

Face the Facts

UNIT

8



INFORMATION, ARGUMENT, AND PERSUASION

- In Nonfiction
- In Media

Can you BELIEVE everything you read?

All around you are sources of information—newspapers, books, magazines, and the Internet, to name a few. You may also get information from television, radio, billboards, product labels, and people you know. But can you **believe** all of it? It is important to learn to evaluate the information you receive so that you can know what to believe and what not to believe.

ACTIVITY What do you know? How did you come to know it? Think about all the sources of information you encounter in a day. Make a list of the sources, and then answer the following questions:

- How useful is the information you get from each source?
- Which source do you depend on most often?
- Is the information from that source always accurate?

After answering these questions, write a paragraph encouraging people to use your favorite source for information.

Dog Enrolls in College



August 9 Dr. Zachary Lynch, veterinarian at Zach's General Store, thought that someone had made a mistake when he was asked to help conduct physicals for incoming freshmen.



Two-Headed Turtle Talks Twice As Much

August 9 In recent weeks scientists have been observing the language habits of the recently discovered two-headed turtle. The turtle, which was found nesting on a small island off the coast of Bora Bora, seemed somewhat different.



CALIFORNIA

Included in this lesson: R1.1, R1.2,
R2.1, R2.3, R2.4, R2.6, R3.5, W1.1,
W1.2, W1.7, W2.4, W2.5, LC1.4, LS1.1,
LS1.3, LS1.5, LS1.6, LS1.7, LS1.8, LS2.4

Preview Unit Goals

READING

- Identify main idea and supporting details
- Identify and use text features to locate and comprehend information
- Understand elements of an argument
- Assess evidence for adequacy, accuracy, and appropriateness
- Analyze persuasive techniques
- Evaluate reasoning

WRITING AND GRAMMAR

- Write a persuasive essay
- Use commas and colons correctly

SPEAKING, LISTENING, AND VIEWING

- Deliver a persuasive speech
- Compare how different media cover the same event
- Recognize and analyze persuasive techniques in television advertising
- Identify target audience

VOCABULARY

- Use word roots and prefixes to help determine the meanings of words
- Use context clues to understand idioms

ACADEMIC VOCABULARY

- evidence
- bias
- text features
- argument
- persuasive techniques
- reasoning

Reading for Information

In today's information age, knowledge is power. Facts and figures on just about any subject, from consumer products to Jupiter's moons, are at your fingertips. How do you find the information you're looking for? What are the best ways to understand and remember what you read? Learning a few simple strategies now can empower you for a lifetime. By paying attention to the structure and purpose of informational texts, you will more fully understand what you read.

Part 1: Get the Big Picture

Flipping through a newspaper or surfing the Web for information can be an overwhelming experience. To help readers get their bearings and quickly see what a text is about, many writers use **text features**, or special design elements. Text features include headings, subheadings, boldfaced type, and captions. These elements all serve as road signs, guiding you through a text and pointing out key ideas.

Just as you would look at a road map before driving to a new place, you may find it helpful to **preview** a text before you start to read it. Notice how much you can tell about this textbook article by scanning the text features.



R2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

The title reveals the topic of the article—the Dust Bowl.

Headings state the main idea of each paragraph.

Graphic aids, such as this map, present detailed information in an easy-to-read format.

Captions clarify information in the graphic aid.

Disasters! The Dust Bowl

Drought Destroys Land

Years of unrelenting drought, misuse of the land, and the miles-high dust storms that resulted (shown here) devastated the Great Plains in the 1930s. Rivers dried up, and heat scorched the earth. As livestock died and crops withered, farms were abandoned.

Families Head West

Thousands of families—more than two million people—fled to the West, leaving behind their farms and their former lives. Most of these "Okies," as they were called (referring to Oklahoma, the native state of many), made their way over hundreds of miles to California. There they tried to find work as migrant farm laborers and restart their lives.



The worst of the devastation was centered in parts of five states—Oklahoma, Kansas, Colorado, New Mexico, and Texas.

The most terrible dust storm came on April 14, 1935. A blinding black cloud of swirling dust rolled across the southern plains, blotting out the sun, suffocating animals, and burying machinery.

MODEL: TEXT FEATURES

Quickly skim the text features of this article. After seeing these features, what information do you think the article will provide? Now read the passage closely and answer the questions.

from **EARTHQUAKES**

Reference article in *Popular Science Almanac*

. . . Earth’s crust isn’t just one solid piece, like an eggshell. Instead, it’s broken up into different pieces, called plates. . . .

- 5 . . . Plate movement is responsible for earthquakes as well as volcanoes. See, Earth’s plates are constantly growing at one end, getting consumed at the other, shifting alongside other
- 10 plates, and pushing headlong into others. All of this causes a tremendous amount of pressure build-up. Rocks are rigid. Since they don’t break easily, they resist this pressure for a long,
- 15 long time. But after a while, something’s got to give. Rapid movement of massive blocks of rock releases the tension . . . at least for the time being.

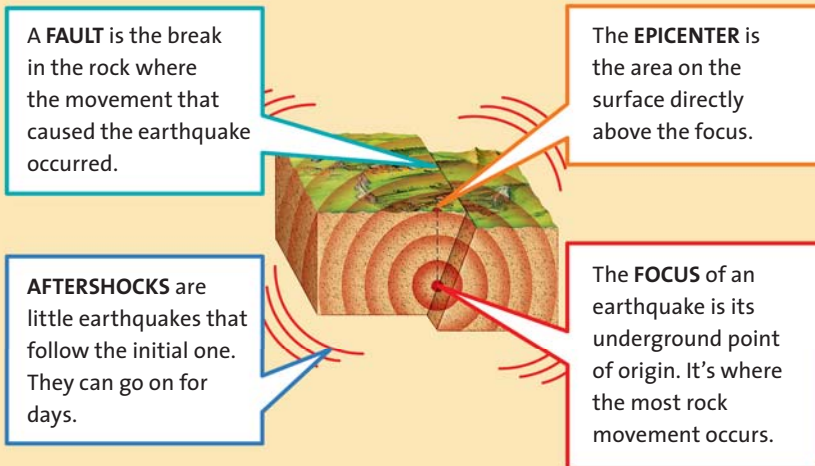


The San Andreas Fault in California falls at the boundary of two tectonic plates. The slipping of these plates is often the cause of earthquakes in the region.

Close Read

1. An **almanac** is an annual reference book. Its purpose is to publish brief articles relating to a specific field. If you were doing a report on the parts of an earthquake, would this almanac article help you? Explain your answer.
2. Name two things you learn about earthquakes from the caption and the photograph.
3. Review the graphic aid at the bottom of this article. In your own words, describe the information it presents.

Anatomy of an Earthquake



Part 2: Read for Understanding

Text features may be the road signs guiding you through a text, but your final destination is not just the end of the selection or page. It's arriving at an understanding of what you've read. The following strategies can help you reach that destination without running into roadblocks:

IDENTIFY THE MAIN IDEAS

To really understand a text, you first need to know how to find its main ideas. **Main ideas** are the most important ideas about a topic that a writer wants to communicate to readers. **Supporting details**, such as facts and examples, help to explain or elaborate on the main ideas. Most of the time, the main idea of a paragraph is directly stated in a **topic sentence**, which is usually located at the beginning or end of that paragraph. Consider this example from the article you just read.

... Plate movement is responsible for earthquakes as well as volcanoes. See, Earth's plates are constantly growing at one end, getting consumed at the other, shifting alongside other plates, and pushing headlong into others. . . .

This **topic sentence** states the main idea of one paragraph in the article: the cause of earthquakes.

This **supporting detail** further explains what plate movement is and how it can cause earthquakes.

Sometimes the main idea is **implied**—suggested but not directly stated. In such a case, you have to **infer** it by asking yourself: What do all the supporting details add up to?

TAKE NOTES

Taking notes as you read can help you identify the main ideas and supporting details in a text and remember them after you've finishing reading. The key to good note taking is learning to zero in on the important information and restate it in your own words. You can take notes in a **graphic organizer**, an **outline**, or a variety of other formats.

To create a formal outline like this one, use Roman numerals to label the main ideas and capital letters to label the supporting points.

Earthquakes

- I. *Caused by movement of plates (pieces of the earth's crust)*
 - A. *Plates hit each other.*
 - B. *Movement causes pressure on rocks.*
 - C. *Tension is released when rock shifts.*
- II. *Anatomy of an earthquake*
 - A. *Focus is the point where rock shifts underground.*
 - B. *Epicenter is the point on surface above focus.*

Part 3: Analyze the Text

Read this article about the *Titanic*, the famous ship that sank in 1912. Preview the article and answer the first **Close Read** question. Then read the article more closely, using the other questions to help you take notes.

What's Eating the *Titanic*?

SCIENCE WATCH

The world's most famous sunken wreck becomes a gift for deep-sea scientists.

Oceanographer Robert Ballard is returning to the *Titanic*, but it's not the same sunken ship he found in 1985. The deep ocean has been steadily destroying the once-great cruise liner, and scientists say the process is unlike any they've ever seen. "Even if we could stop it, I wouldn't," says scientist Charles Pellegrino. "The *Titanic* is becoming something that belongs to biology."

The ship has attracted all kinds of hungry deep-sea life. Other critters (including tourists) are steadily chomping away at the ship too. Here's your guide to the wreck's undoing.

THE CULPRITS	THE DESTRUCTION	AN END IN SIGHT?
Mollusks and microorganisms that stirred up from the ocean floor when the ship first hit bottom	Worms munched on softer woods, while microorganisms ate some clothes and other fabrics. By the time scientists arrived to survey the ship, only the hard woods, such as mahogany, remained.	The worms moved on—the worst is done.
Bacteria from the ocean floor	Living off the sulfur in steel, bacteria also remove iron for housing and get rid of the rest. Bacteria have sucked over 1,000 tons of iron from the ship.	The bacterial colonies are growing, and half the steel could be gone by 2204.
The elements , such as water pressure, salt, and icebergs	Water pressure damaged parts of the ship when it sank. Salt slowly eats away at the hull, while gravel from icebergs overhead rains down on the deck.	Some suggest saving specific parts of the <i>Titanic</i> by bringing them on shore.
Tourists, pirates, and explorers attracted by profit and the popularity of <i>Titanic</i> TV specials	Small submarines are used to explore the site of the wreck. Careless piloting of these submarines has caused some damage to the hull and the deck.	The government has rules for protecting sunken ships, but it does not have the power to enforce them.

Close Read

- Preview the title, the subtitle, and the headings in the chart. What do you think this article will be about?
- The main idea of the first paragraph is listed in the outline shown. In your notebook, record two supporting details.

I. Scientists see the *Titanic's* destruction as an opportunity for study.
A.
B.

- The second paragraph and the chart present another main idea listed by Roman numeral II. One supporting detail has been filled in. Complete the outline by adding other details.

II. Many culprits are causing the destruction.
A. Mollusks and microorganisms
1. Worms ate softer woods
2. Microorganisms ate fabrics
3. Worst damage is done

What Do You Know About Sharks?

Magazine Article by Sharon Guynup

Can appearances DECEIVE?



R2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g. textbooks, newspapers, instructional manuals, signs).

Also included in this lesson: **R3.5** (p. 873), **W2.5** (p. 875), **LC1.4** (p. 875)

KEY IDEA Cute doesn't always mean cuddly, and frightening doesn't always mean vicious. Appearances can **deceive**, as you will find out when you read "What Do You Know About Sharks?"

DISCUSS How much do you really know about sharks? Copy the chart shown here, and decide whether each statement is true or false. Then gather with others in a small group and share your answers. Does everyone agree on the "facts"?

Statement	True or False?
1. The great white is the largest shark.	
2. Most sharks are dangerous to humans.	
3. Sharks lived at the time of dinosaurs.	



● ELEMENTS OF NONFICTION: TEXT FEATURES

Writers use design elements called **text features** to organize text and to point out key ideas and important information. Some of the most common text features include

- titles
- sidebars
- captions
- subheadings
- graphic aids
- bulleted lists

As you read, use the margin notes to help you identify text features. Ask yourself how each text feature helps you understand the purpose and content of the magazine article.

● READING SKILL: OUTLINE

To help yourself keep track of the **main ideas** and **supporting details** in a text, create an **outline**. To take notes in outline form, follow these guidelines:

- Use the text features to identify the article's main ideas.
- Use a roman numeral to label each main idea.
- Under each main idea, add supporting details. Label each with a capital letter.

"What Do You Know About Sharks?"

I. Protection

A. Sharks could vanish from ocean.

B. Without sharks, other species would overpopulate.

II. Kinds of Sharks

▲ VOCABULARY IN CONTEXT

The boldfaced words helped Sharon Guynup share her knowledge of sharks and the sea. Use context clues to figure out what each word means.

1. Fish and whales are **aquatic** creatures.
2. The ocean is one kind of **ecosystem**.
3. A terrible disease can **decimate** a species.
4. The **carcass** of a half-eaten sea lion washed ashore.
5. Light will **diffuse** as it enters the water.
6. A life jacket increases a swimmer's **buoyancy**.

Animal Lover

Sharon Guynup (gī'nəp) has found a way to combine her two loves, writing and the environment. She completed a master's degree in journalism



Sharon Guynup
born 1958

from New York

University's Science

and Environmental Reporting program and continues to write articles about animals and the environment. Her work has appeared in national science magazines, in newspapers, and on the Web. Guynup also produces *State of the Wild*, a yearly review of the condition of the world's wildlife and lands.



MORE ABOUT THE AUTHOR

To learn more about Sharon Guynup, visit the **Literature Center** at ClassZone.com.

Background

An Ocean of Knowledge How do we know so much about sharks? People who study fish and how they live and grow in their environment are called ichthyologists (ĭk'thē-ōl'ə-jĭsts). Their work in laboratories, in museums, at universities, and on research ships provides information about over 300 species of sharks. "What Do You Know About Sharks?" gives information about sharks in general, as well as facts about specific species.

A TEXT FEATURES

The **title** often helps readers identify an article's main idea. What kind of information do you think this article will present?

aquatic (ə-kwăt'ĭk) *adj.*
growing or living in the water

ecosystem
(ē'kō-sĭs'təm) *n.* a physical environment, such as an ocean, and the community of things that live in it

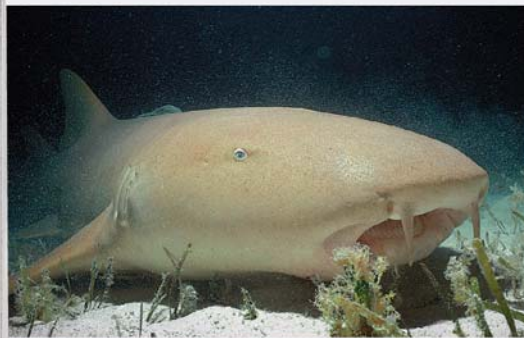
decimate (dēs'ə-māt') *v.*
to kill or destroy a large part of

WHAT DO YOU KNOW ABOUT SHARKS?

SHARON GUYNUP

They're ferocious predators. They haunt us in nightmares. But the scariest thing about sharks may be that they're vanishing from the world's oceans. . . .

Why do sharks need protection? Sharks are top predators in the **aquatic** food chain—a web that interconnects all organisms, in which smaller creatures become food for larger predators. Without sharks, the ocean's delicate **ecosystem** would be disrupted. Species that sharks devour, like seals, for example, would overpopulate and in turn **decimate** other species, like salmon. Read the following questions and answers to learn more about the world's most fear-inspiring fish.



Nurse Shark

Nurse sharks are sluggish bottom dwellers found in the Atlantic Ocean. They're usually not dangerous and are one of the few sharks that breathe by pumping water through their gills while lying motionless. They sometimes suck in prey as well.



Wobbegong Shark

Wobbegongs are found resting on the sea floor in shallow waters of the Indo-Pacific and the Red Sea. The barbels, or fringe of flesh around their mouths, are feelers that act as camouflage.

What Are Sharks? **B**

Sharks are fish with skeletons made of rubbery cartilage (tough, flexible tissue) instead of bone. They're cold-blooded (unable to generate their own body heat), breathe through gills (respiratory organs), and have a two-chambered heart. Though most live in warm seas, the Greenland shark thrives in frigid Arctic seas. **C**

What's the Largest Shark? The Smallest?

Weighing in at 15 tons and stretching up to 14 meters (46 feet) long, the whale shark is the world's largest fish—bigger than a school bus! Nine hundred meters (2,953 feet) below the ocean surface lives the smallest shark: the dwarf shark. An adult measures only 25 centimeters (10 inches) long!

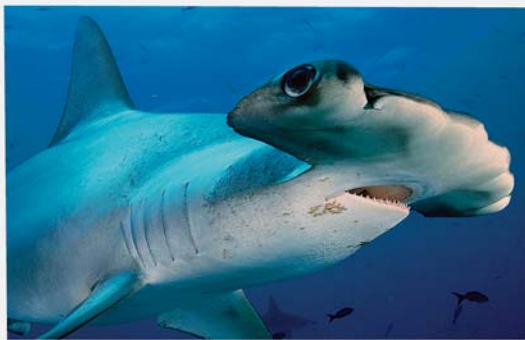
Are All Sharks Dangerous to People?

Most sharks are harmless. "Out of 375 shark species, only two dozen are in any way really dangerous to us," says Robert Hueter, director of the Center for Shark Research at Mote Marine Laboratory. Still, scientists don't know for sure why sharks sometimes attack humans. One theory: sharks may mistake the sound of swimming humans for that of injured fish—which are easy prey.



Goblin Shark

Goblin sharks feature needle-like teeth. They're rarely spotted—only 36 specimens have been counted—most found in waters deeper than 1,150 feet. Scientists think they inhabit seas from Europe to Australia.



Hammerhead Shark

Hammerheads inhabit shorelines and deep seas worldwide. The head, or cephalofoil, provides greater maneuverability—and enlarged nostrils and eyes at the ends of their "hammer" receive more information giving them a hunting advantage. **D**

B OUTLINE

Each orange question is a **subheading** that introduces a new main idea. State each main idea as a phrase and add it to your outline.

C OUTLINE

What are the important details in this paragraph? Add them to your outline.

D TEXT FEATURES

Sidebars are set off from the main article—usually on the side or bottom of the page—and provide additional information. You can read sidebars at any time. What information does this sidebar give you?

E TEXT FEATURES

Preview the **subheadings** on these pages. Which section will tell you where swimmers are most at risk?

Which Shark Is the Most Dangerous to Humans? E

30 “In terms of fatal attacks, it’s a tossup between the great white, the tiger, and the bull shark,” Hueter says. People fear the massive great white the most because of its size—up to 6.4 meters (21 feet) long—and its large razor-like teeth, not to mention the terror stirred up by *Jaws* flicks. But great whites usually inhabit deep seas—not shallow waters where people swim. Worldwide, fewer than 100 human attacks by all shark species are reported each year.

Where Do Most Shark Attacks Happen?

Florida leads the world in shark bites, with 22 to 25 reported incidents each year. But, claims Hueter, they’re not repeated
40 shark attacks—usually a single bite. . . . “Most really bad attacks occur off the coasts of California, Hawaii, Australia, and South Africa,” Hueter says.

Just How Powerful Is a Shark’s Bite?

Scientists built a “shark-bite meter” that measures the jaw strength of one species, the dusky shark. It exerts 18 tons of pressure per square inch on a victim. That’s like being crushed beneath the weight of ten cars!



Whale Shark

The largest fish in the sea—whale sharks—are very docile. They feed on plankton, tiny drifting animals. They swim with their enormous mouths open, filtering food from the water with 15,000 tiny teeth.



Leopard Shark

Leopard sharks are commonly found near shore, often in large schools along the Pacific coast from Oregon to Mexico. They feed on small fish and crustaceans and are generally harmless.

What Do Sharks Eat?

Sharks chow down on what they can when they can—usually smaller animals from shrimp and fish to turtles and seabirds. Some, like the bull shark, consume large mammals like sea lions or dolphins; others, like the whale shark, eat only plankton, tiny drifting animals. And tiger sharks devour just about anything—mammal **carcasses**, tin cans, plastic bags, coal, and even license plates have been found inside their stomachs! **F**

How Do Sharks Find Prey?

Sharks can hear a wide range of sounds but are attracted by bursts of sound—like those made by an injured fish—or occasionally humans romping in water. At close range, sharks also sense vibration with their lateral line, a sensory system that runs from head to tail on each side of a shark's body. Inside the lateral line, which helps a shark maintain balance as well as detect sound, are canals filled with fluid and tiny “hair cells.” Sound causes the liquid to vibrate, alerting the shark to the presence of another creature. This sense allows sharks to hunt even in total darkness.

Brushing and Flossing

Sharks continually lose their teeth, but some species grow new teeth as often as every week to replace worn or lost ones. During their lifetime, some species shed 30,000 teeth. Shark teeth vary according to what's on the menu:

top: nurse shark teeth, which chew up shellfish

middle: tiger shark teeth, which crunch everything from fish and birds to tin cans and other garbage

bottom: mako shark teeth, which grind up squid and big fish like tuna and mackerel **G**



carcass (kār'kəs) *n.* the dead body of an animal

F OUTLINE

How many details about what sharks eat have you included in your outline? Remember, you can include as many lettered details as you need.

G TEXT FEATURES

Graphic aids are visuals, such as graphs, photographs, and maps, that provide more information on a topic. What information do you get from looking at these photographs that you don't get from the text?



diffuse (dĭ-fyŭōōz') v. to spread out or through

H TEXT FEATURES

A **caption** is the text that provides information about a graphic aid. How does this caption support your understanding of the photo and reinforce the article?

Shark Attack

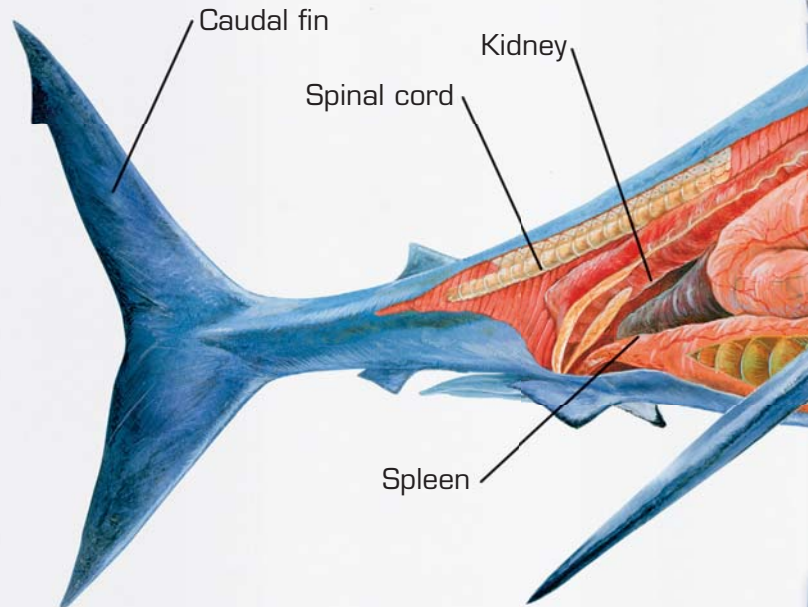
This sea lion managed to survive a vicious shark attack. **H**

What's a "Feeding Frenzy"?

Sharks usually travel solo, but if one finds easy prey, an excited, competitive swarm of sharks may join in the feast, biting anything that lies in its path.

How Do Sharks Breathe?

70 A shark usually swims with its mouth open to force oxygen-rich water to pass over a set of gills housed in a cavity behind its head—a process known as ramjet ventilation. Gill flaps called lamellae absorb and help **diffuse** oxygen into the shark's bloodstream. Lamellae also help sharks expel carbon dioxide, a gaseous waste product of breathing, from the bloodstream.



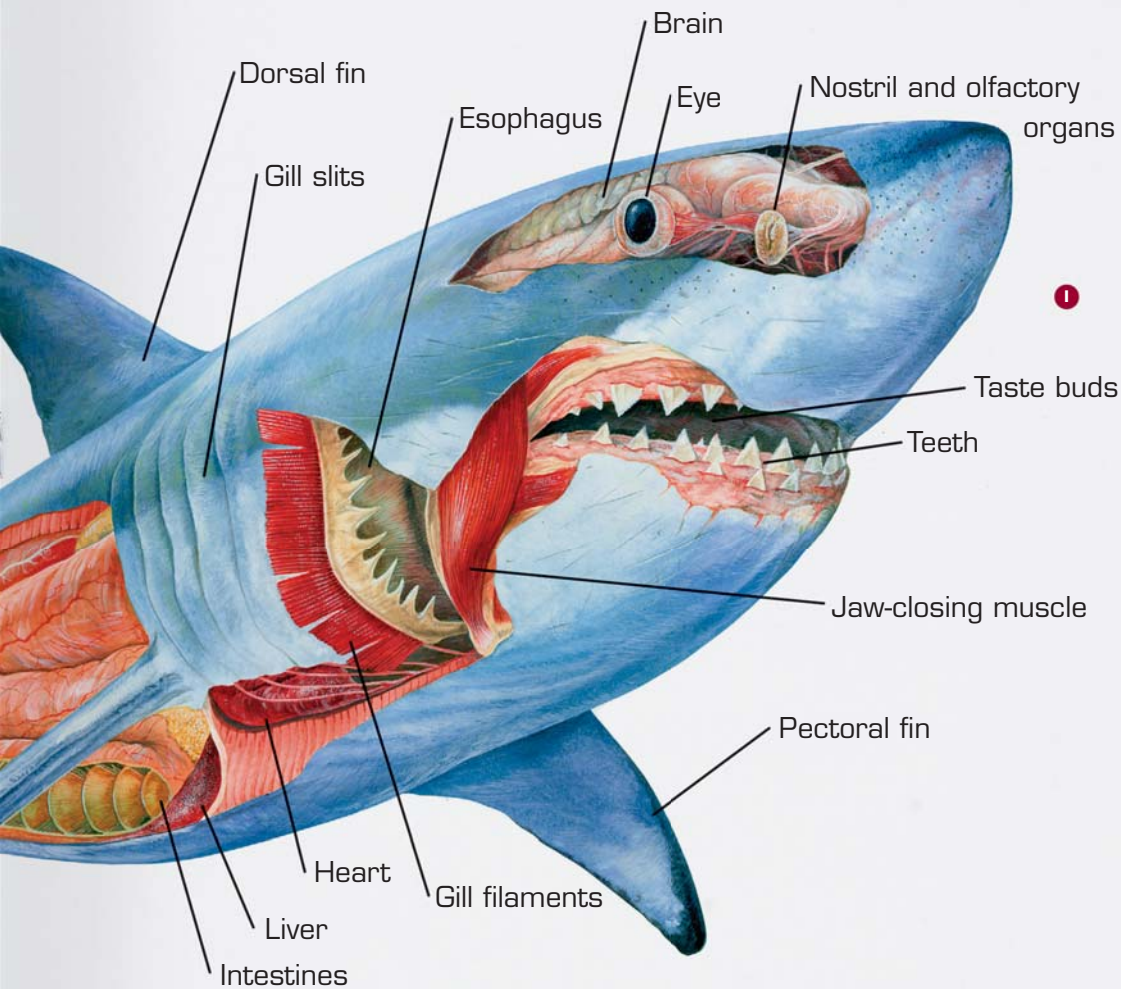
Top-Powerful Tail

Since its upper lobe is larger than the lower one, the great white's thrashing tail movements drive the shark forward and push its head down. This nosedive is countered by the fish's wedge-shaped head and its pectoral fins, which lift the front end.

Are Sharks Smart?

80 Experiments show that sharks recognize and remember shapes and patterns. Using shark snacks as rewards, scientists have taught lemon sharks to swim through mazes, ring bells, and press targets. “Although we learn new things about sharks every day, there’s still a lot we don’t know about them,” says Hueter.

Great White Shark



1 TEXT FEATURES
Use the **labels** on the illustration to identify the spinal cord, kidney, and brain.

Sandpaper Skin

Rough and tough, shark skin is made of hard, platelike scales, like tiny teeth pointing backward.

Gills

Water flows in the mouth and over blood-rich gill filaments. Some dissolved oxygen passes into the bloodstream before the water flows out through gill slits.



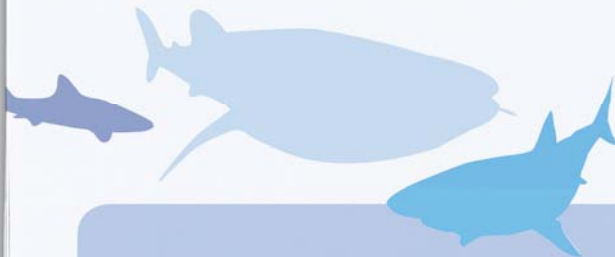
Shark Eyes

Sharks have good eyesight and can see colors. Their eyes are protected by a nictitating (nĭk'tĭ-tā'tĭng) membrane that moves up and down like an eyelid.

What Are Sharks' Natural Enemies?

Large sharks sometimes eat smaller sharks, and killer whales also dine on sharks. But the shark's greatest enemy is people. Humans kill sharks for food, use their skins for leather, make medicine from their liver oil, and use shark teeth for jewelry. Many sharks are killed senselessly for sport or get trapped and die in fishing nets. And it takes a long time for shark populations to rebound. Most shark species take ten years to reach reproductive age and produce small litters of less than a dozen pups.

90



Bite-Size Facts

- The first sharks appeared in the ancient oceans about 400 million years ago—200 million years before the dinosaurs!
- Sharks are carnivores (meat-eaters). Most gobble their prey whole or rip it into large, shark-size bites.
- Most sharks are found in the ocean but some, like the bull shark, also swim in lakes and rivers. Most shark attacks occur in warm waters—20° to 30°C (68° to 86°F).
- Sharks lack the inflatable swim bladder that allows bony fish to control **buoyancy**. Most sharks must swim endlessly. If they stop, they sink to the bottom and may drown from a lack of water flowing over the gills. **J**

buoyancy (boi'ən-sē)
n. the ability to remain afloat in liquid

J TEXT FEATURES

The Bite-Size Facts are organized in a **bulleted list**. Why do you think writers use bulleted lists to present information?



R2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g. textbooks, newspapers, instructional manuals, signs).

R3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

Comprehension

- 1. Recall** What does the author think is the scariest thing about sharks?
- 2. Clarify** What place do sharks hold in the aquatic food chain?
- 3. Represent** Draw a simple illustration of a shark. Label its tail, dorsal fin, pectoral fins, and gill slits.

Critical Analysis

- 4. Identify Text Features** Locate the photograph of the shark’s eye on page 872 and the text features that are used with it. What do you learn from the photograph alone? What does the text add to your understanding of the photograph?
- 5. Compare Outlines** Compare the outline you made while reading this article to one created by a classmate. Which main ideas and supporting details did you both have? Which were different?
- 6. Analyze Author’s Purpose** What do you think is the author’s main purpose for writing “What Do You Know About Sharks?” Explain how the text features help Guynup achieve this purpose.
- 7. Draw Conclusions** Do appearances **deceive** when it comes to sharks? Use a chart like the one shown to list facts supporting both of the opinions given. Use information from your outline, or return to the article if necessary. Be prepared to defend your conclusion in class.
- 8. Evaluate Objective Point of View** When writing from an objective point of view, the writer leaves out personal opinions and instead presents information in a straightforward way. How does the author’s use of the objective point of view influence your response to the article?

<i>Opinion 1: Sharks Are Very Dangerous</i>	<i>Opinion 2: Sharks Are Mostly Harmless</i>
<i>A dusky shark’s bite is like being crushed beneath the weight of ten cars.</i>	

Extension and Challenge

- 8. Creative Project: Art** Work with a partner to create a poster illustrating the truth about sharks. Use your outline to help you remember the information that is important to include.
- 9. Big Question Activity** Review the chart you made as part of the **Discuss** activity on page 864. After reading “What Do You Know About Sharks?” have you changed your mind about whether any of the statements are true or false? Next to each answer you want to change, record the information from the article that supports your new view.

Vocabulary in Context

VOCABULARY PRACTICE

Answer the questions to show your understanding of the vocabulary words.

1. Which is an example of an **ecosystem**, a desert or a gymnasium?
2. Which would be more likely to **decimate** a species, overhunting or rain?
3. If you wanted to **diffuse** air in a room, would you use a vacuum or a fan?
4. Which has **buoyancy**, a boulder or a raft?
5. If something is a **carcass**, is it alive or dead?
6. Would a person who liked **aquatic** things more likely own a fish tank or a cactus?

VOCABULARY IN WRITING

What else do you want to know about sea animals? Write several questions, using at least three vocabulary words. Here is an example.

EXAMPLE SENTENCE

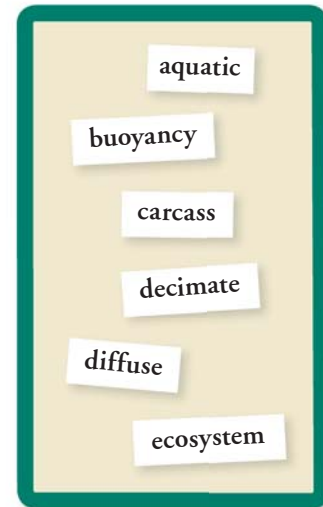
*How do animals in the shark's **ecosystem** protect themselves?*

VOCABULARY STRATEGY: CONTENT-SPECIFIC WORDS

Whenever you study a specific subject or explore an area of interest, you are likely to encounter new words that are directly related to that subject. For example, in this article about sharks, you learned that the word *aquatic* refers to things that grow or live in the water. By learning content-specific words, you'll be better able to understand, discuss, and write about the subject yourself.

PRACTICE Match the word in the first column with its definition in the second column. Refer to a dictionary or science textbook if you need help.

- | | |
|----------------|--|
| 1. tsunami | a. having to do with the sea or the things in it |
| 2. current | b. animals with soft bodies and often hard shells |
| 3. mollusks | c. large brown seaweed |
| 4. marine | d. ocean stream that moves continuously in one direction |
| 5. kelp | e. hard-shelled animals with jointed body and legs |
| 6. crustaceans | f. destructive wave caused by an underwater earthquake |



VOCABULARY PRACTICE

For more practice, go to the **Vocabulary Center** at ClassZone.com.



W2.5 Write summaries of reading materials: a. Include the main ideas and most significant details. b. Use the student's own words, except for quotations. c. Reflect underlying meaning, not just the superficial details.

Reading-Writing Connection

Increase your understanding of “What Do You Know About Sharks?” by responding to these prompts. Then complete the **Grammar and Writing** exercise.

WRITING PROMPTS	SELF-CHECK
<p>A. Short Response: Write Informational Text Rewrite the information in the caption for “Shark Eyes” on page 872 so that it is organized in a question-answer format. Use the organization of the article as a model.</p>	<p>Strong informational text will . . .</p> <ul style="list-style-type: none"> include a subheading in the form of a question provide a clear main idea and at least two details
<p>B. Extended Response: Write a Summary A summary restates the main ideas and the most significant details of a selection in your own words (except for quotations). Use your outline to help you write a two- or three-paragraph summary of “What Do You Know About Sharks?”</p>	<p>A successful summary will . . .</p> <ul style="list-style-type: none"> provide a one-sentence overview of the article reflect deeper meaning, not superficial details

GRAMMAR AND WRITING

USE COMMAS CORRECTLY Commas are used to make the meanings of sentences clear by setting off certain elements. One such element is an **appositive**. An appositive is a noun or pronoun that explains, identifies, or renames the noun or pronoun it follows. Sometimes the appositive has a modifier. This is called an **appositive phrase**.

Original: The tiger shark a ferocious predator will eat just about anything.

Revised: The tiger shark, a ferocious predator, will eat just about anything. (*Insert a comma before and after the appositive phrase “a ferocious predator.”*)

PRACTICE In the following sentences, add commas where necessary.

- Great white sharks the most fearsome fish usually live in deep seas.
- The whale shark the world’s largest fish eats plankton.
- Humans the shark’s greatest enemy kill sharks for leather.
- The nurse shark a slow bottom dweller is not usually dangerous.

For more help with punctuating appositive phrases, see page R61 in the **Grammar Handbook**.



LC1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at the end of dependent clauses) and appropriate English usage (e.g., pronoun references).

Great White Sharks

Magazine Article by Peter Benchley

Can you tell FACT from fiction?



R2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

Also included in this lesson: R3.5 (p. 884), R1.2 (p. 885)

KEY IDEA Artists and writers often use what they know to be true about the world to create imaginary scenarios that can seem more real than life itself. But how do you know when a work of fiction is technically **accurate** and when it's not? Peter Benchley has made a name for himself by dealing in both facts and fiction about great white sharks.

LIST IT Choose a movie you have seen or a book you have read that features animals or natural events. For each movie or book, make a list of some of the details that were included, explaining whether they're true or not.

Homeward Bound

1. Animals can find their way home across hundreds of miles.

2.

3.

4.



● ELEMENTS OF NONFICTION: BIAS

Even nonfiction writers can reveal a bias toward their topics. **Bias** is the side of an issue that a writer favors. One way writers reveal their bias is through loaded language, words that are strongly positive or negative. As you read, use the clues the language provides to identify the author's bias.

● READING SKILL: ASSESS EVIDENCE

When you read informational texts, it is important to evaluate the writers' evidence. **Evidence** can be facts, expert views, and other details that writers use to support their statements, or assertions. To assess evidence, ask

- Is there **adequate**, or enough, supporting evidence?
- Is the evidence **accurate**, or correct, and from reliable sources?
- Is the evidence **appropriate**—related to the topic and free of bias?

As you read, list the evidence Benchley presents to support his main assertion. Use a chart like the one shown.

Main Assertion: People have the wrong impression of sharks.

Evidence about attacks on people:

1. Shark attacks on humans are accidental.

Evidence about attacks on boats:

1.

▲ VOCABULARY IN CONTEXT

The boldfaced words help Peter Benchley share facts and feelings about great white sharks. Use context clues to figure out the meaning of each word.

1. Humans **demonize** an innocent creature out of fear.
2. The tourist gave **anecdotal** evidence instead of hard facts.
3. We finally reached a **consensus** after a loud debate.
4. The evidence was subject to close **scrutiny**.
5. Most scary movies are based on our **visceral** fears.
6. The scientist interviewed two **prospective** assistants.
7. The test errors were caused by **inadvertence** to detail.
8. The trial was a **travesty** because the jury was biased.

The *Jaws* Sensation

Peter Benchley is best known for his novel *Jaws*, which is about the hunt for a great white shark that killed several people in a beach community. *Jaws* stayed on the bestseller list for 40 weeks. In 1975, Steven Spielberg turned it into one of the top-grossing movies at the time. It was also nominated for an Academy Award for Best Picture. Benchley went on to write other novels and screenplays with the ocean as the setting, as well as nonfiction works about the ocean.



Peter Benchley
1940–2006

Regrets In the 1970s, when Benchley wrote *Jaws*, little was known about great white sharks. His description of them as vicious man-eaters frightened many people out of the water and triggered an aggressive shark hunt. Benchley, always fascinated by the ocean, spent a great deal of his life exploring it. He came to discover that much of what he wrote was incorrect. He was outspoken in his regrets for helping to create this hysteria. Benchley noted, "For every human being killed by a shark, roughly ten million sharks are killed by humans."

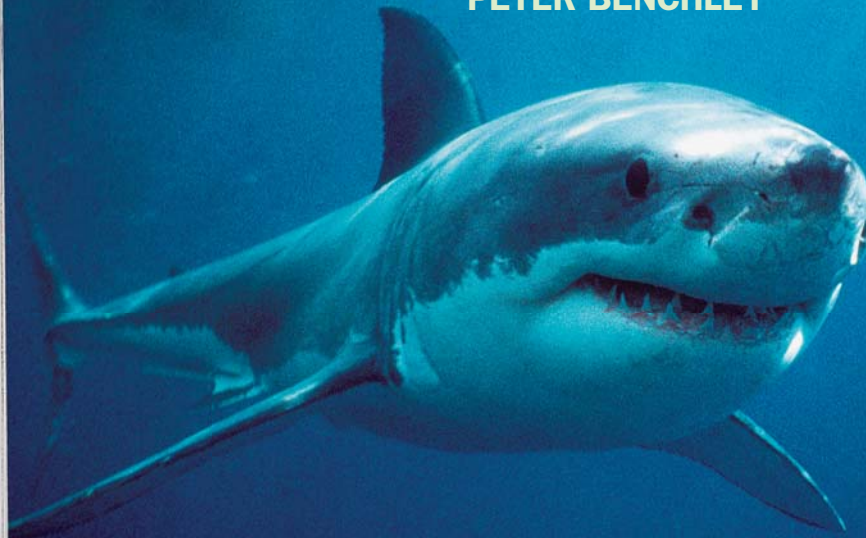


MORE ABOUT THE AUTHOR

For more on Peter Benchley, visit the Literature Center at ClassZone.com.

GREAT WHITE SHARKS

PETER BENCHLEY



ANALYZE VISUALS

What might you **infer** about the great white shark from this photograph?

Considering the knowledge accumulated about great whites in the past 25 years, I couldn't possibly write *Jaws* today—not in good conscience anyway. Back then, it was generally accepted that great whites were anthropophagous—they ate people by choice. Now we know that almost every attack on a human is an accident. The shark mistakes the human for its normal prey. **A**

Back then, we thought that once a great white scented blood, it launched a feeding frenzy that inevitably led to death. Now we know that nearly three-quarters of all bite victims survive, perhaps because the shark recognizes that it has made a mistake and doesn't return for a second bite.

Back then, we believed that great whites attacked boats. Now we know that their sensory systems detect movement, sound, and electrical fields, such as those caused by metal and motors, in water, and when they approach a boat, they're merely coming to investigate. Granted, investigation by a 3,000-pound animal can wreak havoc.¹ **B**

Finally, back then, it was OK to **demonize** an animal, especially a shark, because man had done so since the beginning of time, and, besides, sharks appeared to be infinite in number.

No longer. Today we know that these most wonderful of natural-born killers, these exquisite creatures of evolution, are not only *not* villains, they are victims in danger of—if not extinction quite yet—serious, perhaps even catastrophic, decline. Much of the evidence is **anecdotal**. Fishermen and naturalists are seeing fewer great whites, and in most places those they are seeing are younger and smaller. **C**

1. **wreak havoc**: bring about great destruction.

A ASSESS EVIDENCE

Reread lines 1–7. What is Benchley's new opinion of sharks? Look for any evidence that supports his opinion and add it to your chart.

demonize (dē'mə-nīz')
v. to give evil, demonic qualities to

B ASSESS EVIDENCE

Reread lines 13–18. According to Benchley, why do great whites approach boats? Add the supporting evidence to your chart.

anecdotal
(än'īk-dōt'l) *adj.* based on observations rather than scientific analysis

C BIAS

Reread lines 23–27. What examples of **loaded language** do you find here?

consensus (kən-sĕn'səs)
n. general agreement

D BIAS

Reread lines 30–37.
Where do you see
evidence of bias?
Explain.

30 Scientists estimate that, worldwide, populations of some species of sharks have dropped by 80 percent. Though precise numbers of white sharks aren't known, there is a growing **consensus** that they are not reproducing at a rate sufficient to maintain the population. What *is* known now is that great white sharks—scarce by nature and growing scarcer thanks to contact with man—are, for all their grace and power and manifest menace, remarkably fragile. . . . **D**

40 **N**owadays more people are coming to respect and appreciate sharks for what they are: beautiful, graceful, efficient, and, above all, integral members of the ocean food chain. In large measure the change is due to television and the abundance of films documenting not only the glories from sharks but also the dangers to them from longlines, nets, and the odious practice of finning—slicing the fins off sharks to sell in Asian markets, then tossing the living animals overboard to die. Gradually
50 governments and individuals are learning that while a dead shark may bring ten or twenty or even fifty dollars to a single fisherman, a live shark can be worth thousands of dollars more in tourist revenue to a community. Divers will fly halfway around the world to see white sharks.

Immodestly I claim some credit
60 for the change in attitude. For while the *Jaws* phenomenon was blamed for distorting the public's view of sharks and causing sporadic outbreaks of macho mayhem,² it also generated a fascination with and, over time, an affection for sharks that had not existed before.



Shark finning in the Pacific Ocean



This 17-foot great white shark was caught in the Atlantic Ocean. It weighed a record-breaking 3,500 pounds.

2. **sporadic outbreaks of macho mayhem:** occasional wild flare-ups of people trying to show their superiority over sharks by attacking and killing them.

These days I receive more than a thousand letters a year from youngsters who were not alive when *Jaws* appeared, and all of
70 them, without exception, want to know more about sharks in general and great whites in particular.



A great white shark in South Africa jumps out of the water to attack a seal.

Great white sharks are among the true apex predators in the ocean. The largest predatory fish in the world, they have few natural enemies. And so, in balanced nature, there are not very many great whites, and the number grows or shrinks depending on availability of food. They breed late in life and pup relatively few. Again, nobody knows exactly how many, but seven or eight seems to be a safe average. The youngsters appear alive, four or five feet long, weighing 50–60 pounds,
80 fully armed and ready to rumble. Still, many don't survive the first year because other sharks, including great whites, will eat them. **E**

Of all the infuriating unknowns about great white sharks, none is more controversial than size. How big can they grow to be? Fishermen from Nova Scotia to South Australia, from Cape Town to Cape Cod claim to have encountered 25-footers, 30-footers, even 36-footers. Usually the proof offered is that the beast was “bigger than the boat.” There have been reports of a 23-footer in the waters off Malta and a 21-foot, 7,000-pounder
90 off Cuba, but none has held up under **scrutiny**. The largest

E ASSESS EVIDENCE

Reread lines 72–82. What evidence does Benchley provide about the quantity of great white sharks? Add this new category to your chart and record the supporting evidence.

scrutiny (skrōōt'n-ē) *n.*
close examination
or study

generally accepted catch—made by lasso, of all things—was a shark 19.5 feet long. The largest great white shark ever caught on rod and reel weighed 2,664 pounds.

According to British biologist Ian Fergusson, chairman of the Shark Trust, no great white shark longer than 19.5 feet has ever been validated, and in a widely circulated e-mail, he expressed irritation at “this stubborn reluctance by some elements of the media to accept the facts and even more of a reluctance to accept that a 16-foot, 4500-pound white shark is big, very big, and should need no further exaggeration to impress even the most discerning of viewers when seen up close.”

I can attest that underwater, cruising toward you out of the gloom with the serene confidence of the invincible, a 12-foot great white looks like a locomotive with malice in mind. . . .

At the moment science accepts about 400 species of sharks, but the number changes as new species are discovered. Of all known species, only four attack human beings with any frequency: bull sharks, tiger sharks, oceanic whitetips, and great whites.

In Australia, between 1876 and 1999, 52 attacks by great whites were recorded, and of them 27 were fatal. In the Mediterranean Sea since 1900 there have been 23 reliably recorded encounters with great whites, including one in 1909 in which the remains of two adults and a child were found inside a single 15-foot-long female shark caught off Augusta, Sicily.

The old adage is true: A swimmer has a better chance of being struck by lightning than killed by a shark. And around the world many, many more people die every year from bee stings, snakebites, falling off ladders, or drowning in bathtubs than from shark attack. None of which, to be sure, detracts from the ghastly, visceral horror of being eaten by a huge fish, but all of which should give some comfort to the recreational swimmer. . . .

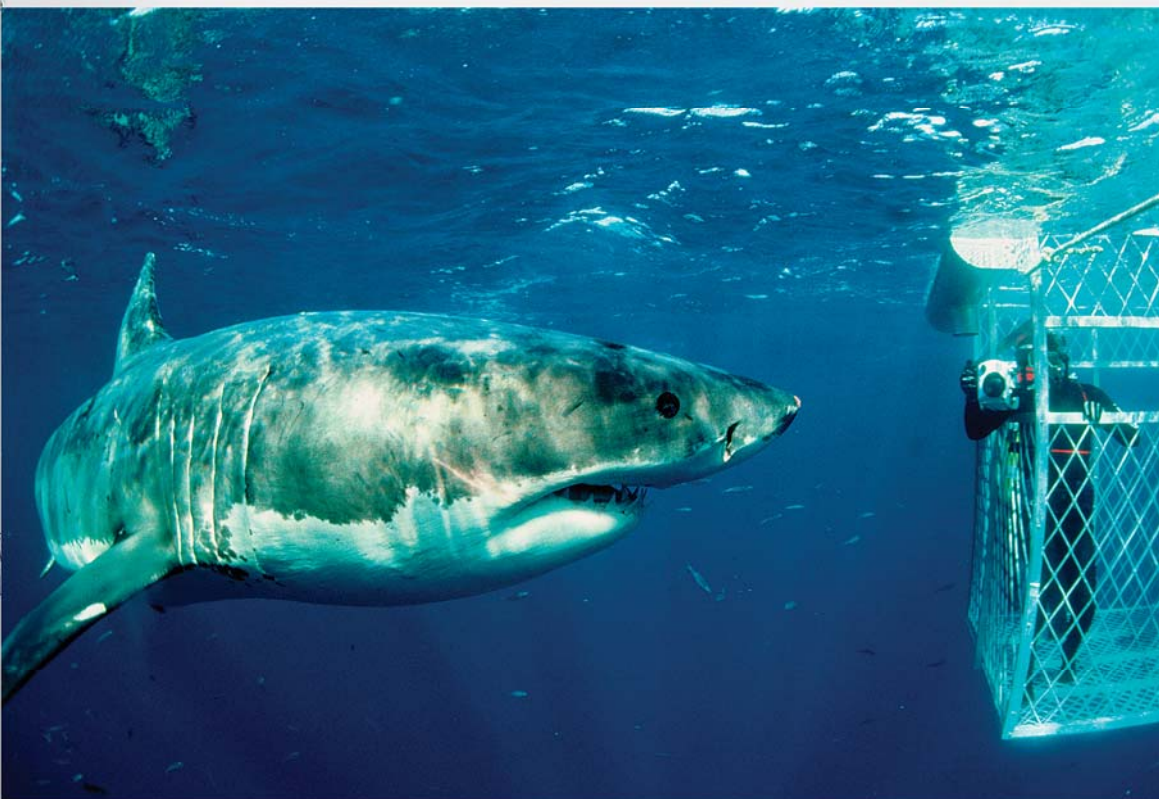
More and more these days it is the naturalists and field operators, guides and dive masters who are contributing to the accumulation of practical knowledge about great whites. To cite just one example: Until recently scientists thought that the scars that mar nearly every

F ASSESS EVIDENCE

What type of evidence does Benchley present in lines 94–101? Add evidence to your chart about the size of sharks.

visceral (vĭs'ər-əl) *adj.*
instinctive

130 mature shark were acquired either from prey that fought back or from ritual biting by **prospective** mates. Now there is eyewitness testimony of aggressive social interaction³ between sharks and also of spectacular threat displays that take the place of major—potentially fatal—encounters with other white sharks. **G**



A caged diver in South Australia comes face to face with a great white shark.

So we are learning—bit by bit, anecdote by anecdote—more and more about these magnificent predators. We must hope that we're learning enough to save them before, through ignorance and **inadvertence**, we destroy them.

140 Great white sharks have survived, virtually unchanged, for millions of years. They are as perfectly in tune with their environment as any living thing on the planet. For them to be driven to extinction by man, a relative newcomer, would be more than an ecological tragedy; it would be a moral **travesty**. **H**

3. **aggressive social interaction**: contact that is combative even though there is no actual intent to fight.

prospective
(prə-spĕk'tīv) *adj.* likely to be or become

G BIAS
Reread lines 130–134. What does the word *spectacular* reveal about Benchley's attitude toward sharks' behavior?

inadvertence
(ĭn'əd-vŭr'tns) *n.* a lack of attention; carelessness

travesty (trāv'ĭ-stē) *n.* a degraded or grotesque likeness

H BIAS
Identify the **loaded language** in the last two paragraphs. Why do you think Benchley uses loaded language here?



R2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

R3.5 Contrast points of view (e.g., first and third person, limited and omniscient, **subjective and objective**) in narrative text and explain how they affect the overall theme of the work.

Comprehension

- 1. Recall** How many years passed between the time the author wrote *Jaws* and the time he wrote the article?
- 2. Clarify** Why are there naturally so few great white sharks?
- 3. Summarize** What are two facts about great white sharks?


Critical Analysis

- 4. Identify Evidence** Statistics are facts expressed in numbers, and they are often used as evidence. Reread lines 110–115 and identify the statistics. What statement, or assertion, made by the writer do they support?
- 5. Assess Evidence** Review your completed chart. Do you think the evidence for each category is accurate, adequate, and appropriate? Add your assessment of the evidence to your chart.

<i>Main Assertion: People have the wrong impression of sharks.</i>	<i>Assess evidence</i>		
<i>Evidence about attacks on people: 1. Sharks mistake humans for their usual food.</i>	<i>Adequate</i>	<i>Accurate</i>	<i>Appropriate</i> X

- 6. Analyze Author's Bias** What is Benchley's attitude toward his subject? Go back through the story and look for loaded language that supports your opinion. What bias do you see in the examples you found?
- 7. Analyze Stereotype** A stereotype, or an overgeneralization, is a form of bias that presents an idea or an image of someone or something that is too simple or that may not be wholly true. What stereotype of sharks does Benchley present? How does he attempt to change it?
- 8. Contrast Points of View** A **subjective** point of view means that writers include personal opinions and feelings. An **objective** point of view means that they avoid personal bias and instead make fair presentations. Review "Great White Sharks" and "What Do You Know About Sharks?" on page 866. Which writer is more objective in presenting ideas about sharks? Support your opinion.

Extension and Challenge

- 9. SCIENCE CONNECTION**  Review the article and choose three facts about great white sharks. For each fact, find two reliable sources, such as an encyclopedia, an atlas, or an almanac, that verify it. Present your findings to the class.

Vocabulary in Context

VOCABULARY PRACTICE

Decide whether the words in each pair are synonyms (words with the same meaning) or antonyms (words with opposite meanings).

- consensus/disagreement
- inadvertence/inattention
- visceral/analytical
- demonize/praise
- travesty/distortion
- scrutiny/observation
- anecdotal/scientific
- prospective/unexpected

VOCABULARY IN WRITING

Review your list from the activity on page 884. Using three or more vocabulary words, describe one of the movies or books. Here is a sample beginning.

EXAMPLE SENTENCE

The spider's visceral needs caused it to bite Peter Parker.



VOCABULARY STRATEGY: PREFIXES AND THE LATIN ROOT *vert*

The vocabulary word *inadvertence* contains the Latin root *vert*, which means “turn.” This root, sometimes spelled *vers(e)*, is combined with various prefixes to form simple English words. To understand the meanings of words with *vert* or *vers(e)*, use the meaning of the root and the prefixes it is used with.

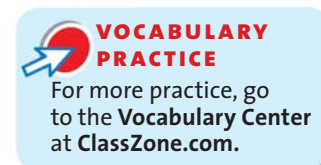
PRACTICE Combine a prefix from the chart with *vert* or *vers(e)* to form words to complete each of these sentences. Note that some prefix spellings vary.

- If you back up a car, you put it in _____.
- A person who is very outgoing is known as a(n) _____.
- If you don't want to watch a scary movie, you can _____ your eyes.
- To cross a desert, you must _____ a lot of sand.

Prefixes Used with <i>vert</i> , <i>vers(e)</i>	Meaning
ab-, a-	away from
extra-, extro-	outside
re-	again; back
trans-, tra-	across



R1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.



Like Black Smoke: The Black Death's Journey

Magazine Article by Diana Childress

A World Turned Upside Down: How the Black Death Affected Europe

Magazine Article by Mary Morton Cowan

How do we fight **DISEASE?**



R2.3 Analyze text that uses the cause-and-effect organizational pattern.

Also included in this lesson: W1.1 (p. 899), W1.2 (p. 899)

KEY IDEA Each year, doctors and scientists learn more about how communities can stay healthy and prevent **disease**. But people didn't always know what we know now. The articles you are about to read tell about a time during the Middle Ages when the bubonic plague affected so many people that it changed a society.

LIST IT What can each of us do to encourage good health for ourselves and others? Make a list of at least five guidelines that people can follow to prevent contagious diseases from spreading. Be ready to explain why you included each guideline.

● ELEMENTS OF NONFICTION: CAUSE-AND-EFFECT PATTERN OF ORGANIZATION

Nonfiction writers often use patterns of organization to help explain particular ideas. One commonly used pattern is **cause-and-effect organization**, which shows the relationship between an event and its cause or effect. Cause-and-effect organization

- can answer the questions “What happened?” and “Why did it happen?”
- uses signal words and phrases, such as *caused*, *because*, *led to*, *for this reason*, *as a result*, and *may be due to*

As you read these two articles, notice how the writers use cause-and-effect patterns to explain key points.

● READING STRATEGY: SET A PURPOSE FOR READING

In this lesson, your **purpose for reading** is to compare articles that use cause-and-effect organization. As you read, use a chart to note which topics are covered by each article. You will be asked to do more with this chart after you finish reading.

Topics Covered	“Like Black Smoke”	“A World Turned Upside Down”
Agricultural changes		
How disease spread		
Loss of life		
Trade routes		
Worker shortages		

Review: Interpret Graphic Aids

▲ VOCABULARY IN CONTEXT

The following words help provide information about the bubonic plague. See which ones you already know. Place each word in the correct column of a chart like the one shown.

WORD LIST	artisan	cope	rampage
	bacterium	disarray	recurrence
	chronicle	hierarchy	

Know Well	Think I Know	Don't Know at All

Diana Childress: History Lover
Award-winning author Diana Childress has written numerous books and articles for young people, most of them based on her favorite subject—history.



Diana Childress
born 1940

Mary Morton Cowan: Many Talents
Articles aren't the only thing Mary Morton Cowan writes for young people. She also writes folk tales, historical plays, photo essays, and puzzles.



Mary Morton Cowan
born 1939



MORE ABOUT THE AUTHOR

For more on the authors, visit the Literature Center at ClassZone.com.

Background

Devastation in the Middle Ages The Middle Ages lasted from about A.D. 500 to A.D. 1500. One of the most significant events of this time period was the spread of the bubonic plague, or the Black Death. Those who caught the disease suffered fever and painful swellings, called buboes, in the lymph glands. The buboes, from which the disease gets its name, were followed by black spots on the skin. Next came a severe, bloody cough, and after that—death. At the time, no one knew what caused the disease.

ANALYZE VISUALS

What are the individuals in this image doing?



Burying plague victims in coffins at Tournai in 1349. Illumination from the *Annals of Gilles de Muisit* (1352). The Granger Collection, New York.

A SET A PURPOSE FOR READING

Read the title and scan the **subheadings**. What do you expect to learn from this article?

Like Black Smoke

The Black Death's Journey

Diana Childress

“We see death coming into our midst like black smoke,” wrote the poet Jeuan Gethin,¹ when plague invaded Wales in March 1349. This “rootless phantom which has no mercy” was especially frightening for those who witnessed it because they knew it was somehow contagious, but no one could halt or explain its relentless spread across Europe.

Eastern Beginnings

The earliest evidence of the Black Death lies in a cemetery in what was once a prosperous town near Lake Issyk-Kul² on the fabled Silk Road³ in Central Asia. An unusually large number of graves there are dated 1338 and 1339. Three headstones mentioning the cause of death provide a clue about why
10 so many people died: the plague.

Did the Black Death originate near Issyk-Kul? No one knows for sure. Most medieval writers say that the plague began in the East. They name places like Cathay (China), India, and Turkey. Modern historians agree that

1. **Jeuan Gethin** (yā'ən gēth'ŷn).

2. **Lake Issyk-Kul** (ŷ'sŷk-kŷl').

3. **Silk Road**: an important trade route on which both goods and ideas were exchanged between China and the countries of western Europe.

the epidemic started in Asia—more specifically, somewhere on the central steppes⁴ or in the Himalayan lowlands on the border of India and China. In both regions, the plague **bacterium**, *Yersinia pestis*,⁵ has long thrived among wild marmots, ground squirrels, and gerbils.

On the Move

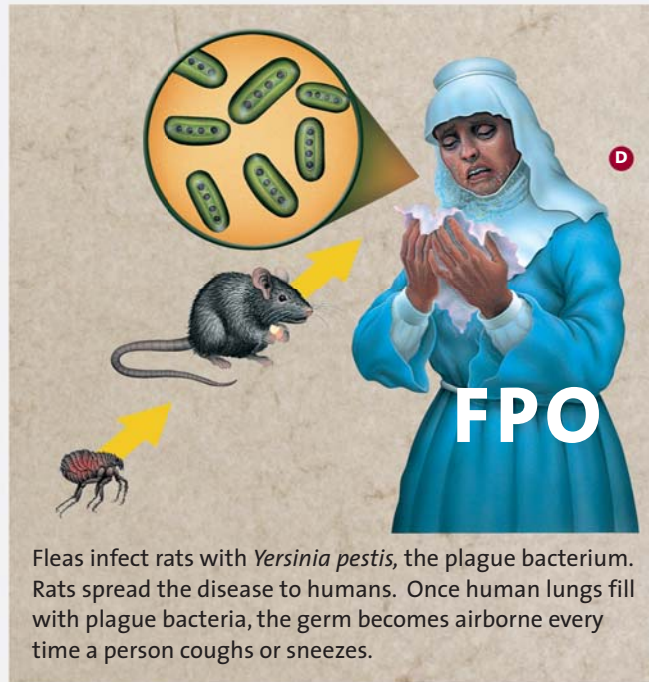
How did the disease travel from wild rodents to humans? According to **B** early accounts, before the Black Death broke out, earthquakes, floods, and famines devastated Asia. One theory is that these disasters drove wild animals into villages and towns in search of food. Fleas then spread plague germs to rats. . . .

When rats died of the plague, their fleas hunted for new hosts. Since rats nested in the adobe (sun-dried brick) walls and thatched roofs of medieval houses, the next meal for these fleas often came from people. . . . **C**

The disease spread more easily if an infected person's lungs started filling up with plague bacteria. Then, every cough and sneeze spewed germs into the air, spreading pneumonic plague⁶ directly to others.

If they are not among the lucky few who recover, people and rats soon die of the plague, but infected fleas can lurk in a rat's nest, barnyard manure, or bedding and clothing for many months without eating. A medieval writer was not far wrong when he wrote that "even the houses or clothes of the victims could kill."

. . . Cloth, grain, furs, and hides kept in rat-infested warehouses soon became delayed-action "plague bombs" waiting to go off. An account tells



Fleas infect rats with *Yersinia pestis*, the plague bacterium. Rats spread the disease to humans. Once human lungs fill with plague bacteria, the germ becomes airborne every time a person coughs or sneezes.

bacterium (băk-tîr'ē-əm)
n. the singular form of *bacteria*, microscopically small living things that may cause disease

B CAUSE AND EFFECT

The question in line 18 introduces a cause-and-effect chain of events. What explanation does the author give for the plague's spread to villages and town?

C CAUSE AND EFFECT

Reread lines 23–25. Why did fleas move on from rats to humans for their next meal?

D CAUSE AND EFFECT

Use the illustration and the information in lines 26–49 to understand how people spread the disease. Once people have the plague bacterium, what happens when they cough or sneeze?

4. **steppes**: treeless plains in southeastern Europe and in Asia.

5. ***Yersinia pestis*** (yər-sīn'ē-ə pĕst'ĭs).

6. **pneumonic** (nōō-mōn'ĭk) **plague**: the most contagious and deadly form of the Black Death.

50 how four soldiers learned the hard way about contaminated goods. Looting houses in a deserted town, they stole a fleece off a bed and later slept under it. They were dead by morning.

Commercial caravans, Mongol armies, and other wayfarers⁷ “carried” the Black Death in their baggage as they crisscrossed Asia. By 1345, it had traveled from Issyk-Kul to Sarai and Astrakhan,⁸ the major cities of the Golden Horde⁹ (a part of the Mongol Empire that is today southwestern Russia).

From Asia to the Mediterranean

At the time, Italian merchants from Genoa and Venice had established trading posts at Kaffa, a city on the Crimean Peninsula that juts out into
60 the Black Sea. Since the mid-1200s, their galleys had transported Asian horses, furs, and slaves to Syria and Egypt and silks and spices to Italy. When plague began to spread to the Crimea, many of the Europeans tried to escape by sea, but the Black Death sailed with them.

7. **commercial caravans . . . wayfarers:** Commercial caravans are bands of merchants or traders traveling together for safety. Mongols had a large empire covering most of Asia and eastern Europe. Wayfarers are generally people who travel on foot.
8. **Sarai** (sā-rī') . . . **Astrakhan** (ās'trə-kān').
9. **Golden Horde:** a name for the Mongol army.



E INTERPRET GRAPHIC AIDS
According to the map, in what direction did the Black Death first travel? Note how many continents were affected.

The following summer, plague broke out in Constantinople. From there, it crossed the Mediterranean region. That fall, ships brought the plague to Alexandria, Egypt, one arriving with only 45 of its original crew of 332 men still alive. Another fleet came to Messina, Sicily, its crew so ill that a **chronicle** reports that the men had “sickness clinging to their very bones.”

70 The epidemic reached Genoa on New Year’s Eve 1347 aboard three galleys laden with spices from the East. On discovering that many seamen were sick, the Genoese chased the ships from the port with “burning arrows and engines of war.” Plague-ridden rats, however, had already jumped ship. The galleys sailed off along the coast of France, still hoping to find a place to sell their deadly merchandise.

Following the Trade Routes

Following 14th-century trade routes, the Black Death swept across Europe, North Africa, and the Middle East. After it assaulted the seaports, smaller boats carried it to neighboring towns and to river ports far inland. It could not be stopped. Although some towns refused entry to travelers from
80 infected areas, and people learned to mistrust “plague goods,” few noticed the dead rats, and no one thought of the fleas. **F**

Reports of plague in 1348 show how the circles of infection widened. In the east, it hit Cyprus, Aleppo, Damascus, Jerusalem, and even pilgrims

chronicle (krŏn’ĭ-kəl)
n. a record of historical events in the order in which they took place

F CAUSE AND EFFECT
Reread lines 76–81. Why did the plague spread around the globe?



visiting Mecca. From Genoa and Venice it crept down the Italian boot toward Florence and Rome. Going west, it struck Marseilles, Tunis, and Barcelona. By June, the epidemic was storming Paris, causing the French royal family to flee to Rouen,¹⁰ where it soon followed. That summer, it overran Germany, Poland, and Hungary and crossed the channel to southern England.

90 Winter did not slow its progress. The weather was unusually mild and wet, perhaps warm enough for fleas living on house rats to remain active. Huddled indoors, people were also exposed to air contaminated both by those suffering from pneumonic plague and by the dust from rodent droppings. **G**

G CAUSE AND EFFECT
What conditions might have caused the plague to spread in winter?

As the disease moved northward through England, citizens of Lincoln wrote wills at 30 times the normal annual rate. At first, the Scots avoided the plague, but when they assembled troops to invade England, pestilence¹¹ struck, perhaps imported by soldiers from France.

100 The Black Death landed in Scandinavia on a ship carrying wool from London to Norway. The ship had run aground near Bergen because all the crew had died. From there, plague spread across Norway, into Sweden, and across the Baltic Sea to Russia.

The Journey Ends

In 1350, plague peaked in Scotland and Scandinavia, while in southern Spain, it killed King Alfonso XI of Castile. The following year, it stretched to Greenland, where it helped wipe out the Norwegian colony, and to Yemen, at the tip of the Arabian peninsula. In 1353, it closed in on Moscow, killing both the patriarch of the Russian church and the grand duke of Muscovy.

110 Finally, the Black Death petered out somewhere in Kiev, having come almost full circle back to Kaffa. During its long **rampage**, between one-third and one-half of the population of Europe, North Africa, and the Middle East died. No natural disaster before or since has caused such devastation of human life over such a large area. It was one of the greatest catastrophes in human history.

rampage (rām'pāj') *n.* a wild or violent outbreak



A priest blesses plague-infected monks. Illumination from *Omne Bonum* (about 1370), Jacobus Anglicus. Ms. Royal 6, E VI, fol. 301. © British Library/akg-images.

10. **Rouen** (rōō-ān'): a city in France, about 84 miles northwest of Paris.

11. **pestilence** (pēs'tē-lens): any disease that spreads rapidly and causes many deaths.



R2.3 Analyze text that uses the cause-and-effect organizational pattern.

Comprehension

1. **Recall** Where do most historians think the Black Death started?
2. **Recall** How did boats spread the disease?
3. **Summarize** Summarize how the plague spread from rodents to people.

Critical Analysis

4. **Identify Fact or Opinion** Reread the last statement in the article. Is this sentence a fact or an opinion? Explain why you think so.
5. **Understand Cause and Effect** During the rampage of the plague, why did people believe that “even the houses or clothes of the victims could kill” (lines 31–52)?
6. **Analyze Author’s Purpose** What do you think are the main points Childress wants readers to learn from this article? Explain your reasoning.
7. **Evaluate Events** Create a timeline of the key events that contributed to the spread of the Black Death. Which event do you think was most critical? Support your choice with details from the article.

Comparing Articles

Review what you recorded in your chart. Choose one of the topics and describe its cause-and-effect relationship with the plague.

<i>Topics Covered</i>	<i>“Like Black Smoke”</i>	<i>“A World Turned Upside Down”</i>
<i>Agricultural changes</i>		
<i>How disease spread</i>	X	
<i>Loss of life</i>		
<i>Trade routes</i>		
<i>Worker shortages</i>		



Detail of *Triumph of Death* (1597), Jan Bruegel. Oil on canvas, 119 cm × 164 cm. Steiermärk. Landesmuseum Joanneum. © akq-images.

A WORLD TURNED UPSIDE DOWN: HOW THE BLACK DEATH AFFECTED EUROPE

Mary Morton Cowan

A SET A PURPOSE FOR READING

Reread lines 1–4.

Paraphrase the main idea that this article will explore.

hierarchy (hī'ə-rār'kē)
n. an organization of people according to rank

Substantial changes in population often have dramatic effects on society. The bubonic plague, which in just four years killed up to one-third of the people in Europe, almost literally turned Europe's social structure upside down. **A**

Life in the Middle Ages centered around a **hierarchy** called the feudal system. Noble lords lived in castles or manors, which were surrounded by acres of land. The nobles depended on peasants to farm their land. In turn, peasants received protection, shelter, and a small plot of land to plant their own crops. According to the Christian church, the feudal system was God's
10 plan, and no one questioned the authority of the church.

In the 300 years before the Black Death, the European population tripled. Additional land was cultivated, but food was still scarce. Some peasants left

**ANALYZE VISUALS**

What might the skeletons in this painting symbolize, or stand for?

for a better life in the city, where merchants and craftsmen were beginning to thrive. The now-crowded cities, however, could not handle the overflow of unskilled laborers.

After gunpowder was invented, the lords had found it harder to defend their castles. They also experienced some bad harvests, and many had to **cope** with the consequences of a war between France and England. Yet, they remained in control.

20 **T**hen, without warning, the Black Death swept through Western Europe, killing 25 million people. Some families were wiped out. Large estates were left without heirs. Survivors moved in and claimed any property they could find. Cities and towns lost people by the thousands. Monasteries,¹ which previously had as many as 150 monks, now had only seven or eight. In all, thousands of villages were abandoned. **B**

Agriculture was also in **disarray**. The tools and land were there, but suddenly the workers were missing. Food prices dropped, and there was even a surplus of food where once many had barely had enough to stay alive.

30 Because workers were scarce, peasants who survived the plague now had bargaining power for the first time. Resentment among the working class led to violence and revolt in the centuries that followed, as Europe teetered between the old feudal system and a new economic system.

cope (kōp) *v.* to struggle with and act to overcome

B CAUSE AND EFFECT

Reread lines 20–25. What effects of the Black Death does the author give?

disarray (dĭs'ə-rā') *n.* a state of disorder; confusion

1. **monasteries:** buildings where religious men called monks live, work, and pray together.

artisan (är'tī-zən) *n.* a person who is skilled in a trade

C CAUSE AND EFFECT

Reread lines 30–45. What clue words help you recognize the pattern of organization?

recurrence (rĭ-kūr'əns) *n.* the act of happening again; return

D INTERPRET GRAPHIC AIDS

What was the population of western Europe in the early 1300s?

The shortage of skilled craftsmen caused an industrial crisis. Unlike agricultural workers, craftsmen require long apprenticeships, and now
40 there were few replacements when any skilled **artisan** died. Reduced production forced prices of saddles, farm tools, and other goods to soar. **C**

This depopulation crisis, however, encouraged technological developments. The most notable labor-saving invention was the printing press, developed around 1450. One such press replaced hand-copying by hundreds of scribes.²

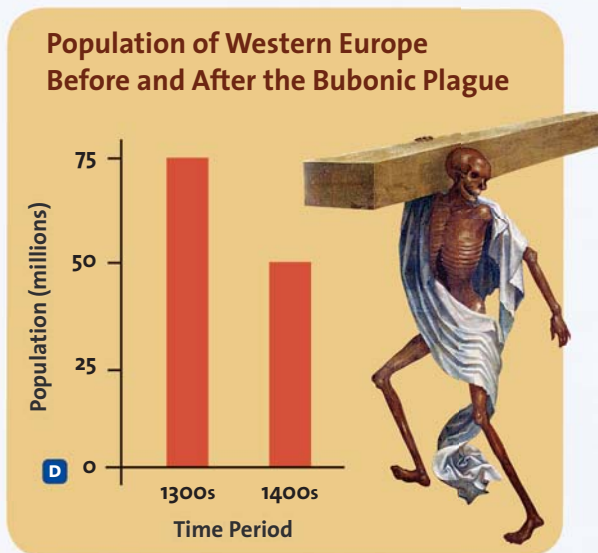
The Black Death affected the entire medieval social structure. When the pestilence returned a few years later, people were even more terrified. Its unpredictable **recurrence** in the following decades was enough to keep Europeans in constant fear. A mood of gloom swept
60 across Europe, and many began to question the authority of the church. In fact, they began to have doubts about their entire world view. Yet, it was this questioning that led to far-reaching reforms in religion, art, medicine, and science. Without a doubt, the Black
70 Death forever changed Europe's economic and social structure.

2. **scribes:** people whose job was to copy manuscripts.



Survivors of the plague use a printing press to copy manuscript.

Illustration from *Chants royaux* (about 1500). Bibliothèque Nationale. © akg-images/VISIOARS.



Detail of *Danse Macabre*. *Pope* (1500s), Bernt Notke. Oil on canvas, 160 cm × 750 cm. St. Nicholas' Church, Art Museum of Estonia, Tallinn, Estonia. © Bridgeman Art Library.



R2.3 Analyze text that uses the cause-and-effect organizational pattern.

Comprehension

- 1. Recall** How long did it take for the bubonic plague to wipe out one-third of Europe’s population?
- 2. Recall** Why did the depopulation of Europe encourage technological developments?
- 3. Summarize** What was life like in Europe in the Middle Ages before the Black Death swept through?

Critical Analysis

- 4. Identify Author’s Main Idea** Writers choose the details that will best support the main idea they want to convey. What main idea is Cowan supporting in this article?
- 5. Examine Cause and Effect** Why did food prices drop after the Black Death swept through western Europe?
- 6. Analyze Graphic Aids** What information does the bar graph on page 896 give you that the text does not?
- 7. Evaluate** What were some positive changes caused by the spread of this deadly disease?

Comparing Articles

Now that you’ve read both articles, review your completed chart. Then use the information to help you compare the two articles.

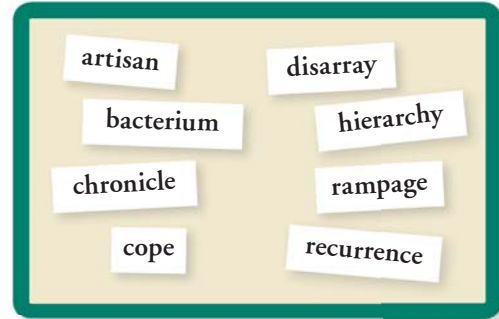
<i>Topics Covered</i>	<i>“Like Black Smoke”</i>	<i>“A World Turned Upside Down”</i>
<i>Agricultural changes</i>		
<i>How disease spread</i>	X	
<i>Loss of life</i>		X
<i>Trade routes</i>		
<i>Worker shortages</i>		

Vocabulary in Context

VOCABULARY PRACTICE

In each item, choose the word that differs most in meaning from the other words. Refer to a dictionary if you need help.

1. (a) record, (b) listing, (c) chronicle, (d) clock
2. (a) artisan, (b) police officer, (c) firefighter, (d) sanitation worker
3. (a) turmoil, (b) commotion, (c) caretaker, (d) disarray
4. (a) hierarchy, (b) anarchy, (c) chaos, (d) disorganization
5. (a) class, (b) frenzy, (c) rampage, (d) uproar
6. (a) bacterium, (b) germ, (c) pandemonium, (d) microorganism
7. (a) reappearance, (b) renounce, (c) repetition, (d) recurrence
8. (a) instruct, (b) teach, (c) cope, (d) educate



VOCABULARY IN WRITING

Pretend you are a survivor of the Black Death. Using three or more vocabulary words, write about how your life has changed. You could start like this.

EXAMPLE SENTENCE

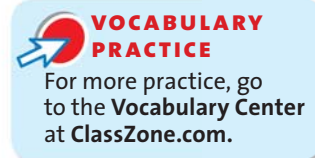
*I survived the plague, but my whole life is in **disarray**.*

VOCABULARY STRATEGY: SPECIALIZED VOCABULARY

Recognizing a word that is often associated with disease or its prevention or treatment can help you better understand issues related to health.

PRACTICE Match the word in the first column with its definition in the second column. Refer to a dictionary or a science textbook if you need help.

- | | |
|----------------|---|
| 1. virus | a. medicine for treating infections caused by bacteria |
| 2. antibiotic | b. free from germs |
| 3. pandemic | c. substance used to build immunity to a disease |
| 4. inoculation | d. process of administering a vaccine |
| 5. vaccine | e. decrease or disappearance of symptoms of a disease |
| 6. remission | f. very small particle that can cause many types of disease |
| 7. sterile | g. a very widespread or worldwide epidemic |





Writing for Assessment

1. READ THE PROMPT

In writing assessments, you might be asked to compare and contrast two informational texts that have a similar subject but differ in other ways.

PROMPT

In three or four paragraphs, compare and contrast “Like Black Smoke” and “A World Turned Upside Down.” Point out how each article makes use of cause-and-effect organization. Support your response with details from the two articles.

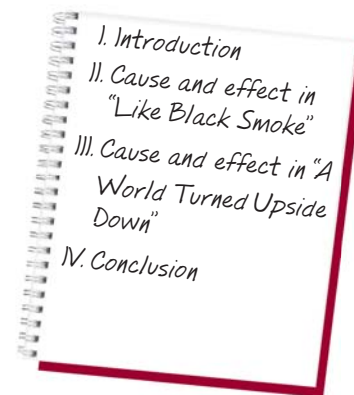
STRATEGIES IN ACTION

1. I have to note **similarities** and **differences** between the two articles.
2. I must **tell** which **key points** each writer explains with **cause-and-effect** organization.
3. I should **give examples** from each article to prove my points.

2. PLAN YOUR WRITING

Review the chart you filled out on page 897. Use the chart to help you identify how the articles are alike and different. Write a position statement that conveys your main idea about how the articles compare. Then think about how to best present and support the similarities and differences.

- Review the articles to find examples and details that support the similarities and differences.
- Create an outline to organize your ideas. The sample outline shows one way to organize your paragraphs.



3. DRAFT YOUR RESPONSE

Introduction Introduce the topic mentioned in the prompt. Include your position statement.

Body Use your chart and outline as guides to writing the key points of your comparison. Support your points with details from the selections.

Conclusion Leave your readers with a final thought comparing how each writer used a cause-and-effect organizational pattern to share important information.

Revision Use words that make your ideas clear. Proofread your response.

What DECISIONS *shape the news?*



R2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

LS1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

KEY IDEA The news is a flow of information that doesn't stop. Today's fresh news reports compete for space with updated details of news that happened yesterday. What helps journalists choose what to publish each day? You'll examine two news forms to discover who **decides** what news is reported and why.

Background

Uneasy Seasons The hurricane seasons of 2004 and 2005 were difficult ones for millions of people who live along the Atlantic and Gulf coastal regions of the United States. In two of the most dangerous and destructive seasons on record, Florida, Louisiana, Mississippi, Texas, and other coastal states suffered major damage. The TV newscast in this lesson deals with Hurricane Charley, the first of four major hurricanes that battered Florida in 2004. The Web news report deals with Hurricane Frances.



Media Literacy: Newsworthiness

Newsworthiness is the importance of an event or action that makes it worthy of media reporting. Each day, journalists such as news editors decide which news stories will appear in newspapers, on newscasts, and online. Certain factors guide journalists in choosing a report and in shaping its details.

KEY FACTORS OF NEWSWORTHINESS



Timeliness is the quality of being current. The public is always eager for the latest news reports.

Widespread impact is said to belong to any event with a far-reaching effect. The more people the event could affect, the more likely it is to be newsworthy.

Human interest characterizes stories that cause readers or viewers to feel emotions such as happiness, anger, or sadness. People are interested in learning news about other people.



Proximity is the nearness of an event to a particular city, region, or country. Most people are more interested in stories that take place locally.

Uniqueness is a quality of news reports about very uncommon events or circumstances.

The **compelling images** and **sounds** of electronic journalism grab viewers' attention. With video, camera, and audio techniques, today's journalists can affect viewers' responses to worldwide events.

STRATEGIES FOR VIEWING

In general, the more factors of newsworthiness that a story has, the stronger its effect will be on the audience.

- Consider the **purposes** behind a report. The primary purpose of the news is to inform. Another purpose is to present the advertisements that pay for published or broadcast news.
- Be aware that dramatic wording is often in the **lead** (opening sentences) of a news story.
- Ask yourself: How do the images, text, and sounds in a news story work together to affect me? Think about the journalists' techniques—camera angles, music, sound effects, editing—that sway your emotions. (See pages R87 and R88 for details.)

MediaSmart DVD

- **News Format 1:** “Hurricane Charley”
- **Genre:** TV newscast
- **Running Time:** 3.5 minutes
- **News Format 2:** “Florida and Georgia Recover After Frances”
- **Genre:** Web news report



TIME FOR KIDS online

news

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GO

kids teachers parents

NATIONAL NEWS
September 7, 2004

Florida and Georgia Recover after Frances

Three weeks after Hurricane Charley pounds Florida, the storm-weary state is hit hard by Frances

CASHWEE LANE

SLOW

CHILDREN AT PLAY

This trailer park home in Fort Pierce, Florida was destroyed.

print this story

Dangerous winds blew at 115 miles per hour, ripping off roofs and smashing boats along Florida's east coast early Sunday. More than 13 inches of rain flooded some West Palm Beach streets up to four feet deep. By Tuesday, about 3 million people in Florida were without electricity as Hurricane Frances weakened to a tropical depression.

This Week's News

Check out the latest headlines

Behind the Bylines

Viewing Guide for News Reports

The ABC network news report was first broadcast shortly after Hurricane Charley had struck a Florida town called Punta Gorda. The Web news report was published three weeks later, when Florida was struck by Hurricane Frances.

Watch the TV newscast clip and read the Web report a few times. Keep in mind the time that each report was first published. This can help you figure out what factors of newsworthiness were operating at the time. Use these questions to help you.

NOW VIEW

FIRST VIEWING: Comprehension

1. **Recall** Describe conditions in Punta Gorda based on the images and sounds in the TV news report.
2. **Recall** According to the text in the Web news report, how much damage (in dollars) did Hurricane Frances cause?

CLOSE VIEWING: Media Literacy

3. **Analyze Newsworthiness** Review the key factors of newsworthiness on page 901. If you had been a reporter in Florida at the time of the hurricanes, which one of the factors would have been most important to you? Give a reason for your choice.
4. **Analyze Electronic Journalism** The TV newscast you watched relies on images, sounds, and some text to transmit information. The Web news report uses still camera images and no sounds, but much more text. Which format did the better job of conveying information? How did each news account affect your emotions? Cite specific techniques or elements in each to support your answer.

Write or Discuss

Compare Newsworthiness Now that you've examined two news reports about hurricanes, think about how the two are alike or different. Which of the key factors of newsworthiness do you think might have led journalists to publish each report? Briefly explain the reasons for your choices. Think about the factors that make a news event worth reporting.

- Timeliness
- Widespread impact
- Human interest
- Proximity
- Uniqueness
- Compelling images and sound

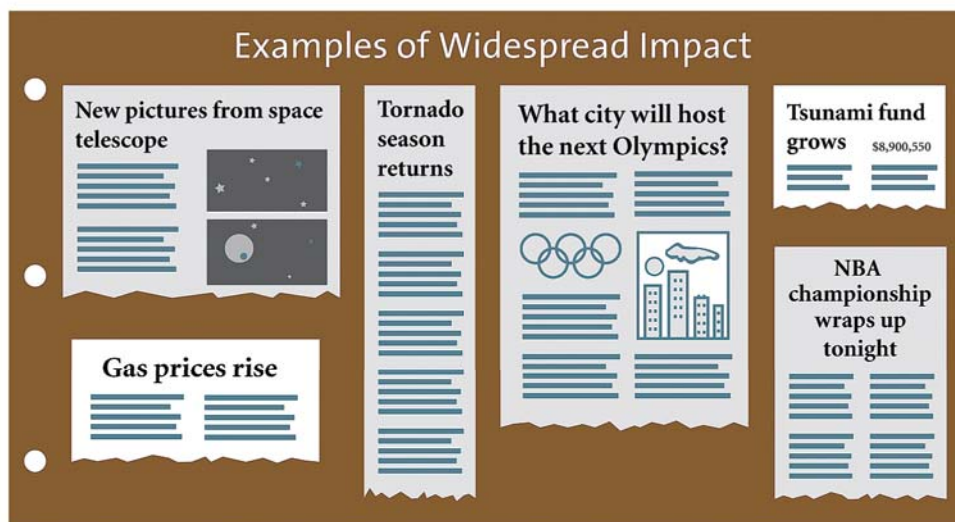
Produce Your Own Media

Make a Reporter's Guidebook Use recent news reports and photographs to present what you've learned about the key factors of newsworthiness. Begin by gathering three days' worth of newspaper clippings and Web news reports. (Be sure you have permission to take clippings and to make copies.) Skim the reports. Using sticky notes, label the stories (or photographs) with the factors you find, such as timeliness, widespread impact, and so on.

HERE'S HOW In a small group, follow these steps to assemble the guidebook:

- Use construction paper and paper fasteners to form the basic booklet. Choose a different color to represent each factor of newsworthiness.
- Start each section with a cover sheet that presents a key factor and its definition.
- Look over the clippings and photographs more carefully. Select the best examples for each section of the guide.
- Paste the clippings into the appropriate sections.

STUDENT MODEL



 **MEDIA TOOLS**

For help with creating a reporter's guidebook, visit the **Media Center** at **ClassZone.com**.

Tech Tip

You can use a word-processing program to create cover sheets for the key factors.



R2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

R2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

Argument and Persuasion

Have you ever tried to count the number of persuasive messages you see and hear each day? Letters to the editor, billboards, slogans on the back of your cereal box—persuasive messages are everywhere. In this workshop, you will learn how to analyze the arguments at the heart of these messages and recognize the techniques that are used to persuade you. Armed with this knowledge, you can make up your own mind about messages and ideas that matter.

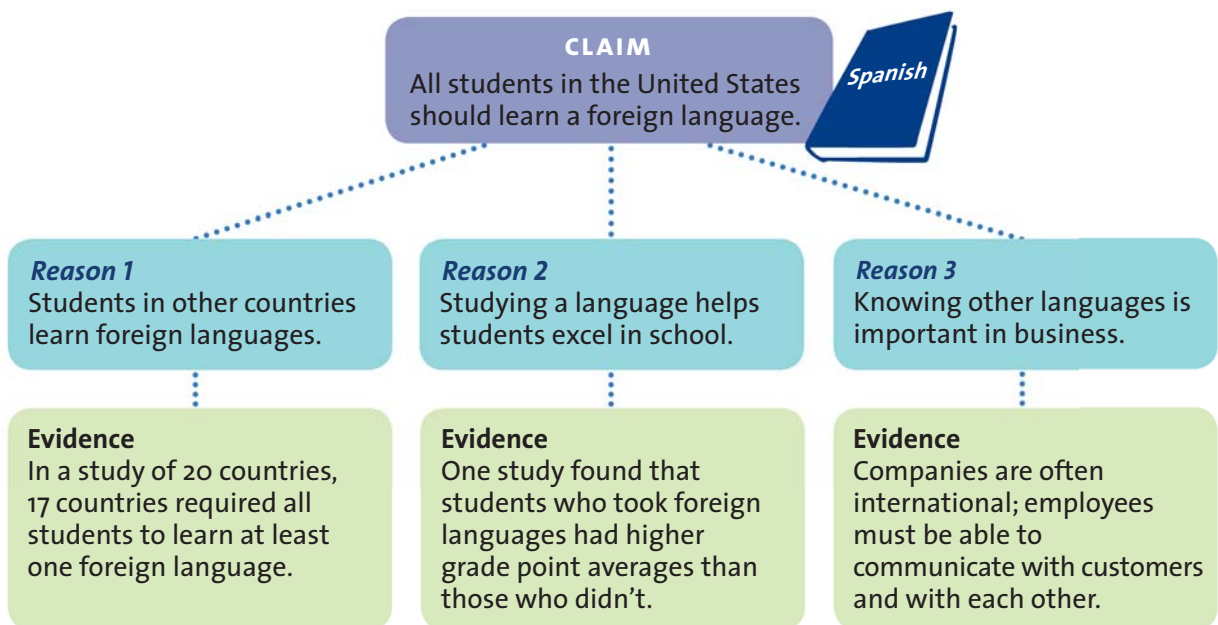
Part 1: What Is an Argument?

When you hear the word *argument*, you might think of a fight between two people, complete with differences of opinion, angry shouting, and hurt feelings. In formal speaking and writing, however, an argument is not emotional. It is a claim supported by reasons and evidence.

A **claim** is a writer's position on a problem or an issue. A claim might be stated directly, as in this example: "Crunchy Puffs are an important part of a nutritious breakfast." Sometimes a writer's claim is implied, as in this slogan: "Juan for Student Council—Let the Good Times Roll." The slogan suggests that if Juan is elected, everyone at school will have more fun.

The strength of an argument depends not on the claim but on the **support**, or the reasons and evidence that are used to prove the claim. It is important to evaluate the adequacy, accuracy, and appropriateness of the evidence, which can include facts, statistics, and examples.

Look closely at the elements of an argument in this example.



MODEL: THE ELEMENTS OF AN ARGUMENT

As you read this article about the importance of exercise, try to identify the claim. What is the author urging you to do or believe? What reasons and evidence help the author make her case?

Why Work Out?

Magazine article by Erica Cheng

“You don’t need to exercise—you look fine the way you are.”

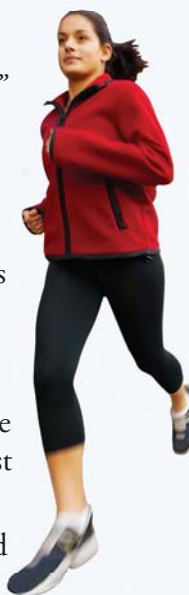
You’ve probably heard comments like this one before. Maybe you yourself have even reassured a friend or an acquaintance with these words of encouragement. After
 5 all, the message we see and hear constantly is that exercise is the key to looking like the models on the covers of fitness magazines. So if you are generally happy with the way you look, why bother working out?

Exercise does burn calories and help you build stronger,
 10 more defined muscles. Changes in your physical appearance may be the easiest to see, but they are certainly not the most important. Here are a few *real* reasons to work up a sweat:

Raw power. You don’t have to be an action hero to find out how satisfying it feels to push yourself and achieve
 15 more than you ever thought you could. Regular exercise pays off in greater strength, endurance, and agility—whether your goal is to swim faster, pedal farther, or cross the finish line in record time.

Mood enhancement. When you exercise, your body generates endorphins—chemicals that help you feel content and peaceful, even if you had previously been
 20 feeling down. In fact, in one recent study, people who were anxious, lonely, or depressed got the biggest boost from a good workout.

Pure fun. Exercising does not have to be a chore, especially since there are so many exciting activities that you can choose from. Snowboarding. Judo. Trampoline.
 25 Hip-hop. Kickboxing. Dodge ball. If you find something you love to do, you’ll be more likely to stick with it. And when you’re strong, happy, and having a good time, who
 30 even cares about how you look?



Close Read

1. Think about the title of this article and reread lines 9–12. What claim is the author making?
2. In the **boxed** paragraph, the author explains that exercise can have a positive effect on a person’s mood. What evidence does she offer to support this reason?
3. In your own words, summarize the other two reasons that the author uses to support her position, or claim.

Part 2: What Really Persuades You?

Do you wear a brand of jeans because they're comfortable, or because everyone else is wearing them? Did you donate money to an animal shelter because you have a passion for saving animals, or because the photograph of a puppy on the shelter's brochure captured your heart?

People aren't always logical. Emotion can play a key role in decision-making. That's why writers and speakers use **persuasive techniques**, or methods that are intended to sway people's feelings and actions. The following techniques can give a strong argument extra punch. Be aware, however, that they are often used to disguise flaws in a weak argument. They may even reveal a writer's attitude, or bias, about a topic.

Appeals by Association

Link an idea or a product to something or someone positive or influential

Bandwagon Appeal

Taps into a desire to belong

See the movie and discover the surprise ending that everybody's talking about.

Testimonial

Uses celebrities or satisfied customers to persuade

As an Olympic athlete, I need all the energy I can get. That's why I drink Quench-Ade.

Transfer

Connects a product, a candidate, or a cause with a positive image or idea

A vote for Proposition 43 is a vote for freedom.



Emotional Appeals

Use strong feelings, rather than facts, to persuade

Appeal to Pity

Taps into people's compassion for others

Won't you give this abandoned puppy a home?



Appeal to Fear

Preys upon people's fear for their safety

Is your home safe? ProAlarm Systems—because you shouldn't take any chances.

Appeal to Vanity

Uses flattery to win people over

Bring your creativity and intelligence to our team. Join the yearbook staff!

Loaded Language

Uses words with strongly positive or negative associations

Words with Positive Associations

Call up favorable images, feelings, or experiences

Start your day with Morning Glory's refreshing, all-natural juice.



Words with Negative Associations

May bring to mind unpleasant images, feelings, or experiences; often create a sense of distrust or unease

Who wants to hear the same tired, stale ideas? We need a candidate with a fresh vision.

MODEL 1: PERSUASION IN TEXT

The author of this editorial argues that playing video games can have some significant harmful effects. What techniques does the author use to persuade you to adopt his position?

from

Break the Addiction!

Editorial by **Ethan Flemming**

Hours disappear, and you don't notice. You spend all your money buying more. You think it's an effective way to relieve stress but you end up cutting yourself off from family, friends, and reality.

What started in living rooms across the country as a few hours here and there has become an alarming widespread problem—a population **addicted** to video games. In fact, the average eighth-grade boy spends 23 hours a week playing video games, while the average eighth-grade girl spends 12 hours.

You may think that video games are just harmless fun, but studies tell a more disturbing story. Some studies have concluded that excessive playing can decrease attention spans, dull imaginations, and create serious social problems. At least 60 percent of games are violent, and most teenagers cite those as their favorites. Repeatedly seeing violent situations unfold on a TV screen can take its toll. After all, such games glamorize violent behavior and paint an unrealistic picture of the world.

Close Read

1. What emotion is the author appealing to in this editorial? Explain how the author might want readers to react to his message.
2. One example of loaded language is **boxed**. What bias might the author be revealing with this word? Find two more examples of loaded language.

MODEL 2: PERSUASION IN ADVERTISING

If you've turned on the television or skimmed a magazine recently, you know that persuasive techniques are used to sell all kinds of products, from soap to video games. What techniques do you notice in this ad?

**RAGING TYPHOONS—
VENOMOUS SNAKES—
BLOODTHIRSTY PIRATES—**

*Are **YOU** tough enough to take on the elements—and survive?*

STRANDED

DON'T MISS THE MOST EXCITING VIDEO GAME TO HIT THE STORES THIS YEAR—THE ONE THAT EVERYBODY'S TALKING ABOUT!

Close Read

1. Explain how this ad tries to appeal to your vanity.
2. Name at least one other persuasive technique used in the ad. Support your answer with details.

Part 3: Analyze the Text

In this essay, British scientist Jane Goodall shares her outlook on the future of the earth. Originally famous for studying the behaviors of chimpanzees in Africa, Goodall now travels around the world, speaking to people about the importance of protecting the environment. Read Goodall’s essay, and then examine the public service ad that follows. What argument does each text present? What techniques does each use to persuade you?

THE PROMISE

Nonfiction article by Jane Goodall

As we begin the 21st century, it is easy to be overwhelmed by feelings of **hopelessness**. We humans have destroyed the balance of nature: forests are being destroyed, deserts are spreading, there is **terrible pollution and poisoning** of air, earth, water. Climate is changing, people are starving.

5 There are too many humans in some parts of the world, overconsumption in others. There is human cruelty to “man” and “beast” alike; there is violence and war. Yet I do have hope. Let me share my four reasons.

Firstly, we have at last begun to understand and face up to the problems that threaten the survival of the earth. And we are problem-
10 solving creatures. Our amazing brains have created modern technology, much of which has greatly benefited millions of people around the globe. Sadly, along with our tendency to overreproduce, it has also resulted in **massive destruction** and pollution of the natural world. But
15 can we not use our awesome problem-solving ability to now find more environmentally friendly ways to conduct our business? Good news—it’s already happening as hundreds of industries and businesses adopt new “green” ethics.¹ And we must play our part—in our billions we must adopt less-harmful lifestyles. Refuse to buy products from companies, corporations, that do not conform to new environmental standards. We
20 *can* change the world.

Second, nature is amazingly resilient.² Given the chance, poisoned rivers can live again. Deforested land can be coaxed—or left—to blossom again. Animal species, on the verge of extinction, can sometimes be bred and saved from a few individuals.

1. “green” ethics: rules and guidelines that require businesses to use resources, machines, and procedures that are not harmful to the environment.

2. resilient: flexible.

Close Read

1. Reread the first paragraph. What is Goodall’s claim?
2. In the **boxed** examples of loaded language, Goodall uses negative words to describe the world’s problems. However, she also uses positive words to explain why she still has hope. Find four examples.
3. Goodall’s first reason for hope is that humans have already begun to solve some of the problems affecting our environment. What evidence does she give to back up this reason?

25 My third reason for hope lies in the tremendous energy, enthusiasm, and commitment of young people around the world. Young people want to fight to right the wrongs, for it will be their world tomorrow—they will be the ones in leadership positions, and they themselves will be parents. . . .

30 My fourth reason for hope lies in the indomitable³ nature of the human spirit. There are so many people who have dreamed seemingly unattainable dreams and, because they never gave up, achieved their goals against all the odds, or blazed a path along which others could follow.

35 So let us move into the next millennium with hope—with faith in ourselves, in our intelligence, in our indomitable spirit. Let us develop respect for all living things. Let us try to replace violence and intolerance with understanding and compassion and love.

3. **indomitable**: incapable of being defeated; unconquerable.

Close Read

4. Summarize the other reasons that Goodall gives to support her claim.



Close Read

1. Examine the text and the photographs at the top of this ad. What emotional appeal is being used?
2. How does this ad use the technique of transfer?
3. What claim is being made in this ad? (Think about what the ad is trying to convince you to do.)

Pro Athletes' Salaries Aren't Overly Exorbitant

Editorial by Mark Singletary

Do Professional Athletes Get Paid Too Much?

Editorial by Justin Hjelm

Are people paid FAIRLY?



R2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

R2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

Also included in this lesson: **R1.1** (p. 918), **W1.2** (p. 919), **LC1.4** (p. 919)

KEY IDEA The president of the United States earns \$400,000 a year. A Wall Street stock trader can earn even more, while a first-year New York City policeman earns less than \$20,000. Is this fair? In the editorials that follow, two writers offer opposite opinions about the multimillion-dollar **salaries** today's professional athletes make.

DISCUSS With a group of classmates, examine this chart of average annual salaries. If it were up to you, how would the salaries be different? Talk about who you think deserves more, who could do with a little less, who is paid the right amount, and why.

AVERAGE ANNUAL SALARIES	
Retail Salesperson \$22,540	Firefighter \$38,810
Kindergarten Teacher \$43,530	Registered Nurse \$52,810
Computer Programmer \$65,170	Airline Pilot \$129,230
Surgeon \$182,690	Major League Baseball Player \$2,376,580

Source: "November 2003 National Occupational Employment and Wage Estimates," U.S. Department of Labor: Bureau of Labor Statistics





● ELEMENTS OF NONFICTION: ARGUMENT

An **argument** expresses a position on an issue or problem and provides support for that position. Strong arguments have the following elements:

- a **claim**, which is the writer’s main idea or position
- **support**, or reasons and evidence that back up the claim
- **counterarguments**, which are arguments made to address points that someone with an opposing view might raise

As you read, identify the elements in each argument. Use this information to help trace each argument’s development.

● READING SKILL: EVALUATE REASONING

In a strong argument, the writer supports claims and assertions with sound reasoning and evidence. If the reasoning and evidence are false or mistaken, then the argument is weakened.

One common type of false reasoning that writers use is stereotyping. A **stereotype** is a way of thinking about a group of people as if all members are alike and have no individual differences. It can lead to unfair judgments based on people’s ethnic background, beliefs, practices, or physical appearance. “All teenagers love to listen to loud music” is a stereotype because not all teenagers do.

As you read, use a chart to record examples of stereotyping.

Example of Stereotyping	Explanation
“... the players are selfish ...” (line 10)	An unfair judgment based on the actions of a few

▲ VOCABULARY IN CONTEXT

The boldfaced words help these authors construct their arguments. To see how many you know, substitute a different word or phrase for each boldfaced term.

1. Star Player’s **Compensation** Shoots Up to \$15 Million
2. **Brevity** of Pitcher’s Career Caused by Arm Injury
3. Umpire Call Challenged by **Dissenter**
4. Coach’s **Entitlement** to Special Treatment Questioned
5. **Appalling** Brawl in Bleachers Injures 20
6. **Voracious** Fans Can’t Get Enough of Home Team

Mark Singletary: Veteran Publisher

Mark Singletary is president and publisher of New Orleans Publishing Group, which prints business-related journals. What does Singletary say about professional athletes’ salaries? “More power to ’em.”



Mark Singletary
born 1952

Justin Hjelm: Student Journalist

While attending Westmont College in California, Justin Hjelm (yělm) knew that the best way to make his views known was to write about them. Hjelm’s editorial is an example of how students can make their voices heard.



Justin Hjelm
born 1983



MORE ABOUT THE AUTHOR

For more on the authors, visit the Literature Center at ClassZone.com.

Background

Weighing In on Heavy

Salaries Frequently when athletes’ salaries make the news, editorials start appearing in many publications. “Pro Athletes’ Salaries Aren’t Overly Exorbitant” appeared in *New Orleans CityBusiness*. “Do Professional Athletes Get Paid Too Much?” was published in Westmont College’s campus newspaper, the *Horizon*.



A player signs autographs for die-hard fans before the 75th Major League Baseball All-Star Game.

Pro Athletes' Salaries Aren't Overly Exorbitant¹

A ARGUMENT

You can immediately identify the author's claim by reading the editorial's title.

Paraphrase the title, or restate it in your own words.

B EVALUATE REASONING

What **stereotype** does Singletary present in lines 10–13? Explain why his statement is unfair.

MARK SINGLETARY

I am going to try and make a point about the salaries that professional athletes get to play their games. I think I'm moving into a very solid "more power to 'em" position. I guess until recently I've thought the players were a bit selfish and their salaries would lead to the failure of professional sports.

10 Of course, the players are selfish and ultimately professional sports will fail or have to be restructured significantly. Who knows when that time will come? **B**

But the players are no more selfish than the owners who pay the salaries. And the owners are no more selfish than the television and radio networks that pay outlandish sums to broadcast the games.

All of us are looking for something. The games work best when those willing to pay match up evenly with what the others have to sell.

I've always thought of myself as the kind of guy who would give his left arm or eye or big toe to have a chance to play any of the major league sports. Now I think I can honestly
30 say that I would give up a lot, but

1. **exorbitant** (ĭg-zôr'бі-tənt): exceeding all bounds of custom or fairness.

not everything, to have the chance to play one big game.

Pause and reflection make me think now that it would still be awesome to train hard, make a major league roster and spend an entire season with the team, but at some point the fun might turn into work.

I would probably begin to think that if I was good enough to make the squad, then I would deserve to be paid the same as my teammates. And if by chance I would happen to be star quality and could reasonably assume that coming to see me play was a big deal, then I might end up asking for a little more than the average player gets.

Also, when I read the sports or business pages of the newspaper, I see that television networks pay huge sums to broadcast my games. When I go to work, I realize that other companies want to name our stadium, promote our schedule and decorate our arena with their advertisements.

The historical argument for paying exorbitant salaries to athletes is the **brevity** of their careers. All of these athletes are a busted knee, concussion or torn rotator cuff² away from the end of their career, and very few sports offer guaranteed contracts that go beyond the season when the injury occurs.

Our fans are important to the economic health of our ball club. My teammates and I are responsible for

finding and keeping fans. If I am a star, it can rightly be assumed the fans come to see me play.

When the fans come to see the stars perform, the value of the franchise³ increases. I'm pretty smart and understand all this and how it relates to me. I also know what I make and how that relates to others that play my game.

So, it seems to me that even though I love the game, even though just playing the game is huge **compensation** and very, very satisfying, I want things to be fair.

Fair is fair. And fair is that the athletes deserve what the fans are willing to pay.

The owners probably don't care what the athletes make, as long as they can pass the cost on to sponsors and ticket buyers. The intelligence in sports ownership is the ability to predict exactly where the fans and sponsors lose interest.

Until that time, it seems fair to allocate as much as possible to the players that make the games entertaining. It's also the only way to win consistently in modern, major league sports. The smartest in all the groups are not only taking as much and passing along as much as possible, but they are also looking toward the future to see when it all ends. **C**

So, everyone benefits right up until the time that no one benefits.

compensation
(kŏm'pən-sā'shən) *n.*
payment

brevity (brĕv'ĭ-tē) *n.*
shortness

- D ARGUMENT**
Reread lines 91–100, which contain Singletary's main **claim**. Paraphrase, or restate, his claim.

2. **concussion . . . rotator cuff:** A concussion is an injury to the brain caused by a fall or a blow to the head. A rotator cuff is the muscle and tendon that support the shoulder joint, a place of common injury among baseball pitchers.

3. **franchise:** a team that is a member of a professional sports league.

The Horizon

WESTMONT COLLEGE

SANTA BARBARA, CALIFORNIA

DO PROFESSIONAL ATHLETES GET PAID TOO MUCH?



JUSTIN HJELM

Staff Reporter

YES. When asked in the early twenties what justified him making more money than the President of the United States, Babe Ruth¹ replied “Well, I had a better year.”

For nearly a century, superstar athletes have demanded and received salaries grossly out of proportion with the average income of their times. What makes modern times different and more disturbing is that even the role players in professional sports are pulling in an exorbitant amount of money.

Fifty years ago, only the 40-home-run outfielder would make a huge salary. Now, however, the utility infielder who comes in as a defensive replacement three times a week makes ten times more than the average working man. **D**

Nolan Ryan² broke ground in 1979, becoming the first athlete to receive a \$1-million-a-year contract. It took over a century for baseball to reach this milestone income figure, and just 25 years later a \$1 million contract offer is considered an insult.

D ARGUMENT

“Athletes have always made a lot of money”—that’s the argument Hjelm anticipates in lines 6–21. What is his counterargument?

1. **Babe Ruth:** a baseball player from 1914 to 1935, considered by many to be the best baseball player in the history of the sport.
2. **Nolan Ryan:** a baseball pitcher from 1966 to 1993 who held over 50 major-league records.

The contracts of professional athletes
30 have gone unchecked for too long,
and now athletes are among the
wealthiest people in our nation.

Athletes are paid far too much
for simply playing games. Essentially,
as anyone can tell you, sports
are entertainment. We pay to see
these athletes perform at the
highest level. **E**

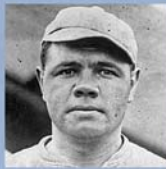
It is a sad commentary on our
40 societal values that these entertainers
are raking in seven-figure salaries
while teachers, police officers, and fire
fighters make less than one percent
of the income of some athletes.
Entertainment is a necessary thing,
but it is not needed nearly as much as
countless other occupations are.

What kind of message are we
50 sending our children with these
backward values?

From the perspective of a young
person, sports seem like the better
and easier path. Would a child rather
play basketball and make millions
or go to school for years and end up
making \$50,000 a year?

Dissenters will say that it is not
that cut and dried,³ and they are
probably right. Making a professional
60 sporting league is exceptionally
difficult. But fewer and fewer kids
are realizing this.

One only needs to look as far as
the NBA draft⁴ for proof of this.



Athlete: Babe Ruth
Sport: Baseball
Team: New York Yankees
Contract Year: 1921
Contracted Salary: \$39,638
Salary Adjusted to 2004 Dollars: \$418,303



Athlete: Jackie Robinson
Sport: Baseball
Team: Brooklyn Dodgers
Contract Year: 1947
Contracted Salary: \$8,500
Salary Adjusted to 2004 Dollars: \$72,002



Athlete: Bill Russell
Sport: Basketball
Team: Boston Celtics
Contract Year: 1956
Contracted Salary: \$19,500
Salary Adjusted to 2004 Dollars: \$135,425



Athlete: Nolan Ryan
Sport: Baseball
Team: Houston Astros
Contract Year: 1979
Contracted Salary: \$1,100,000
Salary Adjusted to 2004 Dollars: \$2,862,121

E ARGUMENT

Reread lines 33–38.
What is Hjelm's **claim**
about the salaries of
professional athletes?
As you continue to trace
Hjelm's argument, note
how he **supports** his
claim.

dissenter (dĭ-sĕn'ter) *n.*
one who disagrees or
holds a different opinion

3. **cut and dried:** simple

4. **NBA draft:** the process by which teams in the National Basketball Association select, or draft, players. Generally, the teams with the worst records from the preceding year get the top draft choices.

MATH CONNECTION

How much more was Alex Rodriguez's contracted salary in 2004 than Kenny Anderson's was in 1999?



Athlete: Kenny Anderson
Sport: Basketball
Team: Boston Celtics
Contract Year: 1999
Contracted Salary: \$5,845,000
Salary Adjusted to 2004 Dollars: \$6,627,374



Athlete: Alex Rodriguez
Sport: Baseball
Team: New York Yankees
Contract Year: 2004
Contracted Salary: \$21,726,881

A decade ago, a high school player skipping college was a rarity. In 1994, you could count the early entrants on one hand. Now, however, there are numerous high schoolers declaring for the draft every year, some of whom do not even get drafted. These players forfeit their college eligibility and will struggle for years to make an NBA team. After that, without a college education, they struggle to find a decent job.

Also troubling are the egos of the athletes receiving these giant paychecks. They have no ability to relate to the public. During the NBA lockout in 1998-99, players were crying poverty. **F**

Kenny Anderson, then a guard for the Boston Celtics, complained of not being able to afford the insurance on his eight cars. The sense of **entitlement** that these athletes have is **appalling**. They play a game that

many would play for meal money and get paid like royalty, and then have the gall to whine that they are not paid enough.

It's startling that people have blasé⁵ attitudes about \$100 million contracts. Eight-figure deals are not something to be yawned at, but with their current frequency, it is becoming that way. Athletes are paid far too much for what they do, but I believe that society is more at fault for this than the athletes themselves are.

We simply put too much importance on entertainment, and with this statement I condemn myself and the rabidity⁶ with which I follow sports. The once tightly controlled finances of the sporting world have been torn apart and the winds of greed and America's **voracious** thirst for entertainment have scattered the pieces so that they can never be put together again.

EVALUATE REASONING

Reread lines 77–82. What stereotype is Hjelm making about professional athletes? Explain.

entitlement

(ĕn-tĭt'ĭ-mĕnt) *n.* the state of having a right or claim to something

appalling (ə-pŏ'lĭng)

adj. outrageous; terrible
v.

voracious (vŏ-rā'shĕs)

adj. possessing an insatiable desire; greedy

5. **blasé** (blā-zā'): unconcerned; uninterested.

6. **rabidity**: craziness or unreasonable extremeness.



R2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

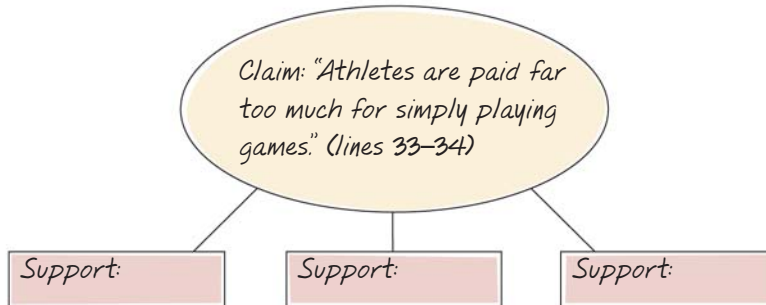
R2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

Comprehension

- 1. Recall** What does Singletary believe about the future of professional sports?
- 2. Clarify** Why does Hjelm place some of the blame for athletes' high salaries on himself as a sports fan and on society as a whole?

Critical Analysis

- 3. Identify a Counterargument** Reread lines 10–20 of the first editorial. What counterargument does Singletary offer to oppose the notion that pro athletes are selfish?
- 4. Trace an Argument** Think about the **claim** that Hjelm presents in “Do Professional Athletes Get Paid Too Much?” Complete the graphic by listing three reasons or examples Hjelm uses to **support** his claim.



- 5. Evaluate Reasoning** Choose one example of **stereotyping** that you noted as you read. What point was the writer trying to make? Suggest how Singletary or Hjelm could strengthen his argument by rewording this statement so that it does not rely on false reasoning.
- 6. Make Judgments** Which of these editorials did you find more convincing? Explain your answer, citing specific lines you found especially effective.

Extension and Challenge

- 7. Speaking and Listening** Work with classmates to set up a panel discussion about the **salaries** of professional athletes. Each panelist should play the role of a different character: a team owner, a professional athlete, a sports broadcaster, and a fan. A moderator can take questions from the audience, and the panelists should respond as they think their characters would.
- 8. + - MATH CONNECTION** Using Babe Ruth's salary adjusted to 2004 dollars, how much more money did Alex Rodriguez make in 2004 than Babe Ruth did in 1921? What percentage increase is this? You can find these numbers in the sidebars on pages 915 and 916.

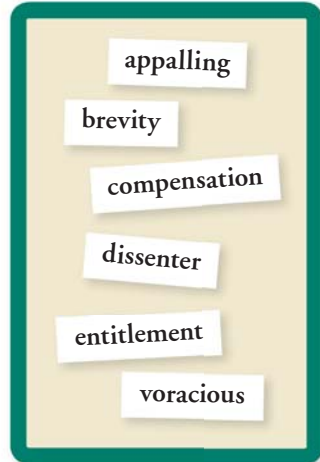
$$\% \text{ increase} = \frac{\text{amount of increase}}{\text{lower salary in 2004 dollars}}$$

Vocabulary in Context

VOCABULARY PRACTICE

Decide whether each statement is true or false.

1. A **dissenter** is usually a person who goes along with what others think.
2. Someone with a **voracious** appetite for sports often goes to several games a week.
3. An **appalling** situation is one that shocks and depresses you.
4. If you do volunteer work, you don't expect **compensation** for your services.
5. The author of a 3,400-page book should be praised for her **brevity**.
6. Meek, humble people usually feel a strong sense of **entitlement**.



VOCABULARY IN WRITING

Choose an athlete or other professional who you think either deserves or does not deserve a high salary. Write a paragraph explaining your opinion, using two or more vocabulary words. You might start like this.

EXAMPLE SENTENCE

Since she was voted Most Valuable Player three years in a row, this player's **compensation** makes sense.

VOCABULARY STRATEGY: IDIOMS

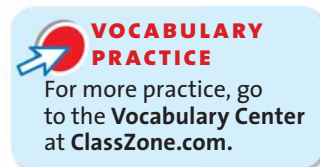
Idioms are common expressions that mean something different from the meaning of the individual words in them. For example, the expression *cut and dried*, which appears on page 915, means “simple,” not “sliced into pieces and dried.”

PRACTICE Define the italicized idiom in each sentence.

1. To get along with Madeline, you need to learn to *hold your tongue*.
2. All those compliments are *going to Sam's head*.
3. After he lost his job, Mr. Murphy looked a bit *down at the heels*.
4. I can't quite *put my finger on* why she makes me so angry.
5. It is a good idea for business partners to *see eye to eye* on most things.
6. The rumor is that Jake *paid through the nose* for that car.



R1.1 Identify **idioms**, analogies, metaphors, and similes **in prose** and poetry.





W1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

Reading-Writing Connection

Demonstrate your understanding of these editorials by responding to the prompts. Then complete the **Grammar and Writing** exercise.

WRITING PROMPTS	SELF-CHECK
<p>A. Short Response: Write a Letter Write a one-paragraph letter to the editor of <i>New Orleans CityBusiness</i> or the <i>Horizon</i> in response to one of the selections. Explain whether you agree or disagree with the writer’s opinion. Remember to keep your audience in mind as you write.</p>	<p>A strong letter will . . .</p> <ul style="list-style-type: none"> • point out any false reasoning • provide one more claim to support the argument or one brief counterargument
<p>B. Extended Response: Explore the Key Idea Select one of the athletes listed in the sidebar on pages 915 and 916. In a two- or three-paragraph response, construct an argument that expresses why you think that person’s salary is fair or unfair.</p>	<p>A successful response will . . .</p> <ul style="list-style-type: none"> • have one primary claim • use adequate support, including factual examples • include a counterargument

GRAMMAR AND WRITING

USE COMMAS CORRECTLY Be sure to use commas correctly after **introductory words and phrases** and when listing **items in a series**.

Place commas immediately after introductory words such as *Finally* and *Afterwards* and after introductory phrases that contain prepositional phrases. Also place a comma after every item in a series except the last one. (A series consists of three or more items.)

Original: During their careers athletes face injuries stiff competition and a lot of pressure to prove themselves.

Revised: During their careers, athletes face injuries, stiff competition, and a lot of pressure to prove themselves.

PRACTICE In each sentence, add commas where they are needed.

1. In recent years athletes’ salaries have greatly increased.
2. Babe Ruth Jackie Robinson and Nolan Ryan deserved good salaries.
3. Within the sports community it is well known how much money owners make from sponsors.
4. The owners the networks and the sponsors are all making money.

For more help with punctuating introductory words and phrases and items in a series, see page R49 in the **Grammar Handbook**.



LC.1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

Why We Shouldn't Go to Mars

Magazine Article by Gregg Easterbrook

Do we have our **PRIORITIES** *straight?*



R2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

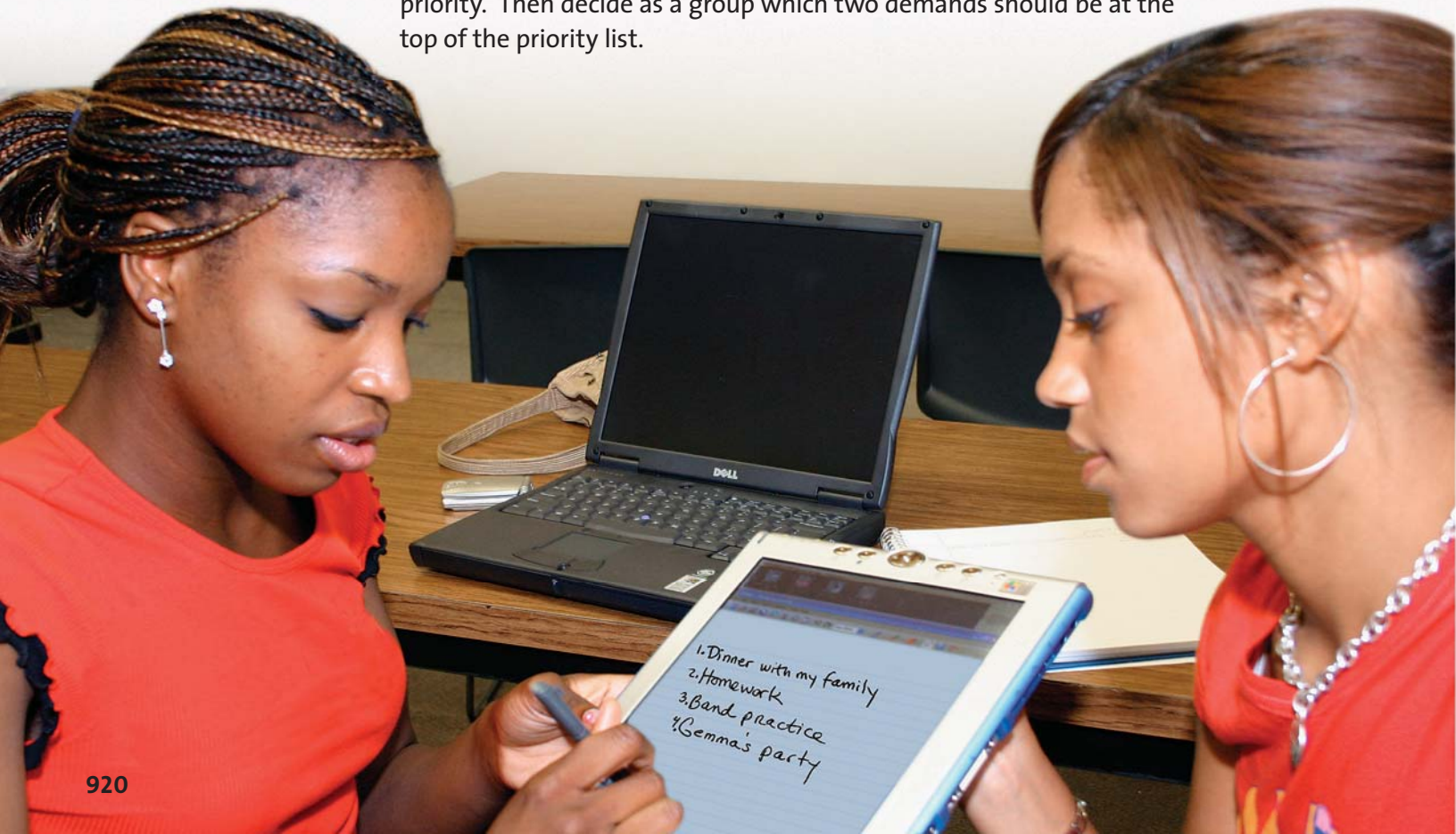
R2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

Also included in this lesson:

R1.2 (p. 927)

KEY IDEA As a seventh grader, you may have many obligations to juggle—homework, sports or hobbies, time with friends and family, and maybe even an afterschool job. Deciding on **priorities**, or what is most important, can be a difficult task. Setting priorities can be tough for nations and societies too. You're about to read one writer's ideas of what our national priorities should and should not be.

ROLE-PLAY With a group, create a panel discussion in which each student represents a different demand on one seventh grader's time. (The list of obligations in the paragraph above can give you ideas.) Each person should argue why his or her demand deserves to be a priority. Then decide as a group which two demands should be at the top of the priority list.





● **ELEMENTS OF NONFICTION: COUNTERARGUMENT**

A strong counterargument is an important part of any argument. A **counterargument** anticipates what “the other side” might say and answers possible objections with reasons and evidence.

As you can probably guess from this article’s title, author Gregg Easterbrook believes that sending astronauts on a mission to Mars is a mistake. Rather than ignoring those who disagree with him, Easterbrook states his opponents’ views and then tells why he disagrees. As you read, search for examples of this technique.

● **READING SKILL: TAKE NOTES**

When you **take notes**, you record a text’s most important information in a way that is easy to understand and remember.

In this article, Easterbrook states his opinion on the subject right in the title. His reasons for holding that opinion are the main ideas in the article. The facts, expert views, and other types of evidence presented in the article are supporting details. As you read, take notes on the author’s reasons and evidence as shown.

Why Easterbrook Thinks We Shouldn’t Go to Mars

- *It’s too expensive.*
—*It would cost \$600 billion in today’s money.*

▲ **VOCABULARY IN CONTEXT**

The boldfaced words help Easterbrook make his case for not sending people to Mars. To see how many you know, match each vocabulary word in Column A to the word or phrase in Column B that is closest in meaning.

Column A

- 1. amenable**
- 2. exhilarating**
- 3. tantalizing**
- 4. automated**
- 5. proponent**
- 6. rationality**

Column B

- a. tempting**
- b. agreeable**
- c. self-running**
- d. reasonableness**
- e. supporter**
- f. thrilling**

A Wide World of Writing

Before he became a full-time writer and editor, Gregg Easterbrook worked as a bus driver and a used-car salesman. Now a senior editor of *The New Republic*, Easterbrook has contributed to *Time*, *Newsweek*, and ESPN.



Gregg Easterbrook
born 1953

Background

The Red Planet The United States and the former Soviet Union began attempting flights to Mars in the early 1960s. In 1965, the first successful mission was completed when a U.S. spacecraft flew by Mars and sent 22 photos back to Earth. Since then, extensive space missions have revealed that Mars is rocky, cold, and sterile. Humans have never gone to Mars, and scientists still aren’t sure if there has ever been life there.

Mission to Mars? In 2004, President George W. Bush announced a new space exploration program. Gregg Easterbrook responded to this announcement by writing the article “Why We Shouldn’t Go to Mars” for *Time* magazine.

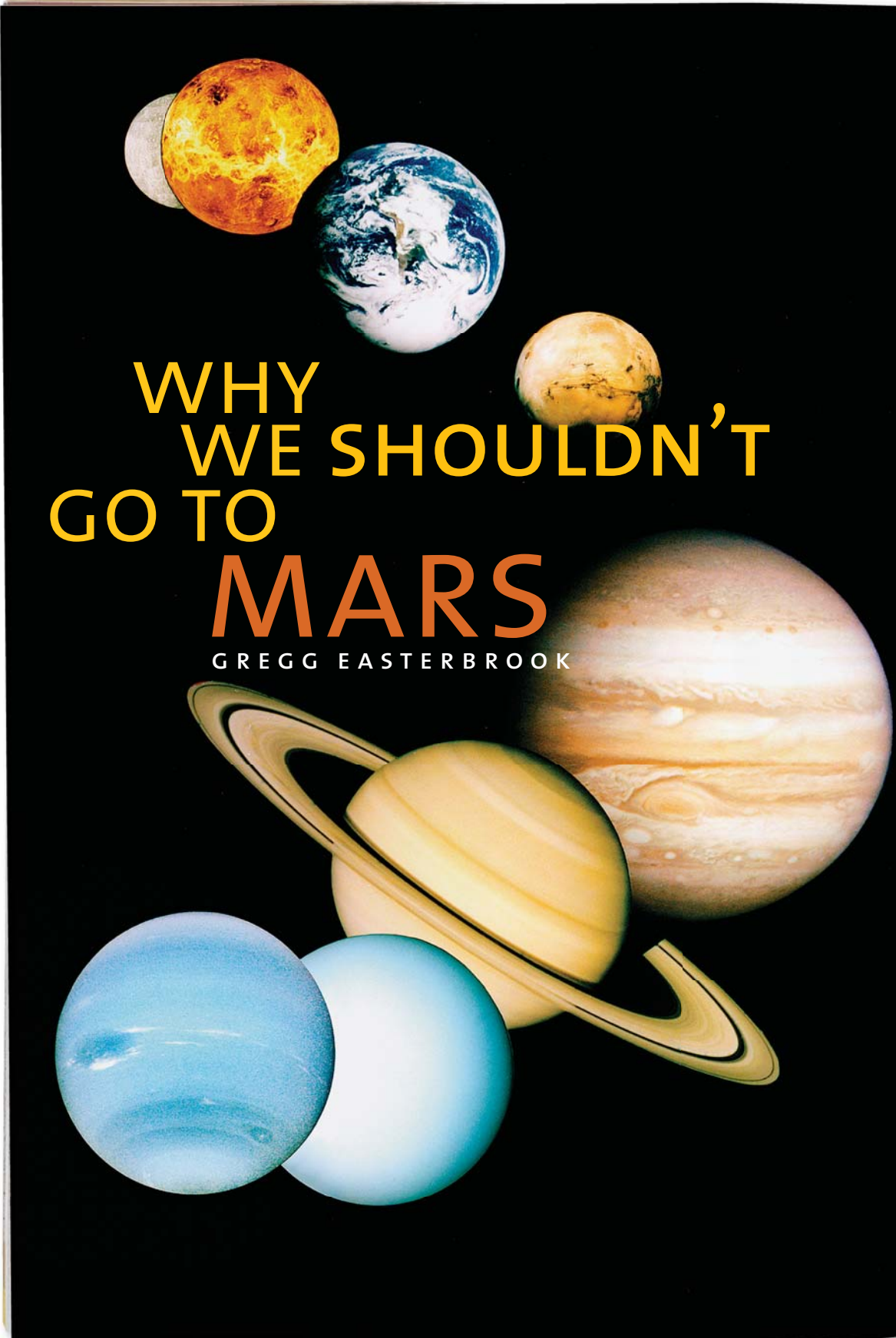


MORE ABOUT THE AUTHOR AND BACKGROUND

To learn more about Gregg Easterbrook and the space exploration program, visit the Literature Center at ClassZone.com.

ANALYZE VISUALS

This picture of the planets combines photographs taken by different spacecraft. Pluto is not shown because no spacecraft has yet visited it. As a whole, what mood does this image convey?



WHY WE SHOULDN'T GO TO MARS

GREGG EASTERBROOK

“Two centuries ago, Meriwether Lewis and William Clark left St. Louis to explore the new lands acquired in the Louisiana Purchase,”¹ George W. Bush said, announcing his desire for a program to send men and women to Mars. “They made that journey in the spirit of discovery. . . . America has ventured forth into space for the same reasons.”

Yet there are vital differences between Lewis and Clark’s expedition and a Mars mission. First, Lewis and Clark were
10 headed to a place **amenable** to life; hundreds of thousands of people were already living there. Second, Lewis and Clark were *certain* to discover places and things of immediate value to the new nation. Third, the Lewis and Clark venture cost next to nothing by today’s standards. In 1989 NASA estimated that a people-to-Mars program would cost \$400 billion, which inflates to \$600 billion today. The Hoover Dam cost \$700 million in today’s money, meaning that sending people to Mars might cost as much as building about
20 most expensive nonwartime undertaking in U.S. history. **A**

The thought of travel to Mars is **exhilarating**. Surely men and women will someday walk upon that planet, and surely they will make wondrous discoveries about geology² and the history of the solar system, perhaps even about the very origin of life. Many times I have stared up at Mars in the evening sky—in the mountains, away from cities, you can almost see the red tint—and wondered what is there, or was there.

But the fact that a destination is **tantalizing** does not mean the journey makes sense, even considering the human
30 calling to explore. And Mars as a destination for people makes absolutely no sense with current technology.

-
1. **Louisiana Purchase:** an area extending from the Mississippi River to the Rocky Mountains, purchased from France in 1803.
 2. **geology:** the scientific study of the history and structure of the earth.

amenable (ə-mē'nə-bəl)
adj. open; agreeable

A COUNTERARGUMENT

A **false analogy** is a comparison that doesn’t hold up because of an important difference between the two subjects. How does Easterbrook prove that likening a Mars mission to Lewis and Clark’s expedition is a false analogy?

exhilarating
(ĭg-zĭl'ə-rā'tĭng) *adj.*
stimulating; making one feel thrilled or inspired
exhilarate *v.*

tantalizing
(tān'tə-lĭ'zĭng) *adj.*
tempting but out of reach
tantalize *v.*



Left, NASA artist's concept of the Mars Exploration Rover, which landed on Mars in 2004; right, computer-generated image of the surface of Mars.

automated (ô'tə-mā'tīd)
adj. able to function with little or no assistance from people **automate** *v.*

B TAKE NOTES

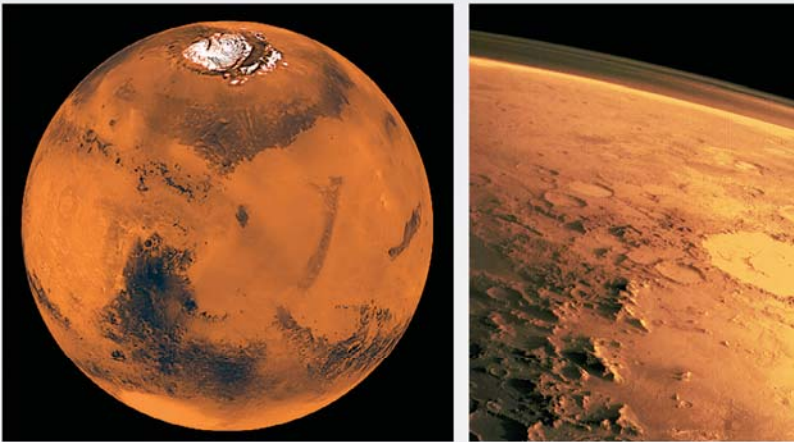
In this paragraph, what are the main reasons Easterbrook gives for not sending a person to Mars? Jot them down in your notes.

Present systems for getting from Earth's surface to low-Earth orbit³ are so fantastically expensive that merely launching the 1,000 tons or so of spacecraft and equipment a Mars mission would require could be accomplished only by cutting health-care benefits, education spending or other important programs—or by raising taxes. Absent some remarkable discovery, astronauts, geologists and biologists once on Mars could do little more than analyze rocks and feel awestruck beholding the sky of another world. Yet rocks can be analyzed by **automated** probes without risk to human life, and at a tiny fraction of the cost of sending people. **B**

It is interesting to note that when President Bush unveiled his proposal, he listed these recent major achievements of space exploration: pictures of the rings of Saturn and the outer planets, evidence of water on Mars and the moons of Jupiter, discovery of more than 100 planets outside our solar system and study of the soil of Mars. All these accomplishments came from automated probes or automated space telescopes. Bush's proposal, which calls for “reprogramming” some of NASA's present budget into the Mars effort, might actually lead to a reduction in such unmanned science—the one aspect of space exploration that's working really well.

Rather than spend hundreds of billions of dollars to hurl tons toward Mars using current technology, why not take

3. **low-Earth orbit:** a region roughly 200 to 500 miles above Earth, the easiest area to reach in space and the area from which scientists hope to launch future space missions.



Mars, the Red Planet

a decade—or two decades, or however much time is required—researching new launch systems and advanced propulsion? If new launch systems could put weight into orbit affordably, and if advanced propulsion could speed
60 up that long, slow transit to Mars, then the dream of stepping onto the Red Planet might become reality. Mars will still be there when the technology is ready.

Space-exploration **proponents** deride as lack of vision the mention of technical barriers or the insistence that needs on Earth come first. Not so. The former is **rationality**, the latter the setting of priorities. If Mars proponents want to raise \$600 billion privately and stage their own expedition, more power to them; many of the great expeditions of the past were privately mounted. If Mars proponents expect
70 taxpayers to foot their bill, then they must make their case against the many other competing needs for money. And against the needs for health care, education, poverty reduction, reinforcement of the military and reduction of the federal deficit,⁴ the case for vast expenditures to go to Mars using current technology is very weak. **C**

The drive to explore is part of what makes us human, and exploration of the past has led to unexpected glories. Dreams must be tempered by realism, however. For the moment, going to Mars is hopelessly unrealistic.

4. **federal deficit**: a shortage of funds caused by the government's spending more than it collects in taxes.

proponent (prə-pō'nənt)
n. a person who supports something

rationality
(rāsh'ə-nāl'ī-tē) *n.*
reasonableness

C COUNTERARGUMENT
Easterbrook's opponents could claim that he has a "lack of vision" because he is against a Mars mission. Reread lines 63–75. What is his counterargument to this possible criticism?



R2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

R2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

Comprehension


- 1. Recall** How does the cost of a Mars mission compare to the cost of the Hoover Dam?
- 2. Recall** In what areas does Easterbrook suggest that “wondrous discoveries” might one day be made on Mars?
- 3. Clarify** What national issues does Easterbrook suggest are more important than sending U.S. astronauts to Mars?

Critical Analysis

- 4. Summarize Notes** What are three main reasons Easterbrook gives for believing that the government should not send people to Mars? If you can't find the answer in your notes, look for it in the article. Then revise your notes so that they include this important information.
- 5. Identify a Counterargument** Reread lines 43–53. Easterbrook's opponents argue that sending astronauts on missions is necessary in order to make achievements in space exploration. What counterargument does Easterbrook offer in response?
- 6. Evaluate Support** Easterbrook supports his argument with evidence. Which pieces of evidence did you find most, or least, convincing? Pick at least two and list them in a chart. Then describe your reaction to the evidence.

<i>Evidence</i>	<i>My Reaction</i>
<i>Lewis and Clark's expedition cost very little, while a Mars mission will cost \$600 billion.</i>	<i>I think \$600 billion seems like way too much money! We could put that money to better use.</i>

Extension and Challenge

- 7. Readers' Circle** When deciding about how to spend taxpayers' money, Easterbrook says, “needs on Earth come first.” Discuss whether you agree with Easterbrook's opinion about what our national **priorities** should be.
- 8. SCIENCE CONNECTION**  Do some research on past automated Mars missions. Consider the following questions:
 - What was the name of the spacecraft that first orbited Mars?
 - What year did a U.S. craft first land on the planet?
 - What do you think is the best thing that Mars probes have discovered?



RESEARCH LINKS

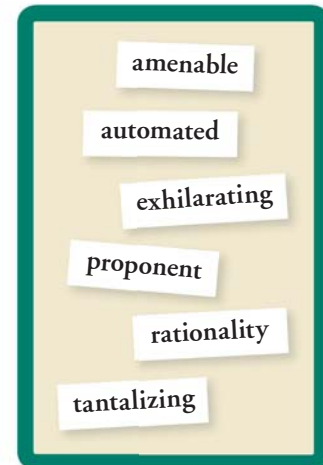
For more on Mars, visit the **Research Center** at ClassZone.com.

Vocabulary in Context

VOCABULARY PRACTICE

Choose the letter of the item most closely associated with each vocabulary word.

1. **tantalizing:** (a) an old pair of tennis shoes, (b) the smell of chocolate-chip cookies baking, (c) a statement about an overdue bill
2. **amenable:** (a) an easygoing person, (b) a dilapidated car, (c) a protest march
3. **automated:** (a) a soccer ball, (b) a robot, (c) a birthday party
4. **exhilarating:** (a) a brisk walk on a beach, (b) a large herd of cattle, (c) a low hedge
5. **proponent:** (a) part of an airplane, (b) leader of a voting drive, (c) carton of unworn gloves
6. **rationality:** (a) a new shopping center, (b) a letter from an old friend, (c) a well thought-out plan



VOCABULARY IN WRITING

What issues or projects do you think our government should invest money in? Choose one and explain your opinion about it, using at least two vocabulary words. You might start like this.

EXAMPLE SENTENCE

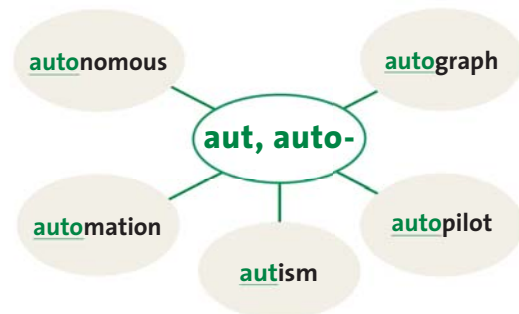
*I am a strong **proponent** of our government's working to eliminate hunger around the world.*

VOCABULARY STRATEGY: THE GREEK ROOT *aut*

The vocabulary word *automated* contains the Greek root *aut*, which means "self." This root, and the related prefix *auto-*, is found in a number of English words. Use your understanding of the root's meaning, as well as context clues, to figure out the meanings of words formed from *aut*.

PRACTICE Choose a word from the web that best completes each sentence. If you need help, check a dictionary.

1. A genuine _____ by Abraham Lincoln is worth a lot of money.
2. How often are planes flown on _____?
3. Because of _____, many jobs can be done more quickly and with less effort.
4. Countries that are _____ are governed by their own people.
5. _____ limits its sufferers' ability to communicate with others.



R1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.

VOCABULARY PRACTICE

For more practice, go to the **Vocabulary Center** at ClassZone.com.

Remarks at the Dedication of the Aerospace Medical Health Center

Speech by John F. Kennedy

What **INSPIRES** people?



R2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

Also included in this lesson: W1.2 (p. 935), LC1.4 (p. 935)

KEY IDEA It's sometimes hard to do the right thing, especially if you feel as if you're doing it all alone. Every once in a while, a leader emerges who can **inspire** people to break through their fear and preoccupation to make our society the best it can be. You're about to read a speech by one such leader—President John F. Kennedy.

QUICKWRITE Think about a time when someone convinced you to make a change or take an action. Write a journal entry telling why you felt inspired.



● ELEMENTS OF NONFICTION: PERSUASIVE TECHNIQUES

Advertisers, politicians, and writers often try to influence or persuade us to support their product, beliefs, or position on an issue. Common **persuasive techniques** include

- referring to the opinion of an expert (appeal to authority)
- appealing to common sense (logical appeal)
- appealing to the desire to belong (appeal by association)
- evoking strong feelings (emotional appeal)

As you read President Kennedy’s speech, identify the persuasive techniques he uses to get support for his point of view.

● READING STRATEGY: READING A SPEECH

After reading the **speech** silently, read it aloud. If you listen closely, you will be able to hear the techniques and strategies Kennedy uses to keep the listeners’ interest. Use a chart to note examples of the strategies.

Strategies	Examples from the Speech
Sound devices such as rhythm, repetition, and alliteration	first paragraph: repeats “era” three times
Organization that makes the speech easy to follow	
Concrete examples that connect to the audience’s lives	

▲ VOCABULARY IN CONTEXT

The boldfaced words helped Kennedy communicate the importance of space research. Restate each sentence using a different word or words for the boldfaced term.

1. It is a **partisan** law that only benefits the rich.
2. This is a noble **endeavor** that will eventually succeed.
3. The pilot observed the spacecraft on **radar**.
4. She experienced **disorientation** in the space lab.
5. Exercise helped the patient increase his **metabolism**.
6. He has a temporary **impairment** and needs to use crutches.
7. Cheap land was a great **impetus** for the new settlers.
8. Studying the chart is a **tedious** task.

U.S. President

John F. Kennedy, the 35th president of the United States, set out to lead the way into a future filled with scientific discoveries and improvements in society. Wanting to bring democracy and freedom to the world, Kennedy asked that all American citizens join him in this New Frontier.



John F. Kennedy
1917–1963

A Race to Space In 1957, the country then known as the Soviet Union launched *Sputnik I*, the first satellite to orbit the earth. The Soviet Union and the United States were bitter enemies, and after becoming president in 1961, Kennedy was determined to equal and even surpass the Soviets’ knowledge of space. He said, “No nation which expects to be the leader of other nations can expect to stay behind in this race for space.” In a session before Congress in 1961, Kennedy called for plans to send astronauts to the moon. The United States achieved this goal on July 20, 1969.

An Inspirational Speaker A line from Kennedy’s inaugural address is often quoted: “Ask not what your country can do for you—ask what you can do for your country.” You are about to read the speech he made on November 21, 1963. The following day, November 22, 1963, John F. Kennedy was assassinated.



MORE ABOUT THE AUTHOR

For more on John F. Kennedy, visit the Literature Center at ClassZone.com.



Remarks at the Dedication of the Aerospace Medical Health Center

President John F. Kennedy

Mr. Secretary, Governor, Mr. Vice President, Senator, Members of the Congress, members of the military, ladies and gentlemen:

For more than 3 years I have spoken about the New Frontier. This is not a **partisan** term, and it is not the exclusive property of Republicans or Democrats. It refers, instead, to this Nation's place in history, to the fact that we do stand on the edge of a great new era, filled with both crisis and opportunity, an era to be characterized by achievement and by challenge. It is an era which calls for action and for the best efforts of all those who would test the unknown and the uncertain in every phase of human

10 **endeavor**. It is a time for pathfinders and pioneers. **A**

I have come to Texas today to salute an outstanding group of pioneers, the men who man the Brooks Air Force Base School of Aerospace Medicine and the Aerospace Medical Center. It is fitting that San Antonio should be the site of this center and this school as we gather to dedicate this complex of buildings. For this city has long been the home of the pioneers in the air. It was here that Sidney Brooks, whose memory we honor today, was born and raised. It was here that Charles Lindbergh and Claire Chennault,¹ and a host of others, who, in World War I and World War II and Korea, and even today have helped demonstrate American mastery of the skies, trained at Kelly
20 Field and Randolph Field,² which form a major part of aviation history. And in the new frontier of outer space, while headlines may be made by others in other places, history is being made every day by the men and women of the Aerospace Medical Center, without whom there could be no history.

Many Americans make the mistake of assuming that space research has no values here on earth. Nothing could be further from the truth. Just as the wartime development of **radar** gave us the transistor, and all that it made possible, so research in space medicine holds the promise of

1. **Sidney Brooks . . . Charles Lindbergh . . . Claire Chennault** (shən'ôlt): Sidney Brooks was a young flyer killed in a training accident. Charles Lindbergh was the first transatlantic solo pilot, and Claire Chennault was an important figure in the development of air-war theories.

2. **Kelly Field and Randolph Field**: airfields in the San Antonio area where many military pilots were trained.

partisan (pär'tī-zən) *adj.*
relating to or in support
of one political party

endeavor (ĕn-dĕv'ər) *n.*
purposeful or serious
activity; enterprise

A READ A SPEECH
Reread lines 3–10.
Speech writers often
use **repetition** and
alliteration, or the
repetition of consonant
sounds at the beginning
of words, to create
memorable phrases.
Find an example of both.

radar (rā'dār) *n.* a
method of detecting
distant objects through
the use of radio waves

substantial benefit for those of us who are earthbound. For our effort in space is not, as some have suggested, a competitor for the natural resources that we need to develop the earth. It is a working partner and a coproducer of these resources. And nothing makes this clearer than the fact that medicine in space is going to make our lives healthier and happier here on earth.

I give you three examples: first, medical space research may open up new understanding of man's relation to his environment. Examinations of the astronaut's physical, and mental, and emotional reactions can teach us more about the differences between normal and abnormal, about the causes and effects of **disorientation**, about changes in **metabolism** which could result in extending the life span. When you study the effects on our astronauts of exhaust gases which can contaminate their environment, and you seek ways to alter these gases so as to reduce their toxicity, you are working on problems similar to those we face in our great urban centers which themselves are being corrupted by gases and which must be clear. **B**

And second, medical space research may revolutionize the technology and the techniques of modern medicine. Whatever new devices are created, for example, to monitor our astronauts, to measure their heart activity, their breathing, their brain waves, their eye motion, at great distances and under difficult conditions, will also represent a major advance in general medical instrumentation. Heart patients may even be able to wear a light monitor which will sound a warning if their activity exceeds certain limits. An instrument recently developed to record automatically the impact of acceleration upon an astronaut's eyes will also be of help to small children who are suffering miserably from eye defects, but are unable to describe their **impairment**. And also by the use of instruments similar to those used in Project Mercury, this Nation's private as well as public nursing services are being improved, enabling one nurse now to give more critically ill patients greater attention than they ever could in the past. **C**

And third, medical space research may lead to new safeguards against hazards common to many environments. Specifically, our astronauts will need fundamentally new devices to protect them from the ill effects of



disorientation

(dĭs-ōr'ē-ĕn-tā'shən)
n. mental confusion or impaired awareness

metabolism

(mĭ-tăb'ə-lĭz'əm) *n.* all the processes a living thing uses to continue to grow and live

B READ A SPEECH

In lines 38–50, President Kennedy supports the **claim** he made in lines 34–37. What words introduce his first example? Watch for where he repeats the phrase in later paragraphs.

impairment

(ĭm-pār'mənt) *n.* the condition of being damaged, injured, or harmed

C PERSUASIVE TECHNIQUES

Reread lines 58–61. Notice President Kennedy refers to “small children who are suffering.” What persuasive technique is he using?

D READ A SPEECH

What three **concrete examples** does President Kennedy give to connect the technical issues of space exploration to people's everyday lives?

impetus (ĩm'pĩ-təs)
n. a driving force; a motivation

tedious (tē'dē-əs) *adj.*
tiresome; boring

E READ A SPEECH

What words or phrases are repeated in this paragraph?

F PERSUASIVE TECHNIQUES

In this paragraph, President Kennedy appeals to people's desire to belong. To what group does he hope people feel an association or loyalty?

radiation which can have a profound influence upon medicine and man's relations to our present environment. **D**

70 Here at this center we have the laboratories, the talent, the resources to give new **impetus** to vital research in the life centers. I am not suggesting that the entire space program is justified alone by what is done in medicine. The space program stands on its own as a contribution to national strength. And last Saturday at Cape Canaveral I saw our new Saturn C-1 rocket booster,³ which, with its payload,⁴ when it rises in December of this year, will be, for the first time, the largest booster in the world, carrying into space the largest payload that any country in the world has ever sent into space.

I think the United States should be a leader. A country as rich and powerful as this which bears so many burdens and responsibilities, which
80 has so many opportunities, should be second to none. And in December, while I do not regard our mastery of space as anywhere near complete, while I recognize that there are still areas where we are behind—at least in one area, the size of the booster—this year I hope the United States will be ahead. And I am for it. We have a long way to go. Many weeks and months and years of long, **tedious** work lie ahead. There will be setbacks and frustrations and disappointments. There will be, as there always are, pressures in this country to do less in this area as in so many others, and temptations to do something else that is perhaps easier. But this research here must go on. This space effort must go on. The conquest of space must
90 and will go ahead. That much we know. That much we can say with confidence and conviction. **E**

Frank O'Connor, the Irish writer, tells in one of his books how, as a boy, he and his friends would make their way across the countryside, and when they came to an orchard wall that seemed too high and too doubtful to try and too difficult to permit their voyage to continue, they took off their hats and tossed them over the wall—and then they had no choice but to follow them.

This Nation has tossed its cap over the wall of space, and we have no choice but to follow it. Whatever the difficulties, they will be overcome.
100 Whatever the hazards, they must be guarded against. With the vital help of this Aerospace Medical Center, with the help of all those who labor in the space endeavor, with the help and support of all Americans, we will climb this wall with safety and with speed—and we shall then explore the wonders on the other side. **F**

Thank you.

3. **booster**: a rocket used to launch a spacecraft.

4. **payload**: the load carried by a rocket or other vehicle.



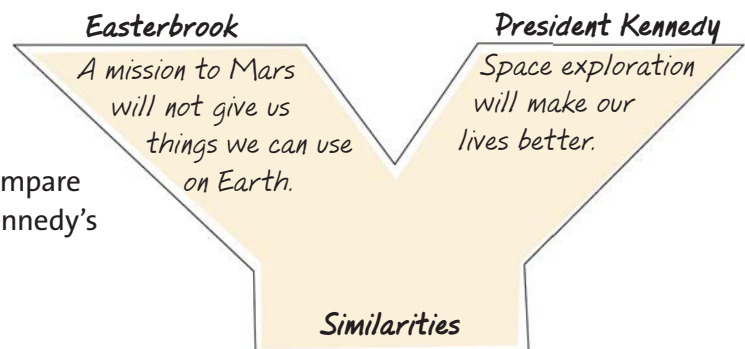
R2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

Comprehension


- 1. Recall** Who is in the audience that President Kennedy is speaking to?
- 2. Clarify** Why does President Kennedy believe the United States needs to be a leader?
- 3. Summarize** According to President Kennedy, what are three ways that medical research in space can make life on Earth better?

Critical Analysis

- 4. Identify Audience** Reread lines 11–23. What does President Kennedy say to the audience members to make a strong connection with them?
- 5. Identify a Counterargument** Reread lines 24–37. President Kennedy anticipates that his opponents will argue that research in space medicine competes for the natural resources we need to develop the earth. What counterargument does President Kennedy give?
- 6. Examine Persuasive Techniques** Which of the four persuasive techniques listed on page 929 do you think President Kennedy uses most successfully? Give an example of how he uses this technique to **inspire** people.
- 7. Evaluate a Speech** Review the chart that you made while you read. Explain the effect each strategy had on you. Was President Kennedy successful in keeping your interest? Why or why not?
- 8. Compare Opinions** Both Gregg Easterbrook, author of “Why We Shouldn’t Go To Mars,” and President Kennedy try to influence people’s beliefs about funding space-related programs. Use a Y chart to compare and contrast Easterbrook’s and President Kennedy’s reasons for their differing opinions.



Extension and Challenge

- 9. SCIENCE CONNECTION**  Search the Internet for three everyday products that resulted from space-related research. Share your findings with the class.



RESEARCH LINKS

For more on space research, visit the [Research Center at ClassZone.com](http://ResearchCenteratClassZone.com).

Vocabulary in Context

VOCABULARY PRACTICE

Choose the word from the list that best completes each sentence.

1. Sending people to the moon was a difficult ____ .
2. I would rather do anything else than that ____ job.
3. The wrestler used his ____ as an excuse to forfeit the match.
4. The senator was not reelected because of his ____ voting record.
5. The quest for advancement in medicine was a(n) ____ for space research.
6. The plane flew under the ____.
7. The astronaut's ____ grew worse as the rocket disappeared into space.
8. It is important to have a healthy ____ to live and grow.



VOCABULARY IN WRITING

Which of President Kennedy's reasons for continuing the space program did you think was most convincing? Write a paragraph explaining your opinion, using at least three vocabulary words. You might begin this way.

EXAMPLE SENTENCE

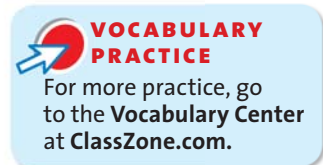
I think improving the health of people on Earth is a great impetus for space research.

VOCABULARY STRATEGY: ACRONYMS

Acronyms are words that are formed from the first letters or syllables of other words. The vocabulary word *radar*, for example, is formed from the opening letters of *radio detection and ranging*. As time passes and an acronym takes on its own meaning, its origin in many cases becomes less important.

PRACTICE Using a dictionary, match each acronym with the description of what it stands for. Then provide the actual words from which each acronym is formed.

- | | |
|-----------|---|
| 1. OPEC | a. a safeguard to protect people's identity |
| 2. laser | b. group that helps children around the world |
| 3. NASA | c. group that works on aerospace development |
| 4. UNICEF | d. group of countries that produce and sell oil |
| 5. PIN | e. a very intense beam of light |





W1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

Reading-Writing Connection

Explore the ideas presented in President Kennedy’s speech by responding to these prompts. Then complete the **Grammar and Writing** exercise.

WRITING PROMPTS	SELF-CHECK
<p>A. Short Response: Write a Letter Write a one-paragraph letter to a congressional representative or senator arguing your position on funding space research with tax dollars.</p>	<p>A strong letter will . . .</p> <ul style="list-style-type: none"> • clearly state your opinion and give specific reasons • use a persuasive technique • address opposing views
<p>B. Extended Response: Write a Speech Imagine that not long from now you’re asked to give a speech at your class’s graduation ceremony. Write a two- or three-paragraph speech to inspire your classmates to rise to a challenge.</p>	<p>A strong response will . . .</p> <ul style="list-style-type: none"> • explain a challenge and its importance • use a persuasive technique to inspire your audience

GRAMMAR AND WRITING

USE COLONS CORRECTLY Colons have many uses. They indicate that a **list** follows (*I need to get the following groceries: bread, milk, and butter*). They are used after a **formal greeting** in a business letter (*Dear Madam:*). They also are used **between numerals** in expressions of time (*5:45*). When using a colon to introduce a list, avoid placing the colon directly after a verb or a preposition.

Original: Our new school provides: better opportunities, newer computers, and many activities.

Revised: Our new school provides **the following:** better opportunities, newer computers, and many activities.
(*Inserting the following makes use of the colon correct.*)

PRACTICE In the following sentences, insert or delete colons where needed.

1. Some of the activities include the following an art club and a school newspaper.
2. We will meet at 11 00 A.M. today to discuss more of these activities.
3. We should be proud of: the support we’ve received, the high quality of our students, and the new facilities.
4. Please join me at 1 30 P.M. tomorrow to celebrate our new school.

For more help with using colons correctly, see page R50 in the **Grammar Handbook**.



LC1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at the end of dependent clauses) and appropriate English usage (e.g., pronoun references).

Persuasive Techniques in Commercials

TV Commercials on  MediaSmart DVD

How do you **SELL** an idea?



LS1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

KEY IDEA From the latest gadgets to the trendiest pair of shoes, advertisers want you to buy their products. They will use many persuasive tools to get your attention. In this lesson, you'll watch two TV commercials that will help you explore the techniques advertisers use to sell practically everything.

Background

To Buy or Not to Buy Ads are everywhere. They're on trains, buses, buildings, and even stadium walls. Think about the **logos**, the symbols or names of companies, that appear on your clothes and shoes. Right now, you may be a walking advertisement.

Each year, companies spend billions of dollars on TV commercials that showcase products and services. The first TV commercial you'll view is for Mountain Dew, a popular soft drink. The second commercial is for Kibbles 'n Bits, a well-known brand of dog food.



Media Literacy: Persuasion in Advertising

Advertisers carefully design TV ads with a specific audience in mind. A **target audience** is one that sponsors want to persuade. Members of a target audience share certain features, such as age, gender, ethnic background, values, or lifestyle. Advertisers rely on certain **persuasive techniques**, which are methods used to convince a target audience to buy products. Here are some things to think about when you're analyzing TV commercials.

STRATEGIES FOR ANALYZING TV COMMERCIALS

Persuasive Techniques

- Notice how some ads use words to appeal to your sense of reason, while other ads appeal to your emotions. **Emotional appeals** create strong feelings, such as happiness, sadness, or excitement. For example, if a commercial makes you laugh, chances are you'll remember the product and the commercial.
- Watch for ads that tell viewers that everyone is using their product. The **bandwagon** technique appeals to people's desire to fit in or be accepted.
- Listen for **repetition**. Repeated words help viewers remember a product.



Visual Techniques

- Notice the use of **color**. Colors can create certain feelings about a product. For example, blue is often used to create a fresh or peaceful feeling.
- Think about how commercials are **edited**. Each shot is carefully selected and arranged to create a persuasive effect. The **pace**, or length of time each shot stays on the screen, is often designed to express excitement.



Sound Techniques

- Pay attention to the **music**. For example, an upbeat, popular song might be used to make a product seem exciting.
- Listen for **sound effects**, such as the screeching of tires, the sizzling of a burger, or the popping and fizzing of a soft drink. Sound effects are often used to make a product more appealing or to grab viewers' attention.
- Listen closely to what the voice in the commercial (called a **voice-over**) is saying. The details that viewers hear about a product are just as important as the carefully designed images.



 **MediaSmart DVD**

- Commercial 1: “Mountain Dew”
- Commercial 2: “Kibbles ’n Bits”
- Genre: Advertisement



Viewing Guide for TV Commercials

The first TV commercial is a Mountain Dew ad that begins at the entrance of a parking lot. As you view the ad, pay attention to music and sound effects. The second commercial is entitled “Spike and Speck II.” The ad follows two dogs on their way to dinner. Notice persuasive techniques that help make this commercial memorable.

To help you analyze how persuasive techniques are used in TV commercials, view each ad more than once and answer the following questions.

NOW VIEW

FIRST VIEWING: Comprehension

1. **Summarize** Describe what happens in each commercial.
2. **Recall** Describe the music and sound effects that are used in the Mountain Dew ad.

CLOSE VIEWING: Media Literacy

3. **Analyze Visual Techniques** The Mountain Dew ad uses fast-paced editing. What is the effect of using this technique?
4. **Analyze Sound Techniques** Music is often used to create an image for a product. For example, the use of classical music can create an image of elegance and class. What kind of image do you think the music creates in the Mountain Dew ad?
5. **Evaluate Persuasive Techniques** Do you think the technique of repetition is effective in the Kibbles ’n Bits commercial? Why or why not? Think about the following:
 - how repetition may affect viewers’ memories
 - the kind of emotional appeal advertisers might be making by using a repeated word or phrase.

Write or Discuss

Evaluating TV Commercials Consider the commercials in this lesson. Which one do you think is more effective at grabbing your attention and helping you remember the product? As part of your response think about

- how the visual elements help the product stand out
- how the sound techniques trigger certain emotions
- how the persuasive techniques influence how you feel about the product

Produce Your Own Media

Designing a Print Ad Imagine that you are part of an advertising team whose job it is to create a magazine **print ad** for a major company. In small groups, choose one product from the list and create your own print ad.

- Turbo Racer (video game)
- Dazzle (toothpaste)
- Raisin Oatbran O's (healthy cereal)
- Pep (energy snack bar)
- Zoom (running shoes)
- Essence (bottled water)

HERE'S HOW Before you create your ad, consider where you will place the product and how much space it will take up on the page. To help you create the ad, think about the following suggestions:

- Determine who will be the target audience—for example, teens, athletes, parents, or young children.
- Use persuasive techniques that will make your ad more appealing.
- Use visual techniques, such as color, that will draw attention to your product.

STUDENT MODEL



LS1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.



MEDIA TOOLS

For help with designing print ads, visit the **Media Center** at ClassZone.com.

Tech Tip

Search the Internet for clip art and other images that can be used in your ad.

Persuasive Essay

The writers in this unit have explored real-life issues and taken firm, clear positions on them. Taking a stand, however, was only the beginning of what they did. To persuade, they also gave reasons, explained and supported their ideas, and used logical arguments. The **Writer's Road Map** will show you how to do the same.

WRITER'S ROAD MAP

Persuasive Essay

WRITING PROMPT 1

Writing for the Real World Have you ever been treated unfairly? Have you noticed injustices you want to speak up about? Write a persuasive essay in which you explain an issue and persuade your reader to agree with your point of view. Use anecdotes, facts, and descriptions to support your statement.

Issues to Explore

- school locker searches
- discrimination
- banning junk food on school property

WRITING PROMPT 2

Writing from Literature Sometimes you read something that gives you a whole new way to think about an issue. Using a selection in this unit as a springboard, write a persuasive essay about an issue that interests you.

Issues to Explore

- salaries of professional athletes (“Do Professional Athletes Get Paid Too Much?”)
- funding for space travel (“Why We Shouldn’t Go to Mars”)



WRITING TOOLS

For prewriting, revision, and editing tools, visit the **Writing Center** at ClassZone.com.



KEY TRAITS

1. IDEAS

- Presents a **thesis statement** that makes a **claim** about a clearly identified issue
- Uses convincing details to **support** the position
- Anticipates and addresses **reader concerns** with **counterarguments**

2. ORGANIZATION

- Explains the issue in a memorable **introduction**
- Uses **transitions** to create a consistent **organizational pattern**
- Concludes by **summarizing** the position or issuing a **call to action**

3. VOICE

- Reflects the writer’s **commitment** to his or her ideas

4. WORD CHOICE

- Uses **persuasive language** effectively

5. SENTENCE FLUENCY

- Varies **sentence lengths** and **structures**

6. CONVENTIONS

- Uses **correct grammar, spelling, and punctuation**

Part 1: Analyze a Student Model



Included in this lesson: **W1.2, W1.7, W2.4abc, W2.5a** (p. 945), **LS1.1** (p. 947), **LS1.3** (p. 947), **LS1.5** (p. 947), **LS1.6** (p. 947), **LS1.7** (p. 947), **LS2.4ab** (p. 947)

Online

INTERACTIVE
CLASSZONE.COM

Mehmet Alzein
Rockland Junior High School

Homework: Let's Do One Thing at a Time

One day last week, my backpack was so heavy that I decided to weigh everything in it. It turns out that my literature book weighs almost five pounds. My social studies book weighs three pounds.

Carrying home a stack of books each night is hard work. I also have so many assignments that I have trouble keeping track of them all. That is why teachers in English, math, science, and social studies should each give homework only once every four nights. That way, backpacks will be lighter, students can give their full attention to just one subject per night, and teachers can assign more in-depth work.

The most obvious reason for giving homework in just one subject per night is the weight of textbooks. Studies have shown that heavy backpacks can be painful and harmful. Overloaded packs can even cause students to fall. Our school nurse says that children are having back pain at earlier and earlier ages because of heavy backpacks. She recommends using bags with wheels instead, but they are expensive. If teachers rotated nights for homework, each student would carry home materials for just one subject per night. Students would avoid back injuries and pain.

A second reason for giving homework in just one subject per night is that students can focus all their attention on that subject. Students shouldn't race through four or more assignments. Instead, they should concentrate on just one. Students who have more time are able to do better work. They can plan, research, review, revise, or double-check their assignments.

KEY TRAITS IN ACTION

Introduction includes a memorable anecdote.

Thesis statement presents a **claim** (also called an opinion or a position) on a clearly defined issue.

Convincing details **support** each reason and show the writer's **commitment** to his idea.

Transitions help the reader see the **organizational pattern**.

25 A third reason for limiting homework to just one subject per night is that teachers can give longer, more in-depth assignments. For example, a student might read a whole chapter of a science textbook instead of just one section. Reading everything at once will help students see how the material is related from section to section. A student might also read, outline, and answer questions on the same night.

Another **transition** introduces the third reason.

Some people argue that students should have several assignments each night. They say students will have to juggle many assignments in college and in the working world. These skills, however, do not need to be taught in junior high; there is time for that in high school. Also, are these skills worth the cost of injuring a student's back?

The writer mentions a **concern** that a reader might have and answers it with a **counterargument**. He also varies **sentence lengths** and **structures** effectively.

Another argument against rotating assignments is that it is better to review material every night. If teachers always expect nightly reviews of every subject, however, students will never learn to concentrate on just one thing for a long time. As it is, students are always flipping channels. They instant-message several kids at once. Students already know how to bounce from one thing to the next. Let's focus on one class at a time so we learn to concentrate, too.

The writer uses **persuasive language**, including lively words (*flipping, bounce, focus, concentrate*) and examples from his everyday life.

For all these reasons, teachers should start rotating homework assignments immediately. Rotating assignments in the four major subject areas will result in healthier students and better thinkers.

A strongly stated **call to action** and a brief **summary** conclude the essay.

Part 2: Apply the Writing Process

PREWRITING

What Should I Do?

1. Analyze the prompt.

Read the prompt carefully. **Circle** the type of writing you must do. **Underline** other important details, such as information about your purpose and audience. Make notes to help you understand and interpret the prompt.

What Does It Look Like?

WRITING PROMPT Choose an issue you feel strongly about. Write a persuasive essay in which you explain the issue and attempt to persuade your reader to agree with your point of view.

The audience is not specified, so I must be writing for my teacher and classmates.

2. List issues that matter to you.

You must show your strong commitment to your ideas, so write about an issue you truly care about.

TIP Be sure there are two sides to the topic you choose. You can't write a persuasive essay if everybody already agrees with you.

Issues I Care About

price of tickets for sports events

****too much homework every night and too many books to carry****

school starting way too early

cheating (one-sided issue: nobody supports cheating)

3. Make a claim in your thesis.

Your thesis belongs in your introduction. A strong thesis states a clear position or perspective in support of a proposition or proposal.

Working thesis statement:

We should rotate homework so we have assignments in English, math, science, and social studies once every four nights.

4. Decide on your reasons and support.

You need strong, clear reasons for your opinion. Reasons aren't enough to persuade, though. In addition, you need explanations, evidence, facts, or statistics that help your reader understand why, how, and what for.

Reason

heavy textbooks

concentrate on one thing

teachers able to give longer, tougher assignments

Support

all books + all notebooks = back pain, injuries, falls

more time to research, study, review, revise

helps students see how ideas are related

DRAFTING

What Should I Do?

1. Plan your organization.

You can organize your ideas by explaining all your reasons and then dealing with the opposing reasons (pattern 1). Another approach is to discuss both sides of each point or reason as you present it (pattern 2).

TIP As you draft, revise, and edit, you may need to move information around to make it easier for your reader to understand.

2. Use persuasive language.

No one needs to shout to persuade, but your sentences should sound firm and strong. They should say, between the lines, “I’m sure” or “I know.” Notice how the writer states his ideas with confidence and certainty.

3. Provide supporting evidence.

Give logical reasons and explain them precisely. You can use specific examples, facts and statistics, descriptions, and anecdotes. You can quote or describe the ideas of experts.

4. Answer each opposing argument fully and completely.

Explain why you disagree with opposing viewpoints. Help your reader dismiss the ideas that might cause disagreement.

What Does It Look Like?

PATTERN 1

A. Arguments for

1. lighter backpacks
2. longer, more in-depth assignments

B. Arguments against

1. juggling assignments prepares kids for college, work
2. important to review material every night

PATTERN 2

A. Lighter backpacks

1. for: avoid injuries
2. against: use wheeled bags to avoid injuries

B. In-depth assignments

1. for: can see how ideas are related
2. against: important to review teaching every night

If teachers rotated nights for homework, each student would carry home materials for just one subject per night. Students would avoid back injuries and pain.

For all these reasons, teachers should start rotating homework assignments immediately.

Studies have shown that heavy backpacks can be painful and harmful. Our school nurse says that children are having back pain at earlier and earlier ages because of heavy backpacks.

Reader concern: Kids have to learn to organize.

These skills do not need to be taught in junior high. There is time for that in high school.



REVISING AND EDITING

What Should I Do?

1. Add facts and logical reasoning to support your statements.

Circular reasoning is supporting a statement by merely repeating it in different words. Ask a peer reader to point out examples of circular reasoning. Add facts and reasons to support your statements.

See page 946: More Errors in Reasoning

What Does It Look Like?

A third reason for limiting homework to just one subject per night is that ~~limited homework is better.~~ *teachers can give longer, more in-depth assignments.*

2. Make sure your evidence is clearly stated.

- **Circle** the points you made in support of your proposition.
- If you don't have many circles, decide what you can do to **tell your reader more.**

Another argument against rotating assignments is that it is better to review material every night. If teachers always expect nightly reviews of every subject, however, **students will never learn to concentrate,** *on just one thing for a long time. As it is, students are always flipping channels. They instant-message several kids at once. Students already know how to bounce from one thing to the next. Let's focus on one class at a time so we learn to concentrate, too.*

3. Revise for more persuasive language.

- Use **precise words** instead of vague ones, such as *really* and *very*.
- Hold your reader's attention by asking a **question** or making a **suggestion**.

~~Maybe these skills aren't really that important.~~
Are these skills worth the cost of injuring a student's back?

4. Craft a strong ending.

- Include a **call to action** that tells your reader what he or she should do.
- You may also want to make your point one more time in a brief **summary statement**. Remember, a summary includes only the main ideas and the most significant details.

For all these reasons, teachers should ~~maybe think about what I'm saying here,~~ *start rotating homework assignments immediately.*

Rotating assignments in the four major subject areas is the best idea for students and teachers. will result in healthier students and better thinkers.

Preparing to Publish

Persuasive Essay

Consider the Criteria

Use this checklist to make sure your essay is on track.

Ideas

- ✓ presents a thesis that makes a claim about an issue
- ✓ includes supporting details
- ✓ anticipates reader concerns and addresses them with counterarguments

Organization

- ✓ has a strong introduction
- ✓ uses transitions to show the organizational pattern
- ✓ concludes with a summary or call to action

Voice

- ✓ shows commitment to ideas

Word Choice

- ✓ uses persuasive language

Sentence Fluency

- ✓ varies sentence lengths and structures

Conventions

- ✓ uses correct grammar, spelling, and punctuation

Ask a Peer Reader

- How could I make my arguments more persuasive?
- Where have I made mistakes in reasoning?

More Errors in Reasoning

False cause: thinking that one event led to another just because the second event followed the first (“Draper School rotates assignments, and they beat us in the spelling bee.”)

Either/or fallacy: a statement that suggests there are only two choices available (“Either we accept my plan, or students will suffer.”)

Check Your Grammar

The pronouns *who* and *whom* can be confusing. If you can substitute the subject pronoun *he*, *she*, or *they* for the interrogative word, use *who*.

*Who wants to carry such a heavy backpack?
She wants to carry such a heavy backpack.*

If you can answer a question with the object pronoun *him*, *her*, or *them*, use *whom*, not *who*.

*Whom do you know with back pain?
I know her.*

See page R54: Interrogative Pronouns

Writing Online



PUBLISHING OPTIONS

For publishing options, visit the **Writing Center** at ClassZone.com.

ASSESSMENT PREPARATION

For writing and grammar assessment practice, go to the **Assessment Center** at ClassZone.com.



SPEAKING AND LISTENING



Delivering a Persuasive Speech

Follow these steps to turn your essay into a persuasive speech.

Planning the Speech

1. **Adapt your essay.** Change it into a script that outlines the main ideas and most significant details. Break down complex ideas into shorter, simpler sentences.
2. **State a clear position.** Read the thesis statement from your essay. Is it a clear position or perspective? Does it support an argument or proposal? State it to a friend or classmate and see if that person can repeat it in his or her own words.
3. **Describe supporting points.** Sift through the supporting details, reasons, examples, and descriptions in your essay. Think about which ones would persuade your audience. Try arranging your evidence so the most persuasive points are at the beginning (to get the audience's attention) or the end (to leave them with something important to think about). Your evidence should be **well-articulated**—precisely and carefully explained.

Delivering the Speech

1. **Show your commitment.** Make eye contact with listeners. Use a tone that shows you are confident and serious. Increase your volume slightly as you deliver the most important evidence.
2. **Answer and ask questions.** Audience members will ask probing questions to explore what supporting evidence you have and where you found it. When you listen to classmates' speeches, respond with thoughtful questions, challenges ("Are you sure those statistics are up to date?") and affirmations ("What you said makes sense because . . .").
3. **Give feedback.** When the entire class has presented speeches, evaluate one another's work based on whether each speech was understandable, logical, and skillfully presented. Think about the overall impact of your speech and of others'.

See **page R79**: Evaluate a Persuasive Speech

Reading Comprehension

ASSESS

The practice test items on the next few pages match skills listed on the Unit Goals page (page 859) and addressed throughout this unit. Taking this practice test will help you assess your knowledge of these skills and determine your readiness for the Unit Test.

REVIEW

After you take the practice test, your teacher can help you identify any skills you need to review.

- Elements of an Argument
- Evidence
- Text Features
- Main Ideas and Supporting Details
- Idioms
- Prefixes and Latin Roots and Words
- Commas
- Colons

DIRECTIONS Read these selections and answer the questions that follow.

Teen Reading Survey

SmartGirl.org online magazine

Reading Habits: Respondent Behavior and Opinion

The survey showed that

- Many teens enjoy reading and often do read for pleasure; 43% of teens surveyed said that most often they read for the fun of it.
- There was a significant difference, however, between boys and girls; 50% of girls said they read for pleasure, while only 32% of boys did.

While teens appear to enjoy reading, they find that they often do not have the time to do so. Other reasons given for not reading or not reading more: they found reading boring and prefer watching television or movies; they lack good reading materials.

Survey Results

SmartGirl asked: Which statement below do you agree with most?

Statement	Total	Girls	Boys
I read constantly for my own satisfaction, and I love it.	26%	31%	18%
I don't have much time to read for pleasure, but I like to when I get a chance.	46%	49%	40%
I only read what I'm supposed to for school.	16%	12%	22%
I don't read books much at all.	7%	4%	11%
No answer	6%	4%	9%

SmartGirl asked: Most often, the reason I read is . . . (Please choose the best answer from this selection).

Statement	Total	Girls	Boys
Just for the fun of it	43%	50%	32%
Because I have to for school	19%	17%	22%
Because I get bored and have nothing else to do	12%	13%	11%
To learn new things on my own	12%	10%	15%
I don't really read much	5%	3%	8%
Because my parents encourage me to	4%	3%	4%



For more assessment practice and test-taking tips, go to the **Assessment Center** at **ClassZone.com**.

Take a Book Wherever You Go

Joan Aiken

If you were going to sail round the world alone in a small boat, and could take only one of these things to amuse you, which would you choose: a big iced cake, a beautiful picture, a book, a pack of cards, a paintbox (and paper), a pair of knitting needles and wool, a musical box, a harmonica . . . ? It would be a hard choice. Myself, I wouldn't want the cake; I'd eat it too fast. Nor the cards; they might blow away. Nor the wool; in case it got wet. The harmonica would be better than the musical box, for one could make up one's own tunes. I wouldn't take the picture, for I could look at the sea. Nor the paintbox, because in the end I'd use up
10 all the paper. So the last choice would be between the harmonica and the book. And I'm pretty sure I'd choose the book.

One book! I can hear someone say. But if you were sailing round the world, you'd have read it a hundred times before the trip was over. You'd know it by heart.

And I'd answer, Yes, I might read it a hundred times; yes, I might know it by heart. *That wouldn't matter.* You don't refuse to see your friend, or your mother, or your brother, because you have met them before. You don't leave home because you know what's there.

A book you love is like a friend. It is like home. You meet your friend a
20 hundred times. On the hundred-and-first meeting you can still say, "Well, I never realized you knew that!" You go home every day; after ten years you can still say, "I never noticed how beautiful the light is, when it shines on that corner."

There is always something new to find in a book, however often you read it.

When you read a story you do something that no animal can, however well trained; only man can do it; you are stepping out of your own mind into someone else's. You are listening to the thoughts of another person. While doing this, you are making your own mind work. And making
30 your own mind work is the most interesting thing there is to do.

So I'd sit in my boat and read that book over and over. First I'd think about the people in the story, why they acted the way they did. Then I



might wonder why the writer wrote that particular story. Then I might carry on the story in my mind, after the end. Then I'd go back and read all my favorite bits and wonder why I liked them best. Then I'd read all the rest and look for things that I hadn't noticed before. Then I'd list the things I'd learned from the book. Then I'd try to imagine what the writer was like, from the way he's written his story. . . . It would be like having another person in the boat.

40 A book you love is a friend; it's a familiar place where you can go when you choose. It's something of your own, for no two people read the same book in the same way.

If every single person in the world had a book, just one book (they'd have to be able to read it, of course) we'd have a lot less trouble, I'm sure.

Just one book apiece. That shouldn't be too hard to manage.

How shall we start?

Comprehension

DIRECTIONS Answer these questions about "Teen Reading Survey."

- The title "Teen Reading Survey" tells you that this selection will most likely
 - compare books and movies for teens
 - analyze book sales in the teen market
 - list teens' favorite interests and activities
 - present statistics about teens' reading habits
- Which statement from lines 1–10 expresses the main idea of the survey results?
 - "Many teens enjoy reading and often do read for pleasure."
 - "They lack good reading materials."
 - "50% of girls said they read for pleasure, while only 32% of boys did."
 - "They found reading boring and prefer watching television or movies."
- Which statement can you support with evidence from the survey?
 - Good reading habits begin in school.
 - Reading is a favorite, but endangered, teen activity.
 - Teens rely on public libraries for reading materials.
 - More girls than boys read only what is required for school.
- Which statement can you support with evidence from the survey?
 - Almost half of all teens do not read because few books are written for a teen audience.
 - Teens rely on adults to encourage them to read.
 - Teens who enjoy reading are self-motivated readers.
 - Parents are actively involved in getting their teens to read.

5. Which text feature introduces the two charts?
- A the title of the article
 - B the subheading in line 1
 - C a bulleted list
 - D the subheading in line 11

DIRECTIONS *Answer these questions about “Take a Book Wherever You Go.”*

6. By choosing to take a book on her trip, the author is making which claim?
- A A book is easy to carry on a trip.
 - B There are many kinds of books that appeal to different people.
 - C A book will provide the most satisfaction and pleasure.
 - D Books are inexpensive to replace.
7. Which reason does the author give to support her claim?
- A Every time you read a book, you can discover something new.
 - B Reading a book would make the trip seem shorter.
 - C By reading, you could learn how to write your own book.
 - D You could learn a book so well that you could discuss it later with your friends.
8. Which statement is factual evidence?
- A “It would be a hard choice.” (lines 8–9)
 - B “A book you love is like a friend.”(line 32)
 - C “And making your own mind work is the most interesting thing there is to do.” (lines 50–52)
 - D “When you read a story you do something that no animal can.” (lines 43–44)

9. What counterargument does the author address in lines 12–18?
- A She would probably stop reading the book before she got to the end of it.
 - B She would have to read the book over and over again on such a long trip.
 - C The book would probably fall apart before the trip was done.
 - D She would regret her choice and wish she had the harmonica.

DIRECTIONS *Answer this question about both selections.*

10. Which idea about reading do both selections convey?
- A Reading is enjoyable.
 - B Reading is necessary to succeed.
 - C Reading is unlike any other activity.
 - D Reading is like talking to a friend.

Written Response

SHORT RESPONSE *Write two or three sentences to answer this question.*

11. Read the subheading in line 1 of “Teen Reading Survey.” Which two categories of reading habits are covered in the survey? Which chart covers which category?

EXTENDED RESPONSE *Write a short paragraph to answer this question.*

12. Discuss the main idea of “Take a Book Wherever You Go.” What details does the author use to support this idea?

GO ON 

Vocabulary

DIRECTIONS Use context clues and your knowledge of idioms to answer the following questions.

1. In line 18 of “Teen Reading Survey,” the idiom “at all” means
 - A often
 - B to any extent
 - C considering everything
 - D to the degree expected
2. In line 26 of “Teen Reading Survey,” the idiom “on my own” means
 - A in a short time
 - B by one’s own efforts
 - C at one’s own house
 - D with guidance
3. In line 9 of “Take a Book Wherever You Go,” the idiom “in the end” means
 - A somewhere
 - B soon
 - C eventually
 - D maybe
4. In lines 14 and 16 of “Take a Book Wherever You Go,” the idiom “by heart” means
 - A learned to read
 - B felt deeply
 - C memorized word for word
 - D understood meanings

DIRECTIONS Use context clues and your knowledge of prefixes and Latin words to answer the following questions.

5. The Latin prefix *super-* means “over,” and the Latin word *videre* means “to look.” What is the meaning of the word *survey* as it is used in the title “Teen Reading Survey”?
 - A a careful inspection
 - B the determination of an area’s boundaries
 - C a collection of data or viewpoints
 - D an outline of a subject
6. The Latin prefix *ad-* means “toward,” and the Latin word *parere* means “to show.” The most likely meaning of *appear* as it is used in line 7 of “Teen Reading Survey” is
 - A show up
 - B exist
 - C seem
 - D intend
7. The word *manage* comes from the Latin word *manus*, which means “hand.” The most likely meaning of *manage* as it is used in line 45 of “Take a Book Wherever You Go” is to
 - A continue to get along
 - B direct business affairs
 - C control the use of
 - D succeed in accomplishing

Writing & Grammar

DIRECTIONS Read this section from a letter and answer the questions that follow.

Dear Student

(1) This Friday is the last day of school. (2) As a result we will be having a small party. (3) The party a hot dog lunch will be held in the cafeteria.

(4) However, when school lets out at 3:35 P.M., please behave. (5) Do not run, push, or yell. (6) Students who violate these rules are subject to the following a call to parents a meeting with the principal or other disciplinary action.

- Choose the correct way to punctuate the formal greeting.

A Dear Student! **C** Dear Student:
B Dear Student; **D** Dear Student.
- Choose the correct way to punctuate sentence 2 with a comma.

A As a result we will be having a small, party.
B As a result we will, be having a small party.
C As a result we will be having a small party.
D As a result, we will be having a small party.
- Choose the correct way to punctuate the appositive phrase in sentence 3.

A The party a hot, dog lunch, will be held in the cafeteria.
B The party, a hot dog lunch, will be held in the cafeteria.
C The party a hot dog lunch will be held, in the cafeteria.
D The party a hot dog lunch, will be held in the cafeteria.
- Choose the correct place to insert a colon in sentence 4.

A 3:35 P.M.: **C** please:
B 3:35 P.M. **D** However:
- Choose the correct way to punctuate sentence 6 with a colon and commas.

A Students who violate these rules are subject to the following: a call, to parents, a meeting with the principal or other disciplinary action.
B Students who violate these rules are subject to: the following a call to parents, a meeting with the principal, or other disciplinary action.
C Students who violate these rules are: subject to the following, a call to parents, a meeting with the principal, or other disciplinary action.
D Students who violate these rules are subject to the following: a call to parents, a meeting with the principal, or other disciplinary action.



Ideas for Independent Reading

Which questions from Unit 8 made an impression on you? Continue exploring them with these books.

Can appearances deceive?

Buffalo Gals: Women of the Old West

by Brandon Marie Miller

This book makes history “come alive” through journal entries, letters, and songs. Learn about the many experiences of these strong, fearless women and the difficulties they faced as they took care of their children and homes.

The Contender
by Robert Lipsyte

An African-American high-school dropout living in Harlem in the 1960s, during the civil rights movement, struggles to prove himself through the rigor and discipline of boxing. He wonders whether he has the heart of a contender—inside and outside the ring.

The Tulip Touch
by Anne Fine

Who might deceive you? Advertisers? Friends? When Natalie meets her neighbor, a girl named Tulip, she becomes a willing pawn in Tulip’s wicked deceptions. When the lies turn dangerous, can Natalie escape?

How do we fight disease?

Fever 1793
by Laurie R. King

In this novel, 14-year-old Mattie Cook’s day in 18th-century Philadelphia begins with her coffeehouse chores and ends with an epidemic of yellow fever. Does Mattie become a statistic of this outbreak?

Lost in the War
by Nancy Amler

Events like war are often a kind of disease. Thirteen-year-old Lisa Grey is too young to remember her father, who was killed in Vietnam. But she relives the war every day through her mom, who suffers from posttraumatic stress disorder.

Snake Dreamer
by Priscilla Galloway

Disease can be physical or mental. Sixteen-year-old Dusa suffers from nightmares of writhing snakes. When her mother takes her to a sleep-disorder clinic in Greece, things become even more frightening.

What inspires people?

Walks Alone
by Brian Burks

It’s how we overcome challenges that can make us heroes. It’s 1879, and 15-year-old Walks Alone watches the massacre of her tribe during a raid. Her loss and the challenges that follow teach her courage and hope.

Passage to Freedom
by Ken Mochizuki

Japanese diplomat Chiune Sugihara watched Nazi forces invade Europe at the start of World War II. Jewish citizens were applying for visas in order to leave, but for many there were no visas. Inspired to help, Sugihara risked much to grant visas to as many as 10,000 Jews.

Bound for the North Star: True Stories of Fugitive Slaves

by Dennis Brindell Fradin
The former slaves described in these 12 stories of heroic escapes have inspired movies and books. These stories continue to inspire readers to fight against cruelty worldwide.

