of Burns with courage and resolution in your hearts; but, this time, with only such arms as God gave you."

At 8:30 on the morning of June 2, the troops (which the fearful federal officials had requested) paraded on Boston Common. In all there were 22 companies, including two cavalry units, totaling over 1,000 soldiers.

By 11 o'clock, Court Square was packed with sullen Bostonians. Above them, at the eastern door of the court house, stood a loaded cannon pointing at the crowd. The tension grew. Finally, at 2 o'clock, the troops formed a column and began to march toward the wharf, followed by Burns in the middle of an armed posse. Thousands of people lined the route. So did the symbols of their feelings: a black coffin hung from a window opposite the Old State House, decorated by a banner reading, "The Funeral of Liberty." Nearby, an American flag was draped in mourning.

In the end, however, Burns was put aboard the ship and sent to Richmond. There he stayed in a cell, his wrists and ankles shackled, for four months until he was sold to a North Carolina slaveholder.

*Assessment of Comprehension*

1. Burns was arrested on a charge of
  1. being a fugitive slave
  2. killing a man
  3. public intoxication
  4. robbing a jewelry store
2. Burns was tricked into admitting he was a fugitive slave by
  1. Commissioner Loring
  2. Wendell Phillips
  3. Colonel Suttle
  4. Rev. Theodore Parker
3. Suttle was offered \$1,200 for Burns by
  1. an antislavery group of Boston
  2. Thomas Wentworth Higginson
  3. a slaveholder in North Carolina
  4. Commissioner Loring
4. Many citizens of Boston, upon hearing of the plan to return Burns to his former owner
  1. raised a protest
  2. endorsed the action
  3. sought to make a profit on the transaction
  4. attempted to kill Burns
5. Burns was finally removed from Boston by
  1. a sympathetic sea captain
  2. federal troops
  3. an antislavery group
  4. a nameless Negro

AN UNPOPULAR LAW IN BOSTON 2/2 SS7

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SS& TWENTIETH CENTURY GROWTH 1/1

Twenty-five percent of all people who have ever lived are now alive; in the near future, the percentage may reach fifty. World population now increases at a rate of 2.2 per second, 132 per minute, 190,000 per day, more than 1.3 million per week, about 72 million a year, or about one billion in fifteen years. World population reached one billion about 1800 and two billion about 1930; in 1975, it will probably pass the four billion mark. This fantastic explosion of people may well be the most significant development of the late twentieth century.

Knowledge grows at a similar rate. About every ten years, the total amount of mankind's knowledge doubles. About a million significant articles now appear each year in more than 15,000 learned journals printed in hundreds of languages. Like population growth, the increase in knowledge will transform the modern world.

During this century, the world's population has shifted from rural to urban areas. Experts predict that by the year 2000, one quarter of the world's population will live in cities whose population exceeds 100,000. By 2050, half the world's people will live in such cities. The 1960 United States census indicated that 70 percent of Americans already lived in urban areas. This great transition has become possible because scientific knowledge and mechanization have made farmers so productive. About five percent of the population of the United States can now feed the entire nation.

Two sets of figures may help to indicate the growth of technology in the twentieth century. About half of all the energy used by mankind throughout history has been consumed within the last hundred years. And about half of the metals mined from the earth have been removed since about 1910, a period within the lifetime of most grandparents of today's high school students. No wonder that change tumbles upon change with bewildering rapidity.

The twentieth century has seen a host of new developments. Movies, radio, and television have revolutionized communications. Airplanes have linked every corner of the world. New 490-passenger jets fly from New York to London in five hours. Rockets link man to the moon and to planets far in space. Scientists use nuclear energy to power ships and manufacture electricity. The computer is working an electronic revolution in industry. With the discovery of DNA, scientists may be able to control evolution. They have already transplanted hearts and fitted plastic organs into human bodies. The list is endless. In 1967, the United States Government issued almost 70,000 patents to inventors.

Assessment of

1. Which of the four topics below will be most significant in the late twentieth century?
  1. population shift
  2. population explosion
  3. technological growth
  4. knowledge explosion
2. From this passage it is safe to predict that the late twentieth century will be characterized by which of the following?
  1. pollution problems
  2. international wars
  3. fantastic growth
  4. computerization
3. In 1930, the world population was approximately how many?
  1. six million
  2. two billion
  3. four billion
  4. one billion
4. According to this passage, which of the following was the most significant development of the late twentieth century?
  1. knowledge explosion
  2. nuclear explosion
  3. technological explosion
  4. population explosion
5. According to this passage, greater change is occurring in the late twentieth century because of which of the following?
  1. better communications systems
  2. greater agricultural production
  3. better transportation systems
  4. greater scientific knowledge
6. From this passage it can be inferred that the late twentieth century has been improved since which year?
  1. 1816
  2. 1920
  3. 1800
  4. 1910

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#### Assessment of Comprehension

1. Which of the four topics below is discussed third in this passage?
  1. population shift
  2. population explosion
  3. technological growth
  4. knowledge explosion
2. From this passage it is safe to conclude that future generations will consider the twentieth century as a period of
  1. pollution problems
  2. international wars
  3. fantastic growth
  4. computerization
3. In 1930, the world population reached
  1. six million
  2. two billion
  3. four billion
  4. one billion
4. According to this passage, which is the most significant development of the late twentieth century?
  1. knowledge explosion
  2. nuclear explosion
  3. technological explosion
  4. population explosion
5. According to this passage, greater urbanization has come about because of
  1. better communications systems
  2. greater agricultural productivity
  3. better transportation systems
  4. greater scientific knowledge
6. From this passage it can be inferred that mining techniques have improved since
  1. 1816
  2. 1920
  3. 1800
  4. 1910

The countries which are considered developed, rather than underdeveloped, are those like the United States, Canada, England, and others. People who live in these countries, for the most part, have decent standards of living. This does not mean that these countries have no poor people. They do. It does mean though that in these countries, the majority of the people have enough to eat, adequate clothing, and decent homes. They have these things because they have the skills and the factories and the farms which are able to produce the goods and services that go to make up a satisfactory standard of living.

Most of the people of the world are poor, however. Particularly is this true of the people of South-East Asia, Black Africa, and Latin America. Many people in Black Africa, for example, have no opportunity to be educated. They have not been able to learn skills. They live very primitively. For example, they do not have complex machines, big industries, or houses such as Americans and Canadians have. This does not mean that as human beings they are inferior. It does not mean they are less intelligent. Not at all. It does mean that they live in countries where for various reasons the human and natural resources have not been developed.

Many of these countries have great potential in human skills. When the people can be educated, they may learn these skills. But this takes a long time. These countries often have tremendous natural resources, many of them yet unused or discovered. The underdeveloped countries lack the technical knowledge of how to use these resources, the capital for producing goods, and the skills of development.

It is estimated that at least two-thirds of the world's people live in areas that are economically underdeveloped. These people often live under conditions that most Americans find hard to believe. Many of these people lack the goods and services which we have come to think of as a necessary and expected part of our lives. Many of these people do not have enough food to eat. Many have no decent housing. Some have no homes at all. Many of these areas are plagued by a variety of diseases which in our country science has been able to control or to wipe out. Life in many of these countries is short. People who spend their lives in back-breaking manual labor, without the help of labor-saving machines, often do not live as long. In some parts of China, where animals are scarce, human beings are used instead. The lives of such people are extremely hard and short.

#### Assessment of C

1. The main purpose of this passage
  1. discuss economics
  2. contrast developed and underdeveloped countries
  3. compare life in the United States and underdeveloped countries
  4. discuss the development of underdeveloped countries
2. The word *however* in this passage
  1. comparison
  2. similarity
  3. contrast
  4. finality
3. From this passage it can be inferred that the author
  1. is pleading for aid to underdeveloped countries
  2. is contrasting underdeveloped countries with developed countries
  3. is showing the similarities between developed and underdeveloped countries
  4. is illustrating the goods and services available in underdeveloped countries
4. From this passage one can conclude that the author
  1. disregards the potential of underdeveloped countries
  2. deplores the living conditions in underdeveloped countries
  3. illustrates the contribution of underdeveloped countries to the world
  4. recognizes the great potential of underdeveloped countries
5. In this passage the word *potential* means
  1. undeveloped
  2. developed
  3. discovered
  4. produced

THE HAVES AND THE HAVE-NOTS 1/1 SS9

Assessment of Comprehension

1. The main purpose of this passage is to
  1. discuss economics
  2. contrast developed and underdeveloped countries
  3. compare life in the United States with that in Canada
  4. discuss the development of natural resources
2. The word *however* in this passage is used to show
  1. comparison
  2. similarity
  3. contrast
  4. finality
3. From this passage it can be inferred that the author
  1. is pleading for aid to underdeveloped countries
  2. is contrasting underdeveloped countries with developed countries
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  1. undeveloped
  2. developed
  3. discovered
  4. produced

SS10 HAWAII BECOMES AMERICAN 1/1

American influence in the Hawaiian Islands dates from the early 1800's, when trading ships paused for fresh water and supplies on the long voyages to China. Missionaries followed. For many years whaling vessels from New England were a familiar sight in Hawaiian ports. Then came planters and businessmen.

Americans liked the mild climate of these beautiful islands, where winter is unknown and summer is pleasantly cool. They established sugar plantations, raised livestock, learned to grow pineapples and other fruits, and rapidly took control of business life in the islands. Hawaii came to depend on the United States for most of its foreign trade. The Hawaiian government recognized this close relationship by granting the United States permission to build a naval base at Pearl Harbor, near Honolulu, on the island of Oahu.

Hawaii was a monarchy, ruled by a line of native kings and queens. In 1887 businessmen living in the islands forced the king to adopt a new constitution which took away most of his power. The king died a few years later and was succeeded by his sister, Liliuokalani. Queen Liliuokalani did not like the constitution. When she threatened to set it aside and take authority into her own hands, the businessmen and planters - mostly Americans - started a revolution. They made the queen give up her throne, and in 1894, Hawaii was declared a republic.

The men who controlled the new republic of Hawaii did not desire independence. Throughout the revolution they had received help and encouragement from the United States minister, and they lost no time asking the United States to annex their islands. President Harrison was willing enough, but Grover Cleveland turned down the proposal. He not only disliked the idea of acquiring overseas territory, but he also felt that the United States minister in Hawaii had acted improperly by aiding the revolutionists.

The result was that Hawaii continued as an independent republic for the next few years. In 1898, after the United States entered the war with Spain, Congress voted to annex Hawaii. With President McKinley's approval, we then took possession of the islands which, in 1959, became our fiftieth state.

Assessment of

1. The details in this passage are  
  1. most important to least im
  2. cause to effect
  3. least important to most im
  4. chronological
2. Which event caused the annexat  
the United States?  
  1. the Hawaiian revolution
  2. Congressional action
  3. adoption of the Hawaiian c
  4. the building of a naval ba
3. The main idea of this passage  
  1. the influence early trader
  2. Hawaii's economic growth
  3. the problems created by th
  4. the step-by-step developme
4. Prior to the American takeover  
by  
  1. monarchists
  2. revolutionaries
  3. missionaries
  4. businessmen
5. Early in the 1800's, American  
for  
  1. pineapples and other fruit
  2. sugar and livestock
  3. whale oil and cocoanuts
  4. fresh water and supplies
6. On which country did Hawaii de  
  1. China
  2. England
  3. the United States
  4. Russia

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#### Assessment of Comprehension

1. The details in this passage are in the following order
  1. most important to least important
  2. cause to effect
  3. least important to most important
  4. chronological
2. Which event caused the annexation of Hawaii as a possession of the United States?
  1. the Hawaiian revolution
  2. Congressional action
  3. adoption of the Hawaiian constitution
  4. the building of a naval base at Pearl Harbor
3. The main idea of this passage is to show
  1. the influence early traders had on Hawaii's development
  2. Hawaii's economic growth
  3. the problems created by the Hawaiian revolution
  4. the step-by-step development of American influence in Hawaii
4. Prior to the American takeover, Hawaii was governed the longest by
  1. monarchists
  2. revolutionaries
  3. missionaries
  4. businessmen
5. Early in the 1800's, American ships stopped regularly at Hawaii for
  1. pineapples and other fruits
  2. sugar and livestock
  3. whale oil and cocoanuts
  4. fresh water and supplies
6. On which country did Hawaii depend for most of its foreign trade?
  1. China
  2. England
  3. the United States
  4. Russia

Our educational progress during the American period was amazing. There was a great increase in the number of schools (public and private) and in enrollment. Our children, thirsting for knowledge, readily attended classes, and their parents made great sacrifices to support their schooling. "No people," remarked Governor Frank Murphy, "ever accepted the blessings of education with more enthusiasm than the Filipinos." Our government revenues could not keep pace with the growth of school enrollment, so that every year thousands of children could not be accommodated in the public schools for lack of rooms, teachers, and funds. In 1935, there were 7,330 public schools staffed by 27,855 teachers and with a total enrollment of 1,220,212; at the same time, there were about 400 private educational institutions with a total enrollment of 97,500.

Our educational progress under America went beyond these cold figures. Owing to the development of education, our people have become more literate, more enlightened, more sports-minded, and more democratic. They have become better citizens of our fatherland. Our rate of illiteracy, which was 55.8 per cent in 1903, dropped to 51.2 per cent in 1939.

#### Assessment of Comprehension

1. This passage was written by

1. an American
2. a Filipino
3. an Englishman
4. an Austrian

2. Which statement below is an opinion?

1. *government revenues could not keep pace with the growth of school enrollment*
2. *in 1935, there were 7,330 public schools*
3. *our children, thirsting for knowledge, readily attended classes*
4. *our rate of illiteracy dropped to 51.2 per cent*

3. The main idea of this passage

1. many Americans live in the Philippines
2. Filipino schools are overcrowded
3. Filipinos have become more democratic
4. education has benefited the Philippines

4. Governor Frank Murphy's statement that "no people ever accepted the blessings of education with more enthusiasm than the Filipinos" can be considered

1. a fact
2. an opinion
3. a falsehood
4. incorrect information

EDUCATIONAL PROGRESS 1/1 SS11

ican period was amazing.  
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3. The main idea of this passage is that
  1. many Americans live in the Philippines
  2. Filipino schools are overcrowded
  3. Filipinos have become more sportsminded since 1935
  4. education has benefited the people of the Philippines
4. Governor Frank Murphy's statement, *No people ever accepted the blessings of education with more enthusiasm than the Filipinos,* can be considered
  1. a fact
  2. an opinion
  3. a falsehood
  4. incorrect information

There were probably as many reasons for coming to America as there were people who came. It was a highly individual decision. Yet it can be said that three large forces—religious persecution, political oppression and economic hardship—provided the chief motives for the mass migrations to our shores. They were responding, in their own way, to the pledge of the Declaration of Independence: the promise of "life, liberty and the pursuit of happiness."

The search for freedom of worship has brought people to America from the days of the Pilgrims to modern times. In our own day, for example, anti-Semitic and anti-Christian persecution in Hitler's Germany and the Communist empire have driven people from their homes to seek refuge in America. Not all found what they sought immediately. The Puritans of the Massachusetts Bay Colony, who drove Roger Williams and Anne Hutchinson into the wilderness, showed as little tolerance for dissenting beliefs as the Anglicans of England had shown to them. Minority religious sects, from the Quakers and Shakers through the Catholics and Jews to the Mormons and Jehovah's Witnesses, have at various times suffered both discrimination and hostility in the United States.

But the very diversity of religious belief has made for religious toleration. In demanding freedom for itself, each sect had increasingly to permit freedom for others. The insistence of each successive wave of immigrants upon its right to practice its religion helped make freedom of worship a central part of the American creed. People who gambled their lives on the right to believe in their own God would not lightly surrender that right in a new society.

The second great force behind immigration has been political oppression. America has always been a refuge from tyranny. As a nation conceived in liberty, it has held out to the world the promise of respect for the rights of man. Every time a revolution has failed in Europe, every time a nation has succumbed to tyranny, men and women who love freedom have assembled their families and their belongings and set sail across the seas. Nor has this process come to an end in our own day. The Russian Revolution, the terrors of Hitler's Germany and Mussolini's Italy, the Communist suppression of the Hungarian Revolution of 1956, and the cruel measures of the Castro regime in Cuba—all have brought new thousands seeking sanctuary in the United States.

The economic factor has been more complex than the religious and political factors. From the very beginning, some have come to

America in search of riches, some because they were bought and sold

Assessment of

1. The author considers the actions of immigrants from their fatherlands often
  1. cowardly
  2. traitorous
  3. justified
  4. a burden to the country
2. The words *mass migrations to America* are used by the writer as
  1. a Jew
  2. an American
  3. a Christian
  4. an Englishman
3. The main idea of this passage is expressed in the sentence of paragraph
  1. one
  2. two
  3. three
  4. five
4. According to the author what group of people came to America because they were bought and sold?
  1. the slaves
  2. the Pilgrims
  3. the Jews
  4. the Puritans
5. The force influencing immigration the most is the least treatment in this passage.
  1. recreational opportunities
  2. political oppression
  3. religious persecution
  4. economic hardship

for coming to America as a highly individual decision. Forces—religious persecution, hardship—provided the chief motives for their coming to our shores. They were guided by the pledge of the Declaration of Independence to liberty and the pursuit of happiness.

As brought people to America in modern times. In our own day, religious persecution in various parts of the world have driven people from their homes. Not all found what they sought. In the Massachusetts Bay Colony, the Puritans fled into the wilderness, rejecting beliefs as the Anglicans and other religious sects, from the Catholics and Jews to the Mormons. Various times suffered both in their native United States.

The belief has made for religious freedom for itself, each sect had its own. The insistence of each group on its right to practice its own religion has led to the establishment of a central part of the American way of life. Their lives on the right to religious freedom have not lightly surrender that right.

Immigration has been political in nature. As a refuge from tyranny. As a result, we have held out to the world the promise of a better life for every man. Every time a nation has succumbed to tyranny, freedom have assembled their ships and set sail across the seas. Nor is this true in our own day. The Russian Revolution, the German and Mussolini's Italy, the Hungarian Revolution of 1956, and the Cuban Revolution—all have brought people to the United States.

More complex than the religious and political, some have come to

America in search of riches, some in flight from poverty and some because they were bought and sold and had no choice.

#### Assessment of Comprehension

1. The author considers the action of people immigrating from their fatherlands often
  1. cowardly
  2. traitorous
  3. justified
  4. a burden to the country receiving the immigrants
2. The words *mass migrations to our shores* at once identify the writer as
  1. a Jew
  2. an American
  3. a Christian
  4. an Englishman
3. The main idea of this passage is best expressed in the topic sentence of paragraph
  1. one
  2. two
  3. three
  4. five
4. According to the author what group of immigrants came to this country *...because they were bought and sold and had no choice?*
  1. the slaves
  2. the Pilgrims
  3. the Jews
  4. the Puritans
5. The force influencing immigration to the United States receiving the least treatment in this passage is
  1. recreational opportunities
  2. political oppression
  3. religious persecution
  4. economic hardship

6. Which force influencing immigration to the United States is developed the most by the author?

1. recreational opportunities
2. political oppression
3. religious persecution
4. economic hardship

7. In this passage the word *sanctuary* means a

1. place of hardship
2. place of safety
3. place of terror
4. place of worship

8. From some of the expressions the writer of this passage uses, one can conclude he is explaining American immigration to

1. Americans
2. Englishmen
3. anyone
4. religious dissenters

9. One can conclude that the writer of this passage

1. believes in only religious immigration
2. has a Puritan ancestry
3. feels revolutions are an economic necessity
4. has a strong faith in America as a refuge for the oppressed of the world

GOD, FREEDOM, AND DOLLARS 2/2 SS12

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SILENT SPRING

Rachel Carson

Some 7,000,000 pounds of parathion are now applied to fields and orchards of the United States - by hand sprayers, motorized blowers and dusters, and by airplane. The amount used on California farms alone could, according to one medical authority, "provide a lethal dose for 5 to 10 times the whole world's population."

One of the few circumstances that save us from extinction by this means is the fact that parathion and other chemicals of this group are decomposed rather rapidly. Their residues on the crops to which they are applied are therefore relatively short-lived compared with the chlorinated hydrocarbons. However, they last long enough to create hazards and produce consequences that range from the merely serious to the fatal. In Riverside, California, eleven out of thirty men picking oranges became violently ill and all but one had to be hospitalized. Their symptoms were typical of parathion poisoning. The grove had been sprayed with parathion some two and a half weeks earlier; the residues that reduced them to retching, half-blind, semiconscious misery were sixteen to nineteen days old. And this is not by any means a record for persistence. Similar mishaps have occurred in groves sprayed a month earlier, and residues have been found in the peel of oranges six months after treatment with standard dosages.

The danger to all workers applying the organic phosphorus insecticides in fields, orchards, and vineyards, is so extreme that some states using these chemicals have established laboratories where physicians may obtain aid in diagnosis and treatment. Even the physicians themselves may be in some danger, unless they wear rubber gloves in handling the victims of poisoning. So may a laundress washing the clothing of such victims, which may have absorbed enough parathion to affect her.

Malathion, another of the organic phosphates, is almost as familiar to the public as DDT, being widely used by gardeners, in household insecticides, in mosquito spraying, and in such blanket attacks on insects as the spraying of nearly a million acres of Florida communities for the Mediterranean fruit fly. It is considered the least toxic of this group of chemicals and many people assume they may use it freely and without fear of harm. Commercial advertising encourages this comfortable attitude.

The alleged "safety" of malathion rests on rather precarious ground, although - as often happens - this was not discovered until the

chemical had been in use for years because the mammalian liver enzymes, which have the power to destroy this enzyme, renders it relatively harmless. Malathion, which is accomplished by one of the enzymes, destroys this enzyme, and the thing exposed to malathion receives a lethal dose.

VEG

By the editorial staffs

All of us know someone who has been killed because "the bugs got em."

Happily, insect pests are not so common in the apprehension by home gardeners. However, considerable scientific progress has been made in the development of easy-to-use sprays and dusts for use in nurseries and garden spaces.

The two basic types of insecticides are those controlling sucking insects and those which kill the chewing insects. The most popular with home gardeners are the organophosphates which contain insecticides and fungicides for control of insects and fungi.

For your guidance in recognizing the names on labels, here are some of the most common ones:

Rotenone, pyrethrum: These are the most effective and therefore can be used close to the plants. They control several kinds of insects.

DDT, DDD, methoxychlor, lindane: These have a long residual effect and should not be used after fruiting.

Malathion: An excellent contact insecticide for many multi-purpose products. It is effective within 3 to 7 days of harvest.

chemical had been in use for several years. Malathion is "safe" only because the mammalian liver, an organ with extraordinary protective powers, renders it relatively harmless. The detoxification is accomplished by one of the enzymes of the liver. If, however, something destroys this enzyme or interferes with its action, the person exposed to malathion receives the full force of the poison.

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#### VEGETABLE GARDENING

By the editorial staffs of Sunset Books and *Sunset Magazine*

All of us know someone who used to raise vegetables, but gave up because "the bugs got em." (Maybe this is *you?*)

Happily, insect pests are no longer to be regarded with such great apprehension by home gardeners. In recent years there has been considerable scientific progress in the development of effective and easy-to-use sprays and dusts which can be purchased at a moderate cost from nurseries and garden supply stores.

The two basic types of insecticides are: 1) The contact type, for controlling sucking insects, such as aphids, and 2) stomach poisons, which kill the chewing insects, such as caterpillars. Immensely popular with home gardeners are the multi-purpose sprays and dusts, which contain insecticides of both types and, sometimes, also include a fungicide for control of certain diseases.

For your guidance in recognizing insecticide chemicals when you see their names on labels, here are some of the most common ones:

Rotenone, pyrethrum: These are relatively nonpoisonous to man and therefore can be used closer to harvest time than other insecticides. They control several kinds of sucking and chewing insects.

DDT, DDD, methoxychlor, lindane: Most effective on chewing pests. These have a long residual effect; check labels to be sure you are not spraying too close to the harvest date. On some vegetables, they should not be used after fruit starts to form.

Malathion: An excellent contact spray for sucking insects. Found in many multi-purpose products. For most vegetables should not be used within 3 to 7 days of harvest date (follow label instructions).

Nicotine sulfate: A contact spray, particularly effective against aphids and thrips. Found in several multi-purpose sprays.

Chlordane, aldrin, dieldrin, heptachlor: Don't use these on the edible parts of vegetables - they are primarily soil insecticides for control of chewing insects. Use them at planting time or when plants are very young; they will remain effective for several weeks.

After reading the above, it is obvious that vegetables should always be washed before they are eaten. However, what many home gardeners do not realize is that not even washing will remove all traces of chlordane and certain other sprays which must be used with caution on the edible parts of vegetables. *Always follow directions on the labels.*

Here are several points to bear in mind when you spray:

1. Be careful not to inhale any of the insecticide, and don't get it in your eyes. Some gardeners use simple face masks, such as used by painters.
2. Hand-picking of pests when you see them is highly recommended (unless this practice makes your stomach do flip-flops).
3. Don't spray too much or too often; here again, follow label directions.

#### DEATHS FROM PARATHION

Editorial, *N.Y. Times*, August 21, 1970

After he planted his nine acres of tobacco this spring, Clarence Lee Boyette came to a store here to buy pesticides. He wanted something to kill the worms that can riddle tobacco leaves - something like DDT, which he had used for more years than he could recollect.

The man at the store suggested parathion because DDT could not be used on tobacco if a farmer wanted to qualify for Government price supports. Parathion went by the local trade name of "Big Bad John," and all the farm experts said it was a "sure-fire killer."

And so it was. No budworms or hornworms "worried" his crop, Mr Boyette said. But his youngest son, Daniel, 7 years old is dead. Another son, 11-year-old Curtis, barely escaped death. They were

poisoned by parathion.

Several dozen other cases of serious illness among young people, have occurred this summer. Doctors at Duke University report five fatalities since late July. They are sure that at least two of the deaths occurred in tobacco fields.

Although parathion poisoning is not new, this year represents a classic case of a pest in the conscious society when one pesticide is used in a familiar one, such as parathion or DDT.

The problem with DDT is its durability. As a persistent chemical, it can pass from field to field, becoming more dangerous as its residue builds up in the food chain.

Parathion decomposes fairly fast, but it is a serious threat. It is 300 times more toxic than DDT. The same chemical family as the neoprene used in the Atlantic Ocean earlier this week.

Dr. Martin P. Hines, director of the North Carolina Board of Health, who has been studying the problem, commented: "Only one thing I'm sure of is too deadly a pesticide to be used without the strictest control on it."

"The stuff is everywhere," Dr. Hines said. "It is not under lock and key. Something must be done to restrict the use of such a potent pesticide."

Symptoms of

In fruit and vegetable farms of California, workers coming into contact with the pesticide have become nauseated or go into convulsions. In cases in Dade County, Fla., this year, the illness was traced to parathion, which is used on tobacco.

"Over the last four or five years, the University of Miami School of Medicine has identified the leading insecticide responsible for

larly effective against  
purpose sprays.

Don't use these on the  
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effective for several weeks.

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Here again, follow label

21, 1970

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poisoned by parathion.

Several dozen other cases of serious parathion poisoning, mostly  
among young people, have occurred across this tobacco-growing state  
this summer. Doctors at Duke University's Poison Control Center  
report five fatalities since late July. State health officials are  
sure that at least two of the deaths came from exposure in sprayed  
tobacco fields.

Although parathion poisoning is not new, the deadly outbreak this  
year represents a classic case of what can happen in an environment-  
conscious society when one pesticide is replaced by another, less  
familiar one, such as parathion or related organic phosphates.

The problem with DDT is its *durability*. Being an extremely stable  
chemical, it can pass from field to animals to humans sometimes be-  
coming more dangerous as its residues accumulate along the food  
chain.

Parathion decomposes fairly fast, but presents a more immediate  
threat. It is 300 times more toxic than DDT, for it is a member of  
the same chemical family as the nerve gas that the Army dumped in the  
Atlantic Ocean earlier this week.

Dr. Martin P. Hines, director of the epidemiology division of the  
North Carolina Board of Health, who is investigating the deaths,  
commented: "Only one thing I'm ready to say now is that parathion  
is too deadly a pesticide to be distributed without any type of  
control on it."

"The stuff is everywhere," Dr. Hines continued, "and most of it is  
not under lock and key. Something should be done at a national level  
to restrict the use of such a potent and lethal pesticide."

#### Symptoms of Poisoning

In fruit and vegetable farms of California, it is not uncommon for  
workers coming into contact with the pesticide to faint, become  
nauseated or go into convulsions. Six of the nine pesticide poisoning  
cases in Dade County, Fla., this year including two fatalities, were  
traced to parathion, which is used extensively on vegetables.

"Over the last four or five years," said Dr. John Davies of the  
University of Miami School of Medicine, "parathion has been the  
leading insecticide responsible for poisoning and death."

SS13 INSECTICIDES 3/5

Parathion can be dangerous for several weeks after it is sprayed on a crop. Workers going into a sprayed field can breathe vapors from it or touch the chemical still on the leaf. The skin readily absorbs parathion. It is most lethal during application by spraying or when the liquid is spilled.

Scientists from the United States Department of Agriculture visited the North Carolina tobacco country this week to collect soil and leaf samples where parathion sickness had occurred. They expect to report their findings and recommendations in a week or two.

Parathion presents agriculture experts with a problem. They want to protect the farmer's life, but they also want to protect his livelihood - the crops.

"The farmer is told not to use DDT and now if you take parathion away from him, you've taken his livelihood," Dr. W. Y. Coob, a chemist with the North Carolina Department of Agriculture, said. "What do we do? We don't know if there is an acceptable substitute for parathion."

To Joseph Koonce, county agriculture agent at Kinston, near here, the problem may be simply that farmers are not handling the chemical with proper care. Mr. Koonce said that the jugs of the pesticide that Mr. Boyette used were labeled as dangerous.

The label on "Big Bad John" reads:

"Poisonous if swallowed, inhaled or absorbed through skin! Rapidly absorbed through skin! Do not get in eyes, on skin or on clothing. Wear natural rubber gloves, protective clothing and goggles."

Mr. Boyette, a burly 38-year-old farmer, concedes that he did not read the label. "If he had read it," his wife interjected, "he wouldn't have knowed those big words."

The Boyettes recalled that no one in the family had entered the sprayed fields until well after a five-day waiting period that is recommended.

On July 31, after a long day in the field, they said, Daniel ate supper and went to bed. During the hot humid night, he cried out for covers. The next morning he was found dead in bed.

Five days later, Curtis fainted at the barn and was rushed to a hospital in Chapel Hill in time to save his life with injection of the antidote, atropine. Examinations showed that all the family

had absorbed so much parathion to the tobacco field might try

The Boyette case has led some the five-day waiting period is

NO

Editorial, N.Y.

The tragic wave of parathion children, raises some extreme Government: If the use of DDT altogether -- as we emphatically United States owe its cotton, authoritative advice on safe them whatever financial aid in cost?

The danger of hard pesticides to warrant any defense of the toxic than parathion and related touch from plant to insect, to up in fatty tissue, it has since the DDT man has sprayed since is believed to be still active

Yet farmers are often hard put of the substitutes, while far toxic in the first few days a range from twice to six times sometimes as painful economic

Here is clearly an area where dawdle, as Secretary of Agriculture to rush headlong toward danger of its responsibilities by the Agriculture Department should mine the best substitutes available it does, what better use for meet added cost, enabling them losing their children?

al weeks after it is sprayed on  
d field can breathe vapors from  
e leaf. The skin readily absorbs  
application by spraying or when

had absorbed so much parathion in their systems that one more trip  
to the tobacco field might trigger a fatal reaction.

partment of Agriculture visited  
his week to collect soil and  
s had occurred. They expect to  
tions in a week or two.

The Boyette case has led some health authorities to question whether  
the five-day waiting period is sufficient.

ts with a problem. They want to  
also want to protect his

#### NO IMPROVEMENT

Editorial, *N.Y. Times*, August 23, 1970

nd now if you take parathion away  
d," Dr. W. Y. Coob, a chemist  
f Agriculture, said. "What do  
acceptable substitute for

The tragic wave of parathion poisonings in the South, mostly of  
children, raises some extremely pressing questions for the Federal  
Government: If the use of DDT is to be discouraged or banned  
altogether -- as we emphatically believe it should be -- doesn't the  
United States owe its cotton, tobacco and fruit growers the most  
authoritative advice on safe substitutes? Doesn't it, in fact, owe  
them whatever financial aid they may need to make up the difference  
in cost?

agent at Kinston, near here,  
rs are not handling the chemical  
at the jugs of the pesticide  
s dangerous.

The danger of hard pesticides like DDT is now too well established  
to warrant any defense of their continued use. Though less immediately  
toxic than parathion and related chemicals, DDT increases its lethal  
touch from plant to insect, to fish or bird, to mammal. Building  
up in fatty tissue, it has such lingering power that two-thirds of  
the DDT man has sprayed since it came into wide use in World War II  
is believed to be still active.

absorbed through skin! Rapidly  
eyes, on skin or on clothing.  
ve clothing and goggles."

Yet farmers are often hard put to it to make a sudden change. Most  
of the substitutes, while far quicker to dissipate, are much more  
toxic in the first few days after use. The cost, moreover, may  
range from twice to six times as much as DDT, making the switch  
sometimes as painful economically as it is physically.

ner, concedes that he did not  
his wife interjected, "he

the family had entered the  
ve-day waiting period that is

Here is clearly an area where the country can afford neither to  
dawdle, as Secretary of Agriculture Hardin seems bent on doing, nor  
to rush headlong toward dangers possibly as great. Relieved of some  
of its responsibilities by the recent executive reorganization, the  
Agriculture Department should find the resources to test and deter-  
mine the best substitutes available, including the biological. When  
it does, what better use for farm subsidy funds than to help growers  
meet added cost, enabling them to save their crops without risk of  
losing their children?

field, they said, Daniel ate  
ot humid night, he cried out  
found dead in bed.

he barn and was rushed to a  
ve his life with injection  
ons showed that all the family

Assessment of Comprehension

1. Americans are gradually becoming aware of the realization that pesticides are
  1. harmful and can have fatal deadly effects on those who are exposed to them
  2. not harmful as long as antidotes are available to counteract the poisonous effects
  3. safe to use because the enzymes of the liver perform a detoxification process
  4. a necessary evil
2. Of the many pesticides in use, the one acknowledged to have been used over the longest period of time is
  1. parathion
  2. malathion
  3. pyrethrum
  4. DDT
3. The insecticide considered the least toxic is
  1. lindane
  2. parathion
  3. malathion
  4. pyrethrum
4. The apparently harmless effect of malathion on humans was due to the fact that
  1. it is only sprayed in small amounts
  2. the enzymes of the liver detoxify its poisonous effects
  3. it decomposes rapidly
  4. it was not used as extensively as the other pesticides on the market
5. Parathion is known by its local trade name as
  1. hookworm
  2. DDT
  3. "Big Bad John"
  4. rotenone
6. Home gardeners use either or both generally referred to as
  1. contact type and stomach poison
  2. spray and nonspray
  3. wet and dry
  4. light and heavy
7. Despite the many poisonous insects saved from extinction because
  1. fruits and vegetables are carefully handled
  2. most chemicals used in insecticides are highly specific
  3. Americans are an extremely health conscious people
  4. few people today eat fruits and vegetables
8. Many fatal deaths occur from the use of pesticides because the average user does not
  1. investigate thoroughly the potential hazards of newly introduced varieties
  2. use them at the proper time
  3. seek the advice of the local agricultural agent
  4. apply them to crops before sunrise
9. The problems created by the use of pesticides have reached such huge proportions because
  1. a local level
  2. a state level
  3. a national level
  4. farm group level
10. The leading insecticide responsible for the deaths in recent years is
  1. rotenone
  2. LSD
  3. parathion
  4. malathion

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  1. contact type and stomach poisons
  2. spray and nonspray
  3. wet and dry
  4. light and heavy
7. Despite the many poisonous insecticides used, humans have been saved from extinction because
  1. fruits and vegetables are carefully washed before consuming
  2. most chemicals used in insecticides decompose rapidly
  3. Americans are an extremely healthy group
  4. few people today eat fruits and vegetables
8. Many fatal deaths occur from the use of pesticides because the average user does not
  1. investigate thoroughly the potential poisonous effects of newly introduced varieties
  2. use them at the proper time
  3. seek the advice of the local agricultural agent
  4. apply them to crops before sunrise
9. The problems created by the use of these poisonous insecticides have reached such huge proportions that restrictions must now be made on
  1. a local level
  2. a state level
  3. a national level
  4. farm group level
10. The leading insecticide responsible for poisoning and death in recent years is
  1. roterone
  2. LSD
  3. parathion
  4. malathion

SS13 INSECTICIDES 5/5

11. Obvious symptoms of insecticide poisoning are

1. ~~sleepiness and headaches~~
2. fainting, nausea, and convulsions
3. back and leg pains
4. nervousness

12. The two items from *The New York Times* both mention the problem of

1. writing simpler instructions with illustrations to accompany each pesticide
2. finding inexpensive substitutes to replace the poisonous insecticides
3. persuading the farmers to reject completely the use of insecticides
4. training for farmers in the proper use of insecticides

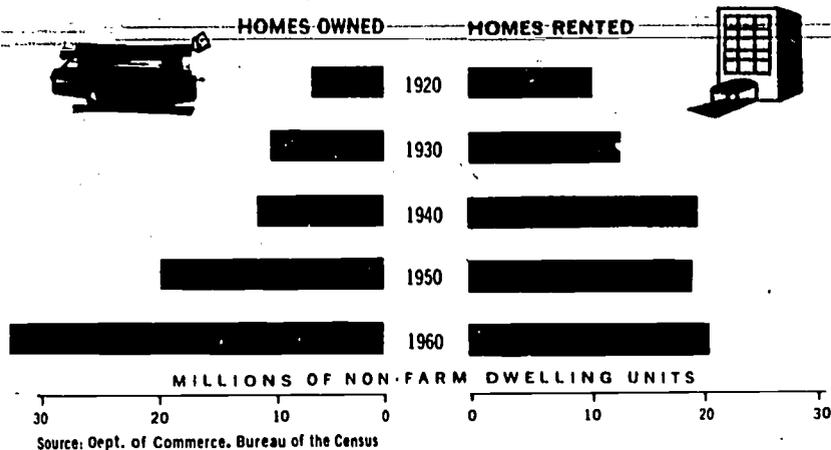
13. Durability is a quality of

1. parathion
2. malathion
3. DDT
4. nerve gas

14. In the passages selected, actual conditions in California were described by

1. *The New York Times* editorials of August 21 and 23
2. ~~*The New York Times* editorial of August 21 and *Vegetable Gardening*~~
3. *Vegetable Gardening* and *Silent Spring*
4. *The New York Times* editorial of August 21 and *Silent Spring*

**HOME OWNERSHIP INCREASING  
(NON-FARM)**



3. Home ownership has shown

1. World War I
2. World War II
3. The Great Depression
4. The Korean War

As the number of families increases, more families rent homes and more families buy homes. But the number of homes owned increases faster than the number rented.

*Assessment of Comprehension*

1. More homes were rented in 1940 than in
  1. 1920, 1930, and 1960
  2. 1920, 1930, and 1950
  3. 1920, 1930, 1950, and 1960
  4. 1960
2. Twice as many homes were owned in 1950 as were owned in
  1. 1960
  2. 1920
  3. 1940
  4. 1930

HOME OWNERSHIP INCREASING 171 SS14

3. Home ownership has shown its most marked increase following



1. World War I
2. World War II
3. The Great Depression
4. The Korean War

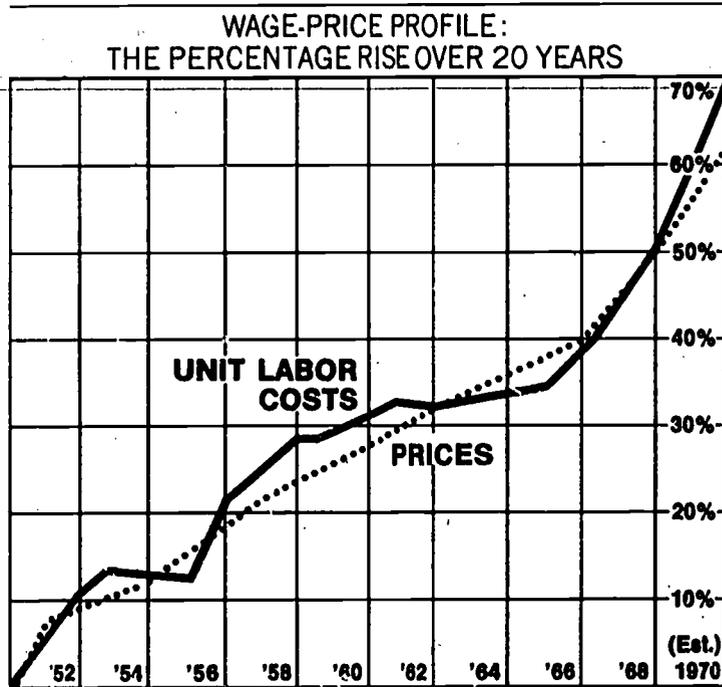
the families rent homes and  
of homes owned increases

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in

50 as were owned in

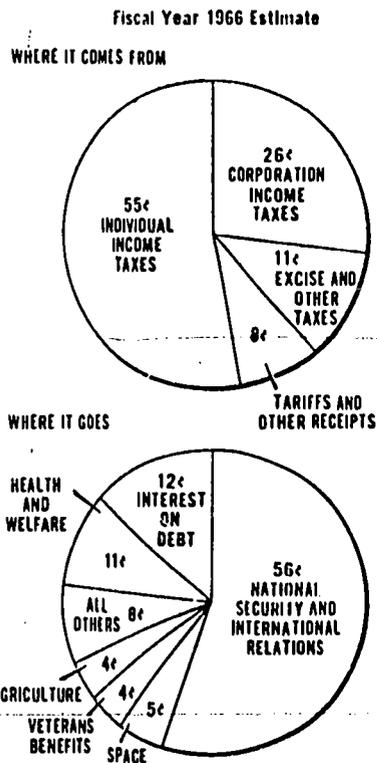
SS15 WAGE PRICE PROFILE 1/1



*Assessment of Comprehension*

1. Prices and Unit Labor Costs reached the same level in
  1. 1958
  2. 1960
  3. 1962
  4. 1964
  
2. Unit Labor Costs were higher than Prices in the years spanning
  1. 1952-1956
  2. 1956-1962
  3. 1962-1966
  4. 1964-1968

THE BUDGET DOLLAR OF THE FEDERAL GOVERNMENT



SOURCE: U. S. Bureau of the Budget, Budget of the United States, 1966.

Assessment of Comprehension

- 45% of the national income is derived from
  - individual income taxes, excise taxes, and tariffs
  - corporation income taxes, excise taxes, and tariffs
  - individual income taxes, corporation income taxes, and excise taxes
  - individual income taxes, corporation income taxes, and tariffs
- The largest amount of the national income is derived from
  - health and welfare
  - national security and international relations
  - space
  - interest on debt
- The two areas on which an equal amount of income is received are
  - agriculture and veterans benefits
  - space and agriculture
  - health and welfare and interest on debt
  - veterans benefits and space
- The amount of income received from interest on debt and excise taxes equals the amount received from
  - interest on debt
  - health and welfare
  - space
  - agriculture
- What is the biggest source of income for the federal government?
  - tariffs
  - excise taxes
  - corporation taxes
  - individual income taxes
- The combined expenditure on agriculture and veterans benefits equals that of the general category of
  - space
  - health and welfare
  - interest on debt
  - all others
- The income from individual income taxes is used for
  - national security and international relations
  - health and welfare
  - space
  - veterans benefits

THE BUDGET DOLLAR OF THE FEDERAL GOVERNMENT 1/1 SS16

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ation income taxes, and

2. The largest amount of the national income is expended on

1. health and welfare
2. national security and international relations
3. space
4. interest on debt

3. The two areas on which an equal amount of the income is expended are

1. agriculture and veterans benefits
2. space and agriculture
3. health and welfare and interest on debt
4. veterans benefits and space

4. The amount of income received from the collection of excise and other taxes equals the amount expended for

1. interest on debt
2. health and welfare.
3. space
4. agriculture

5. What is the biggest source of income for the Federal Government?

1. tariffs
2. excise taxes
3. corporation taxes
4. individual income taxes

6. The combined expenditure on agriculture and veterans' benefits equals that of the general category entitled

1. space
2. health and welfare
3. interest on debt
4. all others

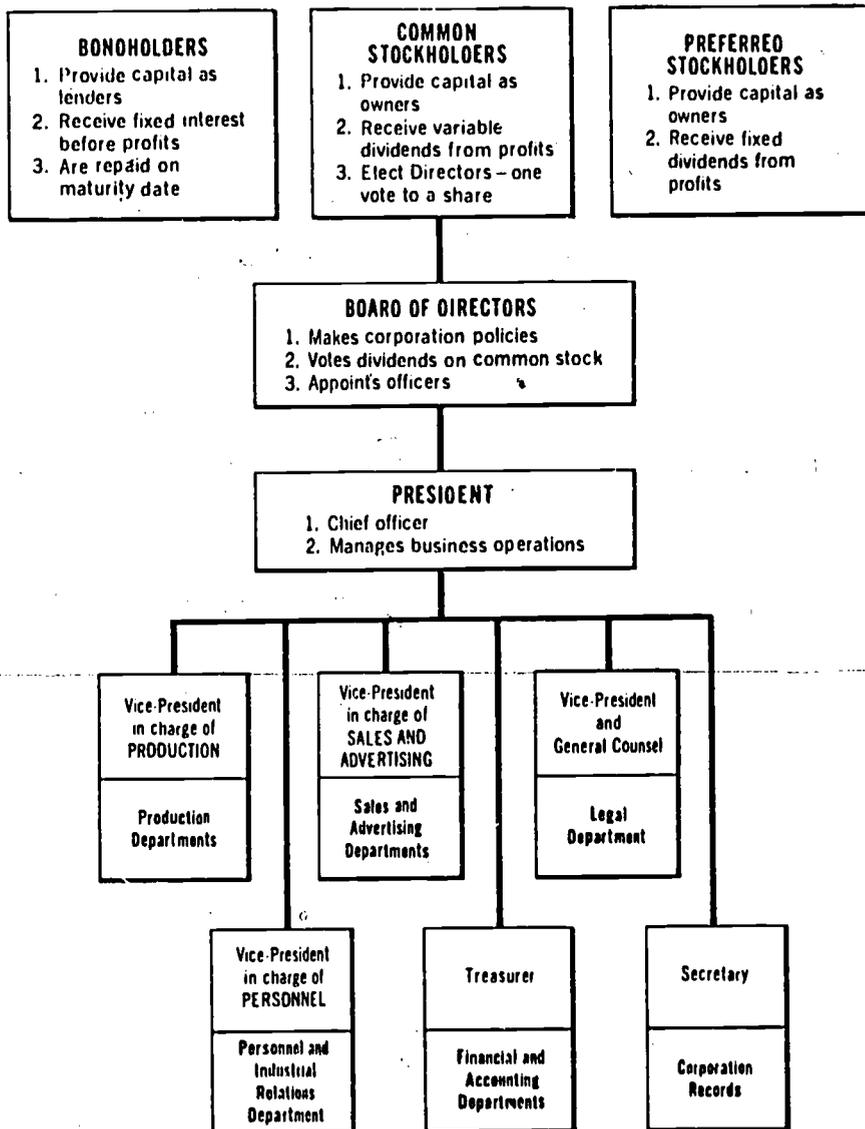
7. The income from individual income taxes most nearly equals the expenditure for

1. national security and international relations
2. health and welfare
3. space
4. veterans benefits

SS17 ORGANIZATION CHART OF A TYPICAL ORGANIZATION 1/1

ORGANIZATION CHART OF A TYPICAL LARGE CORPORATION

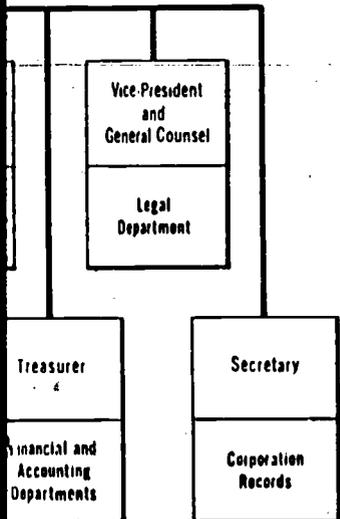
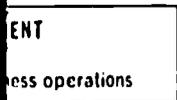
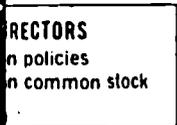
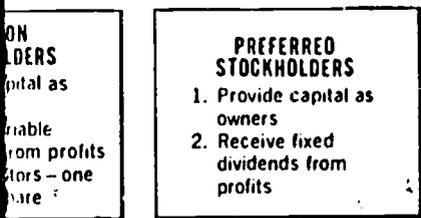
Assessment of Compre



1. The board of directors is responsible by
  1. the bondholders
  2. the common stockholders
  3. the preferred stockholders
  4. all three - bondholders, common stockholders
2. Corporation policy is made by
  1. the president
  2. the preferred stockholders
  3. vice-president and general counsel
  4. the board of directors
3. Directors are elected by
  1. preferred stockholders
  2. common stockholders
  3. bondholders
  4. president
4. Business operations are managed by
  1. treasurer
  2. secretary
  3. board of directors
  4. president
5. Officers are appointed by
  1. vice-president in charge of personnel
  2. president
  3. board of directors
  4. secretary
6. Capital, as a loan, is provided by
  1. bondholders
  2. common stockholders
  3. preferred stockholders
  4. board of directors

TYPICAL LARGE CORPORATION

Assessment of Comprehension



1. The board of directors is responsible directly to
  1. the bondholders
  2. the common stockholders
  3. the preferred stockholders
  4. all three - bondholders, common stockholders, and preferred stockholders
2. Corporation policy is made by
  1. the president
  2. the preferred stockholders
  3. vice-president and general counsel
  4. the board of directors
3. Directors are elected by
  1. preferred stockholders
  2. common stockholders
  3. bondholders
  4. president
4. Business operations are managed by
  1. treasurer
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6. Capital, as a loan, is provided by
  1. bondholders
  2. common stockholders
  3. preferred stockholders
  4. board of directors

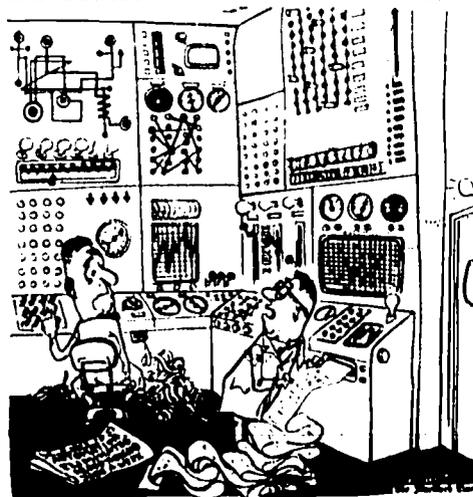
Assessment of Comp



"Tariff talks."

Assessment of Comprehension

1. The artist is attempting to illustrate that
  1. it takes many different kinds of people to build walls
  2. tariffs make it difficult for countries to engage in trade
  3. tariffs lead to a much more secure economy
  4. the United States is to blame for unjust tariff laws



"Hey, look! It says our jobs are next!"

1. The artist intended to illustrate that
  1. even computers make mistakes
  2. computers are complex machines
  3. automation is causing unemployment
  4. it still takes a person to read



"Think this crop is worth saving"

Assessment of Comp

1. The artist has attempted to show that
  1. money being used to build factories instead of schools
  2. money being used to pay teachers instead of build new schools
  3. grain storage facilities should be built
  4. Congress should pass laws prohibiting classrooms

TARIFFS 1/1 SS18

COMPUTER 1/1 SS19

SCHOOLS AS A PRIORITY 1/1 SS20

*Assessment of Comprehension*

1. The artist intended to illustrate that
  1. even computers make mistakes
  2. computers are complex machines
  3. automation is causing unemployment
  4. it still takes a person to read what a computer prints



"Think this crop is worth saving?"

*Assessment of Comprehension*

1. The artist has attempted to show that
  1. money being used to build facilities for storing grain should be used instead to build schools
  2. money being used to pay teachers should be used instead to build new schools
  3. grain storage facilities should be converted into schools
  4. Congress should pass laws prohibiting overcrowding of classrooms

S1 BUMBLEBEES 1/1  
S2 GREENWICH TIME 1/1  
S3 EARLY SCIENTIFIC DISCOVERIES 1/1

Unlike bumblebees, which construct new homes each year, the hive of honeybees is a permanent establishment, consisting of perhaps 80,000 individuals. Each colony of this species in the Order of Hymenoptera centers around a single queen, recognizable by her long abdomen, retractable stinger, and legs devoid of pollen baskets. The queen has no need of these baskets because it is not her responsibility to go afield gathering honey.

Several hundred drones, or males, also live in the hive; they lack stingers and have chunky bodies and large eyes. The bulk of the population consists of a laboring class or workers, small females with hairy bodies, and legs bearing pollen baskets--the tools of their pollen-gathering duties.

The stinger of a worker bee is not retractable; when a worker bee stings, its stinger is torn loose and left in the victim, causing the death of the worker.

The proportion of queens, workers, and drones is carefully controlled by the bee colony. Unfertilized eggs of queens develop into drones. Fertilized eggs of queens become queens if fed a special food--royal jelly. If the fertilized eggs are fed normally, they develop into workers.

Greenwich time is obtained simply by carrying a chronometer on the ship. This is set at Greenwich time and kept running that way, just as anyone may keep one of the clocks in his house at London time, Tokyo time, or any other time.

Greenwich time signals are also transmitted over government radio stations at regular intervals. Local time is obtained most accurately at noon, when the sun crosses the meridian. In other words, the practice is to read the chronometer at local noon and then calculate the longitude.

For example, if the ship's chronometer says 8 A.M. at local noon, it means that the ship's time (12 noon) is four hours later than Greenwich time (8 A.M.), and the ship is therefore at 60°E longitude. The chronometer is a 24-hour clock. A 12-hour clock would not show whether the time was A.M. or P.M. at Greenwich.

The Greeks found that if a piece of fossil resin, was rubbed with a piece of wool to attract lightweight particles called electricity because the

Benjamin Franklin's famous kite experiment is well known. In 1796, Volta proved that electricity is by placing a piece of wet paper on a metal.

Geissler, about the middle of the 19th century, showed that electricity could flow through a vacuum. The end of a glass tube and exhausted wires were connected to an electrical circuit through the vacuum in the tube. The light came from the negative wire in the tube, called cathode rays, from the Greek word

In 1895 Roentgen showed that X-rays, caused certain chemicals to fluoresce and could penetrate solid substances. He called them X-rays.

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2-hour clock would not show  
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The Greeks found that if a piece of amber, a yellowish, translucent fossil resin, was rubbed with animal fur, it acquired the ability to attract lightweight particles of matter. The effects came to be called electricity because the Greek word for amber is "elektron."

Benjamin Franklin's famous kite experiments with electricity are well known. In 1796, Volta produced electricity chemically; that is by placing a piece of wet paper between two different pieces of metal.

Geissler, about the middle of the 19th century, showed that electricity could flow through space. He sealed a wire in each end of a glass tube and exhausted the air from the tube. When the wires were connected to an electrical source, there was a discharge through the vacuum in the tube. It was found that rays of some kind came from the negative wire in the tube. They were first called cathode rays, from the Greek word "kathodos" which means negative.

In 1895 Roentgen showed that these x-rays, unknown to him at that time, caused certain chemicals to become fluorescent, and that they could penetrate solid substances which remained impregnable to other rays.

Baffling deposits, which geologists named *drift*, cover much of northern Europe and North America. If your home is in New England or the Midwest, you undoubtedly live on or near deposits of this sort. Maybe your house is built on a ten-foot thickness of drift; perhaps 200 feet or more of it lie between you and bedrock.

Drift is not sorted as to size of rock fragments. Clay, silt, sand, pebbles, and boulders are mixed together. Drift cannot be a deposit by rivers or seas, because rivers sort their burdens, and so do waves.

Most of the pebbles and boulders in the drift are uneroded and angular. Some have one or more flat sides. These shapes are further evidence that rivers or waves did not deposit the drift. Pebbles are made spherical as they are tumbled along in a stream. Seashore pebbles become thin and wafer-like as they are shoved back and forth by waves and undertow.

Many of the flat-sided boulders in the drift are polished and scratched. The scratches, called *striae*, are long and parallel.

Some early geologists suggested that drift might be the untransported product of weathering. This would explain the lack of sorting and the uneroded shapes of many of the fragments. How could scratches and polish develop? How could weathering produce a variety of rock types from one kind of bedrock?

Furthermore drift rests abruptly on a fresh, hard bedrock surface, and bears no chemical relation to it.

These observations made it clear that the drift must have somehow been transported. It must have "drifted in" from somewhere else.

At first the idea of an ice age met with great opposition among scientists. It seemed incredible. But field work by thousands of geologists has shown that it is an almost inescapable conclusion. Their studies which included the study of drifts, have given us detailed information about the glacial period.

The first advance of the ice appears to have been about 1.7 million years ago, and the final retreat some 10,000 years ago. Not once, but four times during this interval, the ice advanced and retreated. Layers of soil between the deposits indicate long intervals of normal climate and weathering between the successive ice advances.

In the Northern Hemisphere were three ice sheets. One spread

southward into the United States as far south as Cincinnati and Topeka, covering hundreds of miles and reaching across all or part of the continent.

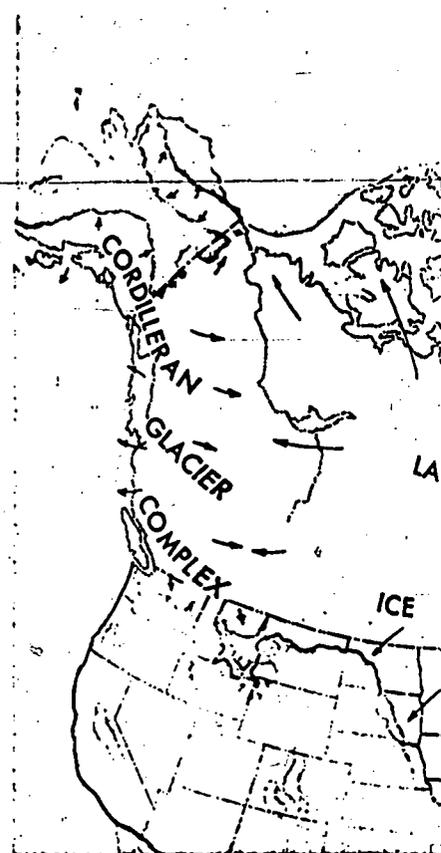


Figure 1 — The maximum glacial extent of the Cordilleran and Laurentian ice sheets and Missouri rivers.

drift, cover much of  
r home is in New England  
near deposits of this  
foot thickness of drift;  
you and bedrock.

southward into the United States from Canada. It advanced as far  
south as Cincinnati and Topeka, covering about four million square  
miles and reaching across all or part of 13 states. (See Figure 1.)

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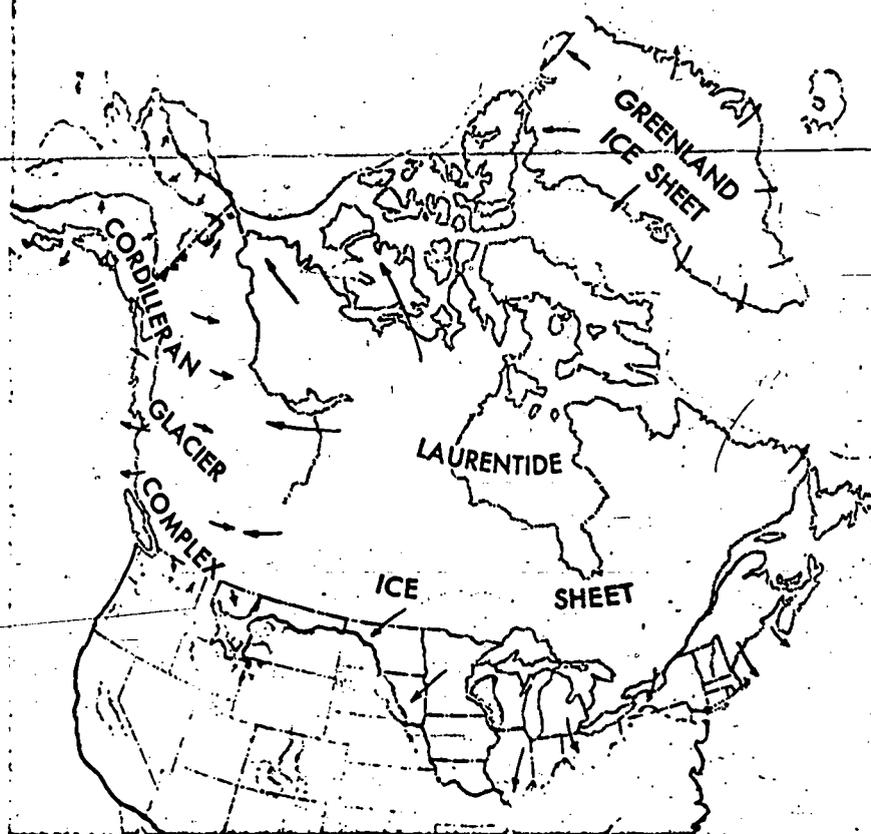


Figure 1 — The maximum glaciation of North America—arrows  
show general direction of ice flow. Note relation to Ohio  
and Missouri rivers.

S4 DRIFTS 2/3

Another, centered in Scandinavia, reached the plains of Germany and western Russia, and extended across the North Sea to the British Isles. A third sheet covered part of Siberia. In the Southern Hemisphere there were smaller ice sheets. In addition, nearly all the lofty mountains of the world, including those in western United States, developed Alpine-type glaciers which pushed far below their present snow lines.

However, evidence shows the recent ice age is not unique. Material like the drift has been found consolidated into sedimentary rock and buried under layers of younger rock. Again and again ice sheets formed, advanced, waned, and disappeared.

The question of just what causes an ice age has never been completely answered. A ten-degree decrease in present annual temperatures, continued over a long enough time, would bring the glaciers back to their former extent. Such a temperature change can be explained in terms of natural processes. Higher continents, shifting marine currents, or a variation in the amount of energy received from the sun, may have accomplished it.

*Assessment of Comprehension*

1. An unsorted glacial deposit is called

1. striae
2. drift
3. clay
4. sand

2. Round smooth pebbles are usually characteristic of deposits formed by

1. drift
2. silt
3. streams
4. waves

3. Long parallel scratches in flat-sided boulders in a drift are

1. called striae
2. called bedrock
3. formed by many streams
4. formed by shifting marine currents

4. What evidence indicates that

1. drift is not sorted
2. most of the rock fragments
3. drift bears no chemical rests
4. drift is made up of a mass of boulders

5. The number of years between their final retreat is about

1. 4 million years
2. 1.7 million years
3. 1.69 million years
4. .01 million years

6. What evidence indicates that weathering existed between

1. numerous wafer-like pebbles
2. the presence of boulders
3. layers of ice between
4. layers of soil between

7. The two major ice sheets that the United States were the

1. Greenland Ice Sheet and the Laurentide Ice Sheet
2. Alpine glaciers and the Cordilleran Glacier Complex
3. Laurentide Ice Sheet and the Cordilleran Glacier Complex
4. Cordilleran Glacier Complex and the Laurentide Ice Sheet

8. Many geologists think that the glaciers could advance if the Hemisphere could be brought

1. a ten-degree decrease in temperature
2. an increase in solar energy
3. an accumulation of glacial ice
4. normal climate and weathering

the plains of Germany and  
the North Sea to the British  
Islands. In the Southern  
In addition, nearly all  
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annual temperatures,  
bringing the glaciers back to  
normal range can be explained in  
terms of shifting marine  
energy received from the

expansion

characteristic of deposits

boulders in a drift are

4. What evidence indicates that drift had to be transported?
  1. drift is not sorted as to size of rock fragments
  2. most of the rock fragments are uneroded
  3. drift bears no chemical relation to the bedrock upon which it rests
  4. drift is made up of a mixture of clay, silt, sand, pebbles, and boulders
5. The number of years between the first advance of the glaciers and their final retreat is about
  1. 4 million years
  2. 1.7 million years
  3. 1.69 million years
  4. .01 million years
6. What evidence indicates that long intervals of normal climate and weathering existed between the successive ice advances?
  1. numerous wafer-like pebbles at the seashore
  2. the presence of boulders in drift
  3. layers of ice between drift deposits
  4. layers of soil between drift deposits
7. The two major ice sheets that covered most of Canada and part of the United States were the
  1. Greenland Ice Sheet and the Alpine glaciers
  2. Alpine glaciers and the Laurentide Ice Sheet
  3. Laurentide Ice Sheet and the Cordilleran Glacier Complex
  4. Cordilleran Glacier Complex and the Greenland Ice Sheet
8. Many geologists think that once again, over a long period of time, the glaciers could advance. This vast glaciation of the Northern Hemisphere could be brought about by
  1. a ten-degree decrease in present annual temperatures
  2. an increase in solar energy
  3. an accumulation of glacial drifts
  4. normal climate and weathering

9. A change in the present average annual temperatures could be brought about by

1. elevation of the continents
2. shifting marine currents
3. variation in the amount of solar energy
4. all three of the above answers

10. Figure 1 shows that Michigan, Wisconsin, and New York

1. stopped the flow of ice
2. are located about where the flow of ice stopped in these areas
3. are locations that were covered by ice at one time
4. mark the extreme southern advance of the Laurentide Ice Sheet

11. Figure 1 shows that the Greenland Ice Sheet flowed

1. south
2. north
3. west
4. in all directions

SS HOT WATER FREEZES FASTER? 1/1

Hot water freezes faster than cold water.

So goes an old wives' tale. It seems contrary to both scientific and common sense. Looked at scientifically, equal amounts of water at different temperatures contain different amounts of heat. Exposed to colder surroundings, both water samples will lose heat at the same rate. So the cooler sample will remain cooler until it freezes.

At least that's the theory. But Dr. George S. Kell, of the National Research Council of Canada, decided to put the tale to the test recently. Was science in hot water, or was the tale a lot of hot air?

He found that if water samples were in covered buckets things go as science and common sense predict. The cooler water freezes first. However, if the buckets are uncovered, the hotter one does freeze faster!

Why? Because the hot water evaporates faster than the cold water. Suppose you have two 100-pound samples of water, one at 100° C and the other at 20° C. As the 100° sample cools to freezing, 25 pounds of water are lost by evaporation. But very little of the 20° sample evaporates in the same space of time. So there is less water to freeze in the hot sample, and it cools and freezes faster.

Thus, both science and the old wives' tale are correct. Why not try the experiment yourself?

*Assessment of Comprehension*

1. Equal amounts of water at different temperatures
  1. always freeze
  2. contain different amounts of heat
  3. contain the same amount of heat
  4. must be placed in covered buckets before freezing
2. Dr. George S. Kell's experiment provides us with evidence that
  1. old wives' tales are full of hot air
  2. science is in hot water
  3. both science and this old wives' tale may be correct
  4. experimentation is contrary to both scientific and common sense

3. If all the buckets of condition would produce
  1. a covered bucket
  2. an uncovered bucket
  3. a covered bucket
  4. an uncovered bucket
4. In the covered bucket cooler until it was
  1. both samples lost
  2. the cooler sample
  3. the hotter sample
  4. it was predicted
5. This passage points
  1. are never correct
  2. depend upon common sense
  3. cannot be tested
  4. may be true
6. The uncovered hot water because
  1. the hot water was
  2. a certain amount
  3. there was less water
  4. both samples lost
7. The amount of ice from 100° C was
  1. 200 pounds
  2. 100 pounds
  3. 75 pounds
  4. 25 pounds

8. Dr. George S. Kell's experiment will
  1. evaporate slower
  2. freeze faster than
  3. freeze only when
  4. evaporate in a covered

water.

Contrary to both scientific  
principles, equal amounts of water  
receiving different amounts of heat.  
The warmer water samples will lose heat  
more rapidly and will remain cooler until it

Dr. George S. Kell, of the  
University of Chicago, decided to put the tale to the  
test, or was the tale a lot of

In covered buckets things go as  
the cooler water freezes first.  
In fact, the hotter one does freeze

more rapidly than the cold water.  
The warmer water, one at 100° C and  
the other at 20° C, cools to freezing, 25°  
C, in about the same time. But very little of the  
heat is lost in the process. So there is less  
time and it cools and freezes faster.

The tale are correct. Why not

Comprehension

Identify temperatures

Heat  
Heat

Heat before freezing

Heat provides us with evidence that

Heat hot air

Heat The tale may be correct

Heat The tale is correct and common sense.

3. If all the buckets contained 100-pound samples of water, which  
condition would produce the least amount of ice?

1. a covered bucket at 100° C
2. an uncovered bucket at 100° C
3. a covered bucket at 20° C
4. an uncovered bucket at 20° C

4. In the covered buckets, the cooler sample of water remained  
cooler until it was completely frozen because

1. both samples lost heat at the same rate
2. the cooler sample possessed more heat
3. the hotter sample contained more water
4. it was predicted by common sense

5. This passage points out that some old, seemingly unfounded beliefs

1. are never correct
2. depend upon common sense
3. cannot be tested
4. may be true

6. The uncovered hot water froze faster than the cooler sample  
because

1. the hot water was full of hot air
2. a certain amount of the hot water evaporated
3. there was less water in the cooler sample
4. both samples lost heat

7. The amount of ice formed from the uncovered sample of water at  
100° C was

1. 200 pounds
2. 100 pounds
3. 75 pounds
4. 25 pounds

8. Dr. George S. Kell found that under certain conditions hot water  
will

1. evaporate slower than cold water
2. freeze faster than cold water
3. freeze only when covered
4. evaporate in a covered bucket

One of the most frequent causes of mutations, which are sudden variations in heredity, is exposure to high-energy radiation. Cosmic rays from outer space and radiation from radioactive elements may cause natural mutations. They can also be produced experimentally by exposure to X-rays, gamma rays, beta particles, and ultraviolet light. Biologists have used artificial sources of radiation to increase both the number and the rate of mutations in organisms under experimental conditions. Temperature increase has also been used to increase the rate at which mutations occur. Certain chemicals have been used to produce mutations; among these are formaldehyde, nitrous acid, peroxide, and mustard gas.

The first proof that radiation causes mutations came from research conducted by Herman J. Muller in 1927. Muller was one of the graduate students who worked with Morgan and Bridges at Columbia University in the early studies of inheritance in *Drosophila*, commonly known as the fruit fly. This insect is a member of the order Diptera. While at the University of Texas, Muller conducted a series of experiments to establish the fact that radiation can cause mutations and that their rate can be increased with artificial radiation. As he had in his earlier work, Muller used *Drosophila* in his investigations. His work, for which he received the Nobel Prize in medicine and physiology in 1946, represents one of the most significant advances in genetics.

Prior to Muller's work, geneticists had unsuccessfully tried many methods of producing mutations artificially. They had experimented with temperature changes, variation in light conditions, different diets, and other factors on various animals, including *Drosophila*. One thing these other investigators probably overlooked that Muller considered was a condition under which a gene mutated. Consider that a pair of genes, normal for an organism and lying close to each other in corresponding positions on corresponding chromosomes, would both be equally affected by chemical changes in the cell or by changes in an environmental condition such as temperature. Suddenly, one gene of the pair mutates, while the other remains unchanged. What could change one gene and not the other? The most likely cause of such a pin-point effect would be high-energy radiation. It was to prove this idea that Muller began his series of experiments. Muller reasoned, further, that lethal mutations would be the most likely to result from radiation.

Asses

1. The type of artificial radiation used by an experimenter
  1. visible light energy
  2. X-rays
  3. cosmic rays
  4. heat energy
2. The number and rate of mutations in organisms by exposure to radiation
  1. variations in light conditions
  2. changes in temperature
  3. different diets
  4. radiation
3. An increase in the mutation rate with artificial radiation was first demonstrated by
  1. Mendel
  2. Muller
  3. Morgan
  4. Bridges
4. A lethal mutation is caused by
  1. a gene
  2. a chromosome
  3. the life expectancy of the organism
  4. the environmental conditions
5. Seed companies have been successful in preventing mutations caused by mustard gas in an effort to
  1. prevent disease
  2. kill insects
  3. promote germination
  4. cause mutations
6. In an experiment designed to study the effect of radiation on *Drosophila*, the temperature was held constant except for
  1. diet
  2. temperature

## Assessment of Comprehension

ations, which are sudden high-energy radiation. Mutation from radioactive elements also be produced experimentally, beta particles, and other artificial sources of radiation and the rate of mutations in organisms. Temperature increase has been shown to increase the rate at which mutations occur. Certain mutations; among these are mutations induced by mustard gas.

These mutations came from research by H. J. Muller. Muller was one of the students of Thomas Hunt Morgan and Bridges at Columbia University. His work on inheritance in *Drosophila*, a fruit fly, is a member of the order Diptera. In 1927, at the University of Texas, Muller conducted an experiment on the fact that radiation can increase the mutation rate. In 1928, at New York, Muller used *Drosophila* in which he received the Nobel Prize in 1945. This presents one of the most important experiments in genetics.

Muller had unsuccessfully tried many other methods initially. They had experimented with different light conditions, different diets, and different animals, including *Drosophila*. He probably overlooked that Muller had a gene mutated. Consider that the genes are packed and lying close to each other on the same chromosome, would both be affected by changes in temperature. Suddenly, one gene remains unchanged. What could be the most likely cause of such a mutation? It was to prove the results of experiments. Muller's results would be the most likely to

1. The type of artificial high-energy radiation most likely to be used by an experimental geneticist is (are)
  1. visible light energy
  2. X-rays
  3. cosmic rays
  4. heat energy
2. The number and rate of mutations have been increased experimentally in organisms by exposure to
  1. variations in light conditions
  2. changes in temperature
  3. different diets
  4. radiation
3. An increase in the mutation rate through the use of artificial radiation was first demonstrated by
  1. Mendel
  2. Muller
  3. Morgan
  4. Bridges
4. A lethal mutation is most likely brought about by a change in
  1. a gene
  2. a chromosome
  3. the life expectancy of an organism
  4. the environmental conditions
5. Seed companies have been using chemicals such as colchicine and mustard gas in an effort to
  1. prevent disease
  2. kill insects
  3. promote germination
  4. cause mutations
6. In an experiment designed to study the effects of high-energy radiation on *Drosophila*, all environmental conditions must be held constant except
 

1. diet	3. gamma rays
2. temperature	4. visible light

S6 MUTATIONS 2/2

7. One of a pair of genes may mutate when exposed to varying amounts of
  1. cosmic rays, ultraviolet radiation, or X-rays
  2. ultraviolet radiation, beta radiation, or heat
  3. light, X-rays, or atomic energy
  4. light, heat, or X-rays
  
8. During the early 1900's, geneticists were unsuccessful in producing mutations artificially because
  1. they did not understand what was involved in producing a mutation
  2. radiation was not discovered until 1946
  3. Drosophila were not produced by Muller until 1927
  4. up to that time, all mutations were lethal



## THE BOBWHITE QUAIL 1/2 S7

is a relatively small, existed in substantial ved. The pioneers did the firearms of those used on large animals e greatest amount of ded. During this aps but the birds were s when the advent of unting a popular sport.

Illinois but occurs in of the state. Quail ded periods of low n Illinois are existing

ied land use. In certain me devoted to the pro- ers seeded to permanent owed to remain in native ated close together and conditions are ideal for s of the early settlers uail population increased d with the beginning of amount of land which ason and made it possible single crop. Timberland removed to provide se factors was added the disappeared as their

vere winter weather, have d in most of northern s. In the southern part County southward, the f to intensive agricul- rt the highest quail

feeding habits, therefore, omprise the bulk of their eetles and grasshoppers, along with soft fruits, ood, and sassafras. In

fall and winter the birds feed almost exclusively upon seeds. The more important grass consumed is foxtail. The birds seem to be particularly fond of legumes such as partridge pea, Korean lespedeza, and beggar-ticks. Both the greater and lesser ragweed are high on the list of preferred foods. Corn, sorghum, and soybeans are the most important cultivated crops which furnish substantial quantities of food for quail. Like other upland game birds, Bobwhite does not need open water for drinking purposes. Except during periods of extreme drought, sufficient moisture is obtained from insects, fleshy fruit, and succulent vegetation.

The Bobwhite is an extremely alert bird but frequently falls victim to attacks by predatory birds and animals. It has become popular to condemn the entire hawk family as quail predators but this is far from true. Most hawks are too slow and clumsy to catch a healthy Bobwhite. Only the Cooper's and sharp-shinned hawks are able to catch quail in appreciable numbers, and their victims are often the careless or diseased individuals. Foxes become important predators only when the birds are forced to occupy an insecure environment. Free ranging dogs and cats probably destroy more birds than all other predators combined. Skunks and opossums qualify as quail enemies through their ability to locate nests and consume the eggs. Some snakes show a fondness for eggs and young chicks.

Rainstorms and snowstorms, while not usually considered as enemies, nevertheless exert some influence on quail mortality. Flash floods often destroy nests or drown young chicks. Deep snows which cover the birds' food supply for lengthy periods cause starvation or force the quail into exposed situations where they become vulnerable to predation.

By far the most important enemy of the Bobwhite is man. His use of the land and the resulting destruction of desirable quail habitat has contributed more to the decline of quail populations than any other single factor.

If nature imposed no checks on them, quail, like all other animals, would soon reach astronomical numbers. The quantity and quality of the environment limits the number of birds which any given area can support. This is the biological principle which justifies quail hunting for sport, provided only the surplus birds are taken. In addition to the limitations imposed by the environment, the birds themselves are adverse to overcrowding. It is generally accepted that an average of one bird per acre is the maximum population which ideal habitat will support. In Illinois the average is probably nearer one bird to every five acres.

S7 THE BOBWHITE QUAIL 2/2

*Assessment of Comprehension*

1. Which condition is not favorable to the survival of the bobwhite quail?
  1. land being cultivated for diversified crops
  2. clean farming
  3. areas of hardwood timber
  4. the type of farming done by the early settlers
2. Which has contributed most to the decline of the bobwhite population?
  1. rainstorms and snowstorms
  2. skunks and opossums
  3. hawks and foxes
  4. man's use of land
3. Granivorous means
  1. seed-eating
  2. greedy
  3. choosy
  4. seasonal
4. What is the maximum population of bobwhite that might be supported on 10 acres of farmland in Jefferson County, Illinois?
  1. 5
  2. 10
  3. 20
  4. 50
5. Which was not mentioned as a part of the customary diet of the bobwhite?
  1. blackberries
  2. corn
  3. beggar tick
  4. beech nuts
6. Skunks, opossums, and some snakes qualify as predators of
  1. the bobwhite
  2. ranging dogs
  3. the Cooper's hawk
  4. the sharp-shinned hawk

7. Fence rows
  1. exclusi
  2. in large
  3. in timb
  4. between

Comprehension

able to the survival of the

diversified crops

by the early settlers

the decline of the bobwhite

7. Fence rows may be found

1. exclusively in northern Illinois
2. in large tracts of single crops
3. in timberland
4. between fields of cultivated crops

on of bobwhite that might be  
mland in Jefferson County, Illinois?

part of the customary diet of the

akes qualify as predators of

Energy is present in the universe in several forms. You are probably acquainted with some of these forms, such as electrical energy, chemical energy, mechanical energy, and heat and light energy.

Not only can energy exist in a variety of forms, but one form of energy may be changed into another. Thus, for example, chemical energy, resulting from reacting materials in a battery, is changed into electrical energy. When the flashlight is being used, electrical energy is converted into heat and light. The electrical energy of the battery could be used to turn a small motor and supply mechanical energy. Or the electric energy of the battery could be used to operate a buzzer, or bell, and supply sound energy.

So far we have spoken only about energy in objects. In contrast to chemical energy which is associated with matter there exists an energy which is called radiant energy. This pure energy can exist totally by itself, independent of matter. It does not have mass and does not occupy space. We picture this energy as being rays or waves.

Our greatest source of radiant energy is the sun. The energy from the sun travels through empty space to the earth in several forms. Some we can see and feel, and some we cannot detect by the senses. Examples of radiant energy which we cannot detect by the senses are X-rays and radio waves. The energy which we can see we call light; that which we can feel we call heat.

When heat is put into a body, the molecules of the material move more rapidly. In this manner heat energy is converted into kinetic energy of motion. This motion of molecules caused by heat is *disordered*, that is, it lacks direction of any kind. The molecules move in all directions, banging into each other millions of times a second.

Temperature is a measure of the disordered motion of molecules. The more rapid the motion of the molecules the higher the temperature. The slower the motion of the molecules, the lower the temperature. If the motion of molecules in an object were to cease, the temperature theoretically would be absolute zero. When the motion of the molecules of a material slows down and the temperature drops, we say that the object loses heat. Of course, the heat energy does not disappear, because energy cannot be destroyed. Heat is passed along to another object, or it is changed to a different form of energy. The fact that energy cannot be destroyed is called the *First Law of Thermodynamics*. Thermodynamics is the science that deals with the study of heat.

If a hot object is placed in contact with a cooler object, heat will flow from the hot object to the cooler object and the temperature of both objects will rise. Heat will continue to be transferred until the temperature of both objects is the same. Once the temperatures are equal, no more heat will pass from one object to another. This is the *Second Law of Thermodynamics*.

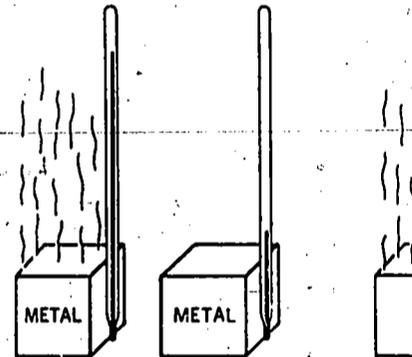


Fig. A: Heat will flow from a hot object to a cooler object until the temperature of the two objects is the same.

#### Assessment

- In Figure A, the metal object
  - also increased in temperature
  - underwent a decrease in temperature
  - remained at the same temperature
  - cannot be determined
- In Figure A, the temperature of the metal object was
  - thermometer
  - battery
  - buzzer
  - small motor

forms. You are  
ns, such as electrical  
and heat and light

forms, but one form of  
for example, chemical  
in a battery, is changed  
it is being used,  
and light. The electrical  
of a small motor and  
energy of the battery  
and supply sound energy.

objects. In contrast to  
matter there exists an  
pure energy can exist  
It does not have mass  
energy as being rays

the sun. The energy from  
earth in several forms.  
not detect by the senses.  
detect by the senses are  
we can see we call light;

of the material move  
s converted into  
molecules caused by heat  
of any kind. The  
into each other millions

motion of molecules.  
the higher the temperature.  
lower the temperature.  
re to cease, the  
zero. When the motion  
and the temperature  
Of course, the heat  
cannot be destroyed.  
it is changed to a  
energy cannot be  
*dynamics*. Thermodynamics  
heat.

If a hot object is placed in contact with a cold object, heat will flow from the hot object to the cold one. The temperature of the hot object will drop and the temperature of the cold object will rise. Heat will continue to be transferred until the temperature of the two objects is the same. Once the temperatures are the same, heat can no longer pass from one object to another. This principle is called the *Second Law of Thermodynamics*. See Figure A.

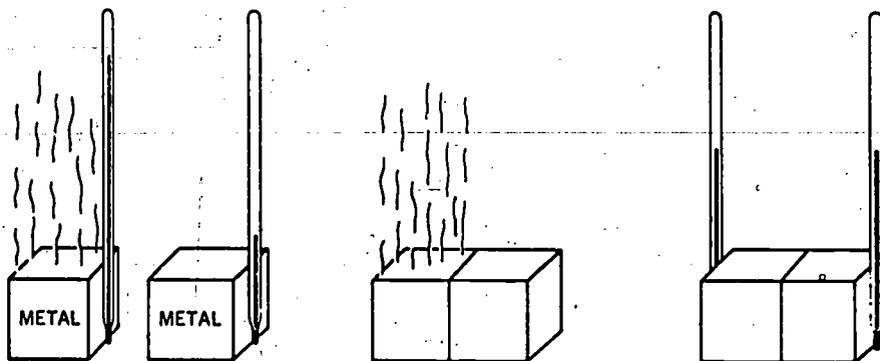


Fig. A: Heat will flow from a hot object to a cool one until the temperature of the two objects is the same.

#### Assessment of Comprehension

1. In Figure A, the metal object that gained heat
  1. also increased in temperature
  2. ~~underwent a decrease in temperature~~
  3. ~~remained at the same temperature~~
  4. ~~cannot be determined~~
2. In Figure A, the temperature change of both metal blocks was determined through the use of a
  1. thermometer
  2. battery
  3. buzzer
  4. small motor

S8 HEAT ENERGY 2/2

3. When a person swims in a lake which has a water temperature of 55° Fahrenheit, the person
  1. will gain heat
  2. will lose heat
  3. will be able to detect X-rays
  4. is not affected by the Laws of Thermodynamics
4. The electrical energy of a battery
  1. can be destroyed outside the battery
  2. cannot be changed in form
  3. is an example of radiant energy
  4. is a product of chemical reactions within the battery
5. Two forms of radiant energy which we are able to detect with our senses are
  1. X-rays and radio waves
  2. sound and heat
  3. light and heat
  4. light and X-rays
6. Our greatest source of radiant energy
  1. is about 93 million miles away
  2. is similar to a battery
  3. cannot be detected by man's senses
  4. does not generate heat energy
7. The above passage primarily is concerned with which form of energy?
  1. chemical
  2. electrical
  3. heat
  4. mechanical
8. Theoretically, when the temperature of an object reaches absolute zero
  1. energy is destroyed
  2. the molecules of that object cease to move
  3. the temperature of the object can no longer be increased
  4. the motion of the molecules become disordered

Saliva, which is mixed with food during chewing, is secreted by three pairs of glands located in the sides of the face and under the jaw. These masses of special cells, which produce the saliva, contain ducts, or little tubes, through which the saliva flows into the mouth.

Saliva contains an enzyme which can digest starch. However, food does not remain in the mouth long enough for much digestion to take place, and once in the stomach, saliva cannot continue working for very long. But saliva does moisten food to prevent it from adhering to the teeth and to ease its passage down the throat during swallowing.

When food is swallowed, it passes down the esophagus. The esophagus is the tube leading from the throat to the stomach. Food is pushed along as circular fibers of muscle tissue in the esophagus wall contract.

There are two parts to the body cavity in man and other mammals. There is the chest cavity and, below it, the abdominal cavity. These two parts of the body are separated by a tough muscular partition called the diaphragm. The digestive organs are located in the abdominal cavity.

Food is stored in a pear-shaped, muscular sac. Without the stomach, a whole meal could not be eaten at one sitting. The stomach lining contains a multitude of tiny glands which pour out a clear yellow liquid called gastric juice which mixes with the food. This juice contains an acid which softens fibers in the food and kills many bacteria and an enzyme which acts on proteins.

As the muscles in the stomach wall keep contracting and relaxing, the food mixed with gastric juice breaks up into smaller and smaller pieces. It then passes into the small intestine, a little at a time, taking about two hours to leave the stomach completely empty.

The main digestive organ is the small intestine which is a tube about three-fourths inches across and about 22 feet long. Several hours are required for the digesting food to pass through it.

There are three juices which act on food while it is in the small intestine. Intestinal juice is produced by the intestine lining. Pancreatic juice flows in through a duct from the pancreas, an important gland lying just behind the

stomach. This duct enters the small intestine. Bile, which is a juice produced by the liver, enters the intestine at this same place.

The liver — a large glandlike organ in the upper part of the abdomen — is constantly producing a juice called bile. As the gall bladder empties its bile through the gall duct and the pancreatic duct come together and enter the small intestine, their juices enter it at the same place.

Bile separates fat into very tiny droplets which are then attacked by fat digesting enzymes from the pancreas and intestinal juices. The pancreatic and intestinal juices combine together, digest all of the food together, and the intestine wall stirs the food around. When the food reaches the end of the small intestine, the digestion is complete.

#### Assessment of

1. Saliva flows from the salivary cavity
  1. cranial
  2. oral
  3. abdominal
  4. chest
2. The digestion of a cracker begins in the
  1. salivary gland
  2. liver
  3. pancreas
  4. oral cavity
3. The two parts of man's body cavity are
  1. oral and abdominal
  2. abdominal and cranial
  3. chest and abdominal
  4. oral and chest

ring-chewing, is secreted by the sides of the face and under the tongue. Salivary glands, which produce the saliva, are located in the mouth, through which the saliva

can digest starch. However, saliva is not strong enough for much digestion in the stomach, saliva cannot do what saliva does moisten food, soften teeth and to ease its passage down the esophagus.

The diaphragm is a layer of muscle tissue in the chest which separates the abdominal cavity from the thoracic cavity.

The diaphragm is a layer of muscle tissue in the chest which separates the abdominal cavity from the thoracic cavity.

Without the stomach, food eaten at one sitting. The stomach is a sac of tiny glands which pour out gastric juice which mixes with food and hydrochloric acid which softens fibers in food and an enzyme which acts on

keep contracting and gastric juice breaks up into small pieces which pass into the small intestine about two hours to leave

the small intestine which is a tube across and about 22 feet long. It is the place where digesting food to pass

food while it is in the stomach is produced by the stomach. Saliva flows in through a duct and lies just behind the

stomach. This duct enters the small intestine near where it joins the stomach. Bile, which is a juice produced by the liver, also enters the intestine at this same place.

The liver — a large glandlike organ in the upper and back part of the abdomen — is constantly producing bile which is stored in a sac called the gall bladder. As the food leaves the stomach, the gall bladder empties its bile through the bile duct. Because the bile duct and the pancreatic duct come together as they reach the small intestine, their juices enter it simultaneously.

Bile separates fat into very tiny droplets, making it more easily attacked by fat digesting enzymes from the pancreas. Both pancreatic and intestinal juices contain several enzymes which, acting together, digest all of the food types. Then muscular movements in the intestine wall stir the food and move it along slowly. By the time the food reaches the end of the small intestine, all digestion is complete.

*Assessment of Comprehension*

1. Saliva flows from the salivary glands through ducts into this cavity
  1. cranial
  2. oral
  3. abdominal
  4. chest
2. The digestion of a cracker begins in the
  1. salivary gland
  2. liver
  3. pancreas
  4. oral cavity
3. The two parts of man's body cavity are
  1. oral and abdominal
  2. abdominal and cranial
  3. chest and abdominal
  4. oral and chest

S9 DIGESTION 2/2

4. An upset stomach can result from overproduction of

1. gastric juice
2. bile
3. saliva
4. intestinal juice

5. What factor enables the small intestine to carry on most of man's digestion?

1. the small intestine is 22 feet long
2. muscular movements stir and move the food along slowly
3. three digestive juices act on food within the small intestine
4. all the above

6. Three digestive juices are produced outside the organs which act on food. Two of these juices are

1. bile and intestinal juice
2. intestinal juice and pancreatic juice
3. saliva and bile
4. gastric juice and saliva

7. The presence of a gall stone would most likely upset the digestion of

1. lipids
2. fibers
3. bacteria
4. proteins

8. This passage is concerned mainly with

1. the stomach as the primary organ of digestion
2. the digestive organs and their functions
3. how digestion is facilitated by saliva in the mouth
4. the length of time it takes food to pass through each organ

9. The diaphragm separates

1. the stomach from the liver
2. the liver from the gall bladder
3. the small intestine from the stomach
4. the chest cavity from the abdominal cavity

10. The esophagus is

1. the most important di
2. a pear-shaped muscula
3. a tube through which stomach
4. one of the enzymes wh

11. A function of the liver m

1. to store bile
2. to produce the digest bladder
3. to break down the food small intestine
4. to separate fat into

12. Which is the most appropriate digestive system?

1. stomach, diaphragm, s
2. esophagus, mouth, st
3. mouth, esophagus, st
4. small intestine, stor

om overproduction of

10. The esophagus is

1. the most important digestive organ
2. a pear-shaped muscular sac
3. a tube through which food passes from the throat to the stomach
4. one of the enzymes which digests food

intestine to carry on most

11. A function of the liver mentioned in the passage is

1. to store bile
2. to produce the digestive juice which is stored in the gall bladder
3. to break down the food particles before they enter the small intestine
4. to separate fat into tiny droplets

feet long  
d-move the food along slowly  
on food within the small

duced outside the organs which  
ces are

12. Which is the most appropriate sequence pertaining to the digestive system?

1. stomach, diaphragm, small intestine, esophagus
2. esophagus, mouth, stomach, small intestine
3. mouth, esophagus, stomach, small intestine
4. small intestine, stomach, esophagus, mouth

eatric juice

ould most likely upset the

ly with

organ of digestion  
their functions  
ed by saliva in the mouth  
s food to pass through each organ

adder  
the stomach  
abdominal cavity

Note:

The following passage is taken from *The Log of Apollo 11* on the day man first set foot on the moon. The date is July 20, 1969. Armstrong and Aldrin have landed the Lunar Module (LM), code-named Eagle, and are proceeding to complete their mission.

6:00 p.m. - With everything in order, Armstrong radios a recommendation that they plan to start the EVA (Extra Vehicular Activity), earlier than originally scheduled, at about 9:00 EDT. Mission Control replies: "We will support you anytime."

10:39 p.m. - Later than proposed at 6:00 p.m., but more than five hours ahead of the original schedule, Armstrong opens the LM hatch and squeezes through the opening. It is a slow process. Strapped to his shoulders is a portable life support and communications system weighing 84 pounds on Earth, 14 on the Moon, with provision for pressurization; oxygen requirements and removal of carbon dioxide.

Armstrong moves slowly down the 10-foot, nine-step ladder. On reaching the second step, he pulls a "D-ring," within easy reach, deploying a television camera, so arranged on the LM that it will depict him to Earth as he proceeds from that point.

Down the ladder he moves and halts on the last step. "I'm at the foot of the ladder," he reports. "The LM footpads are only depressed in the surface about one or two inches...the surface appears to be very, very finegrained, as you get close to it, it's almost like a powder."

10:56 p.m. - Armstrong puts his left foot to the Moon. It is the first time in history that man has ever stepped on anything that has not existed on or originated from the Earth.

"That's one small step for a man, one giant leap for mankind," Armstrong radios. Aldrin is taking photographs from inside the spacecraft.

The first print made by the weight of man on the Moon is that of a lunar boot which resembles an oversized galosh. Its soles are of silicon rubber and its 14-layer sidewalls of aluminized plastic. Specially designed for super-insulation, it protects against abrasion and has reduced friction to facilitate donning. On Earth, it weighs four pounds, nine ounces, on the Moon, 12 ounces.

Armstrong surveys his surroundings for a while and then moves out,

testing himself in a gravity environment. "The surface is fine and powdery," he says. "It sticks loosely with my toe. It does adhere to charcoal to the sole and sides of my boot, but only a fraction of an inch. Maybe an eighth of an inch. I see footprints of my boots and the tread of the LM footpads."

"There seems to be no difficulty in walking on the Moon. It's even perhaps easier than the surface of Earth."

Feeling more confident, Armstrong begins the collection of soil samples close to the surface with a bag on the end of a pole.

"This is very interesting," he comments, "but it appears to be very cohesive. It has a stark beauty all its own. It's a stark beauty of the United States."

He collects a small bagful of soil with the left leg of his space suit. This is the first time to make sure some of the Moon surface is returned to Earth. The mission has to be cut short.

Assessment of

1. Eagle is the code-name for the Lunar Module.
  1. EVA
  2. EDT
  3. LM
  4. D-ring
2. One of Armstrong's lunar boots was worn on Earth; yet on the Moon, it was used for this observation is that
  1. the Moon's gravitational pull is less than Earth
  2. the boot was worn down by use on Earth
  3. the entire boot was made of silicon rubber
  4. the boot needed to be pressurized on Earth

THE LOG OF APOLLO 11 1/2 S10

The Log of Apollo 11 on the day  
date is July 20, 1969.  
Lunar Module (LM), code-named  
their mission.

Armstrong radios a  
at the EVA (Extra Vehicular  
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Armstrong opens the LM hatch  
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er stepped on anything that has  
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hographs from inside the

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ed galosh. Its soles are of  
alls of aluminized plastic.  
on, it protects against  
facilitate donning. On Earth,  
on the Moon, 12 ounces.

or a while and then moves out,

testing himself in a gravity environment one-sixth of that on Earth.  
"The surface is fine and powdery," he says. "I can pick it up  
loosely with my toe. It does adhere in fine layers like powdered  
charcoal to the sole and sides of my boots. I only go in a small  
fraction of an inch. Maybe an eighth of an inch, but I can see the  
footprints of my boots and the treads in the fine sandy particles."

"There seems to be no difficulty in moving around as we suspected.  
It's even perhaps easier than the simulations. . . ."

Feeling more confident, Armstrong begins making a preliminary  
collection of soil samples close to the landing craft. This is done  
with a bag on the end of a pole.

"This is very interesting," he comments. "It's a very hard surface,  
but it appears to be very cohesive material of the same sort. . . . It  
has a stark beauty all its own. It's like much of the high desert  
of the United States."

He collects a small bagful of soil and stores it in a pocket on the  
left leg of his space suit. This is done early, according to plan,  
to make sure some of the Moon surface is returned to Earth in case  
the mission has to be cut short.

Assessment of Comprehension

1. Eagle is the code-name for the

1. EVA
2. EDT
3. LM
4. D-ring

2. One of Armstrong's lunar boots weighs four pounds, nine ounces  
on Earth; yet on the Moon, it weighed 12 ounces. The explanation  
for this observation is that

1. the Moon's gravitational attraction is less than that of the Earth
2. the boot was worn down by abrasion
3. the entire boot was made of aluminized plastic
4. the boot needed to be pressurized on the Moon but not on Earth

S10 THE LOG OF APOLLO 11 2/2

3. The portable life support and communications system only weighed 14 pounds on the Moon, while on Earth the same equipment weighs 84 pounds. This difference in weight occurs because the Moon's gravity

1. is six times that of the Earth
2. is one-sixth that of the Earth
3. is the same as that of the Earth
4. has not existed on or originated from the Earth

4. On Earth an astronaut weighs 174 pounds; on the Moon his weight would be

1. 1044 pounds
2. 174 pounds
3. 145 pounds
4. 29 pounds

5. Armstrong said, "That's one small step for a man, one giant leap for mankind," when he stepped on the surface of the Moon on July 20, 1969 at

1. 6:00 p.m.
2. 9:00 EDT
3. 10:39 p.m.
4. 10:56 p.m.

6. Eagle's footpads were depressed in the surface of the Moon about

1. an eighth of an inch
2. one or two inches
3. one foot
4. two feet

7. If all the rungs of the LM ladder were equally spaced, then the distance between the fourth and fifth rungs would be about

1. 10 feet
2. 9 feet
3. 1 foot
4. 2 inches

8. Samples of lunar soil were collected

1. an oversized galosh
2. a silicon rubber sole
3. a D-ring
4. a bag on the end of a pole

9. Armstrong described the lunar surface

1. like powdered charcoal
2. very finegrained
3. very cohesive
4. all of the above

10. This passage is mainly concerned with

1. relating one of the most exciting achievements
2. giving the details of the entire mission
3. comparing the surface of the Moon with Earth
4. describing equipment astronauts used

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n Earth the same  
erence in weight occurs

8. Samples of lunar soil were collected with

1. an oversized galosh
2. a silicon rubber sole
3. a D-ring
4. a bag on the end of a pole

rom the Earth

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1. like powdered charcoal
2. very finegrained
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4. all of the above

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for a man, one giant  
the surface of the

1. relating one of the most exciting events of one of man's great achievements
2. giving the details of the entire flight of Apollo 11
3. comparing the surface of the Moon with that of Apollo 11
4. describing equipment astronauts use for EVA

surface of the Moon

equally spaced, then  
th rungs would be

On March 7, 1970, there was a total eclipse of the sun. People living along the East Coast of the United States were able to see this spectacular celestial event. People outside the total eclipse path were able to see a partial eclipse of the sun. (See Figure 1.)

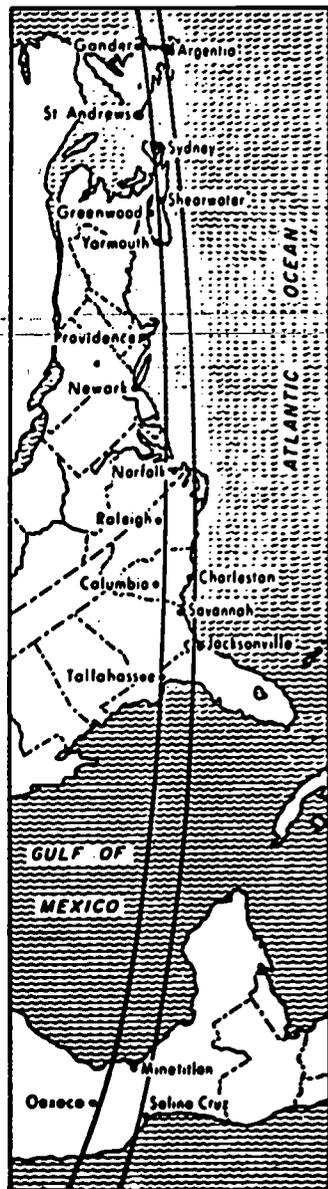


Figure 1

There will be only one more visible total eclipse of the sun in the remainder of this century. It will occur on August 11, 1999, and will cross the extreme northwest corner of North America over Hudson Bay. Relatively few

At any given location on the earth, a total eclipse of the sun occurs infrequently. For example, in the United States, the last total eclipse was seen on January 24, 1925, and the next that region will occur on April 8, 1982.

The moon, which is much smaller than the sun, is viewed from the earth. This happens because both the moon and the sun are in the same plane as the earth. The diameter of the sun is 400 times that of the moon, the sun is just about 400 times as far from the earth as the moon. (See Figure 2.)

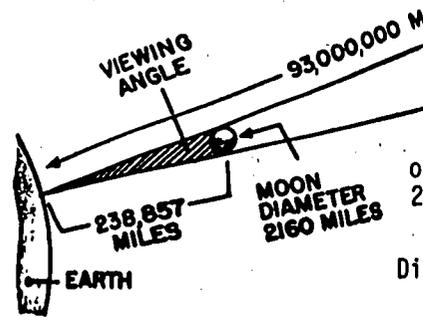
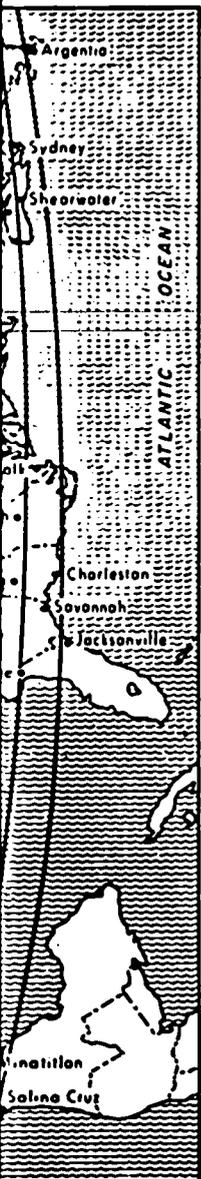


Figure 2

To have a solar eclipse the moon must be located between the earth and the sun once in every 29½ days. This happens only two times a year. If the sun, moon, and earth were all in the same plane, an eclipse would be possible every time the moon orbits around the earth. Because the moon's orbit is tilted relative to the sun, therefore the sun, moon, and earth are not always in the same line during the new moon phase. A solar eclipse does not result every time because the moon's shadow may

a total eclipse of the sun. People of the United States were able to see a partial event. People outside the total see a partial eclipse of the sun.



There will be only one more visible in the United States during the remainder of this century. It will occur on February 26, 1979, and will cross the extreme northwest United States, central Canada, and over Hudson Bay. Relatively few people will see it.

At any given location on the earth, total solar eclipses occur infrequently. For example, in the New York area the last total solar eclipse was seen on January 24, 1925; and the next one visible from that region will occur on April 8, 2024.

The moon, which is much smaller than the sun, can blot out the sun because both the moon and the sun appear to be the same size when viewed from the earth. This happens because of the fact that, although the diameter of the sun is 400 times greater than the diameter of the moon, the sun is just about 400 times farther from us than the moon. (See Figure 2.)

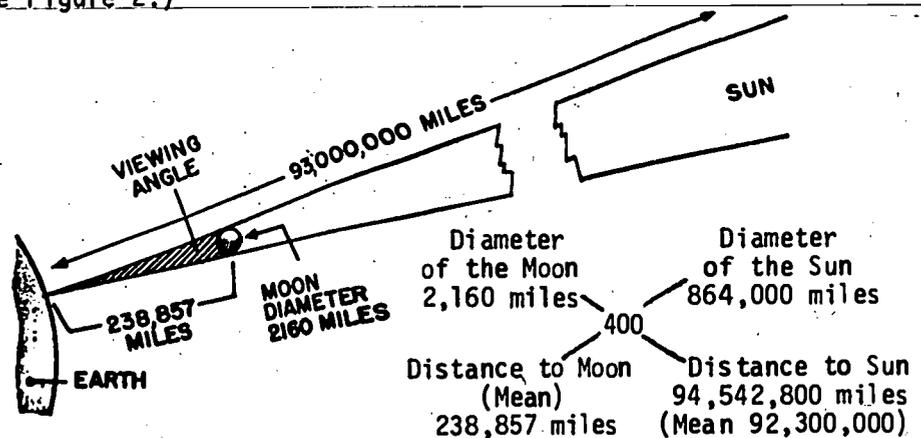


Figure 2

To have a solar eclipse the moon must be in the new moon phase -- it must be located between the earth and sun. The moon is between the earth and sun once in every 29½ days, but solar eclipses may occur only two times a year. If the sun, moon, and earth were all on the same plane, an eclipse would be possible once a month. But the moon's orbit around the earth is tilted slightly to earth's orbit around the sun; therefore the sun, moon, and earth are in line only twice a year during the new moon phase (See Figures 3, 4, and 5). But an eclipse does not result every time the sun, moon, and earth are in line because the moon's shadow may not reach the earth.

S11. SOLAR ECLIPSES 2/3

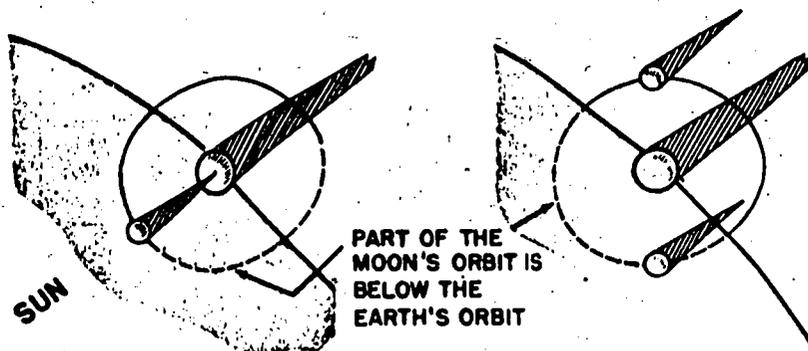


FIGURE 3. When the sun, earth, and moon are on the same plane, a solar eclipse may occur.

PART OF THE MOON'S ORBIT IS BELOW THE EARTH'S ORBIT

FIGURE 4. When the sun, earth, and moon are not on the same plane, or "not in line," eclipses cannot occur.

The mean distance of the the mean length of the s for the most part, the s the distance between the in a month -- the apogee and the perigee (closest

Ass

1. Which diagrams show the surface of the ea
1. 1 and 2
2. 2 and 3
3. 3 and 4
4. 4 and 5

2. In Figure 1, this ci
1. Savannah
2. Jacksonville
3. St. Andrews
4. Salina Cruz

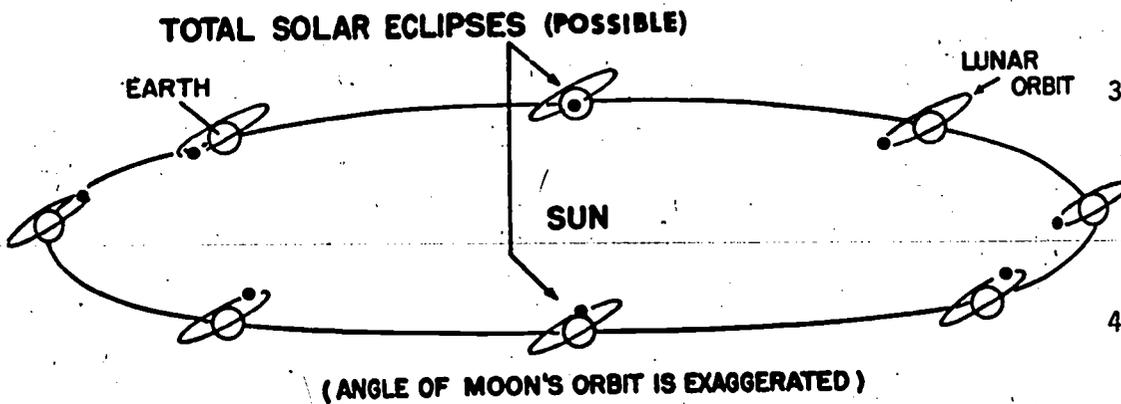


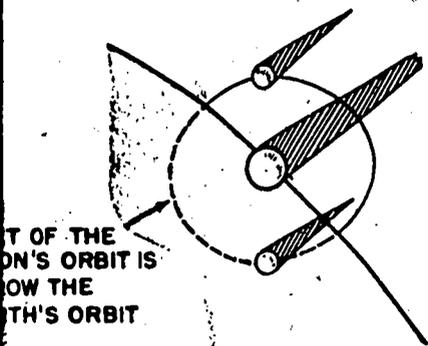
Figure 5

3. Judging from Figure eclipse than Greenwo

1. Savannah
2. Charleston
3. Tallahassee
4. Newark

4. Why will few people s

1. The eclipse will
2. The path of the e
3. The population de the eclipse.
4. The shadow of the extremely poor v



The mean distance of the moon from the earth is 238,857 miles. And the mean length of the shadow of the moon is 232,100 miles. Obviously, for the most part, the shadow does not reach the earth. Actually, the distance between the earth and moon varies by about 35,000 miles in a month -- the apogee (farthest distance) being about 256,000 miles and the perigee (closest approach) being about 221,000 miles.

POINT OF THE MOON'S ORBIT IS BELOW THE PLANE OF THE EARTH'S ORBIT

FIGURE 4. When the sun, earth, and moon are not on the same plane, or "not in line," eclipses cannot occur.

*Assessment of Comprehension*

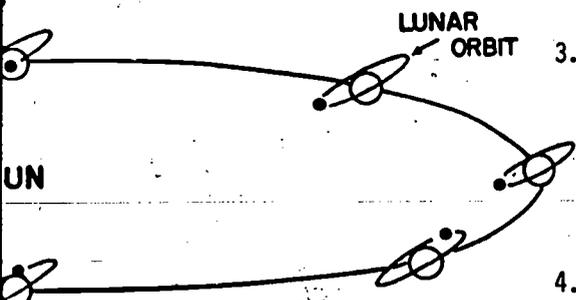
1. Which diagrams show the moon and the shadow of the moon reaching the surface of the earth?

1. 1 and 2
2. 2 and 3
3. 3 and 4
4. 4 and 5

2. In Figure 1, this city was within the path of the total eclipse

1. Savannah
2. Jacksonville
3. St. Andrews
4. Salina Cruz

(POSSIBLE)



MOON

(ORBIT IS EXAGGERATED)

3. Judging from Figure 1, which city experienced more of a partial eclipse than Greenwood?

1. Savannah
2. Charleston
3. Tallahassee
4. Newark

4. Why will few people see the solar eclipse in 1979?

1. The eclipse will occur at night.
2. The path of the eclipse will not pass over any land mass.
3. The population density is rather low in the area covered by the eclipse.
4. The shadow of the earth will blot out the moon resulting in extremely poor visibility.

Figure 5

5. A total eclipse is predicted for the New York area

1. in 1979
2. in 2024
3. every  $29\frac{1}{2}$  days
4. twice a year

6. A total solar eclipse could occur when

1. the sun, moon, and earth are in line
2. the moon is 5 degrees below the orbit of the earth
3. the earth's shadow falls upon the moon
4. the sun and the moon are the same size

7. Referring to Figure 2, the moon can completely blot out the sun because the angle size of both the sun and the moon is about

1. one half of one degree
2. 400 times greater than the earth
3. 238,857 miles
4. 2,160 miles

8. From the earth, the moon and the sun appear to be the same size because

1. the moon revolves around the earth every  $29\frac{1}{2}$  days
2. the moon and the sun are the same size
3. apparent size is reduced with distance
4. the diameter of the earth is 400 times greater than the moon

9. Figure 5 shows

1. a lunar eclipse
2. a solar eclipse is always possible
3. the position of the moon each month of the year
4. the moon's orbit in relation to the plane of the earth's orbit

10. If the length of the moon's shadow was 200,000 miles, then

1. an eclipse would occur every  $29\frac{1}{2}$  days
2. a total eclipse of the sun would occur only when the earth, moon, and sun are properly aligned
3. a total solar eclipse could not occur
4. the eclipse track on the earth would be 21,000 miles long

11. The difference between the

1. 256,000 miles
2. 238,857 miles
3. 221,000 miles
4. 35,000 miles

SOLAR ECLIPSES 3/3 S11

for the New York area

11. The difference between the moon's apogee and perigee is

1. 256,000 miles
2. 238,857 miles
3. 221,000 miles
4. 35,000 miles

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are in line  
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upon the moon  
the same size

oon can completely blot out  
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the earth every  $29\frac{1}{2}$  days  
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S12 WILDLIFE MANAGEMENT 1/2

Like the miner's canary, wildlife is a sensitive indicator of a healthy human environment.

We are concerned for wildlife, not as sentimentalists or hunters or fishermen, but as humans who know that the presence of healthy wildlife means we are sharing a healthy environment.

Unfortunately, some 40 species of birds and mammals have been lost in the U.S. in the last 150 years. Presently 89 more are on the "Endangered Species List."

An ominous omen indeed for the future of man!

Being lower on the food chain, wildlife feels the effects of pollution first. Dirty water kills millions of fish every year. Habitat losses destroy homes and breeding grounds for wildlife.

Draining and filling of wetlands reduces waterfowl production. Increased use of pesticides is having a harmful effect on the breeding potential of our birds of prey and possibly other forms of life, including humans.

The wildlife picture, because of continuing loss of habitat, is not very bright. Most duck species are in trouble. However, we have made dramatic progress in the science of game management. For example, we have more deer than any time in history, and most other big game populations are healthy. (See Figure 1.)

White-Tailed Deer:

1937	—	3.2 million
1967	—	7.75 million

Mule Deer:

1937	—	1.27 million
1967	—	1.5 million

Elk:

1937	—	18,000 (Oregon)
1967	—	56,500 (Oregon)

1937	—	4,471 (Arizona)
1967	—	9,250 (Arizona)

Black Bears:

1937	—	13,000 (Washington)
1967	—	20,000 (Washington)

Grizzly Bears:

1937	—	1,100
1967	—	850

Bison:

1937	—	4,100
1967	—	25,000

Figure 1

Small game such as rabbits and doves are thriving.

For half a century, wild game lands, sanctuaries more than 30 million acres (See Figure 2.)

State agencies have acquired essential habitat, are s

Little money has been spent for the future of our aquatic wild

Ocean species, in particular from loss of estuarian birds through dredging and filling.

Currently, and in the past, the freight for most wildlife increases, the general public's financial responsibility for species.

The future is not very bright. Pollution inevitably will eliminate through the loss of habi

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as a catalysts or hunters  
now the presence of  
ring a new environment.

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years. Presently 89 more are

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1967	—	20,000	(Washington)

Grizzly Bears:

1937	—	1,100
1967	—	850

Bison:

1937	—	4,100
1967	—	25,000

Figure 1

Small game such as rabbits, pheasants, squirrels, quail, grouse and doves are thriving.

For half a century, wildlife managers have been buying land for refuges, game lands, sanctuaries and shooting preserves. Federal refuges have more than 30 million acres located in all North American life zones. (See Figure 2.)

Acres in the National Wildlife Refuge System



1937	—	11,482,374
1950	—	17,420,746
1960	—	17,945,706
1965	—	29,271,359
1969	—	30,554,340

Figure 2

State agencies have acquired millions more. These islands, preserving essential habitat, are safeguarding America's wildlife heritage.

Little money has been spent for long range fish management, so the future of our aquatic wildlife is not very secure.

Ocean species, in particular, are under increasing threat especially from loss of estuarian breeding grounds damaged by pollution, dredging and filling.

Currently, and in the past, hunters and fishermen have paid the freight for most wildlife conservation efforts. As the burden increases, the general public will have to assume more of the financial responsibility, particularly for the management of non-game species.

The future is not very hopeful. The continued jump in human population inevitably will elbow aside more and more of our wildlife through the loss of habitat.

Assessment of Comprehension

1. Figure 2 shows that over a period of 32 years, the amount of land in the National Wildlife Refuge System was increased by
  1. 30,554,340 acres
  2. 19,071,966 acres
  3. 17,788,985 acres
  4. 11,482,374 acres
2. In Figure 2, the region of the country that has a larger number of wildlife refuges than any other region listed is the
  1. Northwest
  2. Northeast
  3. Southwest
  4. Southeast
3. The only animal shown in Figure 1 that has decreased in number is the
  1. Mule-Deer
  2. Black Bear
  3. Grizzly Bear
  4. Bison
4. The animal shown in Figure 1 that has enjoyed a population growth of more than 600 percent is the
  1. Bison
  2. White-Tailed Deer
  3. Elk
  4. Grizzly Bear
5. In Figure 1, the elk in Oregon have increased by about a factor of
  1. 1
  2. 2
  3. 3
  4. 4
6. According to the information of the large game population, one of the main causes could be
  1. the human population
  2. the long range fishery
  3. the total financial loss
  4. shown in Figure 2
7. The number of species of wildlife that have become extinct is
  1. 30
  2. 40
  3. 89
  4. 150
8. Generally, wildlife feels that
  1. wildlife managers have been successful
  2. pesticides cannot harm wildlife
  3. wildlife is a sensitive resource
  4. wildlife is lower on the food chain
9. Wildlife in the United States has declined because the projected loss of habitat can be directly related to
  1. the human population
  2. the increase of wildlife
  3. America's wildlife habitat
  4. increases in public land

prehension

of 32 years, the amount of  
ge System was increased by

country that has a larger  
ny other region listed is

that has decreased in

has enjoyed a population  
the

ve increased by about a

6. According to the information in the passage and in Figure 1, most of the large game populations have increased. A factor that may be one of the main causes for this increase is
  1. the human population explosion
  2. the long range fish management program
  3. the total financial support of the general public
  4. shown in Figure 2
7. The number of species of birds and mammals in the United States that have become extinct since 1820 is about
  1. 30
  2. 40
  3. 89
  4. 150
8. Generally, wildlife feels the effects of pollution first because
  1. wildlife managers have been buying land for refuges
  2. pesticides cannot harm humans
  3. wildlife is a sensitive indicator of a healthy environment
  4. wildlife is lower on the food chain
9. Wildlife in the United States faces a bleak future because of the projected loss of habitat. This decrease in habitat will be directly related to
  1. the human population explosion
  2. the increase of wildlife refuges
  3. America's wildlife heritage
  4. increases in public financing

S13 HYDROCARBONS 1/2

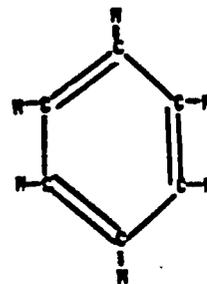
Hydrocarbons are organic compounds containing only carbon and hydrogen atoms. Many thousands of such carbon compounds are known.

Since carbon atoms are capable of sharing electrons with each other, they tend to form long chains. The gas methane (CH<sub>4</sub>) is the simplest hydrocarbon, having only one carbon atom. Methane is the first in a series of hydrocarbons called the *methane* or the *paraffin* series. The general formula for any member compound of this series is C<sub>n</sub>H<sub>2n+2</sub>, where n stands for the number of carbon atoms. A series of hydrocarbons contains compounds that are structurally related and may have similar chemical or physical properties. As one continues in such a series, the number of carbon atoms increases and the molecular weight also increases. The low-molecular weight members of the methane series are gases; the intermediate-weight members are liquids; the heavier members are solids. The following table lists some of the compounds that are members of the methane series.

SOME MEMBERS OF THE METHANE SERIES

Name	Molecular Formula C <sub>n</sub> H <sub>2n+2</sub>	Structural Formula	State of Matter
Methane	CH <sub>4</sub>	$\begin{array}{c} \text{H} \\   \\ \text{H}-\text{C}-\text{H} \\   \\ \text{H} \end{array}$	Gas
Ethane	C <sub>2</sub> H <sub>6</sub>	$\begin{array}{c} \text{H} \quad \text{H} \\   \quad   \\ \text{H}-\text{C}-\text{C}-\text{H} \\   \quad   \\ \text{H} \quad \text{H} \end{array}$	Gas
Propane	C <sub>3</sub> H <sub>8</sub>	$\begin{array}{c} \text{H} \quad \text{H} \quad \text{H} \\   \quad   \quad   \\ \text{H}-\text{C}-\text{C}-\text{C}-\text{H} \\   \quad   \quad   \\ \text{H} \quad \text{H} \quad \text{H} \end{array}$	Gas
Butane	C <sub>4</sub> H <sub>10</sub>	$\begin{array}{c} \text{H} \quad \text{H} \quad \text{H} \quad \text{H} \\   \quad   \quad   \quad   \\ \text{H}-\text{C}-\text{C}-\text{C}-\text{C}-\text{H} \\   \quad   \quad   \quad   \\ \text{H} \quad \text{H} \quad \text{H} \quad \text{H} \end{array}$	Gas
Pentane	C <sub>5</sub> H <sub>12</sub>	$\begin{array}{c} \text{H} \quad \text{H} \quad \text{H} \quad \text{H} \quad \text{H} \\   \quad   \quad   \quad   \quad   \\ \text{H}-\text{C}-\text{C}-\text{C}-\text{C}-\text{C}-\text{H} \\   \quad   \quad   \quad   \quad   \\ \text{H} \quad \text{H} \quad \text{H} \quad \text{H} \quad \text{H} \end{array}$	Liquid

Other series of structurally related series with a general formula of C<sub>n</sub>H<sub>2n</sub> or a general formula of C<sub>n</sub>H<sub>2n-2</sub>. In each series the carbon atoms are united in a chain, however, because the carbon atoms are arranged in a (hexagonal) ring. Compounds of the ethylene or aromatic compounds. Benzene (C<sub>6</sub>H<sub>6</sub>) is the first series of hydrocarbons and its structure follows:



Benzene C<sub>6</sub>H<sub>6</sub>

Assessment of

- The structural formula  $\begin{array}{c} \text{H} \\ | \\ \text{H}-\text{C}-\text{H} \\ | \\ \text{H} \end{array}$  that is
  - a gas
  - named methane
  - a member of the paraffin series
  - all of the above answers
- The hydrocarbon propane is a
  - member of the ethylene series
  - member of the acetylene series
  - gas
  - liquid

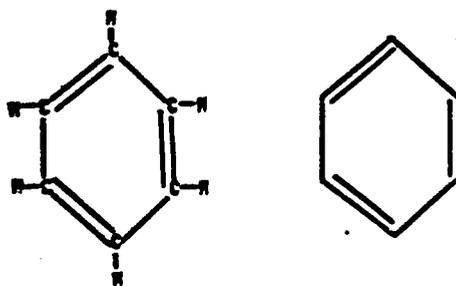
containing only carbon and hydrocarbon compounds are known.

Sharing electrons with each other, as methane (CH<sub>4</sub>) is the simplest carbon atom. Methane is the first member of the methane or the paraffin series. The number of carbon atoms in a series of compounds that are structurally related and have similar properties. As the number of carbon atoms increases and the molecular weight increases, the low-molecular weight members are gases, intermediate-weight members are liquids, and high-molecular weight members are solids. The following table shows the first few members of the methane series.

#### METHANE SERIES

Structural Formula	State of Matter
$\begin{array}{c} \text{H} \\   \\ \text{---C---H} \\   \\ \text{H} \end{array}$	Gas
$\begin{array}{c} \text{H} \quad \text{H} \\   \quad   \\ \text{---C---C---H} \\   \quad   \\ \text{H} \quad \text{H} \end{array}$	Gas
$\begin{array}{c} \text{H} \quad \text{H} \quad \text{H} \\   \quad   \quad   \\ \text{---C---C---C---H} \\   \quad   \quad   \\ \text{H} \quad \text{H} \quad \text{H} \end{array}$	Gas
$\begin{array}{c} \text{H} \quad \text{H} \quad \text{H} \\   \quad   \quad   \\ \text{---C---C---C---H} \\   \quad   \quad   \\ \text{H} \quad \text{H} \quad \text{H} \end{array}$	Liquid

Other series of structurally related hydrocarbons include the *ethylene series* with a general formula of C<sub>n</sub>H<sub>2n</sub>, and the *acetylene series* with a general formula of C<sub>n</sub>H<sub>2n-2</sub>. In each of these series of hydrocarbons, the carbon atoms are united in a chain. The *benzene series* is unique, however, because the carbon atoms are united in a six-sided (hexagonal) ring. Compounds of the benzene series are known as *ring* or *aromatic* compounds. Benzene (C<sub>6</sub>H<sub>6</sub>) is the simplest member of this series of hydrocarbons and its structural formula is written as follows:



Benzene C<sub>6</sub>H<sub>6</sub>

#### Assessment of Comprehension

- The structural formula  $\begin{array}{c} \text{H} \\ | \\ \text{H---C---H} \\ | \\ \text{H} \end{array}$  represents a molecule of a compound that is
  - a gas
  - named methane
  - a member of the paraffin series
  - all of the above answers
- The hydrocarbon propane is a
  - member of the ethylene series
  - member of the acetylene series
  - gas
  - liquid

3. Ethane and butane are similar in that both compounds

1. physically exist in the same state of matter under normal conditions
2. have the same molecular formula
3. are members of the ethylene series
4. have the same number of carbon atoms

4. Acetylene ( $C_2H_2$ ) and ethane ( $C_2H_6$ ) are similar in that each contains two carbon atoms, yet each compound belongs to a different

1. hydrocarbon series
2. methane series
3. ethylene series
4. acetylene series

5. Hexane ( $C_6H_{14}$ ) and benzene ( $C_6H_6$ ) differ from each other

1. because only benzene is a hydrocarbon
2. because benzene is not an organic compound
3. in the number of carbon atoms found in molecules of each compound
4. in their structural configuration

6. A 4-carbon compound of the acetylene series has a molecular formula of

1.  $C_4H_4$
2.  $C_4H_6$
3.  $C_4H_8$
4.  $C_4H_{10}$

7. Propylene has a molecular formula  $C_3H_6$ . It is a member of the series called

1. methane
2. ethylene
3. acetylene
4. benzene

8. Solid hydrocarbons such as nonadecane ( $C_{19}H_{40}$ ), generally are compounds with

1. low molecular weights
2. high molecular weights
3. six sides
4. hexagonal rings

9. Propane is chemical

1. methane
2. ethylene
3. acetylene
4. benzene

10. The simplest compound  $C_nH_{2n}$  is

1. methane
2. ethylene
3. acetylene
4. benzene

11. The simplest member

1. methane
2. ethane
3. butane
4. pentane

12. Carbon atoms can

1. are organic compounds
2. can share electrons
3. are hydrocarbons
4. can form a hexagon

at both compounds  
 state of matter under normal

ies  
 atoms

are similar in that each  
 compound belongs to a

iffer from each other

carbon  
 ic compound  
 ound in molecules of

on  
 ne series has a molecular

$C_3H_6$ . It is a member of the

ne ( $C_{19}H_{40}$ ), generally are

9. Propane is chemically and physically most similar to

1. methane
2. ethylene
3. acetylene
4. benzene

10. The simplest compound of the series that has a general formula of  $C_nH_{2n}$  is

1. methane
2. ethylene
3. acetylene
4. benzene

11. The simplest member of the paraffin series is

1. methane
2. ethane
3. butane
4. pentane

12. Carbon atoms can form long chain compounds because carbon atoms

1. are organic compounds
2. can share electrons
3. are hydrocarbons
4. can form a hexagonal ring

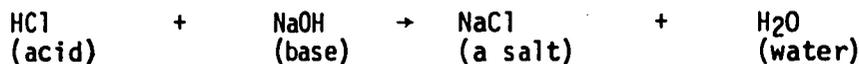
S14 SALTS 1/2

Salts are crystalline substances composed of positive and negative ions. These ions are usually positive metal ions from a base and negative non-metallic ions from an acid. Salts may also be defined as the crystalline products formed as the result of a neutralization reaction of an acid and a base. Ordinary table salt is chiefly the salt sodium chloride (NaCl). Sodium chloride is only one example of the many salts that exist.

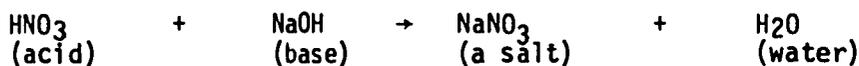
Salts may be prepared as a result of a number of chemical reactions, some of which are:

1. Neutralization. A solution is neutral when it possesses neither acid nor basic properties and has a pH of 7. Neutralization is the reaction between an acid and a base to produce water and a salt. The resulting solution is said to be neutral when the number of hydrogen ions equals the number of hydroxyl ions.

Here are two examples of neutralization reactions:



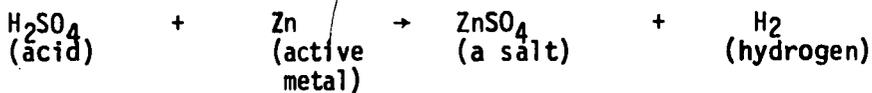
(Double Replacement)



NaNO<sub>3</sub>=sodium nitrate

(Double Replacement)

2. Reaction Between an Active Metal and an Acid. In order for this reaction to take place, the metal must be above hydrogen in the activity (electromotive) series of metals. When the metal is above hydrogen, it is more active than hydrogen and thus will replace all (or part) of the hydrogen in the acid.



ZnSO<sub>4</sub>=zinc sulfate

(Single Replacement)

3. Direct Combination of a Metal and a Non-metal to form a salt. This method of salt production is used to produce many salts.



(Chemical Combination)

4. Chemical Reaction Between a Metal and a Salt. This method results in the formation of a new salt and a new metal.



CuSO<sub>4</sub>

Na<sub>2</sub>SO<sub>4</sub>

(Double Replacement)

The following table lists some

Some Important Salts

Sodium chloride (NaCl)	Table salt
Sodium carbonate (Na <sub>2</sub> CO <sub>3</sub> )	Marble powder
Sodium bicarbonate (NaHCO <sub>3</sub> )	Marble chips
Sodium nitrate (NaNO <sub>3</sub> )	Marble chips
Magnesium sulfate (MgSO <sub>4</sub> )	A
Copper sulfate (CuSO <sub>4</sub> )	Use of

of positive and negative metal ions from a base and Salts may also be de- as the result of a base. Ordinary table (NaCl). Sodium chloride at exist.

number of chemical re-

neutral when it possesses and has a pH of 7. between an acid and a base resulting solution is of hydrogen ions equals

ation reactions:



cement)



trate

cement)

and an Acid. In order for metal must be above hydrogen series of metals. When the e active than hydrogen and the hydrogen in the acid.



ate

cement)

3. Direct Combination of a Metal and a Non-metal. An example of this method of salt production is the following:



CuCl<sub>2</sub>=copper chloride

(Chemical Combination - Synthesis)

4. Chemical Reaction Between a Base and a Salt. This reaction results in the formation of a different base and a salt.



CuSO<sub>4</sub>=copper sulfate

Na<sub>2</sub>SO<sub>4</sub>=sodium sulfate

(Double Replacement)

The following table lists some of the common salts and their uses.

Some Important Salts	Uses
Sodium chloride (NaCl)	Table salt, manufacture of other sodium salts, and hydrochloric acid, essential for life.
Sodium carbonate (Na <sub>2</sub> CO <sub>3</sub> )	Manufacture of glass and washing powders.
Sodium bicarbonate (NaHCO <sub>3</sub> )	Manufacture of baking soda, used in carbon-dioxide-fire-extinguishers.
Sodium nitrate (NaNO <sub>3</sub> )	Manufacture of fertilizers and explosives.
Magnesium sulfate (MgSO <sub>4</sub> )	A laxative (Epsom salts).
Copper sulfate (CuSO <sub>4</sub> )	Used in copper plating, and manufacture of fungicides.

Assessment of Comprehension

1.  $ZnCl_2$  is the chemical formula for this compound

1. sodium chloride
2. zinc sulfate
3. zinc chloride
4. sodium nitrate

2.  $KOH + HNO_3 \rightarrow KNO_3 + H_2O$

The above equation represents a type of reaction called

1. single replacement
2. double replacement
3. synthesis
4. decomposition

3. This salt is found in many products that are used to increase plant growth

1.  $NaNO_3$
2.  $NaCl$
3.  $HNO_3$
4.  $H_2SO_4$

4. The formula  $NaHCO_3$  represents sodium

1. chloride
2. carbonate
3. bicarbonate
4. nitrate

5. As a result of this reaction, the solution would not have a neutral pH

1.  $HCl + NaOH \rightarrow NaCl + H_2O$
2.  $HNO_3 + NaOH \rightarrow NaNO_3 + H_2O$
3.  $2NaOH + CuSO_4 \rightarrow Cu(OH)_2 + Na_2SO_4$
4.  $Cu + Cl_2 \rightarrow CuCl_2$

6. Which food is the least acidic?

1. limes with a pH of about 2
2. apples with a pH of about 3
3. tomatoes with a pH of about 4
4. peas with a pH of about 6

7. In single replacement reactions, the metal is

1. more active than hydrogen
2. less active than hydrogen
3. an acid
4. a base

8. In chemical reactions, metals

1. negative ions
2. positive ions
3. hydrogen ions
4. hydroxyl ions

9.  $NaCl$  is a chemical

1. salt
2. acid
3. base
4. ion

10. Most chemical salts are

1. acids
2. bases
3. positive and negative ions
4. sodium and chlorine

11. Chemical salts may be produced

1. an active metal and a non-metal
2. a metal and a non-metal
3. a base and a salt
4. all of the above answers

comprehension

this compound

7. In single replacement reactions, a metal will replace hydrogen in an acid if the metal is

1. more active than hydrogen
2. less active than hydrogen
3. an acid
4. a base

type of reaction called

8. In chemical reactions, metals generally form

1. negative ions
2. positive ions
3. hydrogen ions
4. hydroxyl ions

ions that are used to increase

9. NaCl is a chemical

1. salt
2. acid
3. base
4. ion

sum

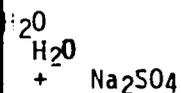
10. Most chemical salts are composed of

1. acids
2. bases
3. positive and negative ions
4. sodium and chlorine ions

solution would not have a

11. Chemical salts may be prepared by a chemical reaction between

1. an active metal and an acid
2. a metal and a non-metal
3. a base and a salt
4. all of the above answers



L1 PRELIMINARY LESSON, LITERARY DEVICES 1/3

Figures of speech occur in all types of writing for the purpose of conveying images and ideas which are vivid, suggestive, and connotative. The basis of many figures of speech lies in comparison, the author's linking of the known with the unknown, the abstract with the definitive.

Examples:

*Simile* - A comparison utilizing the words *like* or *as*

Example:

My love is like a red, red rose.

*Metaphor* - A comparison omitting *like* or *as*

Example:

It is the East, and Juliet is the sun.

*Extended Metaphor* - A comparison, omitting *like* or *as*, and developed at considerable length through a series of consistent details.

Example:

All the world's a stage  
And all the men and women merely players,  
They have their exits and their entrances,  
And one man in his time plays many parts...  
William Shakespeare  
*As You Like It*

*Mixed Metaphor* - An inconsistent comparison

Example:

He is cooling his heels in the melting sun.

*Implied Metaphor* - A comparison which lies in the interpretation of words chosen to describe a particular situation.

Example:

The child galloped down the street. [Since *galloped* normally describes the gait of a horse, there is a comparison implied in the choice of this word.]

*Hyperbole* - A comparative dev

Example:

She was drowned in t

Some figures of speech utiliz

Examples:

*Oxymoron* - The use of contrad

Example:

Daniel Webster was c

*Metonymy* - An association dev  
specifics for some broader co

Example:

I have nothing to of

*Synecdoche* - Use of a word wh  
whole

Example:

Man, he just bought

*Imagery* - The use of non-abstr  
(sight, sound, touch, taste, s

Example:

Lilacs/false blue, wh

of writing for the purpose  
re vivid, suggestive, and  
es of speech lies in com-  
known with the unknown,

*Hyperbole* - A comparative device utilizing exaggeration

Example:

She was drowned in tears.

ords like or as

Some figures of speech utilize word associations to develop ideas.

Examples:

ose.

*Oxymoron* - The use of contradictory words to convey dual ideas

Example:

Daniel Webster was called *The Little Giant*.

or as

s the sun.

*Metonymy* - An association device which substitutes the names of  
specifics for some broader concepts

Example:

I have nothing to offer but blood, sweat, and tears.  
Churchill

etting like or as, and de-  
n a series of consistent

*Synecdoche* - Use of a word which denotes a part as a symbol for the  
whole

Example:

Man, he just bought himself a set of wheels.

rely players,  
eir entrances,  
s many parts...  
illiam Shakespeare  
You Like It

arison

*Imagery* - The use of non-abstract words which appeal to the senses  
(sight, sound, touch, taste, smell, size, motion, thermal, etc.)

Example:

Lilacs/false blue, white, color of lilacs/

he melting sun.

lies in the interpretation  
lar situation.

street. [Since galloped  
e, there is a comparison

Certain devices utilize the sounds of words to add to the mood or tempo of the statement.

*Alliteration* - The repetition of the initial letter of several words in close proximity to each other

Examples:

Peter Piper picked a peck of pickled peppers.  
Sighted sub; sank same.

*Assonance* - Repetition of vowel sounds in medial or final positions in several words in close proximity to each other

Example:

Silver Bells!  
Silver Bells!  
How they tinkle, tinkle, tinkle.  
In the icy air of night.  
Poe

*Onomatopoeia* - The use of words which suggest the action being described

Examples:

Boom, bang, eek, slurp

*Puns* - The humorous use of words to suggest different meanings or applications of words having the same or nearly the same sound but different meanings

Examples:

You tell 'em, hair, how it feels to belong.  
Before I'd build a wall I'd ask to know...  
to whom I was like to give offence.  
Frost

*Rhyme* - is the development of similar sound patterns.

Masculine rhyme refers to similarity in final accented syllables.

Example:

There was a

Feminine rhyme refers to similarity in the first syllable

Example:

Nothing say

Slant rhyme refers to similarity in sound patterns but which do not rhyme

Example:

wind/mill

True rhyme refers to similarity in sound patterns and meaning

Example:

even/steven

#### TIME DEVICES

*Foreshadowing* - The telling of events to come

Example:

The wine was  
narrow street  
spilled. I  
and many na  
joker...scr  
muddy wine-

The time was  
on the street

*Flashback* - The interjection of an account of previous events

sounds of words to add to the mood or

on of the initial letter of several  
each other

a peck of pickled peppers.  
ame.

owel sounds in medial or final  
in close proximity to each other

tinkle, tinkle.  
night.  
Poe

ords which suggest the action being

slurp

ords to suggest different meanings or  
the same or nearly the same sound

, how it feels to belong.

wall I'd ask to know...  
like to give offence.  
Frost

of similar sound patterns.

o similarity in final accented

Example:

There was a cat/who ate a rat.

Feminine rhyme refers to a two syllable pattern where the accent  
is on the first syllable.

Example:

Nothing says loving, like something from the oven

Slant rhyme refers to linking words which have similar letter  
patterns but which do not have the same sound.

Example:

wind/mill

True rhyme refers to words which contain almost identical sounds.

Example:

even/steven

#### TIME DEVICES

*Foreshadowing* - The introduction of a scene which in some way fore-  
tells events to come

Example:

The wine was red wine and had stained the ground of the  
narrow street in Saint Antoine, in Paris, where it was  
spilled. It had stained many hands, too, and many faces,  
and many naked feet and many wooden shoes...and one tall  
joker...scrawled upon a wall with his fingers dipped in  
muddy wine-lees—BLOOD.

The time was to come, when that wine too should be spilled  
on the street stones...

Charles Dickens

*Flashback* - The interrupting of the course of action to interpolate  
an account of previous events; more dramatic than a chronological  
account

L1 PRELIMINARY LESSON, LITERARY DEVICES 3/3

Example:

It was now lunch time and they were all sitting under  
the double green fly of the dining tent pretending  
that nothing had happened.

Ernest Hemingway

OTHER DEVICES

*Apostrophe* - The addressing of an object or concept

Example:

O Death, where is thy sting?

*Personification* - The attributing of human qualities to animals, abstractions, or inanimate objects

Example:

The lazy sun shone down indolently.

*Irony* - A figure of speech where the meaning is opposite to the literal text. Often used in mockery or satire.

Example:

What has the gray-haired prisoner done?  
Has murder stained his hands with gore?  
Not so; his crime's a fouler one—  
God made the old man poor.

John Greenleaf Whittier

*Epigram* - A short, witty saying, usually true.

Example:

'Tis education forms the common mind;  
Just as the twig is bent the tree's inclined.

SILVER MOON

Michael Nesmith

See the lazy windmill slowly turning  
Cutting up the marble canyons of the sky  
See the dust around my feet go churning  
Moving the winds down the highway of goodbye.  
Standing in the lonely night of the silver moon  
With the unexpected destination of my home  
Now I must go, go, and let go.

Half the thoughts I'm thinking speak in sighs  
As that same old wave of loneliness returns  
As I can see you when I close my eyes  
Speaking very softly as you turn.

Assessment of Comprehension

1. The *windmill slowly turning* is
  1. a metaphor
  2. a simile
  3. an image
  4. a synecdoche
2. The *old wave of loneliness* contains a sound device known as
  1. alliteration
  2. assonance
  3. identical rhyme
  4. cacophony
3. *Speak in sighs* is an example of
  1. alliteration
  2. assonance
  3. identical rhyme
  4. cacophony

4. Calling a windmill
  1. mixed metaphor
  2. apostrophe
  3. hyperbole
  4. personification
5. *Now I must go, go,*
  1. repetition for
  2. personification
  3. hyperbole
  4. cacophony
6. *Turning-churning* is
  1. alliteration
  2. true rhyme
  3. feminine rhyme
  4. alternate rhyme
7. The *silver moon* is
  1. an image
  2. a hyperbole
  3. an alliterative
  4. a simile

SILVER MOON 1/1 L2

4. Calling a windmill *lazy* is
  1. mixed metaphor
  2. apostrophe
  3. hyperbole
  4. personification
5. *Now I must go, go, let go,* is an example of
  1. repetition for effect
  2. personification
  3. hyperbole
  4. cacophony
6. *Turning-churning* is an example of
  1. alliteration
  2. true rhyme
  3. feminine rhyme
  4. alternate rhyme
7. The *silver moon* is
  1. an image
  2. a hyperbole
  3. an alliterative device
  4. a simile

ch  
ning  
the sky  
urning  
of goodbye.  
the silver moon  
of my home  
eak in sighs  
ess returns  
eyes

Comprehension

s  
ontains a sound device known as

of

L3 SIMILE, TWISTER 1/1

SIMILE

My passion is as mustard strong;  
I sit all sober sad;  
Drunk as a piper all day long,  
Or like a March-hare mad.

Round as a hoop the bumpers flow;  
I drink, yet can't forget 'er;  
For, though as drunk as David's sow,  
I love her still the better.

Pert as a pear-monger I'd be,  
If Molly were but kind;  
Cool as a cucumber could see  
The rest of womankind.

As soft as pap her kisses are,  
Methinks I taste them yet;  
Brown as a berry is her hair,  
Her eyes as black as jet:

As smooth as glass, as white as curds,  
Her pretty hand invites;  
Sharp as a needle are her words;  
Her wit, like pepper, bites:

Full as an egg was I with glee;  
And happy as a king.  
Good Lord! how all men envy'd me!  
She lov'd like any thing.

But false as hell! she, like the wind,  
Chang'd, as her sex must do;  
Though seeming as the turtle kind,  
And like the gospel true.

I, melancholy as a cat,  
And kept awake to weep;  
But she, insensible of that,  
Sound as a top can sleep.

Sure as a gun, she'll drop a tear,  
And sigh, perhaps, and wish,  
When I am rotten as a pear,  
And mute as any fish.

The twain  
As twines  
'Twixt th  
He, twirl

When a Tw  
For the t  
But if or  
The twine

Untwirlin  
He twirls  
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Oh, you m  
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Do you ca  
My heart  
With your  
And your

You are a  
If we can  
Lettuce n  
Weed make

I  
TWISTER

The twain that, in twining, before in the twine  
As twines were intwisted; he now doth untwine;  
'Twixt the twain inter-twisting a twine more between,  
He, twirling his twister, makes a twist of the twine.

When a Twister a-twisting will twist him a twist,  
For the twisting of his twist, he three twines doth intwist;  
But if one of the twines of the twist do untwist,  
The twine that untwisteth, untwisteth the twist.

Untwirling the twine that untwisteth between,  
He twirls, with his twister, the two in a twine;  
The, twice having twisted the twines of the twine,  
He twitcheth, the twice he had twined, in twain.

II

Oh, you may drive a horse to water,  
But a pencil must be lead.

III

Do you carrot all for me?  
My heart beets for you,  
With your turnip nose  
And your radish face.

You are a peach.  
If we canteloupe  
Lettuce marry;  
Weed make a swell pear.

Anonymous

Below you will find literary examples in each of which one or more figures of speech are employed. Name the figure of speech in each instance.

1. Eternal Spirit of the Chainless Mind!  
Brightest in-dungeons, Liberty! thou art,...
2. Low, low, breathe and blow,  
Wind of the western sea!
3. (Referring to the skylark)  
The pale purple even  
Melts around thy flight;  
Like a star of heaven,  
In the broad daylight
4. He shall come down like rain upon the mown grass.
5. Rats!  
By drowning their speaking  
With shrieking and squeaking  
In fifty different sharps and flats
6. The fog came in on little cat feet.
7. Love's arms were wreathed about the neck of Hope.
8. She was drowned in tears.
9. How kind of him to remind me of my many failures!
10. His eyes were coals of fire.
11. Honor or shame from no condition rise,  
Act well your part, there all honor lies.
12. The sea waves sobbed with sorrow.
13. And the muttering grew to a grumbling;  
And the grumbling grew to a mighty rumbling;  
And out of the houses the rats came tumbling.
14. Red as a rose was she.
15. It is as sport to a fool to do wickedness,  
And so is wisdom to a man of discernment.

16. What hands are here?  
Will all great Neptune's  
Clean from my hand?  
The multitudinous sea  
Making the green one
17. Life's but a walking
18. Tell me, Noon, thou  
Pilgrim of Heaven's  
In what depth of night  
Seekest thou repose
19. God brought a vine out
20. The waves are dancing

Below you will find excerpts  
more figures of speech are  
each instance.

1. Call Roto-Rooter and
2. Maclean's whitened so
3. Short pants, long par
4. The new ready-to-wear
5. Stop smogging.  
Start smoking Lark
6. Santa Claus lives on
7. Hush Puppies
8. It doesn't taste like
9. Ten little losers,  
standing in a line.  
One bought our magazi  
Then there were nine
10. Fostoria is fashion
11. Saturday morning is t  
noisy crowds.

FIGURES OF SPEECH, PRACTICE EXERCISE 1/2 L4

- each of which one or more  
the figure of speech in each
- ind!  
thou art,...
- the mown grass.
- ts  
t.
- the neck of Hope.
- y many failures!
- ise,  
or lies.
- ing;  
y rumberling;  
me tumbling.
- ckedness,  
ernment.
16. What hands are here? ha! they pluck out mine eyes.  
Will all great Neptune's ocean wash this blood  
Clean from my hand? No, this my hand will rather  
The multitudinous seas incarnadine,  
Making the green one red.
  17. Life's but a walking shadow.
  18. Tell me, Noon, thou pale and gray  
Pilgrim of Heaven's homeless way,  
In what depth of night or day  
Seekest thou repose now?
  19. God brought a vine out of Egypt and planted it in Palestine.
  20. The waves are dancing fast and bright.

*Below you will find excerpts from advertising in each of which one or more figures of speech are employed. Name the figure of speech in each instance.*

1. Call Roto-Rooter and away go troubles down the drain.
2. Maclean's whitened so well it worried me.
3. Short pants, long pants, from Paris - ready to wear here and now
4. The new ready-to-wear from over there.
5. Stop smogging.  
Start smoking Lark
6. Santa Claus lives on Sesame Street, too.
7. Hush Puppies
8. It doesn't taste like a sacrifice.
9. Ten little losers,  
standing in a line.  
One bought our magazine  
Then there were nine.
10. Fostoria is fashion
11. Saturday morning is the supermarket and car wash and laundry and noisy crowds.

L3 FIGURES OF SPEECH, PRACTICE EXERCISE 2/2

12. Battani is boots and bags and belts and sandals.
13. Suddenly slim
14. Maryland 100's...Made for Menthol
15. As fresh as a daisy.
16. To live,  
To laugh.  
To forget time.  
Cointreau
17. 3 minutes from pack to stack
18. Slurp!
19. Wake up your dining room!
20. Japan...where technology sits down to the tea ceremony

## SUPERSTITION: THE REMNANTS OF MAGIC

Gary Jennings

Although almost all societies have attached special significance to the various numerical digits and combinations of digits, they have seldom agreed on which are the "good" numbers and which are the "bad." For example, the Chinese have long considered thirteen a lucky number. They used to measure time by a lunar calendar, and because the moon goes through thirteen cycles a year, the Chinese year consisted of thirteen months.

Whether considered good or bad, seven has always been one of the important numbers. The Orientals honored the Seven Precious Things (gold, silver, rubies, emeralds, crystal, amber, and agate). In the Western world the ancients like to lump all sorts of things together in groups of seven—the Seven Wonders of the World, the Seven Sages of the Greeks, and the Seven Liberal Arts.

The early religious leaders lamented mankind's Seven Deadly Sins and looked forward to a Seventh Heaven (its highest level). Early astronomers refused to believe there could be more than Seven Heavenly Bodies (the sun, the moon, Mercury, Venus, Mars, Jupiter, and Saturn). Early mariners charted the Seven Seas.

Seven was also a meaningful figure to the medieval sorcerers and alchemists. They thought it a "strong" number because it was made up, they said, of the four elements of the human body (flesh, bone, blood, and spirit), and the three of the human soul (passion, desire, and reason). But the number's importance to ordinary people is more likely based on the story of creation, in which God rested on the seventh day and called it blessed.

Shakespeare divided the human life span into the Seven Ages of Man. The number seven even sets limits to laws; to this day certain crimes cannot be prosecuted and certain debts are not collectable if action is not taken on them within seven years. And the number persists in such superstitions as the broken mirror's seven years of bad luck, and lucky seven of dice games, and the lifelong luck that's supposed to follow a man who is the seventh son of a seventh son.

The number forty appears again and again in the Bible. Noah's rainstorm lasted forty days and forty nights. The Israelites who fled from Egypt wandered in the wilderness for forty years. Moses spent forty days and nights on Mt. Sinai, copying down

the Lord's Ten Com  
impressed the medi  
job.

In those days plag  
in the 1600's the  
anchor outside the  
they weren't bring  
long a ship should  
Biblical number of  
sign of sickness a  
the passengers to

The practice was f  
forty is *quaranta*,  
The practice is st  
individual cases o  
lasts a tedious fo

But of all the num  
of superstition.  
thirteenth day of  
thirteen at table;  
houses, and even o

Most Christians be  
Last Supper, when  
the final betrayal  
after the thirteen  
Feast of Passover,  
wiped out in battl

Actually the numbe  
traditions. It be  
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fingers and two fe  
twelve. Beyond tw  
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THE REMNANTS OF MAGIC

Jennings

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nd again in the Bible. Noah's forty nights. The Israelites the wilderness for forty years. on Mt. Sinai, copying down

the Lord's Ten Commandments. The number's seeming significance so impressed the medieval Europeans that they assigned it a rather odd job.

In those days plagues and other epidemics had become so frequent that in the 1600's the port cities of Europe made all incoming ships anchor outside the harbor and wait there until it was certain that they weren't bringing a new disease in with them. Nobody knew how long a ship should have to wait, so they arbitrarily applied the Biblical number of forty; if none of the people aboard ship showed sign of sickness after forty days, the ship was allowed to dock and the passengers to go ashore.

The practice was first instituted in Italy, and the Italian word for forty is *quaranta*, so the isolation period became know as "quarantine." The practice is still observed, not only for travelers, but for individual cases of infectious diseases. The isolation no longer lasts a tedious forty days; it varies now according to local laws.

But of all the numbers, poor thirteen must carry the heaviest weight of superstition. You know the taboos; don't take chances on the thirteenth day of the month, especially if it's a Friday; never seat thirteen at table; etc. And you know how many hotels, apartment houses, and even office buildings have no thirteenth floor.

Most Christians believe that the number's disfavor dates from the Last Supper, when Christ dined with the twelve apostles just before the final betrayal. Jews associate the number with a legend that after the thirteen chiefs of the tribes of Israel enjoyed the first Feast of Passover, the tribe of the youngest chief, Benjamin, was wiped out in battle.

Actually the number's unpopularity is far older than either of these traditions. It began back in prehistory when the first men learned to count. They did this with the only computer they had: their ten fingers and two feet; they didn't count toes. These added up to twelve. Beyond twelve was the incalculable unknown, which man didn't like to think about. He still doesn't.

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L5 SUPERSTITION: THE REMNANTS OF MAGIC 2/2

*Assessment of Comprehension*

1. In this selection, the author elaborates on the significance certain societies have placed on
  1. their holy days
  2. the flood story
  3. numbers
  4. letters
2. Seven was a meaningful number to
  1. Medieval sorcerers and alchemists
  2. Noah on his ark
  3. Italian doctors
  4. Chinese calendar makers
3. Seven is important
  1. whist
  2. roulette
  3. dice
  4. poker
4. The four elements in body are spirit, blood, bone, and
  1. passion
  2. flesh
  3. reason
  4. corpuscle
5. The poet who spoke of the Seven Ages of Man was
  1. Dante
  2. Milton
  3. Confucius
  4. Shakespeare
6. Counting beyond twelve led prehistoric man to
  1. the decimal system
  2. counting his toes
  3. the unknown
  4. multiplication
7. One reason for the belief that there were 13 plagues in the Bible is
  1. there were 13 plagues in the Bible
  2. Benjamin was killed by Henry XI
  3. the Egyptians wandered for 13 years
  4. there were 13 men at the Last Supper

MAGIC 2/2

Comprehension

elaborates on the significance  
on

7. One reason for the belief that thirteen was unlucky was that

1. there were 13 plagues in the 1600's
2. Benjamin was killed by Henry VIII
3. the Egyptians wandered for 13 years in the desert
4. there were 13 men at the Last Supper

chemists

body, are spirit, blood,

in Ages of Man was

historic man to

MATTHEW A. HENSON, EXPLORER

Langston Hughes

By April 5 they were thirty-five miles from the Pole. Peary with his mutilated feet was then fifty-three years, and Matt was no longer young either. Could it be that at last their dream of so many years would come true? That night only the Eskimos slept—uninterested in seeking a new spot of ice in this world of ice they had known all their lives. Henson and Peary could not sleep for the excitement of it. A part of Matt's job as trail-blazer was to build an igloo of ice at each stopping point so that when Peary got there they could rest until time to start again. On the day when Henson, forging ahead, finally arrived at a point where North no longer existed, he knew he had reached the Pole. With Ootah's assistance, there he began to build an igloo. Forty-five minutes later, with Eskimos and a team of dogs, Peary arrived. To Matt Henson, Peary gave the honor of planting the American flag at the North Pole while he stood in salute. It was April 6, 1909.

Eleven years later Admiral Peary died, but Matt Henson lived to be eighty-eight years old. He passed away in New York City in 1955. In tribute to his long series of explorations, Matt Henson received a Congressional Medal, a gold medal from the Chicago Geographical Society, a loving cup from the Bronx Chamber of Commerce, and a building has been named after him at Dillard University. On the occasion of the forty-fifth anniversary of the Discovery of the North Pole, President Eisenhower honored Matt Henson at the White House.

*Assessment of Comprehension*

1. The article fails to mention that Matthew Henson was
  1. a Congressional medal winner
  2. a black man
  3. a trail blazer
  4. a middle-aged man

2. The idea of this expedition was to
  1. pay tribute to Peary
  2. to acknowledge Peary's achievement
  3. to give a new name to the North Pole
  4. to explain the mystery of the North Pole
3. Henson knew he was going to the North Pole because
  1. the extreme cold
  2. the Eskimos' stories
  3. the marker left by Peary
  4. the fact that the Eskimos had been there
4. Peary actually reached the North Pole
  1. 3 days later
  2. 45 minutes later
  3. a day later
  4. a month later
5. The expedition was made in
  1. Spring
  2. Summer
  3. Winter
  4. Fall
6. The fact that Henson was a black man was
  1. omitted
  2. stressed
  3. hinted at
  4. evaluated
7. The author wanted to show that Henson was
  1. a one-man expedition
  2. not a one-man expedition
  3. an Eskimo expedition
  4. an English expedition

MATTHEW A. HENSON, EXPLORER 1/1 L6

HENSON, EXPLORER

ton Hughes

...e miles from the Pole. Peary with  
...ty-three years, and Matt was no  
...be that at last their dream of so  
...at night only the Eskimos slept—  
...pot of ice in this world of ice  
...Henson and Peary could not  
...A part of Matt's job as trail-  
...ice at each stopping point so  
...could rest until time to start  
...forging ahead, finally arrived  
...existed, he knew he had reached  
...nce, there he began to build an  
...r, with Eskimos and a team of dogs,  
...Peary gave the honor of planting  
...Pole while he stood in salute. It

...y died, but Matt Henson lived to  
...passed away in New York City in  
...eries of explorations, Matt Henson  
...a gold medal from the Chicago  
...cup from the Bronx Chamber of  
...en named after him at Dillard  
...the forty-fifth anniversary of  
...President Eisenhower honored

6 Comprehension

m that Matthew Henson was

inner

2. The idea of this particular selection is to
  1. pay tribute to Admiral Peary's bravery
  2. to acknowledge an anniversary of polar exploration
  3. to give a lesser known explorer some overdue credit
  4. to explain polar flights
3. Henson knew he was at the Pole by
  1. the extreme drop in temperature
  2. the Eskimos' telling him
  3. the marker at the spot
  4. the fact that he could only go south
4. Peary actually arrived at the Pole about
  1. 3 days later
  2. 45 minutes later
  3. a day later
  4. a month later
5. The expedition moved toward the Pole in the
  1. Spring
  2. Summer
  3. Winter
  4. Fall
6. The fact that Henson was Peary's personal servant is
  1. omitted
  2. stressed
  3. hinted at
  4. evaluated
7. The author wants the reader to understand that this trip was
  1. a one-man venture
  2. not a one-man venture.
  3. an Eskimo triumph
  4. an English adventure

SHOOTING AN ELEPHANT

George Orwell

1. George Orwell is

In Moulmein, in lower Burma, I was hated by large numbers of people--the only time in my life that I have been important enough for this to happen to me. I was subdivisional police officer of the town, and in an aimless, petty kind of way an anti-European feeling was very bitter. No one had the guts to raise a riot, but if a European woman went through the bazaars alone somebody would probably spit betel juice over her dress. As a police officer I was an obvious target and was baited whenever it seemed safe to do so. When a nimble Burman tripped me up on the football field and the referee (another Burman) looked the other way, the crowd yelled with hideous laughter. This happened more than once. In the end the sneering yellow faces of young men that met me everywhere, the insults hooted after me when I was at a safe distance, got badly on my nerves. The young Buddhist priests were the worst of all. There were several thousands of them in the town and none of them seemed to have anything to do except stand on street corners and jeer at Europeans.

1. Burmese
2. Scotch
3. Irish
4. British

2. During his time in

1. happy
2. ambitious
3. upset
4. apathetic

3. The narrator wants

1. confused react
2. guilt
3. fear
4. compassion

All this was perplexing and upsetting. For at that time I had already made up my mind that imperialism was an evil thing and the sooner I chucked up my job and got out of it the better.

4. The reactions of t

Theoretically--and secretly, of course--I was all for the Burmese and all against their oppressors, the British. As for the job I was doing, I hated it more bitterly than I can perhaps make clear. In a job like that you see the dirty work of the Empire at close quarters. The wretched prisoners huddling in the stinking cages of the lockups, the gray, cowed faces of the long-term convicts, the scarred buttocks of men who had been flogged with bamboos--all these oppressed me with an intolerable sense of guilt. But I could get nothing into perspective. I was young and ill-educated and I had to think out my problems in the utter silence that is imposed on every Englishman in the East. I did not know that the British Empire is dying, still less did I know that it is a great deal better than the younger empires that are going to supplant it. All I knew was that I was stuck between my hatred of the empire I served and my rage against the evil-spirited little beasts who tried to make my job impossible. With one part of my mind I thought of the British Raj as an unbreakable tyranny, as something clamped down, in *saecula saeculorum*, upon the will of prostrate peoples; with another part I thought that the greatest joy in the world would be to drive a bayonet into a Buddhist priest's guts. Feelings like these are the normal by-product of imperialism; ask any Anglo-Indian official, if you can catch him off duty.

1. violence
2. diverse impuls
3. whimsical emot
4. senselessness

5. The narrator obvio

1. Burmese common
2. British common
3. the empire bui
4. the empire bui

6. The people's feeli

1. love
2. hate
3. friendship
4. apathy

Orwell

1. George Orwell is

is hated by large numbers of  
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 I was subdivisional police  
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 tter. No one had the guts to  
 oman went through the bazaars  
 t betel juice over her dress.  
 ous target and was baited whenever  
 nimble Burman tripped me up on the  
 nother Burman) looked the other  
 s laughter. This happened more  
 ng yellow faces of young men  
 ts hooted after me when I was  
 ny nerves. The young Buddhist  
 here were several thousands of  
 seemed to have anything to do  
 d jeer at Europeans.

1. Burmese
2. Scotch
3. Irish
4. British

2. During his time in service, the narrator was often

ous target and was baited whenever  
 nimble Burman tripped me up on the  
 nother Burman) looked the other  
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 ng yellow faces of young men  
 ts hooted after me when I was  
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 d jeer at Europeans.

1. happy
2. ambitious
3. upset
4. apathetic

3. The narrator wants the reader to share his

ting. For at that time I had  
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 ght that the greatest joy in the  
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 l by-product of imperialism; ask  
 can catch him off duty.

1. confused reactions
2. guilt
3. fear
4. compassion

4. The reactions of the narrator are a result of his own

1. violence
2. diverse impulses
3. whimsical emotions
4. senselessness

5. The narrator obviously sided with the

1. Burmese common man
2. British common man
3. the empire builders of England
4. the empire builders of Burma

6. The people's feelings toward the author were those of

1. love
2. hate
3. friendship
4. apathy

MARY WHITE

William Allen White

The last hour of her life was typical of its happiness. She came home from a day's work at school, topped off by a hard grind with the copy on the high school annual, and felt that a ride would refresh her. She climbed into her khakis, chattering to her mother about the work she was doing, and hurried to get her horse and be out on the dirt roads for the country air and the radiant green fields of the spring. As she rode through the town on an easy gallop, she kept waving at passers-by. She knew everyone in town. For a decade the little figure with the long pigtail and the red hair ribbon had been familiar on the streets of Emporia, and she got in the way of speaking to those who nodded at her. She passed the Kerrs, walking the horse, in front of the Normal Library, and waved at them; passed another friend a few hundred feet further on, and waved at her. The horse was walking, and as she turned into North Merchant Street, she took off her cowboy hat, and the horse swung into a lope. She passed the Triplets and waved her cowboy hat at them, still moving gaily north on Merchant Street. A Gazette carrier passed--a high school boy friend--and she waved at him, but with her bridle hand; the horse veered quickly, plunged into the parking lot where a low-hanging limb faced her, and, while she still looked back waving, the blow came. But she did not fall from the horse; she slipped off, dazed a bit, staggered, and fell in a faint. She never quite recovered consciousness.

3. She was

1. small of stature
2. big boned
3. tall
4. husky

4. The picture contains such details

1. jeans, a green ribbon, a
2. riding clothes, sombrero,
3. overalls, cowboy hat, shoes
4. khakis, cowboy hat, red hair

5. She worked on the high school

1. newspaper
2. magazine
3. book store
4. annual

*Assessment of Comprehension*

1. William Allen White presents the last hour of his daughter's life as filled with

1. sadness
2. happiness
3. hospital scenes
4. tragedy

2. His recollections give details which form a picture of

1. a sad death
2. a bookish lady
3. an active girl
4. a boycrazy kid

MARY WHITE 1/1 L8

3. She was

1. small of stature
2. big boned
3. tall
4. husky

4. The picture contains such details as

1. jeans, a green ribbon, a pigtail
2. riding clothes, sombrero, plait
3. overalls, cowboy hat, short hair
4. khakis, cowboy hat, red hair ribbon

5. She worked on the high school

1. newspaper
2. magazine
3. book store
4. annual

te  
its happiness. She came  
off by a hard grind with  
felt that a ride would  
, chattering to her  
hurried to get her horse  
try air and the radiant  
through the town on an  
y. She knew everyone in  
n the long pigtail and  
the streets of Emporia,  
se who nodded at her.  
in front of the Normal  
r friend a few hundred  
orse was walking, and as  
e took off her cowboy  
e passed the Triplets  
oving gaily north on  
d--a high school boy  
r bridle hand; the horse  
lot where a low-hanging  
ed back waving, the  
horse; she slipped off,  
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ension

hour of his daughter's

form a picture of

DIRT, GRIME, AND CRUEL CROWDING

Eric Severeid

One way to go quietly insane is to think hard about the concept of eternity. Another way, for anyone living in a megalopolis like New York, is to think hard about "progress." The eerie sensation comes over one that true progress reached the end of its cable some years ago and is now recoiling upon us, an unstoppable juggernaut smashing masses of human beings back toward medieval conditions of life.

The streets are littered with cigarette and cigar butts, paper wrappings, particles of food, and dog droppings. How long before they become indistinguishable from the gutters of medieval towns when slop pails were emptied from the second-story windows?

Thousands of New York women no longer attend evening services in their churches. They fear assault as they walk the few steps from bus or subway station to their apartment houses. The era of the medieval footpad had returned, and, as in the Dark Ages, the cry for help brings no assistance, for even grown men know they would be cut down before the police could arrive.

A thousand years ago in Europe, acres of houses and shops were demolished and their inhabitants forced elsewhere so that great cathedrals could be built. For decades the building process soaked up all available skilled labor; for decades the townspeople stepped around pits in the streets, clambered over ropes and piles of timber, breathed mortar dust, and slept and woke to the crashing noise of construction.

The cathedrals, when finished, stood half-empty six days a week, but most of them had beauty.

Today, the ugly office skyscrapers go up, shops and graceful homes are obliterated, their inhabitants forced away, and year after year New Yorkers step around the pits, stumble through the wooden catwalks, breathe the fine mist of dust, absorb the hammering noise night and day, and telephone in vain for carpenter or plumber.

And the skyscrapers stand empty two days and seven nights a week. This is progress.

At the rush hour, men outrun old women for the available cab; the strong bodily crush back the weak for a place to stand in

suffocating bus or su  
than a cattle wagon i  
and subway cars began  
garages are built, im  
as before, and that i  
Robert Moses, builds  
are at once crammed b  
locomotives, carrying

Parkinson's general l  
increase in direct pr  
So skyscrapers and bo  
to build them increas  
possible victims incr

But it's progress.

The secret, terrible  
of human effort, grac  
great ant-hill cities  
around and is now des

1. The comparison of

1. alliteration
2. hyperbole
3. metaphor
4. simile

2. The details in pa

1. alliterative
2. metaphors
3. similes
4. a series of f

3. The phrase *crash*  
device known as

1. alliteration
2. assonance
3. simile
4. onomatopoeia

RUEL CROWDING

think hard about the concept of living in a megalopolis like progress." The eerie sensation reached the end of its cable upon us, an unstoppable beings back toward medieval

tte and cigar butts, paper g droppings. How long before the gutters of medieval towns e second-story windows?

r attend evening services in s they walk the few steps apartment houses. The era and, as in the Dark Ages, e, for even grown men know lice could arrive.

s of houses and shops were ed elsewhere so that great des the building process r; for decades the towns- reets, clambered over ropes dust, and slept and woke n.

half-empty six days a week,

o up, shops and graceful ants forced away, and year he pits, stumble through e mist of dust, absorb the e telephone in vain for

days and seven nights a

en for the available cab; k for a place to stand in

suffocating bus or subway car, no less destructive of human dignity than a cattle wagon in the time of Peter the Great. When the buses and subway cars began, they represented progress. Great parking garages are built, immediately filled with cars; the traffic remains as before, and that is progress. The renowned New York constructionist, Robert Moses, builds hundreds of miles of access highways, and they are at once crammed bumper to bumper with automobiles as long as locomotives, carrying an average of about two human beings apiece.

Parkinson's general law applies here, too, for vehicles will always increase in direct proportion to the increase in spaces to hold them. So skyscrapers and boxlike apartment houses will increase as the money to build them increases. So footpads will increase as the number of possible victims increases.

But it's progress.

The secret, terrible fact is that progress, in all measurable terms of human effort, grace, and self-respect, ended some years ago in the great ant-hill cities. The juggernaut of time and effort has turned around and is now destroying the recent progressive past.

#### Assessment of Comprehension

1. The comparison of progress to a juggernaut is
  1. alliteration
  2. hyperbole
  3. metaphor
  4. simile
2. The details in paragraph #2 are
  1. alliterative
  2. metaphors
  3. similes
  4. a series of images
3. The phrase *crashing noise of construction* contains the sound device known as
  1. alliteration
  2. assonance
  3. simile
  4. onomatopoeia

agate). In the Western world the ancients like to lump all sorts of things together in groups of seven—the Seven Wonders of the World, the Seven Sages of the Greeks, and the Seven Liberal Arts.

The early religious leaders lamented mankind's Seven Deadly Sins and looked forward to a Seventh Heaven (its highest level). Early astronomers refused to believe there could be more than Seven Heavenly Bodies (the sun, the moon, Mercury, Venus, Mars, Jupiter, and Saturn). Early mariners charted the Seven Seas.

Seven was also a meaningful figure to the medieval sorcerers and alchemists. They thought it a "strong" number because it was made up, they said, of the four elements of the human body (flesh, bone, blood, and spirit), and the three of the human soul (passion, desire, and reason). But the number's importance to ordinary people is more likely based on the story of creation, in which God rested on the seventh day and called it blessed.

Shakespeare divided the human life span into the Seven Ages of Man. The number seven even sets limits to laws; to this day certain crimes cannot be prosecuted and certain debts are not collectable if action is not taken on them within seven years. And the number persists in such superstitions as the broken mirror's seven years of bad luck, and lucky seven of dice games, and the lifelong luck that's supposed to follow a man who is the seventh son of a seventh son.

The number forty appears again and again in the Bible. Noah's rainstorm lasted forty days and forty nights. The Israelites who fled from Egypt wandered in the wilderness for forty years. Moses spent forty days and nights on Mt. Sinai, copying down

The practice is sti  
individual cases of  
lasts a tedious for

But of all the numb  
of superstition. Y  
thirteenth day of t  
thirteen at table;  
houses, and even of

Most Christians bel  
Last Supper, when C  
the final betrayal.  
after the thirteen  
Feast of Passover,  
wiped out in battle

Actually the\*number  
traditions. It beg  
to count. They did  
fingers and two fee  
twelve. Beyond twe  
like to think about

FI

## THE TALENTED TENTH

Arna Bontemps

In the summer of 1894 a young man of twenty-six, a natural scholar and an aristocrat in appearance, returned to the United States wearing gloves and carrying a cane like the German University students among whom he had just spent two years. Fisk and Harvard had given him degrees before he went abroad, and in each place his professors had marked him as one of the brightest of the bright. As a student he had written brilliantly for the *Fisk Herald*. At Harvard, he had won highest awards. Twenty years of attending schools in America and Europe had been a series of triumphs for W.E. Burghardt Du Bois. Now he was ready for a job.

In quick succession he received offers from Wilberforce University in Ohio and Lincoln Institute in Missouri. Then came a telegram from Tuskegee: "Can give mathematics if terms suit. Will you accept? Booker T. Washington." But Du Bois had already accepted the first offer. He never went to Tuskegee as a teacher. Nevertheless, his name became associated in another way with that of its distinguished founder. Du Bois saw the South and the condition of the Negro in America through different eyes, and the program he offered his people was unlike the plan laid down by Booker T. Washington. In some ways, the two were in conflict.

### Assessment of Comprehension

1. Du Bois had distinguished himself as a(n)

1. fashionable dresser
2. opponent to Booker T. Washington
3. gifted scholar
4. translator of the German language

2. Upon returning from Eu

1. first, a position Lincoln Institute;
2. first, a position Wilberforce; and
3. a job writing for
4. a position at Harv

3. The name of Du Bois is Washington because of

1. his long tenure at
2. his admiration for
3. their common goals
4. their lack of agre

4. Evidently, Du Bois was

1. agricultural techn
2. mathematics
3. philosophy
4. cultural history

ancients like to lump all sorts  
seven—the Seven Wonders of the  
Weeks, and the Seven Liberal Arts.

anted mankind's Seven Deadly Sins  
Heaven (its highest level).  
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the moon, Mercury, Venus, Mars,  
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a "strong" number because it  
our elements of the human body  
, and the three of the human  
n). But the number's importance  
y based on the story of  
the seventh day and called it

span into the Seven Ages of  
limits to laws; to this day  
ted and certain debts are not  
en on them within seven years.  
superstitions as the broken  
, and lucky seven of dice  
t's supposed to follow a man who  
son.

rd again in the Bible. Noah's  
forty nights. The Israelites  
the wilderness for forty years.  
on Mt. Sinai, copying down

The practice is still observed, not only for travelers, but for  
individual cases of infectious diseases. The isolation no longer  
lasts a tedious forty days; it varies now according to local laws.

But of all the numbers, poor thirteen must carry the heaviest weight  
of superstition. You know the taboos: don't take chances on the  
thirteenth day of the month, especially if it's a Friday; never seat  
thirteen at table; etc. And you know how many hotels, apartment  
houses, and even office buildings have no thirteenth floor.

Most Christians believe that the number's disfavor dates from the  
Last Supper, when Christ dined with the twelve apostles just before  
the final betrayal. Jews associate the number with a legend that  
after the thirteen chiefs of the tribes of Israel enjoyed the first  
Feast of Passover, the tribe of the youngest chief, Benjamin, was  
wiped out in battle.

Actually the number's unpopularity is far older than either of these  
traditions. It began back in prehistory when the first men learned  
to count. They did this with the only computer they had: their ten  
fingers and two feet; they didn't count toes. These added up to  
twelve. Beyond twelve was the incalculable unknown, which man didn't  
like to think about. He still doesn't.

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TALENTED TENTH

na Bontemps

young man of twenty-six, a natural  
in appearance, returned to the  
eyes and carrying a cane like the  
among whom he had just spent  
had given him degrees before  
place his professors had marked  
of the bright. As a student he  
for the *Fisk Herald*. At Harvard, he  
twenty years of attending schools  
been a series of triumphs for  
now he was ready for a job.

received offers from Wilberforce  
Lincoln Institute in Missouri. Then  
Tuskegee: "Can give mathematics if  
Booker T. Washington." But  
accepted the first offer. He never went  
Nevertheless, his name became  
with that of its distinguished  
South and the condition of the Negro  
attract eyes, and the program he offered  
plan laid down by Booker T.  
the two were in conflict.

ment of Comprehension

ished himself as a(n)

er  
T. Washington

German language

2. Upon returning from Europe, Du Bois was offered
  1. first, a position at Wilberforce; second, a position at Lincoln Institute; and third, a position at Tuskegee
  2. first, a position at Tuskegee; second, a position at Wilberforce; and third, a position at Lincoln Institute
  3. a job writing for the *Fisk Herald*
  4. a position at Harvard
3. The name of Du Bois is often associated with that of Booker T. Washington because of
  1. his long tenure at Tuskegee
  2. his admiration for a fellow colleague
  3. their common goals
  4. their lack of agreement
4. Evidently, Du Bois was qualified to teach
  1. agricultural technology
  2. mathematics
  3. philosophy
  4. cultural history

4. Chinese calendar makers
3. Seven is important
  1. whist
  2. roulette
  3. dice
  4. poker
4. The four elements in body are spirit, blood, bone, and
  1. passion
  2. flesh
  3. reason
  4. corpuscle
5. The poet who spoke of the Seven Ages of Man was
  1. Dante
  2. Milton
  3. Confucius
  4. Shakespeare
6. Counting beyond twelve led prehistoric man to
  1. the decimal system
  2. counting his toes
  3. the unknown
  4. multiplication

THE JOB OF THE WASHINGTON CORRESPONDENT

Walter Lippmann

The job of a Washington correspondent has changed and developed and grown in my own lifetime, and if I had to sum up in one sentence what has happened, it would be that the Washington correspondent has had to teach himself to be not only a recorder of facts and a chronicler of events but also a writer of notes and essays in contemporary history. Nobody invented or consciously proposed this development of the newspaper business. It has been brought about gradually by trial and error in the course of a generation.

I think that the turning point was the Great Depression of 1929 and the revolution and the wars which followed it. Long before 1929 there were, of course, signed articles, essays, criticisms, columns of comment in prose and in verse, and expressions of personal opinion. But the modern Washington correspondent—which includes the news analyst and the columnist—is a product of the world-wide Depression, of the social upheaval which followed it, and of the imminence of war during the 1930's.

The unending series of emergencies and crises which followed the economic collapse of 1929 and the wars of our generation have given to what goes on in Washington and in foreign lands an urgent importance. After 1929, the federal government assumed a role in the life of every American and in the destiny of the world which was radically new. The American people were not prepared for this role. The kind of journalism we practice today was born out of the needs of our age—out of the need of our people to make momentous decisions about war and peace, decisions about the world-wide revolutions among the backward peoples, decisions about the consequence of the technological transformation of our own way of life in this country. The generation to which I belong has had to find its way through an uncharted wilderness. There was no book written before 1930, nor has any been written since then, which is a full guide to the world we write about. We have all had to be explorers of a world that was unknown to us and of mighty events which were unforeseen.

The first presidential press conferences I attended were during the Administration of Woodrow Wilson before this country became involved in World War I. These press conferences were so small that they were held in the President's office, with the correspondents standing about three or four deep around his desk. When the conference ended, the President would sit back in his chair, and those who wanted to do so would stay on a bit, asking him to

clear up or amplify this

Ass

1. Walter Lippmann has

1. a tea salesman
2. a European reporter
3. a Washington correspondent
4. an ex-patriate

2. He feels that his work

1. 70's
2. 30's
3. 40's
4. 50's

3. He began his career

1. T. Roosevelt
2. F. D. Roosevelt
3. W. Wilson
4. H. Hoover

4. He feels that he was

1. a Columbian jung
2. an Arctic region
3. an uncharted wil
4. a known world

5. Lippmann tries to ex

1. changing role of
2. stability of his
3. lack of organize
4. formal education

body are spirit, blood,

n Ages of Man was

historic man to

491

WASHINGTON CORRESPONDENT

clear up or amplify this or that piece of news.

Lippmann

...ndent has changed and developed and I had to sum up in one sentence that the Washington correspondent is not only a recorder of facts and a writer of notes and essays in a column but also a man who has invented or consciously proposed this business. It has been brought about in the course of a generation.

...as the Great Depression of 1929 which followed it. Long before the war, articles, essays, criticisms, in verse, and expressions of opinion in Washington correspondent—which is a columnist—is a product of the social upheaval which followed it, during the 1930's.

...es and crises which followed the wars of our generation have given us in foreign lands an urgent impetus. The government assumed a role in the destiny of the world which was possible were not prepared for this. The practice today was born out of the need of our people to make decisions about peace, decisions about the backward peoples, decisions about the social transformation of our own generation to which I belong in an uncharted wilderness. There has never been an article written since the world we write about. We have had that was unknown to us and of our generation.

...ferences I attended were during the Wilson before this country became a world power. The press conferences were so small in the correspondent's office, with the correspondent's four deep around his desk. When the correspondent would sit back in his chair, he would stay on a bit, asking him to

*Assessment of Comprehension*

1. Walter Lippmann has spent his life as

- 1. a tea salesman
- 2. a European reporter
- 3. a Washington correspondent
- 4. an ex-patriate

2. He feels that his work was shaped by events in the

- 1. 70's
- 2. 30's
- 3. 40's
- 4. 50's

3. He began his career during the administration of President

- 1. T. Roosevelt
- 2. F. D. Roosevelt
- 3. W. Wilson
- 4. H. Hoover

4. He feels that he was like an explorer in

- 1. a Columbian jungle
- 2. an Arctic region
- 3. an uncharted wilderness
- 4. a known world

5. Lippmann tries to explain the

- 1. changing role of the commentator
- 2. stability of his career
- 3. lack of organized activity
- 4. formal education of a reporter

## EMINENT VICTORIANS

Lytton Strachey

Eventually the whole business of purveying to the hospitals was, in effect, carried out by Miss Nightingale. She, alone, it seemed, whatever the contingency, knew where to lay her hands on what was wanted; she alone possessed the art of circumventing the pernicious influences of official etiquette. On one occasion 27,000 shirts, sent out at her insistence by the Home Government, arrived, were landed, and were only waiting to be unpacked. But the official "Purveyor" intervened: "he could not unpack them," he said, "without a Board." Miss Nightingale pleaded in vain; the sick and wounded lay half-naked, shivering for want of clothing; and three weeks elapsed before the Board released the shirts. A little later, on a similar occasion, Miss Nightingale ... ordered a Government consignment to be forcibly opened, while the "Purveyor" stood by, wringing his hands in departmental agony.

### Assessment of Comprehension

1. The tone of the author reveals his attitude toward Miss Nightingale, his feelings of
  1. amazement and chagrin
  2. admiration and respect
  3. prejudice and apathy
  4. frustration and fright
2. The use of a phrase like *she alone* gives the reader an idea of Miss Nightingale's
  1. loneliness
  2. conceit
  3. femininity
  4. uniqueness
3. Describing the influences of official etiquette as *pernicious* reveals the author's awareness of the
  1. dangers of red tape
  2. efficiency of command procedure
  3. lack of blood plasma
  4. female liberation movement

4. The description of the sick and wounded serves as
  1. an introduction of sexual
  2. weather material
  3. historic documentation
  4. contrast to bureaucratic
5. The Purveyor seems concerned about
  1. humanity
  2. the men's needs
  3. department procedure
  4. Miss Nightingale's request
6. In this selection, the author uses
  1. metaphors
  2. similes
  3. onomatopoeia
  4. word choice

4. The description of the sick and wounded as *half-naked* and *shivering* serves as

1. an introduction of sexual detail
2. weather material
3. historic documentation
4. contrast to bureaucratic lack of concern

5. The Purveyor seems concerned only with

1. humanity
2. the men's needs
3. department procedure
4. Miss Nightingale's requests

6. In this selection, the author's tone is communicated by his

1. metaphors
2. similes
3. onomatopoeia
4. word choice

the hospitals was,  
 She, alone, it seemed,  
 her hands on what was  
 venting the  
 On one occasion  
 the Home Government,  
 to be unpacked. But  
 "not unpack them,"  
 pleaded in vain;  
 for want of  
 Board released the  
 n, Miss Nightingale  
 rcibly opened,  
 and in departmental

on  
 de toward Miss

the reader an idea

quette as *pernicious*

L13 SPEECH OF ACCEPTANCE, NOBEL PRIZE FOR LITERATURE 1/1

SPEECH OF ACCEPTANCE, NOBEL PRIZE FOR LITERATURE

William Faulkner

I feel that this award was not made to me as a man but to my work—a life's work in the agony and sweat of the human spirit, not for glory and least of all for profit, but to create out of the materials of the human spirit something which did not exist before. So this award is only mine in trust: It will not be difficult to find a dedication for the money part of it commensurate with the purpose and significance of its origin. But I would like to do the same with the acclaim too, by using this moment as a pinnacle from which I might be listened to by the young men and women already dedicated to the same anguish and travail, among whom is already that one who will some day stand here where I am standing.

Our tragedy today is a general and universal physical fear so long sustained by now that we can even bear it. There are no longer problems of the spirit. There is only the question: when will I be blown up? Because of this, the young man or woman writing today has forgotten the problems of the human heart in conflict with itself which alone can make good writing because only that is worth writing about, worth the agony and the sweat.

He must learn them again. He must teach himself that the basest of all things is to be afraid; and, teaching himself that, forget it forever, leaving no room in his workshop for anything but the old verities and truths of the heart, the old universal truths lacking which any story is ephemeral and doomed—love and honor and pity and pride and compassion and sacrifice. Until he does so he labors under a curse. He writes not of love but of lust, of defeats in which nobody loses anything of value, of victories without hope and worst of all without pity or compassion. His griefs grieve on no universal bones, leaving no scars. He writes not of the heart but of the glands.

Until he relearns these things he will write as though he stood among and watched the end of man. I decline to accept the end of man. It is easy enough to say that man is immortal simply because he will endure; that when the last ding-dong of doom has clanged and faded from the last worthless rock hanging tideless in the last red and dying evening, that even then there will still be one more sound: that of his puny inexhaustible voice, still talking. I refuse to accept this. I believe that man will not merely endure: he will prevail. He is immortal, not because he alone among creatures has an inexhaustible voice, but because he has a soul, a spirit capable of compassion and sacrifice and endurance. The

poet's, the writer's duty is a privilege to help man endure his agony and sacrifice which have no voice need not merely be the pillars to help him

Ass

1. William Faulkner feels that man is  
  1. capable of nobility
  2. incapable of nobility
  3. a sex-crazed and
  4. doomed
2. He feels that writers  
  1. are unimportant
  2. are money mad
  3. are without vision
  4. have a duty to fulfill
3. *Ding-dong of doom* is  
  1. assonance, alliteration
  2. simile, metaphor
  3. rhyme and rhythm
  4. rhyme and cacophony
4. The *dying evening* is  
  1. simile
  2. metaphor
  3. oxymoron
  4. personification
5. Faulkner regards the end of man  
  1. a burden
  2. ridiculous
  3. impossible
  4. a privilege

PRIZE FOR LITERATURE

kner

to me as a man but to my work  
of the human spirit, not  
but to create out of the  
ing which did not exist before.  
It will not be difficult to  
of it commensurate with the  
o. But I would like to do  
ing this moment as a pinnacle  
the young men and women already  
vail, among whom is already  
where I am standing.

iversal physical fear so long  
it. There are no longer  
y the question: when will I be  
man or woman writing today has  
heart in conflict with itself  
ause only that is worth writing

ach himself that the basest of  
ning himself that, forget it  
op for anything but the old  
old universal truths lacking  
ed—love and honor and pity.  
e. Until he does so he labors  
but of lust, of defeats in  
of victories without hope and  
on. His griefs grieve on no  
e writes not of the heart but

I write as though he stood  
decline to accept the end of  
an is immortal simply because  
ng-dong of doom has clanged  
x hanging tideless in the last  
there will still be one more  
e voice, still talking. I  
C-man will not merely endure:  
because he alone among  
but because he has a soul, a  
ifice and endurance. The

poet's, the writer's duty is to write about these things. It is his  
privilege to help man endure by lifting his heart, by reminding him  
of the courage and honor and hope and pride and compassion and pity  
and sacrifice which have been the glory of his past. The poet's  
voice need not merely be the record of man, it can be one of the props,  
the pillars, to help him endure and prevail.

Assessment of Comprehension

1. William Faulkner feels that man is
  1. capable of nobility
  2. incapable of nobility
  3. a sex-crazed and militant animal
  4. doomed
2. He feels that writers and poets
  1. are unimportant voices
  2. are money mad
  3. are without vision
  4. have a duty to fulfill
3. *Ding-dong of doom* is a phrase containing
  1. assonance, alliteration, and onomatopoeia
  2. simile, metaphor, oxymoron
  3. rhyme and rhythm
  4. rhyme and cacophony
4. The *dying evening* is an example of
  1. simile
  2. metaphor
  3. oxymoron
  4. personification
5. Faulkner regards the poet's role of helping man endure as
  1. a burden
  2. ridiculous
  3. impossible
  4. a privilege

### THE TRUMPETER TAKEN PRISONER

from the Fables of Aesop

Upon the defeat of an army in battle a Trumpeter was taken prisoner. The soldiers were about to put him to death, when he cried, "Nay, gentlemen, why should you kill me? I do not fight," said he; "I only blow this instrument, and surely that cannot harm you. This hand of mine is guiltless of a single life." "Yes," replied the soldiers; "but with that braying instrument of yours you incite others, and you must share the same fate as they."

"Words may be deeds."

5. Stated in other words, the

1. actions speak as loud
2. actions can be stimul
3. all's fair in love an
4. war is hell

#### Assessment of Comprehension

1. The theme of this story deals with

1. how to kill a musician
2. soldiering in the Middle Ages
3. the realities of war
4. peace at any price

2. The trumpeter's argument was based on the fact that he was a

1. bad musician
2. good musician
3. good soldier
4. noncombatant

3. The soldiers found him guilty of

1. bad musicianship
2. inspiring others to action
3. murdering a comrade
4. killing their donkey

4. Calling the trumpet a *braying instrument* is

1. a simile
2. a metaphor
3. an implied metaphor
4. an oxymoron

THE TRUMPETER TAKEN PRISONER 1/1 L14

PRISONER

Aesop

The trumpeter was taken  
to him to death, when  
he said, "Kill me? I do not  
deserve it, and surely that  
is the punishment of a single  
man with that braying  
and you must share the

5. Stated in other words, the moral means

1. actions speak as loud as words
2. actions can be stimulated by others
3. all's fair in love and war
4. war is hell

extension

the fact that he was a

ent is

LAND

Sinclair Lewis

He was named Sidney, for the sake of elegance, just as his parents had for elegance in their Brooklyn parlor a golden-oak combination bookcase, desk, and shield-shaped mirror. But Sidney Dow was descended from generations of Georges and Johns, of Lorens and Lukes and Nathans.

He was little esteemed in the slick bustle of his city school. He seemed a loutish boy, tall and heavy and slow-spoken, and he was a worry to his father. For William Dow was an ambitious parent. Born on a Vermont farm, William felt joyously that he had done well in the great city of Brooklyn. He had, in 1885, when Sidney was born, a real bathroom with a fine tin tub, gas lights, and a handsome phaeton with red wheels, instead of the washtub in the kitchen for Saturday-night baths, the kerosene lamps, and the heavy old buggy which his father still used in Vermont. Instead of being up at 5:30, he could loll abed till a quarter of seven, and he almost never, he chuckled in gratification at his progress, was in his office before a quarter to eight.

But the luxury of a red-wheeled carriage and late lying did not indicate that William's Yankee shrewdness had been cozened by urban vice, or that he was any less solid and respectable than old George, his own father. He was a deacon in the Universalist Church, he still said grace before meals, and he went to the theater only when Ben Hur was appearing.

Assessment of Comprehension

1. Sidney's parents had a passion for

1. bathtubs
2. Vermont
3. Brooklyn
4. elegance

2. The place in the story is

1. Brooklyn
2. Montpelier
3. Rome
4. Dowsville

3. The time is

1. early 18
2. early 19
3. late 19t
4. late 18t

4. The electric

1. a novel
2. a gimcr
3. an idio
4. not yet

5. Father was p

1. Stanley
2. Edsel E
3. red wag
4. red-whe

6. Father had

1. not succ
2. succumb
3. longed
4. yearned

7. In this pas

1. new aff
2. great p
3. sterile
4. souther

is

elegance, just as his parents  
for a golden-oak combination  
or. But Sidney Dow was  
and Johns, of Lorens and

style of his city school. He  
and slow-spoken, and he was a  
was an ambitious parent. Born  
ly that he had done well in  
n 1885, when Sidney was born,  
as lights, and a handsome  
e washtub in the kitchen for  
ps, and the heavy old buggy  
. Instead of being up at  
r of seven, and he almost  
his progress, was in his

ge and late lying did not  
ess had been cozened by urban  
d respectable than old George,  
e Universalist Church, he  
went to the theater only when

prehension

3. The time is

1. early 18th century
2. early 19th century
3. late 19th century
4. late 18th century

4. The electric light was

1. a novelty
2. a gimcrack
3. an idiocy
4. not yet in use

5. Father was proud of his

1. Stanley Steamer
2. Edsel Eight
3. red wagon
4. red-wheeled carriage

6. Father had

1. not succumbed to easy living
2. succumbed to easy living
3. longed for Vermont
4. yearned for California

7. In this passage there is an air of

1. new affluence
2. great poverty
3. sterile classicism
4. southern ante-bellum thinking

## WUTHERING HEIGHTS

Emily Brontë

I have just returned from a visit to my landlord—the solitary neighbor that I shall be troubled with. This is certainly a beautiful country! In all England, I do not believe that I could have fixed on a situation so completely removed from the stir of society. A perfect misanthropist's heaven: and Mr. Heathcliff and I are such a suitable pair to divide the desolation between us. A capital fellow! He little imagined how my heart warmed toward him when I beheld his black eyes withdraw so suspiciously under their brows, as I rode up, and when his fingers sheltered themselves, with a jealous resolution, still further in his waistcoat, as I announced my name.

"Mr. Heathcliff!" I said.

A nod was the answer.

"Mr. Lockwood, your new tenant, sir. I do myself the honor of calling as soon as possible after my arrival, to express the hope that I have not inconvenienced you by my perseverance in soliciting the occupation of Thrushcross Grange: I heard yesterday you had had some thoughts—"

"Thrushcross Grange is my own, sir," he interrupted, wincing. "I should not allow anyone to inconvenience me, if I could hinder it—walk in!"

The "walk in" was uttered with closed teeth, and expressed the sentiment, "Go to the deuce": even the gate over which he leaned manifested no sympathizing movement to the words; and I think that circumstance determined me to accept the invitation: I felt interested in a man who seemed more exaggeratedly reserved than myself.

When he saw my horse's breast fairly pushing the barrier, he did put out his hand to unchain it, and then sullenly preceded me up the causeway, calling, as we entered the court—"Joseph, take Mr. Lockwood's horse; and bring up some wine."

"Here we have the whole establishment of domestics, I suppose," was the reflection suggested by this compound order. "No wonder the grass grows up between the flags, and cattle are the only hedge cutters."

Joseph was an elderly, nay, an old man: very old, perhaps, though hale and sinewy. "The Lord help us!" he soliloquized in an undertone of peevish displeasure, while relieving me of my horse: looking, meantime, in my face so sourly that I charitably conjectured he must have need of divine aid to digest his dinner, and his pious ejaculation had no

reference to my unexpected

Assessme

1. Lockwood's heart warme

1. Heathcliff was his
2. the wine he recent
3. Heathcliff was sho  
also prized
4. he was a charitabl  
to bestow on Heath  
suffering

2. *Misanthropist* refers t

1. one who hates peop
2. one who enjoys be
3. one who paints lar
4. a landlord of a la

3. "Go to the deuce" and  
of domestics..." are d

1. that were spoken b
2. that were never sp  
thinking
3. that were spoken b
4. that were spoken b  
Lockwood

4. From this exercise it

1. Lockwood had been  
Heathcliff
2. Heathcliff was not  
to Lockwood
3. Heathcliff had to  
Grange was a desir
4. Lockwood moved to  
social life:

HTS

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Assessment of Comprehension

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 f my horse: looking, meantime,  
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1. Lockwood's heart *warmed toward* Heathcliff because

1. Heathcliff was his long lost brother
2. the wine he recently drank was beginning to have effects
3. Heathcliff was showing that he prized something Lockwood also prized
4. he was a charitable man and he knew the gift he was about to bestow on Heathcliff would eliminate much of his suffering

2. *Misanthropist* refers to

1. one who hates people
2. one who enjoys being with people
3. one who paints landscapes
4. a landlord of a large estate

3. "*Go to the deuce*" and "*Here we have the whole establishment of domestics...*" are quotes

1. that were spoken by Joseph
2. that were never spoken but occurred to Lockwood in his thinking
3. that were spoken by Heathcliff
4. that were spoken by Heathcliff on a previous visit by Lockwood

4. From this exercise it can be determined that

1. Lockwood had been unwilling to rent his estate to Heathcliff
2. Heathcliff was not too eager to rent Thrushcross Grange to Lockwood
3. Heathcliff had to convince Lockwood that Thrushcross Grange was a desirable place to live
4. Lockwood moved to Thrushwood to take advantage of its social life

THE GIFT OF THE MAGI

O. Henry

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at \$8 per week. It did not exactly beggar description, but it certainly had that word on the lookout for the mendicancy squad.

In the vestibule below was a letterbox into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."

The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. Now, when the income was shrunk to \$20, the letters of "Dillingham" looked blurred, as though they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above, he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling—something just a little bit near to being worthy of the honor of being owned by Jim.

Assessment of

1. Della counted out her \$1.87 and
  1. sat back and smiled
  2. called Macy's Shopping Service
  3. threw herself down and howled
  4. got a job at the grocery
2. Della had managed to save her money
  1. stealing
  2. bulldozing the tradesmen
  3. moonlighting
  4. breaking into a piggy bank
3. The rent on their apartment was
  1. \$8 per month
  2. \$200 per month
  3. \$32-\$40 per month
  4. \$80-\$90 per month
4. The James Dillingham Youngs had
  1. rich
  2. slightly more prosperous
  3. slightly less prosperous
  4. frugal
5. Della is faced with the problem
  1. too few servants
  2. lack of love
  3. dope addiction
  4. poverty
6. This problem places her in contact with
  1. herself
  2. her husband
  3. society
  4. circumstances

E. MAGI

*Assessment of Comprehension*

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  2. her husband
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THE CASK OF AMONTILLADO

Edgar Allan Poe

When at last the clanking had subsided, I resumed the trowel, and finished without interruption the fifth, the sixth, and the seventh tier. The wall was now nearly upon a level with my breast. I again paused, and holding the flambeaux over the mason work, threw a few feeble rays upon the figure within.

A succession of loud and shrill screams, bursting suddenly from the throat of the chained form, seemed to thrust me violently back. For a brief moment I hesitated, I trembled. Unsheathing my rapier, I began to grope with it about the recess; but the thought of an instant reassured me. I placed my hand upon the solid fabric of the catacombs and felt satisfied. I reapproached the wall; I replied to the yells of him who clamored. I reechoed, I aided, I surpassed them in volume and in strength. I did this, and the clamor grew still.

It was now midnight, and my task was drawing to a close. I had completed the eighth, the ninth, and the tenth tier. I had finished a portion of the last and the eleventh; there remained but a single stone to be fitted and plastered in. I struggled with its weight; I placed it partially in its destined position. But now there came from out the niche a low laugh that erected the hairs upon my head. It was succeeded by a sad voice, which I had difficulty in recognizing as that of the noble Fortunato. The voice said—

"Ha! ha! ha!—he! he! he!—a very good joke, indeed—an excellent jest. We will have many a rich laugh about it at the palazzo—he! he! he!—over our wine—he! he! he!"

"The Amontillado!" I said.

"He! he! he!—he! he! he!—yes, the Amontillado. But is it not getting late? Will not they be awaiting us at the palazzo, the Lady Fortunato and the rest? Let us be gone."

"Yes," I said, "let us be gone."

"For the Love of God, Montresor!"

"Yes," I said, "for the love of God!"

But to these words I heard  
I called aloud—

"Fortunato!"

No answer. I called again

"Fortunato!"

No answer still. I thrust  
let it fall within. There  
bells. My heart grew sick  
made it so. I hastened to  
last stone into its position  
masonry I re-erected the  
century no mortal has dist

Asses

1. The *I* in this story is

1. Poe
2. O. Henry
3. a character
4. a victim

2. The *I* character is evi

1. murderer
2. victim
3. wine maker
4. poet

3. The voice from within

1. Montresor
2. Fortunato
3. Poe
4. Mason

4. The *I* character is ide

1. Fortunato
2. Montresor
3. Poe
4. Mason

THE CASK OF AMONTILLADO 1/1 L18

AMONTILLADO

an Poe

ed, I resumed the trowel, and  
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ood joke, indeed—an excellent  
gh about it at the palazzo—he!

Amontillado. But is it not  
ting us at the palazzo, the  
be gone."

But to these words I hearkened in vain for a reply. I grew impatient. I called aloud—

"Fortunato!"

No answer. I called again—

"Fortunato!"

No answer still. I thrust a torch through the remaining aperture and let it fall within. There came forth in return only a jingling of the bells. My heart grew sick; it was the dampness of the catacombs that made it so. I hastened to make an end of my labor. I forced the last stone into its position; I plastered it up. Against the new masonry I re-erected the old rampart of bones. For the half of a century no mortal has disturbed them. *In pace requiescat!*

Assessment of Comprehension

1. The *I* in this story is
  1. Poe
  2. O. Henry
  3. a character
  4. a victim
2. The *I* character is evidently the
  1. murderer
  2. victim
  3. wine maker
  4. poet
3. The voice from within the wall is that of
  1. Montresor
  2. Fortunato
  3. Poe
  4. Mason
4. The *I* character is identified as
  1. Fortunato
  2. Montresor
  3. Poe
  4. Mason

THE VOCABULARY OF DRAMA

*Drama*— a story presented through action and dialogue.

*Tragedy* - a play in which the main character confronts a problem which is vastly too large for him to solve. In classical drama, the main character is a hero (a man of extraordinary capability and noble rank) who fights the forces of destiny and loses.

*Comedy* - a play in which the main character has to make some adjustment to life. It does not end in disaster or death but may or may not be humorous.

*Black Comedy* - a comedy revolving around certain of life's tragic events.

*Farce* - the kind of comedy which draws its humor from an impossible situation and broad interpretation.

*Satire* - a play which pokes bitter fun at life.

*Setting* - the background of a play: time, place, locale, etc.

*Characters* - Protagonist-the main character who tries to move the action in a particular direction

Antagonist-the character opposing the protagonist

Supporting-those who are necessary to the action of

the play

*Exposition* - the first part of the play which explains the situation being presented.

*Rising Action* - the incidents leading to the climax.

*Climax* - the high point of the play where the conflict is resolved.

*Anti-climax* - a second point of resolution, solving a second problem: usually an unsuccessful device.

*Falling action (Denoûement)* - the brief discussion following the climax which sums up events.

*Structure* - a play moves from exposition through rising action to the climax, after which the action falls to conclusion.

*Act* - the natural division of scenes. The plays of the to 2. The one act play is TV show.

*Scene* - the division of an

*Episode* - a single event

*Stage business* - the action dialogue.

*Props* - the actual items on stage.

*Lighting* - the colors used  
Ex. green—ee  
red—dark  
pink—glo

RY OF DRAMA

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ing to the climax.

y where the conflict is resolved.

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sition through rising action to falls to conclusion.

*Act* - the natural divisions of the play consisting of one or more scenes. The plays of the 30's ran to 3 acts; the plays of the 70's to 2. The one act play is particularly suitable for the half hour TV show.

*Scene* - the division of an act.

*Episode* - a single event within a scene.

*Stage business* - the action or pantomime suited to the situation and dialogue.

*Props* - the actual items of furniture, bric-a-brac, etc. needed on stage.

*Lighting* - the colors used to lend special effects.  
Ex. green—eerie, ghostliness  
red—darkness  
pink—glowing beauty



### PLOT STRUCTURE

Drama implies struggle. The uneventful life, pursuing the even tenor of its way without serious ups or downs, may be happy but it is not dramatic. Such a life might be graphically represented by a straight line. Nothing happens and we leave the hero just where we found him, older perhaps, but otherwise unchanged.

But suppose something does happen. An inciting force of some kind drives this complacent person to action. He tries to gain an end and is met with opposition. He fights against a rival, or against his own nature, or against fate. Drama is present at once, and his line of life shows a steady rise in interest.

Presently affairs reach a crisis. A decisive step settles his future fortunes. Its importance may not be immediately apparent, but it is a turning point in his fate and his success or failure is now inevitable. The action falls.

Finally the end of the adventure is reached. He has succeeded and the ending is happy, or he has failed and we have tragedy, perhaps death. At any rate, his life has been dramatic.

In recognition of this principle, Shakespearean drama was divided always into five acts. The first explained the situation of the hero and introduced the complication that was to stir him from his even path. The second act increased difficulties, tying the action securely into a knot. Act Three rose to a turning point and began the falling action. The fourth act resolved the difficulties, and the fifth provided the catastrophe or the happy outcome. Often just before the end there was a moment of suspense when the hero's fate hung in the balance. But the turning point was always a sure guide. As it pointed toward success or failure, so must the ending be.

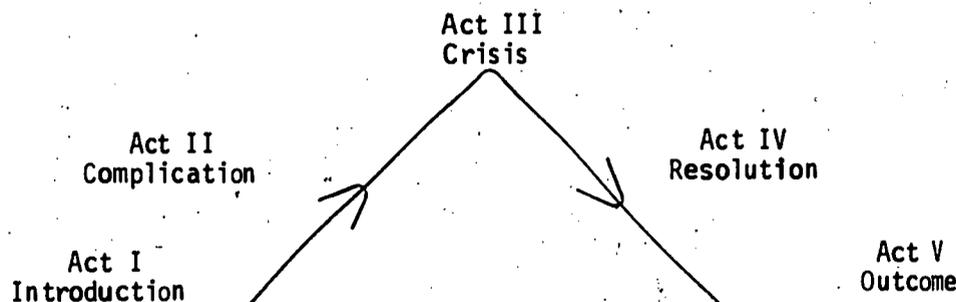
For this reason, one who must discover first what clashing interests. Next step in the progress of turning point and where and note the outcome. import.

One convention, generally observed by many of his unities. The unity of t cover no more than twenty occur in one spot. What messengers. Unity of ac one main plot or focus of the playwright's scope, them. The third, eviden

Modern drama has changed and shortening. It still interests. Without stru introduction, complicati followed. But it is a b clean-cut. Sometimes it has been condensed. Act IV and V. A modern play there are but two or eve

Many of the old stage co the unities are entirely Elizabethan, do not suit *aside*, which were such o thought, are seldom used unchanged.

This division is often graphically represented thus:



PLOT STRUCTURE 1/1 L20

For this reason, one who wishes to understand a Shakespearean play must discover first what the task is to be attempted and what are the clashing interests. Next, he must watch each act to learn what definite step in the progress of the play is made; he must decide what is the turning point and where it occurs; he must trace the falling action and note the outcome. Only so may he appreciate the full dramatic import.

One convention, generally ignored by Shakespeare, but carefully observed by many of his contemporaries, is known as that of the three unities. The unity of time provided that the action of the play should cover no more than twenty four hours. Unity of place made all action occur in one spot. Whatever could not so occur must be related by messengers. Unity of action forbade the introduction of more than one main plot or focus of interest. As the first two greatly limited the playwright's scope, we are grateful to Shakespeare for disregarding them. The third, evidently, is still in force.

Modern drama has changed principally in the matter of simplification and shortening. It still recognizes the necessity of contending interests. Without struggle, there is no play. The old outline of introduction, complication, crisis, resolution, outcome, is still followed. But it is a bit more casual; the edges are not quite so clean-cut. Sometimes it is difficult to follow. Moreover the action has been condensed. Acts I and II have been combined, as have Acts IV and V. A modern play of more than three acts is rare, and often there are but two or even one.

Many of the old stage conventions have disappeared. The first two of the unities are entirely outmoded. Long speeches, so dear to the Elizabethan, do not suit the modern taste. The *soliloquy* and the *aside*, which were such convenient ways of showing the actor's inmost thought, are seldom used. But the essential element of conflict is unchanged.

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ted thus:

Act IV  
Resolution

Act V  
Outcome

L21 A RAISIN IN THE SUN 1/3

A RAISIN IN THE SUN

Lorraine Hansberry

ACT I  
SCENE ONE

The YOUNGER living room would be a comfortable and well-ordered room if it were not for a number of indestructible contradictions to this state of being. Its furnishings are typical and undistinguished and their primary feature now is that they have clearly had to accommodate the living of too many people for too many years—and they are tired. Still, we can see that at some time, a time probably no longer remembered by the family (except perhaps for MAMA) the furnishings of this room were actually selected with care and love and even hope—and brought to this apartment and arranged with taste and pride.

That was a long time ago. Now the once loved pattern of the couch upholstery has to fight to show itself from under acres of crocheted doilies and couch covers which have themselves finally come to be more important than the upholstery. And here a table or a chair has been moved to disguise the worn places in the carpet; but the carpet has fought back by showing its weariness, with depressing uniformity, elsewhere on its surface.

Weariness has, in fact, won in this room. Everything has been polished, washed, sat on, used, scrubbed too often. All pretenses but living-itself have long since vanished from the very atmosphere of this room.

Moreover, a section of this room, for it is not really a room unto itself, though the landlord's lease would make it seem so, slopes backward to provide a small kitchen area, where the family prepares the meals that are eaten in the living room proper, which must also serve as a dining room. The single window that has been provided for these "two" rooms is located in this kitchen area. The sole natural light the family may enjoy in the course of a day is only that which fights its way through this little window.

At left, a door leads to a bedroom which is shared by MAMA and her daughter, BENEATHA. At right, opposite, is a second room (which in the beginning of the life of this apartment was probably a breakfast room) which serves as a bedroom for WALTER and his wife, RUTH.

Time: Sometime be

Place: Chicago's

At Rise: It is mo  
the make-down bed  
bedroom at right,  
the door behind he  
passes her sleepin  
the window she ra  
comes in feebly.  
She calls to the b

RUTH is about thir  
exceptionally so,  
that she expected,  
her face. In a fe  
among her people a

She crosses to her

RUTH: Come on now  
in a stupor of st  
only person in th  
handsome little b  
and almost blind  
drawers and a clo  
outside hall and  
same floor. RUTH  
and calls in to h  
Lemme see you do  
better get up fro  
(She waits again)  
next thing you kn  
there and you'll  
And be late too!  
it's time for you  
starts to go into  
husband has begun  
returns to the ki  
and runs her fing  
effort and ties a  
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TRAVIS IN THE SUN

Lorraine Hansberry

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Now the once loved pattern of the carpet is to show itself from under acres of covers which have themselves finally worn the upholstery. And here a table is to disguise the worn places in the carpet brought back by showing its weariness, elsewhere on its surface.

in this room. Everything has been scrubbed, scrubbed too often. All previous long since vanished from the

room, for it is not really a room. The landlord's lease would make it seem so, a small kitchen area, where the meals that are eaten in the living room are served as a dining room. The single window for these "two" rooms is located where the sole natural light the family may have is only that which fights its way

bedroom which is shared by MAMA and TRAVIS, right, opposite, is a second room. The life of this apartment was probably lived as a bedroom for WALTER and his

Time: Sometime between World War II and the present.

Place: Chicago's Southside.

At Rise: It is morning dark in the living room. TRAVIS is asleep on the make-down bed at center. An alarm clock sounds from within the bedroom at right, and presently RUTH enters from that room and closes the door behind her. She crosses sleepily toward the window. As she passes her sleeping son she reaches down and shakes him a little. At the window she raises the shade and a dusky Southside morning light comes in feebly. She fills a pot with water and puts it on to boil. She calls to the boy, between yawns, in a slightly muffled voice.

RUTH is about thirty. We can see that she was a pretty girl, even exceptionally so, but now it is apparent that life has been little that she expected, and disappointment has already begun to hang in her face. In a few years, before thirty-five even, she will be known among her people as a "settled woman."

She crosses to her son and gives him a good, final, rousing shake.

RUTH: Come on now, boy, it's seven thirty! (Her son sits up at last, in a stupor of sleepiness) I say hurry up, Travis! You ain't the only person in the world got to use a bathroom! (The child, a sturdy, handsome little boy of ten or eleven, drags himself out of the bed and almost blindly takes his towels and "today's clothes" from the drawers and a closet and goes out to the bathroom, which is in an outside hall and which is shared by another family or families on the same floor. RUTH crosses to the bedroom door at right and opens it and calls in to her husband) Walter Lee!... It's after seven thirty! Lemme see you do some waking up in there now! (She waits) You better get up from there, man! It's after seven thirty I tell you. (She waits again) All right, you just go ahead and lay there and next thing you know Travis be finished and Mr. Johnson'll be in there and you'll be fussing and cussing around here like a mad man! And be late too! (She waits, at the end of patience) Walter Lee— it's time for you to get up! (She waits another second and then starts to go into the bedroom, but is apparently satisfied that her husband has begun to get up. She stops, pulls the door to, and returns to the kitchen area. She wipes her face with a moist cloth and runs her fingers through her sleep-disheveled hair in a vain effort and ties an apron around her housecoat. The bedroom door at right opens and her husband stands in the doorway in his pajamas, which are ruffled and mismatched. He is a lean intense young man in his middle thirties, inclined to quick nervous movements and erratic speech habits—and always in his voice there is a quality of indictment)

WALTER: Is he out yet?

RUTH: What you mean *out*? He ain't hardly got in there good yet.

WALTER: (*Wandering in, still more oriented to sleep than to a new day*) Well, what was you doing all that yelling for if I can't even get in there yet? (*Stopping and thinking*) Check coming today?

RUTH: They *said* Saturday and this is just Friday and I hopes to God you ain't going to get up here first thing this morning and start talking to me 'bout no money—'cause I 'bout don't want to hear it.

WALTER: Something the matter with you this morning?

RUTH: No—I'm just sleepy as the devil. What kind of eggs you want?

WALTER: Not scrambled. (*RUTH starts to scramble eggs*) Paper come? (*RUTH points impatiently to the rolled up Tribune on the table, and he gets it and spreads it out and vaguely reads the front page*) Set off another bomb yesterday.

RUTH: (*Maximum indifference*) Did they?

WALTER: (*Looking up*) What's the matter with you?

RUTH: Ain't nothing the matter with me. And don't keep asking me that this morning.

WALTER: Ain't nobody bothering you. (*Reading the news of the day absently again*) Say Colonel McCormich is sick.

RUTH: (*Affecting tea-party interest*) Is he now? Poor thing.

WALTER: (*Sighing and looking at his watch*) Oh, me. (*He waits*) Now what is that boy doing in that bathroom all this time? He just going to have to start getting up earlier. I can't be being late to work on account of him fooling around in there.

RUTH: (*Turning on him*) Oh, no he ain't going to be getting up no earlier no such thing! It ain't his fault that he can't get to bed no earlier nights 'cause he got a bunch of crazy good-for-nothing clowns sitting up running their mouths in what is supposed to be his bedroom after ten o'clock at night...

WALTER: That's what you mad talk about with my friends j could they? (*He rises and f table and crosses to the lit deeply enjoying this first o*

RUTH: (*Almost matter of fact emphasis*) Why you always go morning?

WALTER: (*At the window*) Jus racing to work... (*He turns moment at the stove, and the baby.*

RUTH: (*Indifferently*) Yeah?

WALTER: Just for a second—s for a second it was—you loo It's gone now—you look like

RUTH: Man, if you don't shut

WALTER: (*Looking out to the s learn in his life is not to thing in the morning. You a the morning. (TRAVIS appear dressed and awake now, his t He opens the door and signal in a hurry)*

TRAVIS: (*Watching the bathro bathroom utensils and flies*

RUTH: Sit down and have your

Assesseme

The instructor should read th the class and discuss the nar the dramatic situation.

A RAISIN IN THE SUN 2/3 L21

WALTER: That's what you mad about, ain't it? The things I want to talk about with my friends just couldn't be important in your mind, could they? *(He rises and finds a cigarette in her handbag on the table and crosses to the little window and looks out, smoking and deeply enjoying this first one)*

RUTH: *(Almost matter of factly, a complaint too automatic to deserve emphasis)* Why you always got to smoke before you eat in the morning?

WALTER: *(At the window)* Just look at 'em down there... Running and racing to work... *(He turns and faces his wife and watches her a moment at the stove, and then, suddenly)* You look young this morning, baby.

RUTH: *(Indifferently)* Yeah?

WALTER: Just for a second—stirring them eggs. It's gone now—just for a second it was—you looked real young again. *(Then, drily)* It's gone now—you look like yourself again.

RUTH: Man, if you don't shut up and leave me alone.

WALTER: *(Looking out to the street again)* First thing a man ought to learn in his life is not to make love to no colored woman first thing in the morning. You all some evil people at eight o'clock in the morning. *(TRAVIS appears in the hall doorway, almost fully dressed and awake now, his towels and pajamas across his shoulders. He opens the door and signals for his father to make the bathroom in a hurry)*

TRAVIS: *(Watching the bathroom)* Daddy, come on! *(WALTER gets his bathroom utensils and flies out to the bathroom)*

RUTH: Sit down and have your breakfast, Travis.

Assessment of Comprehension

The instructor should read the setting and beginning of Scene I with the class and discuss the narrative clues the author gives to set up the dramatic situation.

L21 A RAISIN IN THE SUN 3/3

1. The name of the family is

1. Younger
2. Smith
3. not given
4. Elder

2. The furnishings are described as

1. new
2. worn
3. in bad taste
4. *avant-garde*

3. The room in which Scene I is laid is

1. a family room
2. a dining room
3. an all-purpose area
4. a basement

4. What was once a breakfast room is now

1. a storage room
2. a bedroom
3. a sewing nook
4. a pantry

5. The time of the play is

1. after the Korean War
2. after World War I
3. after World War II
4. now

6. This apartment is home to

1. a couple
2. a couple, and a grandmother
3. a couple, their son, a grandmother, and an aunt
4. an old lady

7. The apartment

1. New York's
2. Chicago's
3. Albany's
4. Catfish R

8. Besides being problems rela

1. the gener
2. social di
3. finances
4. floral de

9. The wife who

1. ugly
2. still att
3. lazy
4. age-conso

7. The apartment is located in

1. New York's Harlem
2. Chicago's Southside
3. Albany's Arbor Hill
4. Catfish Row

8. Besides being cramped for space, this little family is having problems related to

1. the generation gap
2. social displacement
3. finances
4. floral decoration

9. The wife who is a settled thirty-year-old woman is

1. ugly
2. still attractive to her husband
3. lazy
4. age-conscious

her, and an aunt

A RAISIN IN THE SUN

Lorraine Hansberry

ACT I  
SCENE ONE

RUTH: *(With a frown)* Bobo?

WALTER: Yeah. You see, this little liquor store we got in mind cost seventy-five thousand and we figured the initial investment on the place be 'bout thirty thousand, see. That be ten thousand each. Course, there's a couple of hundred you got to pay so's you don't spend your life just waiting for them clowns to let your license get approved—

RUTH: You mean graft?

WALTER: *(Frowning impatiently)* Don't call it that. See there, that just goes to show you what women understand about the world. Baby, don't *nothing* happen for you in this world 'less you pay *somebody* off!

RUTH: Walter, leave me alone! *(She raises her head and stares at him vigorously—then says, more quietly)* Eat your eggs, they gonna be cold.

WALTER: *(Straightening up from her and looking off)* That's it. There you are. Man say to his woman: I got me a dream. His woman say: Eat your eggs. *(Sadly, but gaining in power)* Man say: I got to take hold of this here world, baby! And a woman will say: Eat your eggs and go to work. *(Passionately now)* Man say: I got to change my life, I'm choking to death, baby! And his woman say—*(In utter anguish as he brings his fists down on his thighs)*—Your eggs is getting cold!

RUTH: *(Softly)* Walter, that ain't none of our money.

WALTER: *(Not listening at all or even looking at her)* This morning, I was lookin' in the mirror and thinking about it... I'm thirty five years old; I been married eleven years and I got a boy who sleeps in the living room—*(Very, very, quietly)*—and all I got to give him is stories about how rich white people live...

RUTH: Eat your eggs, Walter.

WALTER: *Damn my eggs...damn.*

RUTH: Then go to work.

WALTER: *(Looking up at her)* myself—*(Shaking his head)* is eat them eggs and go to

RUTH: *(Wearily)* Honey, you every day, every night and new. *(Shrugging)* So you wo chauffeur. So—I would rat

WALTER: That is just what i world...Don't understand ab feel like they somebody.—L

RUTH: *(Drily, but to hurt)*

WALTER: No thanks to the co

RUTH: Well, being a colored

Assessm

1. Ruth is obviously tired
  1. achievements
  2. potential
  3. dreams
  4. sex life
2. Walter expresses a feeling described as
  1. frustration
  2. satisfaction
  3. desperation
  4. exhilaration

A RAISIN IN THE SUN 1/2 L22

WALTER: *Damn my eggs...damn all the eggs that ever was!*

RUTH: Then go to work.

WALTER: *(Looking up at her)* See—I'm trying to talk to you 'bout myself—*(Shaking his head with the repetition)*—and all you can say is eat them eggs and go to work.

RUTH: *(Wearily)* Honey, you never say nothing new. I listen to you every day, every night and every morning, and you never say nothing new. *(Shrugging)* So you would rather *be* Mr. Arnold than be his chauffeur. So—I would *rather* be living in Buckingham Palace.

WALTER: That is just what is wrong with the colored woman in this world...Don't understand about building their men up and making 'em feel like they somebody. Like they can do something.

RUTH: *(Drily, but to hurt)* There are colored men who do things.

WALTER: No thanks to the colored woman.

RUTH: Well, being a colored woman, I guess I can't help myself none.

Assessment of Comprehension

1. Ruth is obviously tired of hearing about Walter's
  1. achievements
  2. potential
  3. dreams
  4. sex life
2. Walter expresses a feeling about his situation that could best be described as
  1. frustration
  2. satisfaction
  3. desperation
  4. exhilaration

L22 A RAISIN IN THE SUN, 2/2

3. The dialog. shows a resentment that exists between
  1. father and son
  2. mother and son
  3. colored man and colored woman
  4. daughter and suitor
4. Walter feels his wife offers no
  1. money
  2. ideas
  3. encouragement
  4. satisfaction
5. Ruth says, *You never say nothing new.* This reveals her
  1. lack of education
  2. southern accent
  3. challenging attitude
  4. northern accent
6. Walter's great dream is to be
  1. as rich as the white man
  2. a good husband
  3. a biologist
  4. an Afro-American

A RAISIN IN THE SUN

Lorraine Hansberry

ACT I  
SCENE ONE

BENEATHA: Oh, I probably will...but first I'm going to be a doctor, and George, for one, still thinks that's pretty funny. I couldn't be bothered with that. I am going to be a doctor and everybody around here better understand that!

MAMA: *(Kindly)* 'Course you going to be a doctor honey, God willing.

BENEATHA: *(Drily)* God hasn't got a thing to do with it.

MAMA: Beneatha—that just wasn't necessary.

BENEATHA: Well—neither is God. I get sick of hearing about God.

MAMA: Beneatha!

BENEATHA: I mean it! I'm just tired of hearing about God all the time. What has He got to do with anything? Does he pay tuition?

MAMA: You 'bout to get your fresh little jaw slapped!

RUTH: That's just what she needs, all right!

BENEATHA: Why? Why can't I say what I want to around here, like everybody else?

MAMA: It don't sound nice for a young girl to say things like that—you wasn't brought up that way. Me and your father went to trouble to get you and Brother to church every Sunday.

BENEATHA: Mama, you don't understand. It's all a matter of ideas, and God is just one idea I don't accept. It's not important. I am not going out and be immoral or commit crimes because I don't believe in God. I don't even think about it. It's just that I get tired of Him getting credit for all the things the human race achieves through its own stubborn effort. There simply is no blasted God—there is only man and it is he who makes miracles!

*(MAMA absorbs this speech, s  
crosses to BENEATHA and slap  
there is only silence and th  
mother's face, and MAMA is v*

MAMA: Now—you say after me  
*(There is a long pause and  
MAMA repeats the phrase wit  
mother's house there is sti*

BENEATHA: In my mother's ho

MAMA: *(Walking away from BE  
posture. Stopping and turn  
ideas we ain't going to hav  
the head of this family.*

Assessm

1. Beneatha objects to her  
has become
  1. a nonbeliever
  2. a radical
  3. an agnostic
  4. an Afro-American
2. Beneatha feels that God
  1. doesn't care
  2. doesn't help to solve
  3. is a fraud
  4. takes sides
3. Her mother reacts to her
  1. tears
  2. disgust
  3. righteous anger
  4. fright

A RAISIN IN THE SUN 1/1 L23

(MAMA absorbs this speech, studies her daughter and rises slowly and crosses to BENEATHA and slaps her powerfully across the face. After, there is only silence and the daughter drops her eyes from her mother's face, and MAMA is very tall before her)

MAMA: Now—you say after me, in my mother's house there is still God. (There is a long pause and BENEATHA stares at the floor wordlessly. MAMA repeats the phrase with precision and cool emotion) In my mother's house there is still God.

BENEATHA: In my mother's house there is still God. (A long pause)

MAMA: (Walking away from BENEATHA, too disturbed for triumphant posture. Stopping and turning back to her daughter) There are ideas we ain't going to have in this house. Not long as I am at the head of this family.

Assessment of Comprehension

1. Beneatha objects to her mother's religious attitudes because she has become
  1. a nonbeliever
  2. a radical
  3. an agnostic
  4. an Afro-American
2. Beneatha feels that God
  1. doesn't care
  2. doesn't help to solve immediate problems
  3. is a fraud
  4. takes sides
3. Her mother reacts to her attitudes in
  1. tears
  2. disgust
  3. righteous anger
  4. fright

L24 MACBETH 1/1

MACBETH

William Shakespeare

Tomorrow, and tomorrow, and tomorrow  
Creeps in this petty pace from day to day  
To the last syllable of recorded time;  
And all our yesterdays have lighted fools  
The way to dusty death. Out, out, brief candle!  
Life's but a walking shadow, a poor player,  
That struts and frets his hour upon the stage  
And then is heard no more. It is a tale  
Told by an idiot, full of sound and fury,  
Signifying nothing.

5. Life is

1. a p
2. a p
3. an
4. nov

*Assessment of Comprehension*

1. Macbeth's speech gives a picture of a man in

1. love
2. anger
3. despair
4. humor

2. He feels that

1. life is significant
2. there is no meaning in life
3. somewhere there are answers
4. somewhere there is truth

3. The only end, he feels, lies in

1. heaven
2. dusty death
3. ambition
4. hell

4. *Life's but...a poor player* is a

1. simile
2. oxymoron
3. metaphor
4. hyperbole

5. Life is a tale told by

1. a poet
2. a playwright
3. an idiot
4. novelist

are

Y  
candle!  
r.  
stage

ension

man in

A RAISIN IN THE SUN

Lorraine Hansberry

ACT I  
SCENE TWO

WALTER: I mean—I have worked as a chauffeur most of my life—  
and my wife here, she does domestic work in people's kitchens.  
So does my mother. I mean—we are plain people...

LINDNER: Yes, Mr. Younger—

WALTER: *(Really like a small boy, looking down at his shoes and  
then up at the man)* And—uh—well, my father, well, he was a  
laborer most of his life.

LINDNER: *(Absolutely confused)* Uh, yes—

WALTER: *(Looking down at his toes once again)* My father almost  
beat a man to death once because this man called him a bad name  
or something, you know what I mean?

LINDNER: No, I'm afraid I don't.

WALTER: *(Finally straightening up)* Well, what I mean is that we  
come from people who had a lot of pride. I mean—we are very  
proud people. And that's my sister over there and she's going to  
be a doctor—and we are very proud—

LINDNER: Well—I am sure that is very nice, but—

WALTER: *(Starting to cry and facing the man eye to eye)* What I am  
telling you is that we called you here to tell you that we  
are very proud and that this is—this is my son, who makes the  
sixth generation of our family in this country, and that we have  
all thought about your offer and we have decided to move into our  
house because my father—my father—he earned it. *(MAMA has her  
eyes closed and is rocking back and forth as though she were in  
church, with her head nodding the amen yes)* We don't want to  
make no trouble for nobody or fight no causes—but we will try to  
be good neighbors. That's all we got to say. *(He looks the man  
absolutely in the eyes)* We don't want your money. *(He turns and  
walks away from the man)*

LINDNER: *(Looking around at all of them)* I take it then that you  
have decided to occupy.

BENEATHA: That's

LINDNER: *(To MAMA)*  
you, Mrs. Younger  
better I am sure

MAMA: *(Rising)*  
was going to move  
*(Shaking her head)*  
folks is nowadays

LINDNER: *(Folding  
about it... There  
is almost ignored  
At the door LINDNER  
know what you're*

RUTH: *(Looking at  
the moving men and*

MAMA: *(Into action)*  
mess. Ruth, put  
tie and tuck your  
Lord, have mercy,

In the scene above  
that they are refused  
a black family, and

1. Walter explains

1. domestics
2. social class
3. teachers
4. chemists

2. The story Walter  
death for call

1. an anecdote
2. a lie
3. a veiled truth
4. a dream

BENEATHA: That's what the man said.

LINDNER: *(To MAMA in her reverie)* Then I would like to appeal to you, Mrs. Younger. You are older and wiser and understand things better I am sure...

MAMA: *(Rising)* I am afraid you don't understand. My son said we was going to move and there ain't nothing left for me to say. *(Shaking her head with double meaning)* You know how these young folks is nowadays, mister. Can't do a thing with 'em. Good-bye.

LINDNER: *(Folding up his materials)* Well—if you are that final about it... There is nothing left for me to say. *(He finishes. He is almost ignored by the family who are concentrating on WALTER LEE. At the door LINDNER halts and looks around)* I sure hope you people know what you're doing. *(He shakes his head and exits)*

RUTH: *(Looking around and coming to life)* Well, for God's sake—if the moving men are here—LET'S GET THE HELL OUT OF HERE!

MAMA: *(Into action)* Ain't it the truth! Look at all this here mess. Ruth, put Travis' good jacket on him...Walter Lee, fix your tie and tuck your shirt in, you look just like somebody's hoodlum. Lord, have mercy, where is my plant?

Assessment of Comprehension

In the scene above, Walter Younger has decided to tell Mr. Lindner that they are refusing his offer to sell their home, and that they, a black family, are moving into an all-white neighborhood.

1. Walter explains to Mr. Lindner that he and his wife are
  1. domestics
  2. social climbers
  3. teachers
  4. chemists
2. The story Walter tells about his father almost beating a man to death for calling him a name is
  1. an anecdote
  2. a lie
  3. a veiled threat
  4. a dream

L25 A RAISIN IN THE SUN 2/2

3. Walter explains that his son is
  1. a fifth generation American
  2. a sixth generation American
  3. a first generation American
  4. an immigrant
4. Walter says they intend to be
  1. block busters
  2. investors
  3. good neighbors
  4. landlords
5. Mr. Lindner attempts to appeal to
  1. Ruth
  2. Mama
  3. Travis
  4. Willie
6. From this point on, the family will
  1. stay in the ghetto
  2. try for a new life
  3. sell their house
  4. retreat to the south
7. After this, the head of the house will be
  1. Travis
  2. Mama
  3. Walter
  4. Ruth

BALLAD OF BIRMINGHAM

Dudley Randall

Mother dear may I go downtown  
Instead of out to play  
And march the streets of Birmingham  
In a freedom march today?

No baby no, you may not go  
For the dogs are fierce and wild,  
And clubs and hoses, guns and jails  
Aren't good for a little child.

But mother I won't be alone,  
Other children will go with me  
And march the streets of Birmingham  
To make our people free.

No baby no, you may not go  
I fear the guns will fire,  
But you may go to church instead and sing in the  
children's choir.

She's combed and brushed her night dark hair  
And bathed rose petal sweet,  
And drawn white gloves on small brown hands,  
White shoes on her feet.

Her mother smiled to know her child  
Was in that sacred place,  
But that smile was the last  
Smile to come to her face.

For when she heard the explosion  
Her eyes grew wet and wild,  
She raced through the streets of Birmingham  
Yelling for her child.

She dug in bits of glass and brick,  
Then pulled out a shoe-  
Oh here is the shoe my baby wore  
But baby where are you?

1. The Ball

1. arch  
2. cont  
3. the  
4. the

2. The moth

1. at h  
2. on t  
3. in t  
4. in c

3. The poem

1. coup  
2. 4 Ti  
3. 6 li  
4. brok

4. Wet and

1. meta  
2. simi  
3. alli  
4. asso

5. The chil

1. whit  
2. brow  
3. yell  
4. red

6. The oper

1. sonn  
2. monc  
3. dfa  
4. deba

BALLAD OF B  
TRO - (c). ca  
York. Used

BALLAD OF BIRMINGHAM 1/1 L26

Assessment of Comprehension

1. *The Ballad of Birmingham* talks about

1. archaic times
2. contemporary events
3. the Middle Ages
4. the Roaring Twenties

2. The mother felt her child was safe

1. at home
2. on the street
3. in the parade
4. in church

3. The poem is written in

1. couplets
2. 4 line stanzas
3. 6 line stanzas
4. broken rhyme

4. *Wet and wild* is an example of

1. metaphor
2. simile
3. alliteration
4. assonance

5. The child's hands are

1. white
2. brown
3. yellow
4. red

6. The opening of the ballad is told in

1. sonnet form
2. monolog
3. dialog
4. debate

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127 LOVE, THOUGH FOR THIS YOU RIDDLE ME WITH DARTS 1/1

LOVE, THOUGH FOR THIS YOU RIDDLE ME WITH DARTS

Edna St. Vincent Millay

Love, though for this you riddle me with darts,  
And drag me at your chariot till I die,—  
Oh, heavy prince! Oh, panderer of hearts!—  
Yet hear me tell how in their throats they lie  
Who shout you mighty: thick about my hair,  
Day in, day out, your ominous arrows purr,  
Who still am free, unto no querulous care  
A fool, and in no temple worshiper!  
I, that have bared me to your quiver's fire,  
Lifted my face into its puny rain,  
Do wreathe you Impotent to Evoke Desire  
As you are Powerless to Elicit Pain!  
(Now will the god, for blasphemy so brave,  
Punish me, surely, with the shaft I crave!)

Assessment of Comprehension

1. The poet addresses herself to
  1. Apollo
  2. Venus
  3. the goddess of love
  4. the god of love
2. The pronoun *this* in the title refers to her crime of
  1. adultery
  2. blasphemy
  3. pondering
  4. selling arrows
3. She accuses the people who say the god is mighty of being
  1. foolish
  2. liars
  3. love struck
  4. afraid

4. She main
  1. fear
  2. puny
  3. reck
  4. accu
5. She crow
  1. Impo
  2. Gran
  3. Gód
  4. Desi
6. She hope
  1. rew
  2. love
  3. puni
  4. try
7. This son
  1. Shake
  2. Ital
  3. Petra
  4. Spens

ME WITH DARTS 1/1

WITH DARTS

with darts,  
ie,—  
earts!—  
s they lie  
y hair,  
purr,  
care  
s fire,

ire

rave,  
rave!)

prehension

ers to her crime of

re god is mighty of being

4. She maintains that his fire power is

1. fearful
2. puny
3. reckless
4. accurate

5. She crowns him

1. Impotent and Powerless
2. Grand and Glorious
3. God and Prince
4. Desire and Pain

6. She hopes he will

1. reward her with a kiss
2. love her dearly
3. punish her with an arrow
4. try her patience further

7. This sonnet is

1. Shakespearian
2. Italian
3. Petrarchan
4. Spenserian

DEPARTMENTAL

Robert Frost

An ant on the tablecloth  
Ran into a dormant moth  
Of many times his size.  
He showed not the least surprise.  
His business wasn't with such.  
He gave it scarcely a touch,  
And was off on his duty run.  
Yet if he encountered one  
Of the hive's enquiry squad  
Whose work is to find out God  
And the nature of time and space,  
He would put him onto the case.  
Ants are a curious race;  
One crossing with hurried tread  
The body of one of their dead  
Isn't given a moment's arrest-  
Seems not even impressed.  
But he no doubt reports to any  
With whom he crosses antennae,  
And they no doubt report  
To the higher up at court.  
Then word goes forth in Formic:  
"Death's come to Jerry McCormic,  
Our selfless forager Jerry.  
Will the special Janizary  
Whose office it is to bury  
The dead of the commissary  
Go bring him home to his people.  
Lay him in state on a sepal.  
Wrap him for shroud in a petal.  
Embalm him with ichor of nettle.  
This is the word of your Queen."  
And presently on the scene  
Appears a solemn mortician;  
And taking formal position  
With feelers calmly atwiddle,  
Seizes the dead by the middle,  
And heaving him high in air,  
Carries him out of there.  
No one stands round to stare.  
It is nobody else's affair.

It couldn't be called  
But how thoroughly de

1. The ant's encounter
1. a tiny moth
  2. a large moth
  3. another ant
  4. a Queen bee

2. The ant is
1. a busybody
  2. a busy bee
  3. a creature w
  4. Jerry McCormic

3. The setting is
1. on a broad p
  2. inside a hiv
  3. on a tablecl
  4. inside an ar

4. If he meets a ne
1. himself
  2. swords
  3. that bridge
  4. antennae

5. They may use a p
1. coffin
  2. shield
  3. shroud
  4. wreath

From THE POETRY OF  
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DEPARTMENTAL 1/1 L28

It couldn't be called ungentle.  
But how thoroughly departmental.

*Assessment of Comprehension*

1. The ant's encounter was with
  1. a tiny moth
  2. a large moth
  3. another ant
  4. a Queen bee
2. The ant is
  1. a busybody
  2. a busy bee
  3. a creature wrapped up in his own affairs
  4. Jerry McCormic
3. The setting is
  1. on a broad plain
  2. inside a hive
  3. on a tablecloth
  4. inside an ant hill
4. If he meets a neighbor, he may cross
  1. himself
  2. swords
  3. that bridge
  4. antennae
5. They may use a petal for a
  1. coffin
  2. shield
  3. shroud
  4. wreath

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L29 LONDON 1/1

LONDON

William Blake

I wander through each charter'd street  
Near where the charter'd Thames doth glow,  
And mark in every face I meet  
Marks of weakness, marks of woe.

In every cry of every Man,  
In every Infants cry of fear,  
In every voice, in every ban,  
The mind-forg'd manacles I hear.

How the chimney-sweeper's cry  
Every black'ning church appals,  
And the hopeless soldier's sigh  
Runs in blood down palace walls.

*Assessment of Comprehension*

1. The poet is evidently concerned with conditions in
  1. England
  2. France
  3. Ireland
  4. Wales
2. The words *charter'd* and *mark* in the first stanza seem to suggest
  1. a course of study
  2. a permit
  3. a map
  4. a document
3. The author expresses his
  1. lack of concern
  2. doubts
  3. deep concern
  4. apathy

4. He maintain
  1. the ki
  2. the ch
  3. the ge
  4. the ch
5. The mentid
  1. scienc
  2. a past
  3. modern
  4. a vacu

street  
doth glow,

4. He maintains that all of London is affected, even

1. the kings
2. the churchmen
3. the generals
4. the children

5. The mention of the chimney sweeper suggests

1. science fiction
2. a past age
3. modern times
4. a vacuum cleaner

4. *Comprehension*

med with conditions in

in the first stanza seem to

MY LAST DUCHESS

Robert Browning

That's my last Duchess painted on the wall,  
Looking as if she were alive. I call  
That piece a wonder, now: Fra Pandolf's hands  
Worked busily a day, and there she stands.  
Will't please you sit and look at her? I said  
"Fra Pandolf" by design, for never read  
Strangers like you that pictured countenance,  
The depth and passion of its earnest glance,  
But to myself they turned (since none puts by  
The curtain I have drawn for you, but I)  
And seemed as they would ask me, if they durst,  
How such a glance came there; so, not the first  
Are you to turn and ask thus. Sir, 'twas not  
Her husband's presence only, called that spot  
Of joy into the Duchess' cheek: perhaps  
Fra Pandolf chanced to say "Her mantle laps  
Over my Lady's wrist too much," or "Paint  
Must never hope to reproduce the faint  
Half-flush that dies along her throat": such stuff  
Was courtesy, she thought, and cause enough  
For calling up that spot of joy. She had  
A heart--how shall I say?--too soon made glad,  
Too easily impressed; she liked whate'er  
She looked on, and her looks went everywhere.  
Sir, 'twas all one! My favour at her breast,  
The dropping of the daylight in the West,  
The bough of cherries some officious fool  
Broke in the orchard for her, the white mule  
She rode with round the terrace--all and each  
Would draw from her alike the approving speech,  
Or blush, at least. She thanked men,--good! but thanked  
Somehow--I know not how--as if she ranked  
My gift of a nine-hundred-years-old name  
With anybody's gift. Who'd stoop to blame  
This sort of trifling? Even had you skill  
In speech--(which I have not)--to make your will  
Quite clear to such an one, and say "Just this  
Or that in you disgusts me; here you miss,  
Or there exceed the mark"--and if she let  
Herself be lessened so, nor plainly set  
Her wits to yours, forsooth, and made excuse,  
-E'en then would be some stooping, and I choose  
Never to stoop. Oh, Sir, she smiled, no doubt

Whene'er I passed her; but  
Much the same smile? This  
Then all smiles stopped together.  
As if alive. Will't please you  
The company below, then?  
Is count your master's knock  
Is ample warrant that no just  
Of mine for dowry will be done;  
Though his fair daughter's countenance  
At starting, is my object.  
Together down, Sir! Notice  
Taming a sea-horse, thought  
Which Claus of Innsbruck cast

Assess

1. The speaker in this poem  
  1. a Duke
  2. Fra Pandolf
  3. Claus of Innsbruck
  4. the Count
2. The speaker is evidently  
  1. a man devoted to his art
  2. a collector of art
  3. a sympathetic noble
  4. a young courtier
3. Lines 12-21 reveal the speaker's  
  1. understanding
  2. joy
  3. jealousy
  4. love of art
4. Evidently the speaker has a motive  
story to  
  1. ease his conscience
  2. allay his guilt
  3. explain the portrait
  4. improve his image

MY LAST DUCHESS 1/1 L30

Whene'er I passed her; but who passed without  
Much the same smile? This grew; I gave commands;  
Then all smiles stopped together. There she stands  
As if alive. Will't please you rise? We'll meet  
The company below, then. I repeat,  
The count your master's known munificence  
Is ample warrant that no just pretence  
Of mine for dowry will be disallowed;  
Though his fair daughter's self, as I avowed  
At starting, is my object. Nay, we'll go  
Together down, Sir! Notice Neptune, tho',  
Taming a sea-horse, thought a rarity,  
Which Claus of Innsbruck cast in bronze for me!

50

Assessment of Comprehension

1. The speaker in this poem is
  1. a Duke
  2. Fra Pandolf
  3. Claus of Innsbruck
  4. the Count
2. The speaker is evidently
  1. a man devoted to his wife's memory
  2. a collector of art treasures
  3. a sympathetic nobleman
  4. a young courtier
3. Lines 12-21 reveal the speaker's
  1. understanding
  2. joy
  3. jealousy
  4. love of art
4. Evidently the speaker has ordered his wife's death and tells the story to
  1. ease his conscience
  2. allay his guilt
  3. explain the portrait
  4. improve his image

10

20

30

40

L31 LORD RANDAL 1/1

LORD RANDAL

"O where hae ye been, Lord Randal, my son?  
O where hae ye been, my handsome young man?"  
"I hae been to the wild wood; mother, make my bed soon,  
For I'm weary wi' hunting, and fain wald lie down."

"Where gat ye your dinner, Lord Randal, my son?  
Where gat ye your dinner, my handsome young man?"  
"I din'd wi' my true-love; mother, make my bed soon,  
For I'm weary wi' hunting, and fain wald lie down."

"What gat ye to your dinner, Lord Randal, my son?  
What gat ye to your dinner, my handsome young man?"  
"I gat eels boil'd in broth; mother, make my bed soon,  
For I'm weary wi' hunting, and fain wald lie down."

"What became of your bloodhounds, Lord Randal, my son?  
What became of your bloodhounds, my handsome young man?"  
"O they swell'd and they died; mother make my bed soon,  
For I'm weary wi' hunting, and fain wald lie down."

"O I fear ye are poisoned, Lord Randal, my son!  
O I fear ye are poisoned, my handsome young man!"  
"O yes! I am poison'd; mother, make my bed soon,  
For I'm sick at the heart, and fain wald lie down."

*Anonymous*

*Assessment of Comprehension*

1. The narrative utilizes
  1. flashback
  2. foreshadowing
  3. chronological order
  4. leaps and pauses
2. The poem omits the facts concerning
  1. the victim's name
  2. the motive for the poisoning
  3. the fate of the bloodhounds
  4. the identity of the speaker

3. The stru
  1. ques
  2. deba
  3. soli
  4. a ch
4. The pois
  1. is a
  2. will
  3. has
  4. is c
5. The phra
  1. the
  2. the
  3. the
  4. the
6. The ques
  1. som
  2. no
  3. plo
  4. no

, my son?  
e young man?"  
, make my bed soon,  
fain wald lie down."

andal, my son?  
handsome young man?"  
ake my bed soon,  
fain wald lie down."

Randal, my son?  
handsome young man?"  
make my bed soon,  
fain wald lie down."

Lord Randal, my son?  
, my handsome young man?"  
r make my bed soon,  
fain wald lie down."

andal, my son!  
handsome young man!"  
ny bed soon,  
fain wald lie down."

*Anonymous*

mprehension

ing

3. The structure of the poem evolves from
  1. questions and answers
  2. debate pro and con
  3. soliloquy
  4. a chronological report
4. The poisoning referred to
  1. is about to happen
  2. will never happen
  3. has already happened
  4. is only fantasy
5. The phrase, *I'm weary wi' hunting*, occurs in
  1. the last stanza
  2. the first stanza only
  3. the first two stanzas
  4. the first four stanzas
6. The questioner apparently has
  1. some reason to question her son
  2. no reason to question her son
  3. plotted against her son
  4. no thoughts concerning her son's welfare

THANKSGIVING

Molly Kazan

I think that what he gave us most was pride.  
It felt good to have a President like that:  
bright, brave and funny and goodlooking.

I saw him once drive down East Seventy-second  
Street  
in an open car, in the autumn sun  
(as he drove yesterday in Dallas).  
His thatch of brown hair looked as though it had  
grown extra thick  
the way our wood animals in Connecticut  
grow extra fur for winter.  
And he looked as though it was fun to be alive.  
to be a politician,  
to be a President,  
to be a Kennedy,  
to be a man.

He revived our pride.  
It felt good to have a President  
who read his mail,  
who read the papers,  
who read books and played touch football.  
It was a pleasure and a cause for pride  
to watch him take the quizzing of the press  
with cameras grinding--  
take it in his stride,  
with zest.

He'd parry, thrust, answer or duck,  
and fire a verbal shot on target,  
hitting with the same answer, the segregationists  
in a Louisiana hamlet and a government in  
South East Asia.  
He made you feel that he knew what was going on  
in both places.  
He would come out of the quiz with an "A" in  
Economics, Military Science, Constitutional Law,  
Farm Problems and the moonshot program and  
still take time to appreciate Miss May Craig.

We were privileged to  
(till yesterday).  
the Bay of Pigs day,  
and we marveled at his  
and were amazed at an  
habitual)  
of modesty  
and even diffidence.  
It felt good to have a  
who said, it was my fa  
And went on from there

It felt good to have a  
who looked well in Vie  
and at the podium of t  
--and who would go to  
put a wreath where it  
and leave unspoken  
the satisfaction of an  
en route to 10 Downing  
as head of the U.S. go

What was spoken  
was spoken well.  
What was unspoken  
needed to be unspoken.  
It was none of our bus

He revived our pride.  
He gave grist to our p  
He was respectful of i  
He was respectful of e  
He was respectful of a  
He was respectful of t  
our language;  
He was respectful of c  
And all these things h

He was respectful of o  
He is now part of it.

THANKSGIVING 1/2 L32

We were privileged to see him on the worst day  
(till yesterday).  
the Bay of Pigs day,  
and we marveled at his coolth and style  
and were amazed at an air (that plainly was  
habitual)  
of modesty  
and even diffidence.  
It felt good to have a President  
who said, it was my fault.  
And went on from there.

It felt good to have a President  
who looked well in Vienna, Paris, Rome, Berlin  
and at the podium of the United Nations  
--and who would go to Dublin,  
put a wreath where it did the most good  
and leave unspoken  
the satisfaction of an Irishman  
en route to 10 Downing Street  
as head of the U.S. government.

What was spoken  
was spoken well.  
What was unspoken  
needed to be unspoken.  
It was none of our business if his back hurt.

He revived our pride.  
He gave grist to our pride.  
He was respectful of intellect;  
He was respectful of excellence;  
He was respectful of accomplishment and skill;  
He was respectful of the clear and subtle use of  
our language;  
He was respectful of courage.  
And all these things he cultivated in himself.

He was respectful of our heritage.  
He is now part of it.

L32 THANKSGIVING 2/2

He affirmed our future.  
Our future is more hopeful  
because of his work  
but our future is not safe nor sure.  
He kept telling us that.  
This is a very dangerous and uncertain world.  
I quote. He said that yesterday.

He respected facts.  
And we must now live with the fact of his murder.

Our children cried when the news came. They  
phoned and we phoned  
and we cried and we were not ashamed of  
crying, but we were ashamed of what had  
happened.  
The youngest could not remember any other  
President, not clearly.  
She felt as if the world had stopped.

We said, it is a shame, a very deep shame.  
But this country will go on  
more proudly  
and with a clearer sense of who we are  
and what we have it in us to become  
because we had a President like that.  
He revived our pride.  
We are lucky that we had him for three years.

*Assessment of Comprehension*

1. The poet stresses the idea that even at this moment of national sadness, the people had
  1. no real leader
  2. much to be grateful for
  3. much to feel guilty for
  4. much to do

2. She mentions her pride in a
  1. This is a great society.
  2. Let me make one thing cl
  3. My friends,
  4. It was my fault.
3. She also says that our futur
  1. safe and sure
  2. not safe nor sure
  3. dangerous and uncertain
  4. hopeless
4. She talks about a man who to  
who took time to visit the p
  1. Paris
  2. London
  3. Vienna
  4. Dublin
5. The title of the poem actual
  1. our past
  2. our future
  3. her lament
  4. her meaning
6. The author states that the d  
life are
  1. open to inspection
  2. the property of history
  3. none of our business
  4. a security threat
7. The author's low key recital  
becoming
  1. sad
  2. sincere
  3. dramatic
  4. melodramatic

nor sure.  
and uncertain world.  
erday.

the fact of his murder.

news came. They

not ashamed of  
of what had

remember any other

had stopped.

very deep shame.

who we are  
to become  
like that.

m for three years.

ment of Comprehension

idea that even at this moment of  
people had

for  
for

2. She mentions her pride in a man who could say

1. *This is a great society.*
2. *Let me make one thing clear.*
3. *My friends,*
4. *It was my fault.*

3. She also says that our future is

1. safe and sure
2. not safe nor sure
3. dangerous and uncertain
4. hopeless

4. She talks about a man who took pride in the land of his forebears,  
who took time to visit the place of his ancestors, in

1. Paris
2. London
3. Vienna
4. Dublin

5. The title of the poem actually is the author's key to

1. our past
2. our future
3. her lament
4. her meaning

6. The author states that the details of a public person's private  
life are

1. open to inspection
2. the property of history
3. none of our business
4. a security threat

7. The author's low key recital of details keeps her work from  
becoming

1. sad
2. sincere
3. dramatic
4. melodramatic

RICHARD CORY

Edwin Arlington Robinson

Whenever Richard Cory went downtown,  
We people on the pavement looked at him:  
He was a gentleman from sole to crown,  
Clean favored, and imperially slim.

And he was always quietly arrayed,  
And he was always human when he talked;  
But still he fluttered pulses when he said,  
"Good morning," and he glittered when he walked.

And he was rich--yes, richer than a king--  
And admirably schooled in every grace:  
In fine, we thought that he was everything  
To make us wish that we were in his place.

So on we worked, and waited for the light,  
And went without the meat, and cursed the bread;  
And Richard Cory, one calm summer night,  
Went home and put a bullet through his head.

*Assessment of Comprehension*

1. Knowing Richard Cory was probably

1. a pleasure
2. a bore
3. a pain
4. an instruction

2. The poem is a sort of

1. treatise
2. revelation
3. epitaph
4. lullaby

Robinson

wentown,  
looked at him:  
to crown,  
y slim.

ayed,  
he talked;  
when he said,  
ered when he walked.

than a king--  
ery grace:  
as everything  
in his place.

or the light,  
nd cursed the bread;  
mmer night,  
hrough his head.

t of Comprehension

probably

3. *Light* is often considered a symbol for life, if this is true, then *night* might be considered a symbol for
  1. darkness
  2. gaiety
  3. death
  4. horror
4. The poem moralizes about
  1. suicide
  2. murder
  3. the seeming paradoxes of life
  4. the evident injustices of life
5. *Richard Cory* is a memorable piece of reading because
  1. the subject matter is astonishing
  2. the work is filled with verbal tricks
  3. the theme is love conquers all
  4. the man personifies the idea
6. Robinson's first three stanzas
  1. prepare the reader for the conclusion
  2. do nothing to prepare the reader for the conclusion
  3. give a tragically planned effect
  4. broaden the reader's scope
7. Words like *crown*, *imperially*, *king*, etc. convey the idea that Richard Corey was
  1. a margarine advertisement
  2. a revolutionary
  3. an aristocrat
  4. an ex-patriate
8. The expression, *in fine*, seems to mean
  1. all is well
  2. hunky-dory
  3. payment for a traffic violation
  4. in conclusion

L34 THE QUALITY OF MERCY 1/1

THE QUALITY OF MERCY

William Shakespeare

The quality of mercy is not strain'd,  
It droppeth as the gentle rain from heaven  
Upon the place beneath: it is twice blest;  
It blesseth him that gives and him that takes:  
'Tis mightiest in the mightiest; it becomes  
The throned monarch better than his crown;  
His sceptre shows the force of temporal power,  
The attribute to awe and majesty,  
Wherein doth sit the dread and fear of kings;  
But mercy is above this scepter'd sway;  
It is enthroned in the hearts of kings,  
It is an attribute to God himself  
And earthly power doth then show likest God's  
When mercy seasons justice.

Act IV, Scene I, *Merchant of Venice*

Assessment of Comprehension

1. This selection is a plea for
  1. justice
  2. honor
  3. godliness
  4. mercy
2. Being merciful allows even kings to be
  1. godlike
  2. just
  3. respected
  4. mighty
3. Mercy brings blessings to the receiver and the
  1. prosecutor
  2. giver
  3. recipient
  4. jury

4. Mercy rules
  1. mind of k
  2. heart of
  3. soul of k
  4. financial
5. According to
  1. in this w
  2. in the ne
  3. to act me
  4. to act in
6. The second li
  1. hyperbole
  2. oxymoron
  3. simile
  4. metaphor

4. Mercy rules in the

1. mind of kings
2. heart of kings
3. soul of kings
4. financial status of kings

5. According to the passage, the sceptre is a mark of a king's power

1. in this world
2. in the next world
3. to act mercilessly
4. to act in God's place

6. The second line of the selection is an example of

1. hyperbole
2. oxymoron
3. simile
4. metaphor

MENDING WALL

Robert Frost

Something there is that doesn't love a wall,  
That sends the frozen-ground-swell under it  
And spills the upper boulders in the sun,  
And makes gaps even two can pass abreast.  
The work of hunters is another thing:  
I have come after them and made repair  
Where they have left not one stone on a stone,  
But they would have the rabbit out of hiding,  
To please the yelping dogs. The gaps I mean,  
No one has seen them made or heard them made,  
But at spring mending-time we find them there.  
I let my neighbor know beyond the hill;  
And on a day we meet to walk the line  
And set the wall between us once again.  
We keep the wall between us as we go.  
To each the boulders that have fallen to each.  
And some are loaves and some so nearly balls  
We have to use a spell to make them balance:  
"Stay where you are until our backs are turned!"  
We wear our fingers rough with handling them.  
Oh, just another kind of outdoor game,  
One on a side. It comes to little more:  
There where it is we do not need the wall:  
He is all pine and I am apple orchard.  
My apple trees will never get across  
And eat the cones under his pines, I tell him.  
He only says, "Good fences make good neighbors."  
Spring is the mischief in me, and I wonder  
If I could put a notion in his head:  
"Why do they make good neighbors? Isn't it  
Where there are cows? But here there are no cows.  
Before I built a wall I'd ask to know  
What I was walling in or walling out,  
And to whom I was like to give offense.  
Something there is that doesn't love a wall,  
That wants it down." I could say "Elves" to him,  
But it's not elves exactly, and I'd rather  
He said it for himself. I see him there,  
Bringing a stone grasped firmly by the top  
In each hand, like an old-stone savage armed.  
He moves in darkness as it seems to me,  
Not of woods only and the shade of trees.  
He will not go behind his father's saying,

And he likes hav  
He says again, "

1. In *Mending Wa*

1. a hunter
2. a poet an
3. an apple
4. a poet an

2. The apple tre

1. a beauti
2. an unchar
3. an income
4. sterility

3. The speaker v

1. an unders
2. a stolid
3. a militar
4. a wall l

4. The neighbor  
wall is

1. necessary
2. beautifu
3. unnecess
4. made of

5. The wall is

1. a protec
2. a barrier
3. a tradit
4. a barrier

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MENDING WALL 1/1 L35

And he likes having thought of it so well  
He says again, "Good fences make good neighbors."

Assessment of Comprehension

1. In *Mending Wall*, there are two speakers. They are
  1. a hunter and a sheriff
  2. a poet and a wall-mender
  3. an apple farmer and a man who grows fir trees
  4. a poet and a hunter
2. The apple trees are a symbol of
  1. a beautifully changeable nature
  2. an unchangeable nature
  3. an income crop
  4. sterility
3. The speaker who outlines the situation is
  1. an understanding light-hearted man
  2. a stolid fellow
  3. a militant
  4. a wall lover
4. The neighbor doesn't have the thinking capacity to see that the wall is
  1. necessary
  2. beautiful
  3. unnecessary
  4. made of stones
5. The wall is
  1. a protection against cows
  2. a barrier against apple trees
  3. a tradition
  4. a barrier against cows

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THE WORMS AT HEAVEN'S GATE

Wallace Stevens

Out of the tomb we bring Badroulbador\*  
 Within our bellies—we her chariot.  
 Here is an eye; and here are, one by one,  
 The lashes of that eye and its white lid.

Here is the cheek upon which that lid declined,  
 And, finger after finger, here is the hand,  
 The genius of that cheek. Here are the lips,  
 The bundle of the body, and the feet.

Out of the tomb we bring Badroulbador.

\*The beautiful daughter of the King of China who  
 becomes the wife of Aladdin in the Arabian Nights

Assessment of Comprehension

1. The speaker in the poem is

1. W. Stevens
2. Ben Hur
3. Badroulbador
4. a worm

2. The narrator is discussing a beautiful woman's

1. character
2. achievements
3. remains
4. wardrobe

3. The lashes of the eye are carried

1. in a box
2. in a chariot
3. one by one
4. into the tomb

4. The carriers move

1. a chariot
2. a cart
3. their bellies
4. time

5. The process the a

1. decomposition
2. resurrection
3. chemical anal
4. mathematical

6. Here is the hand/

1. a simile
2. a metaphor
3. a hyperbole
4. an oxymoron

7. Calling the body

1. beautiful
2. ugly
3. ordinary
4. complicated

8. Badroulbador was

1. obvious to th
2. important to
3. enchants the
4. of no importa

9. The author's exac

1. design motif
2. implied metaph
3. metaphor
4. imagery

1/1  
MEN'S GATE

vens

Badour\*  
not.  
me by one,  
white lid.

at. lid declined,  
is the hand,  
are the lips,  
feet.

Badour.

the King of China who  
in the Arabian Nights

of Comprehension

a beautiful woman's

carried

4. The carriers move their burden in

1. a chariot
2. a cart
3. their bellies
4. time

5. The process the author describes is

1. decomposition
2. resurrection
3. chemical analysis
4. mathematical summation

6. *Here is the hand/the genius of that cheek,* is

1. a simile
2. a metaphor
3. a hyperbole
4. an oxymoron

7. Calling the body a *bundle* implies that it is

1. beautiful
2. ugly
3. ordinary
4. complicated

8. Badroulbadour was one of the world's loveliest women. This fact is

1. obvious to the narrator
2. important to the narrator
3. enchants the narrator
4. of no importance to the narrator

9. The author's exact designation of each item in the *bundle* is

1. design motif
2. implied metaphor
3. metaphor
4. imagery

LOST

Carl Sandburg

1. Desolate and lone
2. All night long on the lake
3. Where fog trails and mist creeps
4. The whistle of a boat
5. Calls and cries unendingly,
6. Like some lost child
7. In tears and trouble
8. Hunting the harbor's breast
9. And the harbor's eyes.

4. Besides being alliteration, line 5 is also an example of

1. feminine rhyme
2. masculine rhyme
3. consonance
4. cacophony

5. One word which is an example of (the word designates) is

1. desolate
2. boom
3. cries
4. tears

*Assessment of Comprehension*

1. The overall effect the author seeks to achieve is a feeling of
  1. excitement
  2. happiness
  3. contempt
  4. loneliness
2. In lines 1 and 2, several words contain the o sound in a medial position. The device is
  1. alliteration
  2. assonance
  3. cacophony
  4. masculine rhyme
3. Lines 8-9 contain several words which repeat the h sound in an initial position. This is called
  1. assonance
  2. feminine rhyme
  3. consonance
  4. alliteration

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LOST 1/1 L37

4. Besides being alliterative, the phrase, *calls and cries* in line 5 is also an example of
1. feminine rhyme
  2. masculine rhyme
  3. consonance
  4. cacophony
5. One word which is onomatopoeic (i.e. which imitates the sound it designates) is
1. desolate
  2. boom
  3. cries
  4. tears

prehension

ks to achieve is a feeling of

ontain the o sound in a medial

hich repeat the h sound in an

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SOLILOQUY

William Shakespeare

Tomorrow and tomorrow and tomorrow  
 Creeps in this petty pace from day to day  
 To the last syllable of recorded time;  
 And all our yesterdays have lighted fools  
 The way to dusty death. Out, out, brief candle!  
 Life's but a walking shadow, a poor player  
 That struts and frets his hour upon the stage  
 And then is heard no more. It is a tale  
 Told by an idiot, full of sound and fury,  
 Signifying nothing.

*Macbeth*

Assessment of Comprehension

1. Comparing life as a brief candle indicates that it is

1. waxy and dripping
2. short and light-giving
3. expensive
4. hot

2. Life compared to a walking shadow indicates

1. reality
2. unreality
3. charm
4. darkness

3. Life is also compared to

1. Hamlet
2. Shakespeare
3. a great actor
4. a ham actor

4. Life is the story to

1. a poet
2. an imbecile
3. a peasant
4. a playwright

5. The line *Yesterdays* too, are like

1. candles
2. fools
3. coffins
4. airplanes

6. All of the above men

1. similes
2. metaphors
3. alliterative devices
4. assonance

4. Life is the story told by

1. a poet
2. an imbecile
3. a peasant
4. a playwright

5. The line *Yesterdays have lighted fools* implied that yesterdays, too, are like

1. candles
2. fools
3. coffins
4. airplanes

6. All of the above mentioned are

1. similes
2. metaphors
3. alliterative devices
4. assonance

DOG AT NIGHT

W. Untermeyer

At first he stirs uneasily in sleep 1  
 And, since the moon does not run off, unfolds  
 Protesting paws. Grumbling that he must keep  
 Both eyes awake, he whimpers; then he scolds  
 And, rising to his feet, demands to know 5  
 The stranger's business. You who break the dark  
 With insolent light, who are you? Where do you go?  
 But nothing answers his indignant bark.  
 The moon ignores him walking on as though 10  
 Dogs never were. Stiffened to fury now,  
 His small hairs stand upright, his howls come fast,  
 And terrible to hear is his bow-wow  
 That tears the night. Stirred by this bugle-blast,  
 The farmer's bitch grows active; without pause 15  
 Summons her mastiff and the hound that lies  
 Three fields away to rally to the cause.  
 And the next county wakes. And miles beyond  
 Throats tear themselves and brassy lungs respond  
 With threats, entreaties, bellowings, and cries,  
 Chasing the white intruder down the skies. 20

3. The number of do  
 total at least

1. two
2. three
3. four
4. five
4. Line 20 is a par
  1. cries
  2. chasing
  3. beyond
  4. respond
5. The *bugle-blast*
  1. bellowings
  2. his bow-wow
  3. indignant ba
  4. whimper

Assessment of Comprehension

1. The subject of the first line is *he* and its compound predicate is
  1. stirs and unfolds
  2. stirs and runs
  3. unfolds and protests
  4. whimpers and scolds
2. *Rising* (line 5) is a participle modifying
  1. moon (line 2)
  2. stranger's (line 6)
  3. he (line 4)
  4. dogs (line 10)

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 Louis Untermeyer by

DOG AT NIGHT 1/1 L39

3. The number of dogs which are actually and individually mentioned total at least

1	1. two 2. three 3. four 4. five
5	4. Line 20 is a participial phrase modifying
10	1. cries 2. chasing 3. beyond 4. respond
15	5. The <i>bugle-blast</i> (line 13) is a metaphor used in connection with
20	1. bellowings 2. his bow-wow 3. indignant bark 4. whimper

and its compound predicate is

ifying

M1 TEST OF SYMBOLS USED IN MATHEMATICS 1/3

- |   |   |
|---|---|
| <p>1. The abbreviation for 1 meter is</p> <ol style="list-style-type: none"> <li>1. 1 m.</li> <li>2. 1 cm.</li> <li>3. 1 mm.</li> <li>4. 1 km.</li> </ol>   | <p>7. The symbol used</p> <ol style="list-style-type: none"> <li>1. <math>\sim</math></li> <li>2. <math>\cong</math></li> </ol>   |
| <p>2. The symbol used to show that two sets do not have exactly the same elements is</p> <ol style="list-style-type: none"> <li>1. //</li> <li>2. <math>\neq</math></li> <li>3. =</li> <li>4. <math>\neq</math></li> </ol>  | <p>8. Which of the fo</p> <ol style="list-style-type: none"> <li>1. 144 inches</li> <li>2. 144 square</li> <li>3. 144 inches</li> <li>4. 144 cubic i</li> </ol>               |
| <p>3. The first step in evaluating <math>5 \times (3 + 7)</math> is to</p> <ol style="list-style-type: none"> <li>1. add 3 and 7</li> <li>2. add 3 and 5</li> <li>3. multiply 5 and 3</li> <li>4. multiply 5 and 7</li> </ol>   | <p>9. The Roman numer</p> <ol style="list-style-type: none"> <li>1. 10</li> <li>2. 100</li> <li>3. 1,000</li> <li>4. 10,000</li> </ol>  |
| <p>4. The letters x, y, and z are used to indicate</p> <ol style="list-style-type: none"> <li>1. unknown quantities</li> <li>2. mathematical processes</li> <li>3. square roots</li> <li>4. mathematical sentences</li> </ol>   | <p>10. The symbol <math>\div</math> in</p> <ol style="list-style-type: none"> <li>1. multiplicat</li> <li>2. division</li> <li>3. addition</li> <li>4. subtraction</li> </ol> |
| <p>5. When dealing with unequal numbers, such as 8 and 9, the expression 8 is less than 9 can be written</p> <ol style="list-style-type: none"> <li>1. <math>8 \wedge 9</math></li> <li>2. <math>8 &gt; 9</math></li> <li>3. <math>8 &lt; 9</math></li> <li>4. <math>8 \vee 9</math></li> </ol> | <p>11. When using the number is always</p> <ol style="list-style-type: none"> <li>1. one</li> <li>2. two</li> <li>3. three</li> <li>4. four</li> </ol>                        |
| <p>6. The symbol for the intersection of two sets is</p> <ol style="list-style-type: none"> <li>1. U</li> <li>2. C</li> <li>3. n</li> <li>4. <math>\supset</math></li> </ol>  | <p>12. The symbol . .</p> <ol style="list-style-type: none"> <li>1. such that</li> <li>2. as</li> <li>3. therefore</li> <li>4. is similar</li> </ol>                          |

7. The symbol used to show that two plane figures are congruent is

- 1.  $\sim$
- 2.  $\cong$
- 3.  $\approx$
- 4.  $-$

Two sets do not have exactly the

8. Which of the following expresses area?

- 1. 144 inches
- 2. 144 square inches
- 3. 144 inches square
- 4. 144 cubic inches

$x(3 + 7)$  is to

9. The Roman numeral M is equal to

- 1. 10
- 2. 100
- 3. 1,000
- 4. 10,000

used to indicate

10. The symbol  $\div$  indicates this mathematical operation

- 1. multiplication
- 2. division
- 3. addition
- 4. subtraction

Numbers, such as 8 and 9, the  
are written

11. When using the terms bilateral, biangular, and binary, this  
number is always included in their meaning

- 1. one
- 2. two
- 3. three
- 4. four

The intersection of two sets is

12. The symbol  $\therefore$  is read

- 1. such that
- 2. as
- 3. therefore
- 4. is similar to

13. The union of A and B is written

1.  $A \cup B$
2.  $A \subset B$
3.  $A \cap B$
4.  $A \supset B$

14. The mathematical symbol for the disjunction "or" is

1.  $\wedge$
2.  $>$
3.  $\vee$
4.  $<$

15. 80 degrees, 25 minutes, 6 seconds would be written

1.  $80^\circ 25'' 6'$
2.  $80^\circ 25' 6''$
3. 80 h., 25m., 6 s.
4. 80/25/6

16. The mathematical symbol = means

1. is similar to
2. double negative
3. parallel
4. equals

17. On many graduated cylinders, the smallest calibration is the milliliter which is abbreviated

1. ml.
2. mll.
3. mlt.
4. mr.

18. The symbol for *is a member of* is

1.  $\in$
2. B
3.  $\Delta$
4. e

19. *Nine is identical to*

1.  $9 \cdot 9$
2.  $9 - 9$
3.  $9 = 9$
4.  $9 \equiv 9$

20. Using Roman numerals

1. VIX
2. IVX
3. XIV
4. XVI

21. The expression

1. 6 is less than 5
2. 6 is greater than 5
3. 6 or 5
4. 6 take away 5

22. The statement

1.  $3 \cdot 5$
2.  $5 \cdot 3$
3.  $3 - 5$
4.  $5 - 3$

23. The density of a substance can be read

1. 1 gram per milliliter
2. 1 gram per milliliter
3. 1 gram per milliliter
4. 1 gram per milliliter

24. The expression

1. one half mile
2. one half mile
3. five miles
4. five miles

TEST OF SYMBOLS USED IN MATHEMATICS M1 2/3

19. *Nine is identical with nine* can be written

1.  $9 \cdot 9$
2.  $9 - 9$
3.  $9 = 9$
4.  $9 \equiv 9$

20. Using Roman numerals, the number 14 can be written

1. VIX
2. IVX
3. XIV
4. XVI

21. The expression  $6 > 5$  is read

1. 6 is less than 5
2. 6 is greater than 5
3. 6 or 5
4. 6 take away 5

22. The statement *3 is to be subtracted from 5* is written

1.  $3 \cdot 5$
2.  $5 \cdot 3$
3.  $3 - 5$
4.  $5 - 3$

23. The density of water often is used as  $1 \text{ gm/cm}^3$ . This expression can be read

1. 1 gram per square meter
2. 1 gram per square centimeter
3. 1 gram per cubic meter
4. 1 gram per cubic centimeter

24. The expression  $.5m. = 50 \text{ cm.}$  is read

1. one half meter equals fifty cubic meters
2. one half meter equals fifty centimeters
3. five miles equals fifty cubic miles
4. five miles equals fifty nautical miles

MI TEST OF SYMBOLS USED IN MATHEMATICS 3/3

25. An empty set is written

1. { }
2. 0
3.  $\infty$
4.  $\sim$

26. The symbol  $\perp$  indicates that two lines

1. are parallel to each other
2. are perpendicular to each other
3. form an angle less than  $90^\circ$
4. never meet

27. The density of matter (mass per unit volume) can be measured in

1. lbs./ft.<sup>2</sup>
2. lbs./ft.<sup>3</sup>
3. lbs.<sup>2</sup>/ft.
4. lbs.<sup>3</sup>/ft.

28. A X B is read

1. A divided by B
2. A plus B
3. A minus B
4. A times B

29. The square root of 25 is  $\pm 5$ . The symbol  $\pm$  is read

1. greater than
2. equal to
3. plus or minus
4. less than

30. The Greek letter *alpha* which is used to denote first in a series is

1.  $\alpha$
2.  $\beta$
3.  $\nu$
4.  $\Delta$

31. In Einstein's equation of light is

1. E
2. m
3. c
4. 2

32.  $\pi$  is read

1. perpendicular
2. equals
3. parallel
4. pi

33. Nine divided by three

1.  $\frac{9}{3}$
2.  $\frac{3}{9}$
3.  $3 \div 9$
4.  $9 \times 3$

34. If A is nearly equal to B

1.  $A \approx B$
2.  $A = B$
3.  $A // B$
4.  $A \leq B$

35. The symbol for percent

1. @
2. c/o
3. %
4. #

36. The geometric figure that has the same point is

1. +
2.  $\angle$
3. =
4.  $\perp$

31. In Einstein's equation,  $E = mc^2$ , the symbol for the velocity of light is

1. E
2. m
3. c
4. 2

32.  $\pi$  is read

1. perpendicular
2. equals
3. parallel
4. pi

33. Nine divided by three can be written

1.  $\frac{9}{3}$
2.  $\frac{3}{9}$
3.  $3 \div 9$
4.  $9 \times 3$

34. If A is nearly equal to B, it can be written

1.  $A \approx B$
2.  $A = B$
3.  $A // B$
4.  $A \leq B$

35. The symbol for percent is

1. @
2. c/o
3. %
4. #

36. The geometric figure formed by two straight lines drawn from the same point is represented by the symbol

1. +
2.  $\angle$
3. =
4.  $\perp$

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