

OER 2023 Third Edition



Read Faster, Understand More

Advanced Academic Reading Skills for English Language Learners

Compiled by Timothy Krause, Portland Community College

STUDENT TEXTBOOK



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Free Online Dictionaries

- Cambridge Learner's Dictionary - <https://dictionary.cambridge.org/us/dictionary/learner-english/>
- Macmillan Dictionary (American) - <https://www.macmillandictionary.com/us/>

A Note to Instructors

The vocabulary lists that begin each section focus primarily on useful terms from the Academic Word List that appear in the readings from that section. The graphic organizers in each section were designed to be used with the accompanying slide presentations. An answer key is included in the teacher's textbook.

Acknowledgments

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Contact the Author

Timothy Krause, ESOL Instructor, Portland Community College, timothy.krause@pcc.edu

Name_____

Skill 01 - Vocabulary in Context

Use a dictionary to identify the word's part of speech and definition. Then use the word in an original, complete sentence.

WORD	PART OF SPEECH	DEFINITION	SENTENCE
attitude			
conduct			
conform			
enable			
estimate			

function			
interaction			
negative			
occur			
role			

Name_____

Skill 01 - Vocabulary in Context

Circle each vocabulary word in the puzzle below. Hint: The words may go any direction -- even backwards!

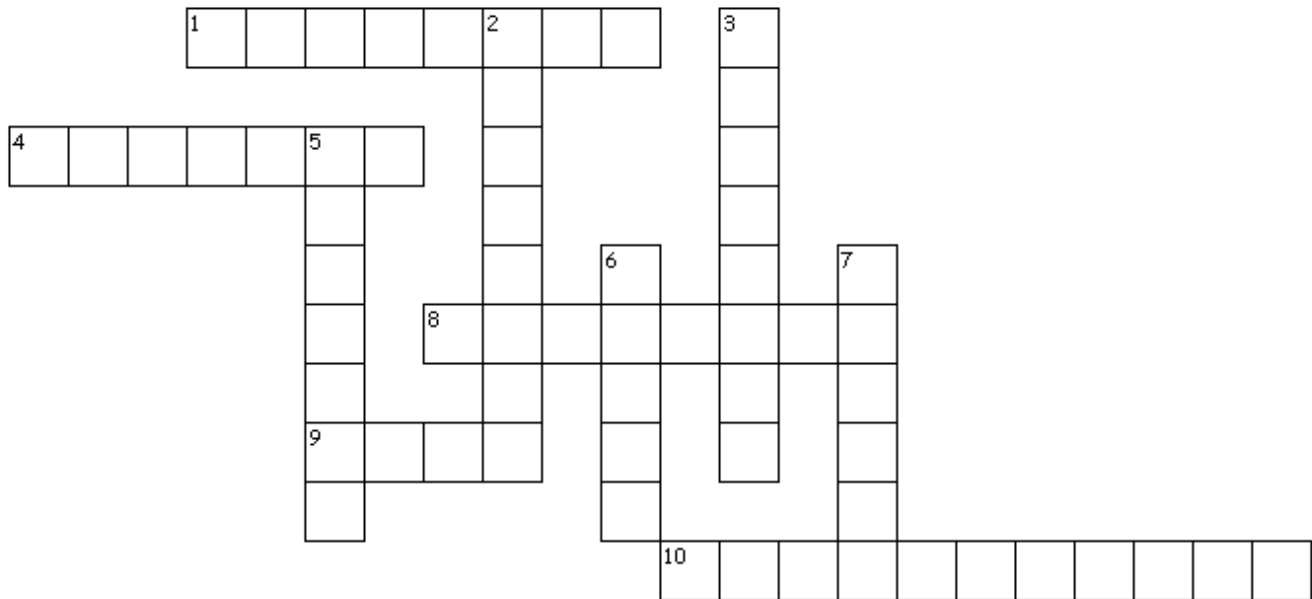
c t m s t o y f x l q l t f s
l f z m z j o x n n x v u k j
f o j c g a n d e a c n d i b
f b c v f o j d s c c o n r j
g w q f s m y a t t i t u d e
e m o n e g a t i v e x v b m
h o o d d p q o m r o f n o c
o i e z q t n c a x a k k o p
d c c o n d u c t c i b z r z
d y h x g i t u e k d h b t m
a w x x q i r r o l e i b d r
j i i y o a a r c g b m z n l
z m f n a o x l b p e a l r f
d k m x a e i d g x a o n u i
t s q e p j k w o p r n p e n

attitude
conduct
conform
enable
estimate

function
interaction
negative
occur
role

Name_____

Skill 01 - Vocabulary in Context



Across

1. Based on the traffic and weather conditions, I _____ that I will arrive at 1PM.
4. They _____ a survey every year.
8. What does this button do? What is its _____?
9. Her _____ in this project is team leader.
10. Students learn more when there is a lot of _____ in class.

Down

2. His _____ toward homework needs to improve.
3. He is a _____ person; he is always saying "no, no, no."
5. If you do not _____ to the rules, then you might be expelled from school.
6. Some holidays do not _____ on the same day every year.
7. Cell phones _____ us to access the internet anywhere, anytime.

Skill 01 - Vocabulary in Context

Context clues are the words and sentences around an unfamiliar word. They can help you guess the meaning of a word. This helps you to read faster and understand more. Four common types of context clues are:

TYPE	SIGNALS/CLUES	EXAMPLES (Underline the parts that explain the words in bold)
1.		Conformity, or acting the way most other people in one's social group act, often grows out of a person's desire for security and belonging in a group – usually a group of similar age, culture, religion, or educational background. ----- Few people desire to be an “outlier” whose opinion differs widely from what is typical in the group.
2.		The drive to conform is often particularly powerful for adolescents, for whom acceptance by other teenagers can be a primary goal, but it also affects people of all ages ----- People were asked to guess the amount by which the light moved. The same estimate was agreed on and the members of the group conformed their opinions to this estimate.
3.		Adhering to rules for driving, such as when drivers stop at red lights, enables safe transportation. ----- The “spiral of silence” can occur when one opinion takes control because people who have different opinions are more and more afraid to speak or act on them.
4.		The drive to conform is often particularly powerful for adolescents, for whom acceptance by other teenagers can be a primary goal, but it also affects people of all ages. ... Adhering to rules for driving, such as when drivers stop at red lights, enables safe transportation. ----- He conducted an experiment in which people were positioned in a dark room and asked to stare at a small dot of light 15 feet away.

How do context clues help us to read faster and understand more?

1.
2.
3.

READ

Conformity

Adapted from *Conformity* by CommonLit.org, which is licensed under CC BY NC-SA 2.0.

[1] Conformity, or acting the way most other people in one's social group act, often grows out of a person's desire for security and belonging in a group – usually a group of similar age, culture, religion, or educational background. Acting differently from the group carries the risk of social rejection, a deep fear that many people have. The drive to conform is often particularly powerful for adolescents, for whom acceptance by other teenagers can be a primary goal, but it also affects people of all ages. Some studies suggest that conformity decreases with age. **Q1→**

[2] Although the word often has a negative connotation,¹ conformity is not necessarily a bad thing. The tendency of people to conform helps society to function smoothly in many ways. Adhering to rules for driving, such as when drivers stop at red lights, enables safe transportation. The tendency of people to follow norms of interpersonal interaction enables effective communication and collaboration.

[3] Psychologist Herbert Kelman identified and labeled three major types of conformity. The first, compliance, occurs when a person conforms publicly, but privately keeps his or her own original beliefs. People comply because of a need for approval from others and fear of rejection. The second, identification, is conforming to a particular person who is well liked and respected, such as a friend or a family member. Identification is usually motivated by the perceived role model's attractiveness or success. Internalization is when people have actually internalized a group's belief system and see it as truly their own, both publicly and privately. This is the most profound form of conformity and is likely to stay with people for a long time. **Q2 →**

[4] The strong force of conformity is well documented in psychological research. A researcher named Muzafer Sherif, for example, wanted to know how many people would change their opinions about something because of the desire to conform to a larger group. He conducted an experiment in which people were positioned in a dark room and asked

ASK YOURSELF

BEFORE YOU START:

Read the title. What question will the article answer about the topic? What do you already know about this topic

Q1: Conformity...

- A. worsens as people age into full adults.
- B. only affects adults struggling to belong.
- C. is not wanting to belong to a group.
- D. is acting a certain way to fit into a group.

Q2: Which of the following is NOT one of the three major types of conformity?

- A. pretending in public, and keeping individual beliefs private
- B. publicly hating a group, but secretly wanting to join them
- C. truly believing the beliefs of a group publicly and privately
- D. following a role model because you really admire them

¹ connotation (noun) : an idea or feeling that a word invokes in addition to its literal or primary meaning

to stare at a small dot of light 15 feet away. They were then asked to guess the amount by which the light moved (the dot actually was not moving at all). On the first day, each person saw different degrees of movement; but from the second to the fourth day, the same estimate was agreed on and the members of the group conformed their opinions to this estimate. Sherif believed this experiment demonstrated the way a norm develops in a society, and how people tend to fit their personal beliefs to that norm. Few people desire to be an “outlier” whose opinion differs widely from what is typical in the group.

[5] The “dark side” of conformity has often been explored as well. The need to be accepted and the fear of punishment for deviating² from group norms can in many cases impel³ people to unthinkingly adopt negative attitudes or behaviors. A phenomenon called the “spiral of silence” can occur when one opinion takes control because people who have different opinions are more and more afraid to speak or act on them. History is rife⁴ with many examples of mass conformity to group norms and ideas that were destructive. Q3→

Q3: Which of the following statements would the author most likely agree with?

A. Conformity is the healthiest behavior because it teaches us to follow rules and laws.

B. Conformity can occasionally create positive norms or behaviors that are dangerous.

C. Conformity is always dangerous to our society because it makes us act without thinking.

D. Conformity is necessary because it is better to think as a group than to think for yourself.

REFLECT

1. Which of the following best describes the main idea of the text?

- A. Societies can maintain order without any forms of conformity.
- B. People who conform lack individual independence.
- C. People conform in order to fit in based on societal pressure.
- D. Conforming is a conscious decision people make.

2. Which of the following best explains the relationship between compliance, identification, and internalization?

- A. Compliance occurs when people pretend to change their personal beliefs, while identification and internalization occur when people begin to believe other's ideas.
- B. Compliance, identification, and internalization are three types of conformity that range from high to low impact, respectively.
- C. Compliance, identification, and internalization are three types of conformity that range from long to short-lasting, respectively.
- D. Compliance and identification occur when people begin to believe other's ideas, while internalization occurs when people pretend to change their personal beliefs.

² to depart from an established course or norm

³ impel (verb) : to drive, force, or urge (someone) to do something

⁴ prevalent, especially to an increasing degree

EXPLORE

Quiz: Are You a Conformist or a Non-Conformist?

Adapted from MercerAlex. "Conformity," ProProfs, 2014, www.proprofs.com/quiz-school/story.php?title=NjIwNzYw. Accessed 24 May 2019.

INSTRUCTIONS: Read each question. Circle your answer. Then count the number of stars that you circled. Check your score in the right-hand column.

1. Think about your group of friends. Are you a leader? Or are you a follower? ★ Follower. I usually do what everyone else is doing. ▽ Leader. I decide what to do, and I give my opinions out to others. 2. You're waiting in line at the movie theater. You see other people going to the front of the line. What do you do? ▽ Move to the front of the line, too. Other people are doing it, so why not? ★ Stay in line. I don't want to get in trouble. 3. Would you take a class you don't like if all your friends were in that class? ★ Yes, I don't want to be in a class without my friends. ▽ No, I don't care if my friends are in my class. 4. A friend had an argument with some students you don't know. Would you support your friend even if you don't agree with what they say? ★ Yes, I support my friend no matter what. ▽ No, not if I think my friend is wrong. 5. You are waiting to cross the street with your friends, but it says DON'T WALK. There is no traffic, so your friends start to walk. What do you do? ▽ Walk with them. If other people are doing it, there is really no harm. ★ Wait for the light. I'd rather be safe than sorry. 6. Do you think it is important that you and your friends share similar interests? ★ Yes. We should be able to talk about the same things and have the same opinions about things. ▽ No. It's good to have different opinions and different things to talk about. 7. Do you have a lot in common with your family? ★ Yes, we have shared interests and opinions ▽ No, we are different from each other and generally don't share the same interests. 8. If a stranger told you your hat is silly, would you take it off? ▽ No, I don't care about their opinion. I think my hat is cool. ★ Yes, if a stranger says that to me, then I probably look pretty ridiculous. 9. Do you pay attention to what is popular in music, movies, or fashion? ★ Yes. I like to know what is happening around the world. ▽ No. I'm happy just living my life. 10. What do you think about school uniforms? ★ I love them. I like getting to wear the same thing as everybody else. ▽ I dislike them. I don't want to be wearing what everyone else is. 11. Would you rather be a small fish in a big pond or a big fish in a small pond? ★ Small fish! I just want to fit in. ▽ Big fish! I want to stand out. 12. Do you care what other people think of you? ▽ No. I really don't care what people think of me. ★ Yes. I think it's important to recognize other people's perspectives of you.	WHAT DOES YOUR SCORE SAY ABOUT YOU? Count the number of stars. Then look below to see what it might mean. ★★★★★★★★★★★★★ ★★★★★★★★★★★★★ ★★★★★★★★★★★★★ 10-12 stars CONFORMIST Like many people, you just like to fit in and get along with everyone. You like to "go with the flow." ★★★★★★★★★★ ★★★★★★★★★ ★★★★★★★★ 7-9 stars MOSTLY CONFORMIST You don't like to "rock the boat," but you will give your opinion when it is important or convenient. ★★★★★★ ★★★★★ ★★★★ 4-6 stars MOSTLY NON-CONFORMIST You like to do your own thing, but you don't like to "make waves" so you will give in to others from time to time. ★★★ ★★ ★ 0-3 stars NONCONFORMIST You, my friend, "march to the beat of your own drum" -- and that's just the way you like it.
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INSTRUCTIONS: Read the following passage from a textbook. Answer the questions.

Excerpts from *The Many Varieties of Conformity*

Adapted from *The Many Varieties of Conformity* by Dr. Rajiv Jhangiani and Dr. Hammond Tarry, as published in *Principles of Social Psychology*, which is licensed under a CC BY-NC-SA 4.0 license.

¹The typical outcome of social influence is **conformity**; in other words, our beliefs and behaviors become more similar to those of others around us. ²At times, this change occurs in a **spontaneous** sense, without any obvious intent of one person to change the other. ³Perhaps you learned to like jazz or rap music because your roommate was playing a lot of it.

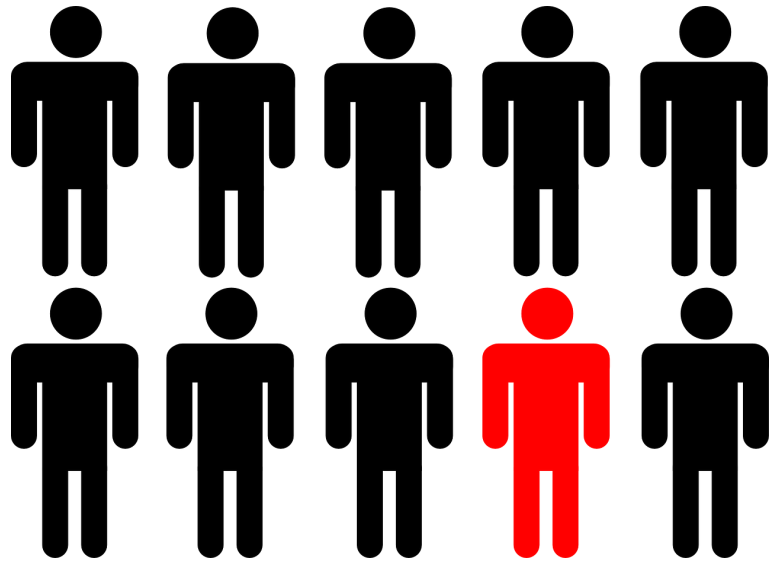
⁴You didn't really want to like the music, and your roommate didn't force it on you—your preferences changed in **passive** way. ⁵Robert Cialdini and his colleagues found that college students were more likely to throw litter on the ground when they had just seen another person throw some paper on the ground and were least likely **to litter** when they had just seen another person pick up and throw paper into a trash can. ⁶The researchers interpreted this as a kind of spontaneous conformity—a tendency to follow the **behavior** of others, often entirely out of our awareness.

Imitation as Subtle Conformity

⁷Perhaps you have noticed in your own behavior a type of very **subtle** conformity—the tendency to imitate other people who are around you. ⁸Have you ever found yourself talking, smiling, or frowning in the same way that a friend does? ⁹Tanya Chartrand and John Bargh (1999) investigated whether the tendency **to imitate** others would occur even for strangers, and even in very short periods of time.

¹⁰In their first experiment, students worked on a task with another student, who was actually a **confederate** of the researchers. ¹¹The two worked together to discuss photographs taken from current magazines. ¹²While they were working together, the confederate engaged in some unusual behaviors to see if the research participant would mimic them.

¹³Specifically, the confederate either rubbed his or her face or shook his or her foot. ¹⁴It turned out that the students did **mimic** the behavior of the confederate, by themselves either rubbing their own faces or shaking their own feet. ¹⁵And when the experimenters asked the participants if they had noticed anything unusual about the behavior of the other person during the experiment, none of them indicated **awareness** of any face rubbing or foot shaking.



¹⁶It is said that imitation is a form of **flattery**, and we might therefore expect that we would like people who imitate us. ¹⁷Indeed, in a second experiment, Chartrand and Bargh found exactly this. ¹⁸Rather than creating the behavior to be mimicked, in this study the confederate imitated the behaviors of the participant. ¹⁹While the participant and the confederate discussed the magazine photos, the confederate **mirrored** the posture, movements, and mannerisms displayed by the participant. ... ²⁰Participants who had been mimicked indicated that they liked the person who had imitated them more and that the interaction with that person had gone more **smoothly**, in comparison with participants who had not been mimicked. ...

²¹Imitation is an important part of social interaction. ²²We easily and **frequently** -- more often than we think -- mimic others without being aware that we are doing so. ²³We may communicate to others that we agree with their **viewpoints** by mimicking their behaviors, and we tend to get along better with people with whom we are well "coordinated." ²⁴We even expect people to mimic us in social interactions, and we become distressed when they do not. ²⁵This **unconscious** conformity may help explain why we **hit it off** immediately with some people and **never get it together** with others.

1. In sentence 1, what is the meaning of the word **conformity**?
 - A. how correct or precise something is
 - B. a state in which people do not understand what is happening or what they should do
 - C. behavior that is the same as the way that most other people behave
 - D. a stressful or worrisome situation
2. In sentence 2, what is a synonym for **spontaneous**?
 - A. intentional
 - B. unplanned
 - C. detailed
 - D. overworked
3. What does the word **passive** mean in sentence 4?
 - A. letting things happen
 - B. making things happen
 - C. stopping things from happening
 - D. wishing things would happen
4. In sentence 5, **to litter** means _____.
 - A. to pick up trash off the ground
 - B. to throw trash on the ground
 - C. to throw paper in a garbage can
 - D. to pick trash out of the garbage can
5. What does the word **behavior** mean in sentence 6?
 - A. directions
 - B. personality
 - C. advice
 - D. actions
6. What is the antonym of the word **subtle** in sentence 7?
 - A. obvious
 - B. unsure
 - C. delicate
 - D. appropriate
7. In sentence 9, **to imitate** means _____.
 - A. to copy someone's actions
 - B. to do the opposite of someone's actions
 - C. to make a mistake
 - D. to behave inappropriately
8. In sentence 10, what is a **confederate**?
 - A. someone you tell secrets to
 - B. a partner you work with, often secretly
 - C. someone who gives you confidence
 - D. an enemy or opponent
9. In sentence 14, **to mimic** is a synonym for which earlier term?
 - A. to conform
 - B. to litter
 - C. to imitate
 - D. to behave
10. In sentence 15, **awareness** means _____.
 - A. misunderstanding
 - B. the ability to notice things
 - C. imitation or mimicry
 - D. ignorance or lack of attention
11. In sentence 16, we can suppose that **flattery** is _____.
 - A. good
 - B. bad
 - C. neutral, neither good nor bad
 - D. unrelated
12. In sentence 19, **mirrored** means _____.
 - A. responded
 - B. reported
 - C. reflected
 - D. repealed
13. What does the word **smoothly** mean in sentence 20?
 - A. problematically
 - B. easily
 - C. roughly
 - D. quietly
14. What phrase helps us to understand the word **frequently** in sentence 21?
 - A. "an important part of social interaction"
 - B. "without being aware that we are doing so"
 - C. "by mimicking their behaviors"
 - D. "more often than we think"
15. A synonym for **viewpoints** in sentence 23 is _____.
 - A. opinions
 - B. facts
 - C. observations
 - D. actions
16. In sentence 25, the word **unconscious** means that we are not aware of what we are doing.
 - A. true
 - B. false
17. In sentence 25, **to hit it off** and **to never get it together** are opposites. Which means to get along well?
 - A. to hit it off
 - B. to never get it together
 - C. both
 - D. neither

EXTRA

A. Look at the three pictures below. How do they explain conformity?



B. Read the two quotes below. Explain the difference.

**“Imitation is the sincerest
[form] of flattery.”**

Charles Caleb Colton

**“Imitation is the sincerest
form of flattery that mediocrity
can pay to greatness.”**

Oscar Wilde

Name_____

Skill 02 - Finding the Main Idea

Use a dictionary to identify the word's part of speech and definition. Then use the word in an original, complete sentence.

WORD	PART OF SPEECH	DEFINITION	SENTENCE
alternative			
authority			
biased			
consequences			
distorted			

factors			
isolation			
minimize			
motivation			
reluctant			

Name_____

Skill 02 - Finding the Main Idea

Circle each vocabulary word in the puzzle below. Hint: The words may go any direction -- even backwards!

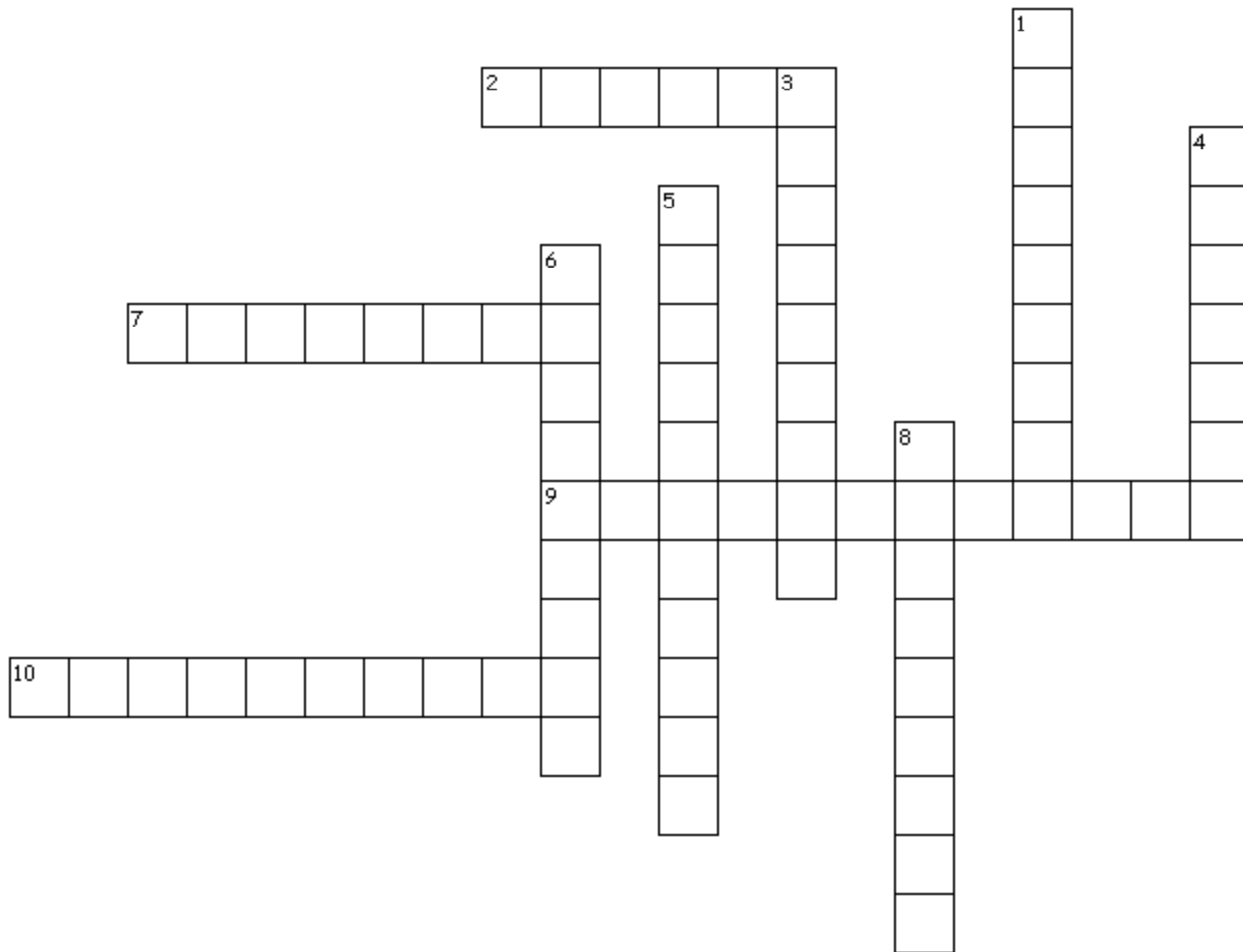
c w o d w c o r d o o r d u p
v d r k i g v d x j z m t m s
d n b s u s x f d a y f e h l
a o n c d d t o j h h e l w m
m i s o s e n o r t o x t z q
t t r n i q s a r e m j n x u
n a o s f t z a m t x y j t v
a l t e r n a t i v e q d h f
t o c q w t q v n b r d c d h
c s a u t h o r i t y r v i e
u i f e z b i f m t x m m p n
l q p n x a f t i x o s z d e
e y m c e k i n z z k m f k y
r c q e r p y e e f u i h f c
r t v s m e o t b l t g l y w

alternative
authority
biased
consequences
distorted

factors
isolation
minimize
motivation
reluctant

Name_____

Skill 02 - Finding the Main Idea



Across

2. Some newspapers are _____ if they only tell one side of the story.
7. Business isn't good, so I'm closing early to _____ my losses.
9. Another word for results is _____.
10. My friend inspires me to do my best; she gives me great _____.

Down

1. If you have a contagious disease, you might need to stay in _____ until you are better.
3. My glasses are broken, so my vision is _____.
4. Two _____ in getting good grades are studying and sleeping.
5. I had no choice; I had no _____.
6. I _____ to say yes because I don't think I have time.
8. The police have the _____ to give me a ticket if I drive too fast.

Skill 02 - Finding the Main Idea

The main idea of a paragraph (or thesis of an essay) includes two things:

--	--

In other words, good readers ask: “What is the point the author is trying to make about the topic?”

Good readers try to “_____” in order to see the bigger picture.

The main idea is usually at the beginning of a paragraph, but it can be _____.

As you read, ask yourself these questions:

Look for these two things:

EXAMPLE	MAIN IDEA (TOPIC + CLAIM)	WHAT DO YOU NOTICE?
Psychologists study groups because nearly all human activities—working, learning, worshipping, relaxing, playing, and even sleeping—occur in groups. The lone individual who is cut off from all groups is a rarity. Most of us live out our lives in groups, and these groups have a profound impact on our thoughts, feelings, and actions. Many psychologists focus their attention on single individuals, but social psychologists expand their analysis to include groups, organizations, communities, and even cultures.		
Groups are particularly useful when it comes to making a decision, for groups can draw on more resources than can a lone individual. A single individual may know a great deal about a problem and possible solutions, but his or her information is far surpassed by the combined knowledge of a group. Groups not only generate more ideas and possible solutions by discussing the problem, but they can also more objectively evaluate the options		

that they generate during discussion. Before accepting a solution, a group may require that a certain number of people favor it, or that it meets some other standard of acceptability. People generally feel that a group's decision will be superior to an individual's decision.		
Groups, however, do not always make good decisions. Juries sometimes render verdicts that run counter to the evidence presented. Community groups take radical stances on issues before thinking through all the ramifications. Military strategists concoct plans that seem, in retrospect, ill-conceived and short-sighted. Why do groups sometimes make poor decisions?		
Janis also singled out four group-level factors that combine to cause groupthink. First, groupthink only occurs in cohesive groups. Such groups have many advantages over groups that lack unity. People enjoy their membership much more in cohesive groups, they are less likely to abandon the group, and they work harder in pursuit of the group's goals. But extreme cohesiveness can be dangerous. ... The second factor is isolation. Groupthink groups too often work behind closed doors, keeping out of the limelight. They isolate themselves from outsiders and refuse to modify their beliefs to bring them into line with society's beliefs. ... Third, a biased leader who exerts too much authority over group members can increase conformity pressures and railroad decisions. In groupthink groups, the leader determines the agenda for each meeting, sets limits on discussion, and can even decide who will be heard. The final factor is decisional stress ...		

Signal Words

LIST WORDS (signal the main idea)	ADDITION WORDS (signal supporting details)

READ

Groupthink

Adapted from *The Psychology of Groups* by Donelson R. Forsyth, which is licensed under a CC BY-NC-SA 4.0 license.

[1] Groups sometimes make spectacularly bad decisions. In 1961, a special advisory committee to President John F. Kennedy planned and implemented a covert invasion⁵ of Cuba at the Bay of Pigs that ended in total disaster. In 1986, NASA⁶ carefully, and incorrectly, decided to launch the *Challenger* space shuttle in temperatures that were too cold. The *Challenger* broke apart 73 seconds after launch, killing all seven crew members. **Q1→**

[2] Irving Janis, intrigued by these kinds of blundering groups, carried out a number of case studies of such groups: the military experts that planned the defense of Pearl Harbor; Kennedy's Bay of Pigs planning group; the presidential team that escalated the war in Vietnam. Each group, he concluded, fell prey to a distorted style of thinking that rendered the group members incapable of making a rational decision. Janis labeled this syndrome⁷ groupthink: "a mode of thinking that people engage in when they are deeply involved in a cohesive in-group, when the members' strivings for unanimity override their motivation to realistically appraise alternative courses of action." **Q2→**

[3] Janis identified both the telltale symptoms that signal the group is experiencing groupthink and the interpersonal factors that combine to cause groupthink. To Janis, groupthink is a disease that infects healthy groups, rendering them inefficient and unproductive. And like the physician who searches for symptoms that distinguish one disease from another, Janis identified a number of symptoms that should serve to warn members that they may be falling prey to groupthink. These symptoms include overestimating the group's skills and wisdom, biased perceptions and evaluations of other groups and people who are outside of the group, strong conformity pressures within the group, and poor decision-making methods. **Q3→**

ASK YOURSELF

BEFORE YOU START:

Read the title. What question will the article answer about the topic? What do you already know about this topic?

Q1: The author explains the general idea of this paragraph by specific _____.

- A. figures
- B. examples
- C. quotations
- D. comparisons

Q2: What term does the author define in this paragraph?

- A. blundering
- B. distorted
- C. syndrome
- D. groupthink

Q3: What is the topic of this paragraph?

- A. symptoms of groupthink
- B. poor decision-making methods
- C. strong conformity measures
- D. causes of groupthink

⁵Covert invasion (noun) : a secret assignment by an army to enter a country by force

⁶NASA is the National Aeronautics and Space Administration : the United States space agency

⁷Syndrome (noun): a condition that has particular effects

[4] Janis also singled out four group-level factors that combine to cause groupthink: cohesion, isolation, biased leadership, and decisional stress: **Q4→**

- *Cohesion*: Groupthink only occurs in cohesive groups. Such groups have many advantages over groups that lack unity. People enjoy their membership much more in cohesive groups, they are less likely to abandon the group, and they work harder in pursuit of the group's goals. But extreme cohesiveness can be dangerous. When cohesiveness intensifies, members become more likely to accept the goals, decisions, and norms of the group without reservation. **Q5→** Conformity pressures also rise as members become reluctant to say or do anything that goes against the grain of the group, and the number of internal disagreements—necessary for good decision making—decreases.
- *Isolation*. Groupthink groups too often work behind closed doors, keeping out of the limelight. They isolate themselves from outsiders and refuse to modify their beliefs to bring them into line with society's beliefs. They avoid leaks by maintaining strict confidentiality and working only with people who are members of their group. **Q6→**
- *Biased leadership*. A biased leader who exerts too much authority over group members can increase conformity pressures and railroad decisions. In groupthink groups, the leader determines the agenda for each meeting, sets limits on discussion, and can even decide who will be heard.
- *Decisional stress*. Groupthink becomes more likely when the group is stressed, particularly by time pressures. When groups are stressed they minimize their discomfort by quickly choosing a plan of action with little argument or dissension. Then, through collective discussion, the group members can rationalize their choice by exaggerating the positive consequences, minimizing the possibility of negative outcomes, concentrating on minor details, and overlooking larger issues.

Q4: What keyword(s) signal a list is coming? How does this help identify the main idea of this paragraph?

Q5: The topic of this bullet point is **cohesion**. What is the author's claim about **cohesion**? What type of keyword points to the main idea in this bullet point?

Q6: How does the author help the reader to better understand the concept of **isolation**?
A. examples/illustrations
B. definition
C. synonyms
D. antonyms

REFLECT

1. Which of the following best describes the main idea of the text?

- A. There are four major causes of groupthink: cohesion, isolation, biased leadership, and decisional stress.
- B. A distorted style of thinking called groupthink can lead groups to make poor decisions.
- C. Groups sometimes make bad decisions.
- D. Janis studied errors in group decision making.

2. Another way to describe "groupthink" is:

- A. the process in which bad decisions are made by a group because its members do not want to express opinions, suggest new ideas, etc. that others may disagree with
- B. the process in which group members suggest a lot of ideas for a future activity very quickly before considering some of them more carefully
- C. when all group members have the same opinion

EXPLORE

An Experiment

Students separate into three groups and one expert.

Guess the number of beans in a jar.



GROUP 1	GROUP 2	GROUP 3	EXPERT
People who like to work by themselves to find an answer	People who like to work with others to find an answer.	People who just want to be told the answer.	Someone who counts really well.
INSTRUCTIONS: Work by yourself. Don't talk to each other. Write your answers below. Get feedback from the teacher. You will get 3 tries. Never talk to each other. Make your own guesses.	INSTRUCTIONS: You can work together and talk to each other. Write your answers below. Get feedback from the teacher. You will get 3 tries. You can share your feedback with each other to improve your guesses.	INSTRUCTIONS: You can talk only to the "expert". Don't talk to each other. Write your answers below. Get feedback from the teacher. You will get 3 tries. Never talk to anyone but the "expert".	INSTRUCTIONS: You talk only with Group 3. You tell Group 3 your opinions. Write your answers below. Get feedback from the teacher. You will get 3 tries. Never talk to anyone but Group 3.

GUESS ONE	GUESS TWO	GUESS THREE

The actual number of beans is _____.

Which group worked best? Why? What happened?

INSTRUCTIONS: Read the passage from an online news magazine. Answer the questions.

Penn Professor Refutes Groupthink, Proving That Wisdom of Crowds Can Prevail

Adapted from an [article](#) by Michele W. Berger, 2017, Penn Today, Office of University Communications. Used with permission.



[1] Anyone following polls⁸ leading up to the 2016 election likely believed Hillary Clinton would become the 45th president of the United States. This opinion was the consensus⁹ among most political-opinion leaders and media. But something clearly went wrong with these prediction tools.

[2] The reasons for the discrepancy between public perception and the electoral reality may never be known for certain. However, new findings from Damon Centola, an associate professor at the University of Pennsylvania, may offer a clue: the wisdom of a crowd is in the network.

[3] The classic “wisdom of crowds” theory goes like this: If we ask a group of people to guess an outcome, the group’s guess will be better than any individual expert. Therefore, when a group tries to make a decision, the group does a better job than experts. For predicting the stock market, global politics, and new products, the wisdom of crowds has been shown to even outperform¹⁰ industry experts.

[4] That is true -- as long as people don’t talk to each other. When people start sharing their opinions, their conversations can lead to social influences that produce “groupthink” and destroy the wisdom of the crowd. That’s what the classic theory says.

[5] But Centola discovered the opposite. When people talk to each other, the crowd can get smarter.

[6] “The classic theory says that if you let people talk to each other, groups go astray¹¹,” said Centola. “But we find that even if people are not particularly accurate, when they talk to each other, they help to make each other smarter. Whether things get better or worse depends on the networks.

[7] “In egalitarian networks,” he said, “where everyone has equal influence, we find a strong social-learning effect, which improves the quality of everyone’s judgements. When people exchange ideas, everyone gets smarter. But this can all go haywire if there are opinion leaders in the group.”

[8] An influential opinion leader can take control of the process. That can lead the entire group astray. Centola agrees that opinion leaders may be knowledgeable on some topics. However, when the conversation moved away from their area of expertise, those opinion leaders still remained just as influential. As a result, they ruined the group’s judgment.

[9] “On average,” he said, “opinion leaders were more likely to lead the group astray than to improve it.”

⁸ surveys

⁹ something on which most people agree

¹⁰ do better

¹¹ apart or away from an intended goal or destination

[10] The online study included more than 1,300 participants. The participants were placed into one of three experimental conditions. Some were placed into one of the “egalitarian” networks, where everyone had an equal number of contacts and everyone had equal influence. Others were placed into one of the “centralized” networks, in which a single opinion leader was connected to everyone, giving that person much more influence in the group. Each of the networks contained 40 participants. Finally, Centola had several hundred subjects participate in a “control” group without any social networks.

[11] In the study, all of the participants were given a series of estimation challenges, such as guessing the number of calories in a plate of food. They were given three tries to get the right answer. Everyone first gave a gut response. Then participants who were in social networks could see the guesses made by their social contacts and could use that information to revise an answer. They could then see their contacts’ revisions and revise their answers again. But this time it was their final answer. Participants were awarded as much as \$10 based on the accuracy of their final guess. In the control group, participants did the same thing, but they were not given any social information between each revision.

[12] “Everyone’s goal was to make a good guess. They weren’t paid for showing up,” Centola said, “only for being accurate.” That means they had a reason to try to be accurate.

[13] Patterns began to emerge. The control groups initially showed the classic wisdom of the crowd but did not improve as people revised their answers. In fact, they got slightly worse. By contrast, the egalitarian networks also showed the classic wisdom of the crowd but then saw a dramatic increase in accuracy. Across the board, in network after network, the final answers in these groups were consistently far more accurate than the initial “wisdom of the crowd.”

[14] “In a situation where everyone is equally influential,” Centola said, “people can help to correct each other’s mistakes. This makes each person a little more accurate than they were initially. Overall, this creates a striking improvement in the intelligence of the group. The result is even better than the traditional wisdom of the crowd! But, as soon as you have opinion leaders, social influence becomes really dangerous.”

[15] In the centralized networks, Centola found that, when the opinion leaders were very accurate, they could improve the performance of the group. But even the most accurate opinion leaders were consistently wrong some of the time.

[16] “Thus,” Centola said, “while opinion leaders can sometimes improve things, they were statistically more likely to make the group worse off than to help it.

[17] “The egalitarian network was reliable because the people who were more accurate tended to make smaller revisions, while people who were less accurate revised their answers more. The result is that the entire crowd moved toward the more accurate people, while, at the same time, the more accurate people also made small adjustments that improved their score.”

[18] These findings on the wisdom of crowds have startling real-world implications in areas such as climate-change science, financial forecasting, medical decision-making and organizational design. For example, engineers sometimes design ways to keep people from talking to each other when making important decisions in an attempt to avoid groupthink. However, Centola’s findings suggest that what matters most is the network. A group of equally influential scientists talking to one another will likely lead to smarter judgments than might arise from keeping them independent.

[19] Centola is currently working on implementing these findings to improve physicians’ decision-making. By designing a social network technology for use in hospital settings, it may be possible to reduce implicit bias¹² in physicians’ judgments and to improve the quality of care that they can offer. Whether new technologies are needed to improve the way the groups talk to each other, or whether we just need to be cautious about the danger of opinion leaders, Centola said it’s time to rethink the idea of the wisdom of crowds.

[20] “It’s much better to have people talk to each other and argue for their points of view than to have opinion leaders rule the crowd,” he said. “By designing informational systems where everyone’s voices can be heard, we can improve the judgment of the entire group. It’s as important for science as it is for democracy.”

¹² the unconscious attribution of particular qualities to a member of a certain social group

1. What is the main idea of this article? A. Collaboration produces better results than leaders do. B. Opinion leaders might be experts in one topic, but not all topics. C. The egalitarian network was reliable because the people who were more accurate tended to make smaller revisions. D. In order to improve the intelligence of the group, all members of the group must work together equally. 2. In paragraph 7, what does the word "egalitarian" mean? A. everyone has equal status B. everyone should follow a leader C. those who contribute more should have more control D. a group with no cooperation or collaboration 3. In paragraph 11, what is a two-word collocation that means a guess based on instinct alone? _____ 4. What is the best way to describe "wisdom of the crowd"? A. only the knowledge that a group has in common B. thinking or making decisions as a group without individual responsibility C. collective opinion of a group of individuals rather than that of a single expert D. decisions made by a group that follows an opinion leader or expert 5. According to the article, what is an "opinion leader"? A. someone who helps to correct the mistakes of others B. someone who's leading the group and directing its decision-making C. someone who has equal influence as others in the group D. someone who revises their estimates based on the input of others	6. According to the article, what is the problem with "opinion leaders"? A. They are not experts in all topics, but groups follow their advice anyway. B. They ask for everyone's opinions before making a thoughtful choice. C. They are confusing because they argue different points of view. D. They make only small adjustments, not big changes. 7. Research participants were divided into three groups. What were the three groups? A. opinion leaders B. egalitarian C. followers D. centralized E. control F. groupthinkers G. individuals 8. Which group was the most accurate? A. opinion leaders B. egalitarian C. followers D. centralized E. control F. groupthinkers G. individuals 9. What is the main idea of paragraph 18? A. The wisdom of the crowd works in many jobs. B. Engineers do not use groupthink. C. Groupthink works well among scientists. D. The effectiveness of groupthink depends on who is involved in the process. 10. Centola's findings suggest that only strong opinion leaders can guarantee success. A. True B. False C. The article does not say.
--	---

Name_____

Skill 03 - Identifying Supporting Details

Use a dictionary to identify the word's part of speech and definition. Then use the word in an original, complete sentence.

WORD	PART OF SPEECH	DEFINITION	SENTENCE
acknowledge			
assembly			
generation			
military			
percent			

prior			
relocation			
restricted			
security			
Transport			

Name_____

Skill 03 - Identifying Supporting Details

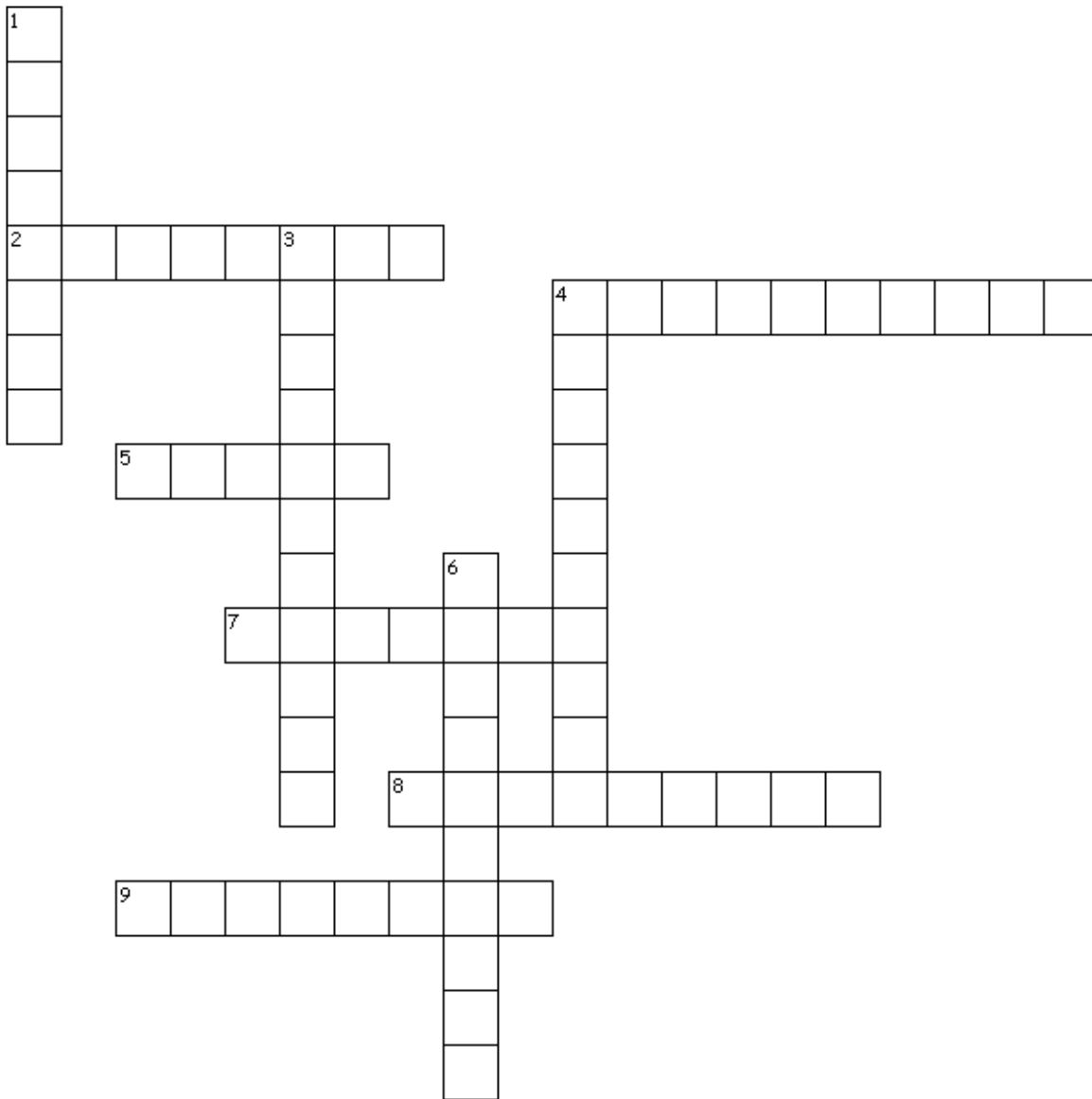
Circle each vocabulary word in the puzzle below. Hint: The words may go any direction -- even backwards!

q w m y l b m e s s a j f a h
b v i h d n u w h c r l s o w
d w l n t r i a k b k a h p p
n o i t a r e n e g x i h e d
y l t m o c o l v v s q r q j
e d a i u w i i o z q c e z h
q i r s l x k v j c e i s c d
o p y e t r o p s n a r t s z
p f d c u a z s t m i t r v z
o g x u c s b p v h g p i h o
e u b r b f d p u z d v c o t
q y h i x t d h g y e p t g n
i y p t q h s n m j g c e h j
g l r y a v a d p s y x d t b
t k x z a q o i n z b g p h p

acknowledge
assembly
generation
military
percent

prior
relocation
restricted
security
transport

Skill 03 - Identifying Supporting Details



Across

2. The U.S. _____ includes the army, navy, air force and marines.
4. The computer files are _____; no one can access them except the manager.
5. I didn't know you were originally from Oregon _____ to now.
7. Half of something is 50 _____.
8. The bus will _____ the students to school.
9. Our school has two _____ guards who make sure the campus is safe.

Down

1. The students gathered for the morning _____.
3. She won't _____ that her daughter is upset by the new rules.
4. The _____ of my class today was confusing; I didn't know where to go!
6. My parents' _____ are much more conservative than their children.

Skill 03 - Identifying Supporting Details

Supporting details help readers to _____

Look for:

Examples:

President Franklin Delano Roosevelt declared that the day of the Japanese attack on Pearl Harbor, December 7, 1941, would live in infamy. This was because the attack launched the United States fully into the two major areas of the world war. Prior to Pearl Harbor, the United States had been involved in the European war only by supplying England and other anti-fascist countries of Europe with necessary war materials. The attack on Pearl Harbor also launched an outbreak of fear about national security, especially on the West Coast.	MAIN IDEA
	SUPPORTING DETAILS
In February 1942, just two months after Pearl Harbor, President Roosevelt, as commander-in-chief, issued Executive Order 9066, which had the effect of relocating all persons of Japanese ancestry, both citizens and aliens, inland, outside of the Pacific military zone. The objectives of the order were to prevent espionage and to protect persons of Japanese descent from harm at the hands of Americans who had strong anti-Japanese attitudes. In Washington and Oregon, the eastern boundary of the military zone was an imaginary line along the rim of the Cascade Mountains; this line continued down the spine of California from north to south. From that line to the Pacific coast, the military restricted zones in those three states were defined.	MAIN IDEA
	SUPPORTING DETAILS

The relocation centers created instant, but unusual communities. As four or five families with their sparse collections of clothing and possessions squeezed into shared barracks made of tar paper, life took on some familiar routines of socializing and school. However, eating in common facilities and having limited opportunities for work interrupted other social and cultural patterns. Persons who became troublesome were sent to a special camp at Tule Lake, California, where dissidents were housed.	MAIN IDEA
	SUPPORTING DETAILS
As the war drew to a close, the relocation centers were slowly evacuated. While some persons of Japanese ancestry returned to their hometowns, others sought new surroundings. For instance, the Japanese American community of Tacoma, Washington, had been sent to three different centers; only 30 percent returned to Tacoma after the war. Japanese Americans from Fresno had gone to Manzanar; 80 percent returned to their hometown.	MAIN IDEA
	SUPPORTING DETAILS

Keywords that signal details:

Why are supporting details important?

Supporting details _____ the main idea.

READ

Japanese Relocation during World War II

Adapted from The National Archives, which is public domain, and CommonLit.org.

[1] President Franklin Delano Roosevelt declared that the day of the Japanese attack on Pearl Harbor, December 7, 1941, would live in infamy. This was because the attack launched the United States fully into the two major areas of the world war. Prior to Pearl Harbor, the United States had been involved in the European war only by supplying England and other anti-fascist countries¹³ of Europe with necessary war materials. The attack on Pearl Harbor also launched an outbreak of fear about national security, especially on the West Coast. **Q1→**

[2] In February 1942, just two months after Pearl Harbor, President Roosevelt, as commander-in-chief, issued Executive Order 9066, which had the effect of relocating all persons of Japanese ancestry, both citizens and aliens, inland, outside of the Pacific military zone. The objectives of the order were to prevent espionage¹⁴ and to protect persons of Japanese descent from harm at the hands of Americans who had strong anti-Japanese attitudes. In Washington and Oregon, the eastern boundary of the military zone was an imaginary line along the rim of the Cascade Mountains; this line continued down the spine of California from north to south. From that line to the Pacific coast, the military restricted zones in those three states were defined. **Q2→**

[3] Roosevelt's order affected 117,000 people of Japanese descent, two-thirds of whom were native-born citizens of the United States. The Issei were the first generation of Japanese in this country; the Nisei were the second generation, numbering 70,000 American citizens at the time of internment. Within weeks, all persons of Japanese ancestry — whether citizens or enemy aliens, young or old, rich or poor — were ordered to assembly centers¹⁵ near their homes.

[4] Soon they were sent to permanent relocation centers¹⁶ outside the restricted

ASK YOURSELF

Q1: After the attack on Pearl Harbor, the United States...

- A. fully entered the war and became more nervous about national security.
- B. sent supplies to anti-fascist countries in Europe.
- C. launched war on the West Coast to defeat the Japanese military.
- D. sent military supplies to the West Coast to protect from an invasion.

Q2: Executive Order 9066 was intended to...

- A. create a military zone that could protect all people living on the Pacific coast.
- B. encourage Japanese Americans to spy against Japan by moving them into the Pacific military zone.
- C. prevent spying by people of Japanese ancestry by relocating them out of the Pacific military zone.
- D. keep citizens safe by forcing all Americans not of Japanese ancestry to leave the Pacific coast.

¹³ anti-fascist countries were countries that opposed radical authoritarian rule, such as the fascist rule in Germany and Italy

¹⁴ espionage is the practice of spying or using spies

¹⁵ "assembly centers" were location that Japanese Americans would live until they were moved to a permanent relocation center

¹⁶ internment camps

military zones. For example, persons of Japanese ancestry in western Washington State were removed to the assembly center at the Puyallup Fairgrounds near Tacoma. From Puyallup to Pomona, internees found that a cowshed at a fairgrounds or a horse stall at a racetrack was home for several months before they were transported to a permanent location. Relocation centers were situated many miles inland, often in remote and desolate locales. Sites included Tule Lake, California; Minidoka, Idaho; Manzanar, California; Topaz, Utah; Jerome, Arkansas; Heart Mountain, Wyoming; Poston, Arizona; Granada, Colorado; and Rohwer, Arkansas.

[5] The relocation centers created instant, but unusual communities. As four or five families with their sparse collections of clothing and possessions squeezed into shared barracks¹⁷ made of tar paper, life took on some familiar routines of socializing and school. However, eating in common facilities and having limited opportunities for work interrupted other social and cultural patterns. Persons who became troublesome were sent to a special camp at Tule Lake, California, where dissidents were housed. **Q3→**

[6] Still, some persons of Japanese descent defended the United States. In 1943 and 1944 the government assembled a combat unit of Japanese Americans for the European theater. It became the 442d Regimental Combat Team and gained fame as the most highly decorated of World War II. Their military record reflected their patriotism.

[7] As the war drew to a close, the relocation centers were slowly evacuated. While some persons of Japanese ancestry returned to their hometowns, others sought new surroundings. For instance, the Japanese American community of Tacoma, Washington, had been sent to three different centers; only 30 percent returned to Tacoma after the war. Japanese Americans from Fresno had gone to Manzanar; 80 percent returned to their hometown. **Q4→**

[8] The internment of persons of Japanese ancestry during World War II sparked constitutional and political debate. In the 1940s, two men and one woman — Hirabayashi, Korematsu, and Endo — challenged the constitutionality of the relocation and curfew orders.¹⁸ While the men received negative judgments from the court, in the 1944 case *ExParte Mitsuye Endo*, the Supreme Court ruled that, “Mitsuye Endo is

Q3: The living conditions of the relocated Japanese Americans were...

- A. dangerous and violent.
- B. difficult and congested.
- C. boring but pleasant.
- D. social and regular.

Q4: Toward the end of the war...

- A. more and more Japanese Americans began to sign up to serve in battle.
- B. Tacoma and Fresno became major cities in the U.S.
- C. the U.S. drafted Japanese Americans into the army against their will.
- D. the number of Japanese Americans in

¹⁷ barracks are buildings, or a group of buildings, used to house soldiers

¹⁸ in March 1942, the movements of Japanese Americans were further restricted when a night-time curfew was implemented

entitled to an unconditional release by the War Relocation Authority.” Some people refer to the relocation centers as concentration camps; others view internment as an unfortunate episode, but a military necessity. During the Reagan-Bush years Congress passed Public Law 100-383 in 1988 which acknowledged the injustice of the internment, apologized for it, and provided a \$20,000 cash payment to each person who was interned.

[9] One of the most stunning ironies in this episode of American civil liberties was articulated by an internee who, when told that the Japanese were put in those camps for their own protection, countered, “If we were put there for our protection, why were the guns at the guard towers pointed inward, instead of outward?” **Q5→**

relocation centers decreased.

Q5: The internment of people of Japanese ancestry during the war is generally considered to have been...

A. entirely necessary and beneficial to everyone affected.

B. surprisingly and terribly effective.

C. a wise move by the Reagan and Bush administration.

D. misguided and unconstitutional.

REFLECT

1. Which of the following best describes the main idea of the text?

- A. The internment of Japanese Americans was mainly for their protection against discriminatory citizens.
- B. While internment was said to be for the protection of Japanese Americans, they were denied constitutional rights and treated like enemy prisoners.
- C. Japanese American internment was necessary to ensure the national security of the United States.
- D. It wasn't until Japanese Americans participated in WWII that they earned back the right to be viewed as citizens rather than potential spies.

2. How do you know that?

- A. “eating in common facilities and having limited opportunities for work interrupted other social and cultural patterns.” (Paragraph 5)
- B. “In 1943 and 1944 the government assembled a combat unit of Japanese Americans for the European theater. It became the 442d Regimental Combat Team and gained fame as the most highly decorated of World War II.” (Paragraph 6)
- C. “Some people refer to the relocation centers as concentration camps; others view internment as an unfortunate episode, but a military necessity.” (Paragraph 8)
- D. “If we were put there for our protection, why were the guns at the guard towers pointed inward, instead of outward?” (Paragraph 9)

Look up the word **resilience**. Copy the definition here. Then write an original sentence using the word.

EXPLORE - REVERSE OUTLINE #1

Japanese Relocation during World War II

I. Cause: December 7, 1941, _____

A. Launched _____

B. Launched _____

1. Effect: Executive Order _____ by _____ on _____ = Relocation

a) Objectives

(1) Prevent _____

(2) Protect _____ (117,000 people)

(a) _____ - first generation

(b) _____ - second generation (70,000)

(3) Within weeks: All persons of _____ descent

b) Established _____ centers

(1) Outside _____ zone

(a) From North to South: _____

(b) From East to West _____

(2) Usually in _____, _____, and _____ areas

(3) Created _____ communities

(a) 4-5 families shared _____; common facilities for _____, etc.

(b) Some routines like _____, but limited

(c) Dissidents were _____

(d) Combat unit formed to demonstrate _____

2. After the war

a) Relocation centers closed, but evacuation _____

b) Many did not _____

c) _____ and _____ debate

(1) Supreme Court Case: 3 people -- 1 released, 2 not released

(2) "Concentration _____" or "military _____"?

(a) "If we were put there for our protection, why were the guns at the guard towers pointed inward, instead of outward?"

(3) Public Law # _____ in _____ (year)

(a) _____

(b) _____

(c) _____

EXPLORE - REVERSE OUTLINE #2

What was the beginning?

Launched _____

Launched _____

Executive Order 9066 by who? _____ when? _____

Prevent _____

Protect _____

RELOCATION CENTERS

Where were they located?

What were they like?

AFTER THE WAR

Centers closed but ...

Many people did not

_____ and _____ debate

Supreme Court Case (3 people: 1 released, 2 not)

"Concentration _____" or "military _____"?

"If we were put there for our protection, why were the guns at the guard towers pointed inward instead of outward?"

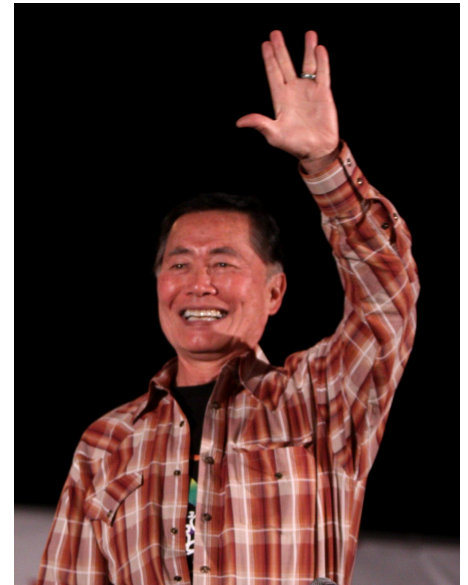
Public Law # _____ in _____ (year)

INSTRUCTIONS: Read the passage from a speech. Answer the questions.

Why I Love a Country that Once Betrayed Me

Adapted from TEDxKyoto by George Takei, which is licensed under CC BY-NC-ND 4.0.

Photo by Gage Skidmore is licensed under CC BY-SA.



[1] I'm a veteran of the starship *Enterprise*.¹⁹ I soared through the galaxy driving a huge starship with a crew made up of people from all over this world, many different races, many different cultures, many different heritages, all working together, and our mission was to explore strange new worlds, to seek out new life and new civilizations, to boldly go where no one has gone before.

[2] Well — (Applause) — I am the grandson of immigrants from Japan who went to America, boldly going to a strange new world, seeking new opportunities. My mother was born in Sacramento, California. My father was a San Franciscan. They met and married in Los Angeles, and I was born there.

[3] I was four years old when Pearl Harbor was bombed on December 7, 1941 by Japan, and overnight, the world was plunged into a world war. America suddenly was swept up by hysteria.²⁰ Japanese-Americans, American citizens of Japanese ancestry, were looked on with suspicion and fear and with outright hatred simply because we happened to look like the people that bombed Pearl Harbor. And the hysteria grew and grew until in February 1942, the president of the United States, Franklin Delano Roosevelt, ordered all Japanese-Americans on the West Coast of America to be summarily²¹ rounded up with no charges, with no trial, with no due process.²² Due process, this is a core pillar of our justice system. That all disappeared. We were to be rounded up and imprisoned in 10 barbed-wire prison camps in some of the most desolate²³ places in America: the blistering hot desert of Arizona, the sultry²⁴ swamps of Arkansas, the wastelands of Wyoming, Idaho, Utah, Colorado, and two of the most desolate places in California.

[4] On April 20th, I celebrated my fifth birthday, and just a few weeks after my birthday, my parents got my younger brother, my baby sister and me up very early one morning, and they dressed us hurriedly. My brother and I were in the living room looking out the front window, and we saw two soldiers marching up our driveway. They carried bayonets²⁵ on their rifles. They stomped up the front porch and banged on the door. My father answered it, and the soldiers

¹⁹ the spacecraft from *Star Trek*, a science fiction television and movie series

²⁰ hysteria (noun) : exaggerated or uncontrollable emotion

²¹ in a prompt or direct manner

²² the legal requirement that the state must respect all legal rights that are owed to a person

²³ desolate (adjective) : deserted of people; in a state of bleak emptiness

²⁴ hot and humid

²⁵ a blade that is fixed to the open end of a rifle

ordered us out of our home. My father gave my brother and me small luggages to carry, and we walked out and stood on the driveway waiting for our mother to come out, and when my mother finally came out, she had our baby sister in one arm, a huge duffel bag in the other, and tears were streaming down both her cheeks. I will never be able to forget that scene. It is burned into my memory.

[5] We were taken from our home and loaded on to train cars with other Japanese-American families. There were guards stationed at both ends of each car, as if we were criminals. We were taken two thirds of the way across the country, rocking on that train for four days and three nights, to the swamps of Arkansas. I still remember the barbed wire fence that confined me. I remember the tall sentry tower²⁶ with the machine guns pointed at us. I remember the searchlight that followed me when I made the night runs from my barrack²⁷ to the latrine.²⁸ But to five-year-old me, I thought it was kind of nice that they'd lit the way for me to pee. I was a child, too young to understand the circumstances of my being there.

[6] Children are amazingly adaptable. What would be grotesquely²⁹ abnormal became my normality in the prisoner of war camps. It became routine for me to line up three times a day to eat lousy food in a noisy mess hall. It became normal for me to go with my father to bathe in a mass shower. Being in a prison, a barbed-wire prison camp, became my normality.

[7] When the war ended, we were released, and given a one-way ticket to anywhere in the United States. My parents decided to go back home to Los Angeles, but Los Angeles was not a welcoming place. We were penniless. Everything had been taken from us, and the hostility was intense. Our first home was on Skid Row³⁰ in the lowest part of our city, living with derelicts,³¹ drunkards and crazy people, the stench of urine all over, on the street, in the alley, in the hallway. It was a horrible experience, and for us kids, it was terrorizing. I remember once a drunkard came staggering down, fell down right in front of us, and threw up. My baby sister said, "Mama, let's go back home," because behind barbed wires was for us home.

[8] My parents worked hard to get back on their feet. We had lost everything. They were at the middle of their lives and starting all over. They worked their fingers to the bone, and ultimately they were able to get the capital together to buy a three-bedroom home in a nice neighborhood. And I was a teenager, and I became very curious about my childhood imprisonment. I had read civics books that told me about the ideals of American democracy. All men are created equal, we have an inalienable right to life, liberty and the pursuit of happiness, and I couldn't quite make that fit with what I knew to be my childhood imprisonment. I read history books, and I couldn't find anything about it. And so I engaged my father after dinner in long, sometimes heated conversations. We had many, many conversations like that, and what I got from them was my father's wisdom. He was the one that suffered the most under those conditions of imprisonment, and yet he understood American democracy. He told me that our democracy is a people's democracy, and it can be as great as the people can be, but it is also as fallible³² as people are. He told me that American democracy is vitally dependent on good people who cherish the ideals of our system and actively engage in the process of making our

²⁶ a tower where a soldier is stationed to keep guard of a place

²⁷ a building or group of buildings, usually intended to lodge soldiers

²⁸ a toilet or outhouse

²⁹ grotesque (adjective) : comically or repulsively ugly or distorted

³⁰ an area in Downtown Los Angeles that contains one of the largest stable populations of homeless people in America

³¹ a person without a home, a job, or property

³² fallible (adjective) : capable of making mistakes

democracy work. And he took me to a campaign headquarters — the governor of Illinois was running for the presidency — and introduced me to American electoral politics. And he also told me about young Japanese-Americans during the Second World War.

[9] When Pearl Harbor was bombed, young Japanese-Americans, like all young Americans, rushed to their draft board to volunteer to fight for our country. That act of patriotism was answered with a slap in the face. We were denied service, and categorized as enemy non-alien. It was outrageous to be called an enemy when you're volunteering to fight for your country, but that was compounded with the word "non-alien," which is a word that means "citizen" in the negative. They even took the word "citizen" away from us, and imprisoned them for a whole year.

[10] And then the government realized that there's a wartime manpower shortage, and as suddenly as they'd rounded us up, they opened up the military for service by young Japanese-Americans. It was totally irrational, but the amazing thing, the astounding thing, is that thousands of young Japanese-American men and women again went from behind those barbed-wire fences, put on the same uniform as that of our guards, leaving their families in imprisonment, to fight for this country.

[11] They said that they were going to fight not only to get their families out from behind those barbed-wire fences, but because they cherished the very ideal of what our government stands for, should stand for, and that was being abrogated³³ by what was being done.

[12] All men are created equal. And they went to fight for this country. They were put into a segregated all Japanese-American unit and sent to the battlefields of Europe, and they threw themselves into it. They fought with amazing, incredible courage and valor.³⁴ They were sent out on the most dangerous missions and they sustained the highest combat casualty rate of any unit proportionally.

[13] There is one battle that illustrates that. It was a battle for the Gothic Line. The Germans were embedded in this mountain hillside, rocky hillside, in impregnable³⁵ caves, and three allied battalions³⁶ had been pounding away at it for six months, and they were stalemated.³⁷ The 442nd was called in to add to the fight, but the men of the 442nd came up with a unique but dangerous idea: The backside of the mountain was a sheer rock cliff. The Germans thought an attack from the backside would be impossible. The men of the 442nd decided to do the impossible. On a dark, moonless night, they began scaling that rock wall, a drop of more than 1,000 feet, in full combat gear. They climbed all night long on that sheer cliff. In the darkness, some lost their handhold or their footing and they fell to their deaths in the ravine below. They all fell silently. Not a single one cried out, so as not to give their position away. The men climbed for eight hours straight, and those who made it to the top stayed there until the first break of light, and as soon as light broke, they attacked. The Germans were surprised, and they took the hill and broke the Gothic Line. A six-month stalemate was broken by the 442nd in 32 minutes.

[14] It was an amazing act, and when the war ended, the 442nd returned to the United States as the most decorated unit of the entire Second World War. They were greeted back on the White House Lawn by President Truman, who said to

³³ to repeal or do away with something

³⁴ valor (noun) : great courage in the face of danger

³⁵ unable to be captured or broken into

³⁶ a large body of troops ready for battle

³⁷ a state in which neither side is able to gain an advantage or win

them, “You fought not only the enemy but prejudice, and you won.”

[15] They are my heroes. They clung to their belief in the shining ideals of this country, and they proved that being an American is not just for some people, that race is not how we define being an American. They expanded what it means to be an American, including Japanese-Americans that were feared and suspected and hated. They were change agents, and they left for me a legacy. They are my heroes and my father is my hero, who understood democracy and guided me through it. They gave me a legacy, and with that legacy comes a responsibility, and I am dedicated to making my country an even better America, to making our government an even truer democracy, and because of the heroes that I have and the struggles that we’ve gone through, I can stand before you as a gay Japanese-American, but even more than that, I am a proud American.

[16] Thank you very much. (Applause)

1. What is the main idea of the article?
 - A. While America's democracy is imperfect, the ideals that the country represents encourage citizens to continue fighting for it.
 - B. America's democracy only protects the rights of certain identities, regardless of what they contribute to the nation.
 - C. The internment of Japanese Americans during World War II proves that the government values the safety of some citizens over others.
 - D. The government's actions against Japanese Americans during World War II shows that the United States is not a true democracy.
2. Which quote from the text best supports your answer to question #1?
 - A. "the president of the United States, Franklin Delano Roosevelt, ordered all Japanese-Americans on the West Coast of America to be summarily rounded up with no charges, with no trial, with no due process." (Paragraph 3)
 - B. "All men are created equal, we have an inalienable right to life, liberty and the pursuit of happiness, and I couldn't quite make that fit with what I knew to be my childhood imprisonment." (Paragraph 8)
 - C. "He told me that American democracy is vitally dependent on good people who cherish the ideals of our system and actively engage in the process of making our democracy work." (Paragraph 8)
 - D. "That act of patriotism was answered with a slap in the face. We were denied service, and categorized as enemy non-alien. It was outrageous to be called an enemy when you're volunteering to fight for your country" (Para. 9)
3. Why were Takei and his family relocated to an internment camp?
 - A. They were not loyal to America.
 - B. They had recently immigrated from Japan.
 - C. They were of Japanese descent.
 - D. They did not support the war.
4. Which of the following describes Takei's experiences in the internment camp?
 - A. He thought it was normal.
 - B. He felt betrayed by his country.
 - C. He blamed his parents for his internment.
 - D. He understood he was being treated differently.
5. How were Japanese Americans treated when they volunteered for the army?
 - A. They were slapped across the face.
 - B. They were viewed as heroes.
 - C. They were accused of being spies.
 - D. They were treated as if they were non-citizens.
6. Why did Japanese Americans volunteer to fight in the war?
 - A. They wanted to prove they could be trusted.
 - B. They wanted to fight for what America stood for.
 - C. They needed to make money to send to their families.
 - D. They wanted to bring the war and internment to an end.
7. What type of supporting details explain the main idea of Paragraph 6?
 - A. examples
 - B. definitions
 - C. statistics
 - D. reasons
8. What is the main idea of Paragraph 7?
 - A. When the war ended, people were released.
 - B. George's family was poor and lonely.
 - C. George's family wanted to return to the camp.
 - D. Los Angeles was not a welcoming place.
9. How does Takei's understanding of his internment develop over time?
 - A. He comes to realize that his internment was relatively easy compared to other Japanese Americans.
 - B. He normalizes his experiences at first but eventually understands that his internment was not an example of democracy at its best.
 - C. He begins to view his internment as a betrayal by America and loses faith in the ideals he once associated with it.
 - D. He appreciates the internment camps as a child and isn't able to understand the injustice of the government's actions until he is an adult.
10. Which quote from the text best supports the answer to question #9?
 - A. "It became normal for me to go with my father to bathe in a mass shower. Being in a prison, a barbed-wire prison camp, became my normality." (Paragraph 6)
 - B. "My baby sister said, 'Mama, let's go back home,' because behind barbed wires was for us home." (Paragraph 7)
 - C. "My parents worked hard to get back on their feet. We had lost everything. They were at the middle of their lives and starting all over." (Paragraph 8)
 - D. "we have an inalienable right to life, liberty and the pursuit of happiness, and I couldn't quite make that fit with what I knew to be my childhood imprisonment." (Paragraph 8)

Name_____

Skill 04 - Implied Main Ideas

Use a dictionary to identify the word's part of speech and definition. Then use the word in an original, complete sentence.

WORD	PART OF SPEECH	DEFINITION	SENTENCE
discrimination			
diversity			
dominate			
exclude			
integrate			

military			
minority			
strategy			
style			
transfer			

Name_____

Skill 04 - Implied Main Ideas

Circle each vocabulary word in the puzzle below. Hint: The words may go any direction -- even backwards!

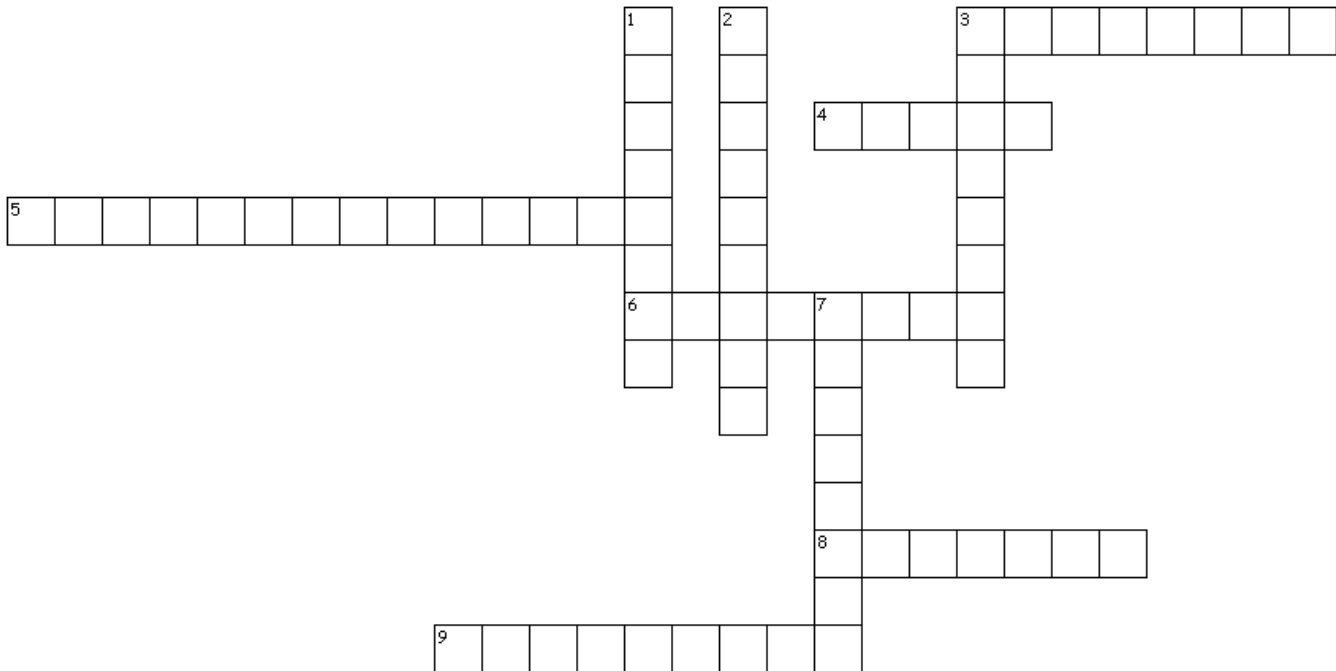
e s b h e l s x z r j y l d e
w o l w u h w t d t i c i n t
r m e w y c i u r l e s v j a
s n p y p e t e z a c f p j n
e r m o a y d w v r t r s y i
t t n m d i g l i p a e k q m
r o a r a k n m f y g h g n o
a x m r y t i s r e v i d y d
n w c j g n y a h o y p p k e
s l c l a e t c y g h v z x n
f o z t x i t w e i p w c h y
e f i y l j z n n b k l b b l
r o l i n z t k i i u x i z w
n x m w z e c d x d e l y t s
m i n o r i t y e m e d o v h

discrimination
diversity
dominate
exclude
integrate

military
minority
strategy
style
transfer

Name_____

Skill 04 - Implied Main Ideas



Across

3. Only a few of us voted for this option, so we are the _____.
4. I like the way you dress. You have an interesting _____.
5. The new law would make _____ in the workplace illegal.
6. I hope the skills from college classes will _____ to my new job.
8. It was not nice to _____ her; she deserved to be a part of the group, too.
9. When there are people from many countries and cultures, there is _____.

Down

1. Loud talkers can more easily _____ a conversation.
2. Let's _____ both sets of data to make one report.
3. The _____ protects that nation.
7. How do you get good grades? What is your _____ for studying?

Skill 04 - Implied Main Ideas

The dictionary says implied means: _____

Readers must sometimes _____ what the writer wants to say about the topic.

In other words, an implied main idea is _____

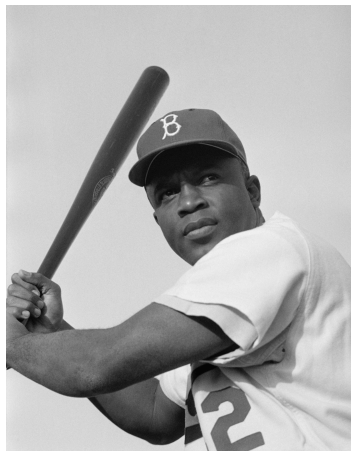
How do we find an implied main idea? Ask yourself these questions:

Jackie Robinson was born in Georgia on January 31, 1919, the youngest of five children. His father left the family just a year later, and his mother moved herself and her children to Pasadena, California, where she worked odd jobs to support her family. Growing up in relative poverty in an otherwise affluent community, Robinson and his minority friends were excluded from many recreational opportunities. As a result, Robinson joined a neighborhood gang, but his friend later persuaded him to abandon it.	TOPIC	MAIN IDEA
	SUPPORTING DETAILS	
Robinson once said, "The right of every American to first-class citizenship is the most important issue of our time." In 1938, while still at junior college, he was arrested after disputing the police's detention of one of his black friends. He managed to escape a long jail sentence, but this and other run-ins with the police earned him a reputation of being very combative against racial oppression.	TOPIC	MAIN IDEA
	SUPPORTING DETAILS	
Robinson joined the professional leagues for Blacks to play baseball in early 1945. He signed with the Kansas City Monarchs and had great success, but he was frustrated by all the disorganization that plagued the leagues for Blacks. During the season, Robinson explored ways to move up. He attended a tryout for the Boston Red Sox, but it was just for show. After he was heckled with racial slurs, he left humiliated.	TOPIC	MAIN IDEA
	SUPPORTING DETAILS	

READ

How Jackie Robinson Changed Baseball

Adapted from "How Jackie Robinson Changed Baseball" by Jessica McBirney. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0. Image: "Jackie Robinson, Brooklyn Dodgers, 1954" by Bob Sandberg is in the public domain.



ASK YOURSELF

Jackie Robinson (1919-1972) was a professional baseball player and the first African American to play in the Major Leagues.

[1] Today you may not be surprised to see an African-American or Latino player when you turn the TV to Major League Baseball. Maybe your favorite player is a person of color. But baseball has not always been as welcoming to diversity³⁸ as it is now. In 1947 the famous Jackie Roosevelt Robinson became the first African American to play on a Major League Baseball team. The road he paved was an important, but difficult one.

EARLY ATHLETIC SUCCESS

[2] Robinson was born in Georgia on January 31, 1919, the youngest of five children. His father left the family just a year later, and his mother moved herself and her children to Pasadena, California, where she worked odd jobs to support her family. Growing up in relative poverty in an otherwise affluent community, Robinson and his minority friends were excluded from many recreational opportunities. As a result, Robinson joined a neighborhood gang, but his friend later persuaded him to abandon it.

[3] When Jackie enrolled in high school, his siblings encouraged him to get involved in school sports teams. He excelled in football, basketball, track, and baseball, and he broke many school records.

[4] Robinson continued to play all of these sports in junior college. Ironically, he viewed baseball as his weakest sport. He transferred to UCLA to complete his degree, where he became the first athlete to letter³⁹ in all four of those sports. UCLA had some of

³⁸ the inclusion of different types of people (such as people of different races or cultures) in a group or organization

³⁹ to earn an award for excellence in school activities

the most racially integrated college sports teams at the time, but Robinson was still among a very small minority of non-white athletes on all his teams. **Q1→**

FIGHTING RACISM

[5] Robinson once said, “The right of every American to first-class citizenship is the most important issue of our time.” In 1938, while still at junior college, he was arrested after disputing the police’s detention of one of his black friends. He managed to escape a long jail sentence, but this and other run-ins with the police earned him a reputation of being very combative⁴⁰ against racial oppression.

[6] When the U.S. entered World War II, Robinson enlisted in the army. He never saw direct combat, but his military career was marred⁴¹ by racial problems. While stationed in Texas, Robinson boarded a non-segregated bus, but he was instructed to sit in the back anyway. He refused, and military police took him into custody for his insubordination.⁴² Fortunately, one month later, an all-white jury acquitted⁴³ him, but the situation foreshadowed only more of the same prejudice he’d face later in life. At one point, he said, “I’m not concerned with your liking or disliking me ... All I ask is that you respect me as a human being.” **Q2→**

A BLACK PLAYER WITH GUTS

[7] Robinson joined the professional leagues for Blacks to play baseball in early 1945. He signed with the Kansas City Monarchs and had great success, but he was frustrated by all the disorganization that plagued⁴⁴ the leagues for Blacks. During the season, Robinson explored ways to move up. He attended a tryout for the Boston Red Sox, but it was just for show. After he was heckled with racial slurs, he left humiliated.

[8] However, other Major League teams were serious about recruiting from the leagues for BlacksLeagues, and Robinson struck up a relationship with the General Manager of the Brooklyn Dodgers, Branch Rickey. Rickey liked the potential he saw in Robinson, but he had one question. He knew Robinson would face racial discrimination and injustice if he joined the Major Leagues. Could he be a Black “player with enough

Q1. Which of the following describes Robinson early in life?

- A. He wasn’t always interested in sports.
- B. He didn’t begin to succeed in sports until college.
- C. He was successful in many sports from the beginning.
- D. He was only ever successful at baseball.

Q2. How did Robinson handle racism as a young man?

- A. He challenged it but avoided conflict with police.
- B. He challenged it regularly, despite the consequences.
- C. He disapproved of it, but never directly challenged it.
- D. He used violence to show his disagreement with racism.

⁴⁰ ready to fight

⁴¹ mar (verb) : to damage or spoil to a certain extent

⁴² insubordination (noun) : defiance of authority

⁴³ to free someone from a criminal charge by verdict of not guilty

⁴⁴ plague (verb) : to cause continual trouble or distress

guts not to fight back?” Robinson promised that he could, and signed a contract with the Montreal Royals, the Dodgers’ top minor league team. After just one season, he transferred to the Brooklyn Dodgers.

[9] As he stepped onto the field as first baseman in 1947, Jackie Robinson became the first Major League baseball player to break the color barrier⁴⁵ since 1880. He was 28 years old.

[10] African-American fans flooded to Dodgers games, and even the general public and the press had a mostly positive view of the team’s newest addition. However, Robinson faced discrimination from a few of his own team members, who threatened to sit out of games if he was allowed to play. Management took Robinson’s side — “I say he plays,” said the manager. “I say he can make us all rich. And if any of you cannot use the money, I will see that you are all traded.”

[11] Other teams also disliked Robinson’s admittance into the League. Many threatened not to play against him. Most managers rejected these threats and forced the players to participate anyway. Instead, they took it out on Robinson directly during the games. Some players were physically violent — he once received a 7-inch gash in his leg from an opponent who spiked him with his cleats — while others hurled verbal racial insults at him and his teammates. The racism from other teams only united the Dodgers, however, and the team grew more accepting of him. **Q3→**

MAJOR SUCCESS

[12] Robinson won Rookie of the Year in 1947. In later seasons, more African-Americans joined other teams in the Major Leagues, as Robinson continued to excel. His success gained him fans from all over the country. He started at second base for the National League in the 1949 All-Star game, and he helped the Dodgers win the 1949 National League pennant.

[13] Over the next several years his success grew, and by 1955 the Dodgers pulled out a win in the World Series. Robinson was 36 and starting to feel the effects of his age. In 1956 he did not dominate the league as much as he used to, partially because of side

Q3. Which of the following best describes Robinson’s experience as a Major League Baseball player?

- A. He received overwhelming support from fans and team members, but was hated by opposing teams.
- B. He received support primarily from his team members due to his talent.
- C. He received no support in the beginning, but eventually won over the world.
- D. He received mixed reception, as many people supported him but many others discriminated against him.

⁴⁵ an unspoken social code of racial segregation or discrimination

effects he suffered from diabetes. When the Dodgers traded him to the New York Giants, Robinson decided to quit baseball altogether and become an executive for a coffee company instead.

A LEGENDARY IMPACT

[14] After his retirement Robinson remained a baseball legend. In 1962, he received baseball's highest honor when he was elected into the Hall of Fame. His playing style changed many team strategies. For example, he inspired players to be more aggressive in their base-running, rather than relying only on the distance they could hit the ball.

[15] "A life is not important except in the impact it has on other lives," Robinson once said. The first baseball player to break the color barrier in 60 years, he paved the way for many future African-American and minority athletes. His career helped the upcoming Civil Rights Movement by giving Americans a heroic African-American sports figure to rally around. **Q4→**

Q4. Which of the following describes Robinson's impact on the Civil Rights Movement?

A. His actions encouraged athletes of color to participate in sports and gave them a role model to support.

B. His actions proved to athletes of color that they could participate in sports without encountering discrimination.

C. His success in baseball brought an end to racial segregation throughout the nation.

D. His actions were the start of the Civil Rights Movement, as they encouraged others to further pursue desegregation.

REFLECT

1. Which of the following identifies an implied main idea of the article?

- A. Jackie Robinson's undeniable talent made it easy for coaches and team members to accept him, despite the racial tension of the era.
- B. While Jackie Robinson faced racial discrimination early on in his life, this stopped once he became the first African-American Major League Baseball player.
- C. As the first African-American Major League Baseball player, Jackie Robinson was significant in the increased racial diversity that followed in baseball and in other aspects of American culture.
- D. Once Jackie Robinson left baseball, the impact he had on the sport dwindled, and the racial diversity present on teams decreased.

2. Which section from the text best supports your answer to question 1?

- A. "African-American fans flooded to Dodgers games, and even the general public and the press had a mostly positive view of the team's newest addition." (Paragraph 10)
- B. "The racism from other teams only united the Dodgers, however, and the team grew more accepting of him." (Paragraph 11)
- C. "Robinson was 36 and starting to feel the effects of his age. In 1956 he did not dominate the league as much as he used to, partially because of side effects he suffered from diabetes." (Paragraph 13)
- D. "Robinson also made important racial breakthroughs in the sports world. The first baseball player to break the color barrier in 60 years, he paved the way for many future African-American and minority athletes." (Paragraph 15)

EXPLORE

A topic sentence presents the main idea of a paragraph. Without a topic sentence, the main idea is only implied. Read the paragraphs below. Determine the implied main idea. Then write a topic sentence to fit the paragraph.

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1. _____

The floor is an absolute mess. The linoleum lies under a patchwork quilt of old food: sticky patches of turkey gravy, baby food, cat food, and fudge ripple ice cream with marshmallow sauce. Adding to the mess on the floor, at least half a dozen bags of trash sit around at any one time, overflowing with slimy, brown banana peels, oily tuna fish cans, and mayonnaise jars that stink like a sewage spill. A second disaster area is the refrigerator. On its door, peanut-butter-and-jelly handprints compete for space with grimy Post-it notes held in place by chewed wads of grape bubblegum. And on top of the refrigerator, chocolate-stained cookbooks lie surrounded by a half-inch-thick layer of dust studded with rotting flies. But the filthiest place in the kitchen is the sink. Because it's so seldom scrubbed, the porcelain has developed a shiny coating of gray-green, mucous-like scum that would turn the strongest of stomachs. And my sister-in-law keeps the sink stacked high with disgustingly dirty dishes.

2. _____

Joanne is a total nonconformist. For one thing, Joanne's appearance is bizarre. For example, her hair is partially shaved and dyed pink, and she's covered in tattoos. In addition, her favorite clothes are ripped and have pictures on them of things like skulls. Furthermore, Joanne has a wild personality. For instance, she'll do outrageous things, like the time she got her nose pierced. In contrast, Mary is the total opposite of Joanne. For one thing, Mary's appearance is very conservative. For instance, her naturally blond hair is usually in a ponytail, and her favorite clothes are sweats or a soccer uniform. Unlike Joanne, Mary is the type of person who likes to follow the rules. For example, she's never missed a day of school, and she can be relied on to be the designated driver any time she goes out to a party. Truly, if I didn't already know that Joanne and Mary are cousins, I would never guess that they're related to each other.

3. _____

For one thing, students can save time by taking a class on-line. Instead of taking the bus or driving a car and parking, students can walk to their computer. This may save some students ten minutes, but can save other students more than an hour. Also, online classes are more flexible. Though students still have to do the work, parents and students with family commitments can schedule their class time around the needs of their children or family members. Students who have part-time or full-time jobs can complete the class work anytime of the day or night. In addition, if students are comfortable working with computers, learning on-line can be more efficient and interesting. Students can jump quickly to the internet to have a point explained. Some instructors tie presentations and video links into their online lectures.

4. _____

First, check the time and location of the interview. The first impression is terrible if the applicant is late. Second, pick clothing that is appropriate for the type of job. For example, if the job is in an office, clothing should be neat, ironed, and conservative. Third, before the interview, it is a good idea to do some research about the company. It is easy to find this information using the internet. An applicant could research the size of the company, its best products, and its customers. This information can then be worked into responses to the interview questions. Also, it can be helpful to have a friend or family member do a practice interview to be better prepared for the real interview. Finally, the applicant should end the interview positively with a handshake and enthusiasm about the job.

INSTRUCTIONS: Read the passage from a website. Answer the questions.

The Elements of Success

Adapted from *The Elements of Success* by Mike Kubic, which is licensed under CC BY-NC-SA 2.0. Image: "Success" by {Flixelpix} David is licensed under CC BY-NC 2.0.



[1] Google the word “happiness,” and the Internet comes back with 314 million entries. Google another much sought-after bit of information, “diet,” and you’ll get 468 million responses.

[2] But try “success” and the response is overwhelming: 1.2 million postings, some serious, some facetious.⁴⁶ Here is the advice of Arnold H. Glasow, a Wisconsin businessman and humorist: “Success is simple: Do what’s right, the right way, at the right time.”

[3] Not really helpful?

[4] Amy Chua and her husband, Jed Rubenfeld, are professors at Yale Law School who have done a lot of thinking about success, and how to reach it. In the preface of their 2014 book, *The Triple Package: How Three Unlikely Traits Explain the Rise and Fall of Cultural Groups in America*, they acknowledge the elusiveness of a sure-fire success formula:

[5] “It is one of humanity’s enduring mysteries,” they write, “why some individuals rise from unpromising origins to great heights, when so many others, facing similar obstacles and with seemingly similar capabilities, don’t rise at all.”

The demographics of success

[6] The paucity⁴⁷ of convincing explanation for why some people are winners is particularly curious because in America, there are so many of them. And not only that: there is ample statistical evidence of their success.

[7] For example, Asian Americans are just 5.6% of the population of the United States, but they make up more than 30% of the recent American math and physics Olympiad teams and Presidential Scholars, and have won 25%-30% of National Merit Scholarships. In 2012, Asian-American kids overall had SAT scores 143 points above average and a 63-point edge over their white counterparts.

[8] Stuyvesant and Bronx Science, New York City’s selective public high schools that admit students based solely on a standardized entrance exam, in 2013 offered admission to 177 whites and 620 Asians.

[9] Every second Asian American has a bachelor’s degree, compared with 28% of the general population. Indian

⁴⁶ facetious (adjective) : treating serious issues with deliberately inappropriate humor; flippant; sarcastic

⁴⁷ paucity (noun) : the presence of something only in small or insufficient quantities or amounts; scarcity

Americans earn almost twice the median household income of the rest of our population. Iranian, Lebanese and Chinese Americans are also in the top income categories.

[10] Cuban Americans rose in one generation from austere⁴⁸ beginnings to relative affluence.⁴⁹ Within four decades after their arrival, they were twice as likely as non-Hispanic whites to earn over \$50,000 a year. All three Hispanic United States senators are Cuban Americans.

[11] Yet another successful group is Nigerians. They make up less than 1 percent of the black population in the United States, yet in 2013 nearly one-quarter of the black students at Harvard Business School were of Nigerian ancestry. More than a fourth of Nigerian Americans have a graduate or professional degree, as compared with only about 11 percent of whites.

[12] The striking performance of these and other groups has led many social scientists to regard success in American as a racial characteristic – an approach that Chua and Rubenfeld consider an error. The authors back up their position with some impressive arguments. For example, they point out that although success seems to favor recent racial minorities, it is also characteristic of two well-established groups of white Americans.

[13] One of them is Mormons – members of The Church of Jesus Christ of Latter-day Saints – who are disproportionately prominent among the leaders of major American companies. Although less than 2% of the U.S. population, Mormons hold or have recently held top positions in at least 13 major American corporations, including the American Express, Black and Decker, Citigroup, Dell, Fisher-Price, Deloitte, Marriott International and Sears. Mitt Romney, the 2012 Republican presidential candidate, is a Mormon as well as a successful businessman.

[14] The other equally small but in its own ways even more successful group is Jewish Americans, who account for three of the current eight members of the U.S. Supreme Court; over two-thirds of Tony Award-winning lyricists and composers; and a whopping third of American Nobel laureates.

[15] Yet another weighty point made by Chua and Rubenfeld is that the success of the various immigrant groups tends to dissipate after two generations. For example, the authors cite a 2005 study of over 20,000 adolescents which found that third-generation Asian-American students performed no better academically than their white peers. This the authors say, debunks the claim that the group possesses some innate, biological superiority.

A different success formula

[16] What Chua and Rubenfeld propose is that success is fueled by three forces that are products not of race, but of culture. One of them is superiority complex, “a deep-seated belief” that the individuals or groups are exceptional. The second is the opposite – insecurity – “a feeling that what you’ve done is not good enough” and the necessity “to prove oneself.” The authors’ third trait that is not innate but can be learned is grit: “the ability to resist temptation,” and to systematically “sacrifice present gratification in pursuit of future attainment.”

[17] However counterintuitive it sounds, the authors maintain that it’s precisely this unstable combination of superiority, insecurity and grit that generates drive. They support their position by well-known as well as obscure cultural

⁴⁸ austere (adjective) : having no comforts or luxuries; harsh

⁴⁹ affluence (noun) : wealth

characteristics of the successful groups. For example, they point out that Jews regard themselves as “the chosen people”; Mormons believe they are “gods in embryo” who were “placed on earth to lead the world to salvation”; and Iranians are notorious for their “superiority complex.”

[18] Regarding insecurity, Chua and Rubenfeld believe that it “runs deep in every one of America’s rising groups; and consciously or unconsciously, they tend to instill it in their children.” They cite a study of thousands of high school students which indicated that Asian-American students had the lowest self-esteem of any racial group, even as they work hard and get the highest grades.

[19] Frequently, the authors say, successful kids feel “motivated to achieve” because of an acute sense of obligation to their parents. For example, studies have shown that Chinese immigrant parents frequently impose exorbitant⁵⁰ academic expectations on their children, making them feel that “family honor” depends on their success.

[20] Chua and Rubenfeld warn that in isolation, each of the three qualities would not lead to success. They say that alone, the superiority complex is a recipe for complacency;⁵¹ mere insecurity could be crippling; and impulse control can produce asceticism.⁵² In their opinion, “[o]nly in combination do these qualities generate drive.”

[21] They conclude that the way to develop the three “success” qualities is through self-discipline and determination to overcome one’s insecurity. “[That] turns the ability to work hard, to persevere and to overcome adversity into a source of personal superiority,” they argue. “This kind of superiority complex isn’t ethnically or religiously exclusive. It’s the pride a person takes in his own strength of will.”

[22] *The Triple Package* has been praised for tackling a controversial and complex subject and positing a new theory for success in America. The book has also been panned⁵³ for ignoring such success-driving factors as transfer of wealth between generations. But the authors’ basic judgment – that the road to winning is paved with grit – is far from novel, and has a broad support from both social scientists and successful people.

[23] One of them was former British Prime Minister Winston Churchill, who led his country to a victory during World War II. He summed up his experience like this: “Success is not final, failure is not fatal. It’s the courage to continue that counts.”

⁵⁰ exorbitant (adjective) : extremely or unreasonably high in amount or intensity

⁵¹ complacency (noun) : a feeling of smug or uncritical satisfaction with oneself or one's achievements

⁵² asceticism (noun) : severe self-discipline and avoidance of all forms of indulgence

⁵³ pan (verb) : to criticize (someone or something) severely

1. Which statement best summarizes the main idea of the text?

- A. Different cultural/ethnic groups rely on different traits to succeed in the United States
- B. Different cultural/ethnic groups rely on the same traits to succeed in the United States
- C. Cultural/ethnic minorities have a difficult time succeeding in the United States
- D. Cultural/ethnic minorities have an easier time succeeding than native (white) citizens of the United States

2. Which quotation from the text best supports the answer to question #1?

- A. "In 2012, Asian-American kids overall had SAT scores 143 points above average and a 63-point edge over their white counterparts." (Paragraph 8)
- B. "Although success seems to favor recent racial minorities, it is also characteristic of two well-established groups of white Americans." (Paragraph 13)
- C. "However counterintuitive it sounds, the authors maintain that it's precisely this unstable combination of superiority, insecurity and grit that generates drive." (Paragraph 18)
- D. "The book has also been panned for ignoring such success-driving factors as transfer of wealth between generations." (Paragraph 23)

3. Why might some people believe that success is partially influenced by nationality?

- A. because some groups are just naturally more intelligent than others and this is proven by medical studies
- B. because some groups of people from particular countries have been very successful in America
- C. because some groups in America are provided opportunities that others are not
- D. because some groups in America make far more money than others

4. What evidence do Chua and Rubenfeld use to show that one's race may not determine one's success?

- A. Success is impossible to measure despite the best efforts of scientists.
- B. Different types of success can't be compared.
- C. There is a disproportionate number of minority racial groups in America.
- D. Specific groups of whites and non-whites have become very successful in America.

5. According to the article, which one of these does NOT influence your success in America?

- A. The ability to balance your social life with your work life.
- B. The knowledge that you are the best and the desire to maintain that image.
- C. The belief that you are somehow lesser than other people and the desire to change that.
- D. The knowledge that your hard work now will pay off in the future.

6. According to the article, how can one achieve success in America?

- A. by possessing at least one of the three success qualities
- B. by being born with the three success qualities
- C. by working hard and pursuing the three success qualities
- D. by receiving emotional support from friends and family

7. What does the word "elusiveness" mean as used in paragraph 4?

- A. something difficult to understand or define
- B. failure
- C. impressiveness or achievement
- D. significant change or transformation

8. Which phrase from the text best supports the answer to question #7?

- A. "sure-fire success"
- B. "enduring mysteries"
- C. "unpromising origins to great heights"
- D. "don't rise at all"

9. Which statement best describes the relationship between superiority and insecurity in the authors' research?

- A. successful people/groups display more superiority and less insecurity
- B. successful people/ groups display more insecurity and less superiority
- C. successful people/groups display neither insecurity, nor superiority
- D. successful people/groups display both insecurity and superiority

10. In paragraph 22, the writer says the book as "panned." This means the book received _____ reviews.

- A. positive
- B. negative
- C. neither positive nor negative
- D. both positive and negative

Name_____

Skill 05 - Making Inferences

Use a dictionary to identify the word's part of speech and definition. Then use the word in an original, complete sentence.

Quizlet:

WORD	PART OF SPEECH	DEFINITION	SENTENCE
apology			
compass			
construct			
debt			
foundation			

mask			
migrate			
revolution			
subtle			
survive			

Name_____

Skill 05 - Making Inferences

Circle each vocabulary word in the puzzle below. Hint: The words may go any direction -- even backwards!

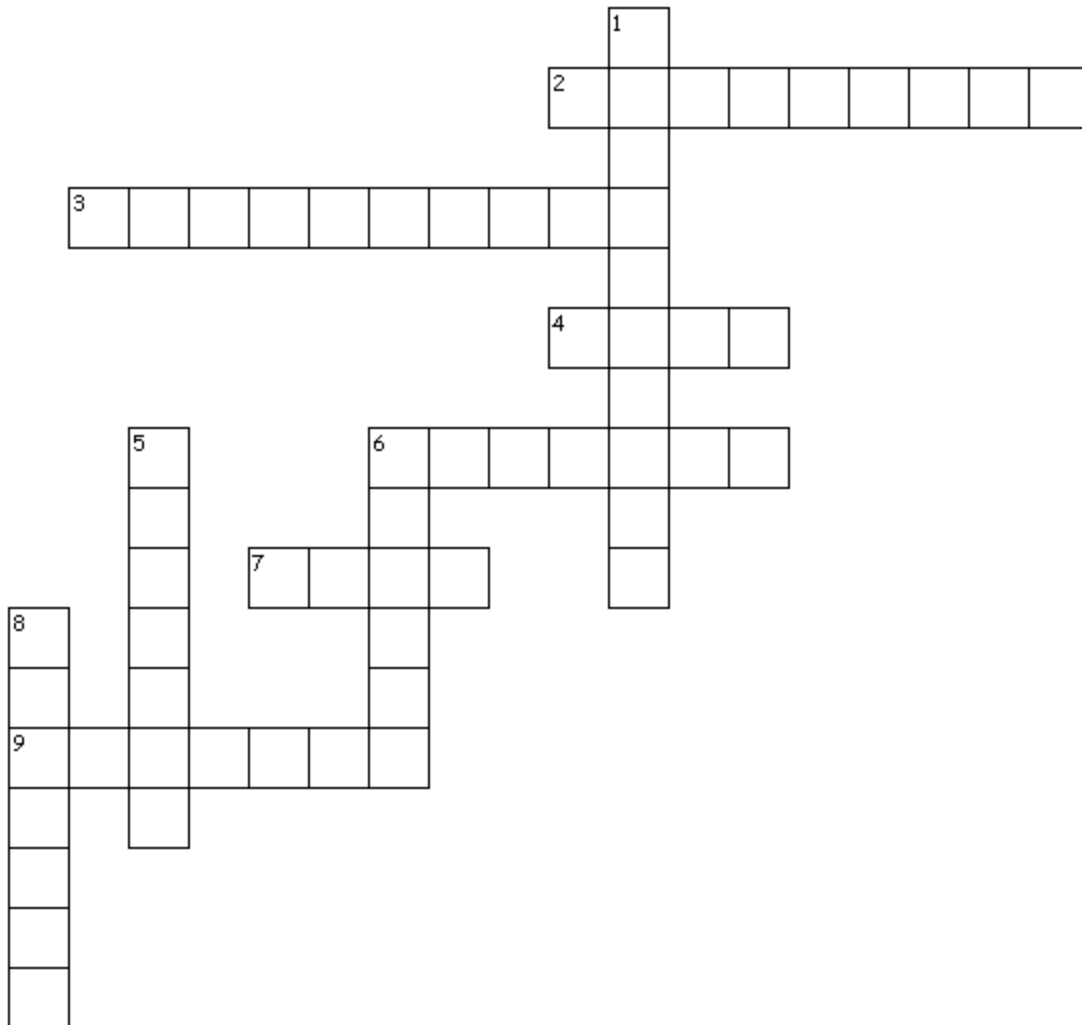
c a t t r j c x h n n c z b p
q o b a h g f h o q n i d a g
w e n q j v p i h y t c g u f
d t f s k d t c k r b i v d t
i u j s t a p t t e f n d k f
c u h z d r e v o l u t i o n
s m w n p e u o p t v c z c l
k s u b k i c c c b z o e a s
t o q a h o q e t u f b e p j
f g l o m t s m v s m h k o u
t d c p e t a r g i m b e l j
z t a m a s k f j i v f n o l
h s b e z b r x o i a r m g i
s y v o u p v t u k u o u y h
i e k h x s e y h v k b b s o

apology
compass
construct
debt
foundation

mask
migrate
revolution
subtle
survive

Name_____

Skill 05 - Making Inferences



Across

2. We are hoping to _____ a new home soon.
3. When people fight back against a government, it is called a _____.
4. As an actor, sometimes I wear a _____ on stage.
6. This course may be difficult, but you will _____.
7. When they finish school, students often have a lot of _____.
9. When people or animals move from place to place, they _____.

Down

1. The statue is large and needs a strong _____.
5. I am sorry. I owe you an _____.
6. The message was so _____ that I didn't understand it.
8. Look at the _____ and tell me which direction we are traveling.

Skill 05 - Making Inferences

Inferences are _____.

Sometimes we call this skill _____ or _____.

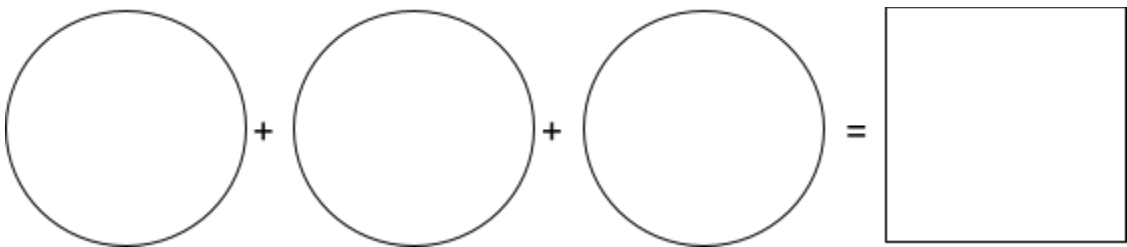
In other words, an inference is an _____ because we use _____
and _____ to come to a logical _____.

THREE REASONS WHY THIS IS AN IMPORTANT SKILL	EXAMPLES
1.	The waves wrapped around his legs, and he could feel the coarse sand under his feet. Where is he?
2.	When I arrived, all of the tables were occupied. But the aroma of freshly roasted beans convinced me to wait in line at the counter. I needed the caffeine! Then I saw the white cup with the green logo with my name misspelled -- again! Where is she?
3.	The exam was so painful! Was the test easy or difficult?

To make inferences, good readers ask two questions as they read:

1. What does it _____?
2. What does it _____?

Sometimes the meaning is explicit, or directly stated. Other times, we need to combine what the text says with what we already know from our own experience to make a logical conclusion.



SIMPLE EXAMPLE → All dogs are brown. Leroy is a dog. What color is Leroy? _____

READ

Poems of Protest, Resistance, and Empowerment

I LOOK AT THE WORLD

By Langston Hughes

Permissions granted by Harold Ober Associates Incorporated.
Image by Carl Van Vechten is in the public domain.

I look at the world
From awakening eyes in a black face—
And this is what I see:
This fenced-off narrow space **Q2→**
Assigned to me.

I look then at the silly walls
Through dark eyes in a dark face—
And this is what I know:
That all these walls oppression builds **Q2→**
Will have to go!

I look at my own body
With eyes no longer blind—
And I see that my own hands can make
The world that's in my mind.
Then let us hurry, comrades, **Q3→**
The road to find.



ASK YOURSELF

Q2: Langston Hughes was an African American writer who lived in the U.S. from 1902-1967. What do you think he is describing here when he says “fenced-off narrow space” and “these walls oppression builds”?

Q3: Who is Hughes referring to here when he says “comrades”?

THE WALL

By Anita Endrezze

Text and image from *Enigma*.
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Build a wall of saguaros⁵⁴,
butterflies, and bones
of those who perished
in the desert. A wall of worn shoes,
dry water bottles, poinsettias⁵⁵.
Construct it of gilded or crazy house
mirrors so some can see their true faces.
Build a wall of revolving doors
or revolutionary abuelas⁵⁶.
Make it as high as the sun, strong as tequila⁵⁷.
Boulders of sugar skulls. Adobe⁵⁸ or ghosts.
A Lego wall or bubble wrap. A wall of hands
holding hands, hair braided from one woman
to another, one country to another. **Q1→**
A wall made of Berlin. A wall made for tunneling.
A beautiful wall of taco trucks.
A wall of silent stars and migratory songs.
This wall of solar panels and holy light,
panels of compressed cheetos,
topped not by barbed wire but sprouting
avocado seeds, those Aztec testicles.
A wall to keep Us in and Them out.
It will have faces and heartbeats.
Dreams will be terrorists. The Wall will divide
towns, homes, mountains,
the sky that airplanes fly through



ASK YOURSELF

Q1. What two countries
can we infer based on
the description so far?

- A. United States
- B. Canada
- C. Mexico
- D. Germany
- E. Russia
- F. Guatemala

⁵⁴ a type of cactus

⁵⁵ a plant native to Mexico

⁵⁶ a Spanish word for “grandmothers”

⁵⁷ a strong alcoholic beverage made from the agave plant, mainly in Mexico

⁵⁸ bricks made from mud

with their potential illegals.
 Our wallets will be on life support
 to pay for it. **Q2**→ Let it be built
 of guacamole so we can have a bigly block party.
 Mortar it with xocoatl⁵⁹, chocolate. Build it from coyote howls
 and wild horses drumming across the plains of Texas,
 from the memories
 of hummingbird warriors and healers.
 Stack it thick as blood, which has mingled
 for centuries, la vida⁶⁰. Dig the foundation deep.
 Create a 2,000 mile altar, lit with votive candles
 for those who have crossed over
 defending freedom under spangled stars
 and drape it with rebozos⁶¹,
 and sweet grass.
 Make it from twoway windows:
 the wind will interrogate us,
 the rivers will judge us, for they know how to separate
 and divide to become whole.
 Pink Floyd⁶² will inaugurate it.
 Ex-Presidente Fox will give it the middle finger salute.
 Wiley Coyote⁶³ will run headlong into it,
 and survive long after history forgets us.
 Bees will find sand-scoured holes and fill it
 with honey. Heroin will cover it in blood.
 But it will be a beautiful wall. A huge wall.
 Remember to put a rose-strewn doorway in Nogales⁶⁴
 where my grandmother crossed over,
 pistols on her hips. Make it a gallery of graffiti art,
 a refuge for tumbleweeds,
 a border of stories we already know by heart.

Q2. The author likely means that ...
 A. The people have plenty of money to pay for a wall that will protect their lives.
 B. A wall like this would be very expensive, leaving us with little on which to live.
 C. It's a spelling error; the author meant to type "walls" but instead wrote "wallets."
 D. Our government will take care of us as if we were sick and required life support in a hospital.

⁵⁹ a word for chocolate, from the Nahuatl words meaning "bitter water"

⁶⁰ Spanish words for "the life"

⁶¹ a typical Mexican garment similar to a shawl or scarf.

⁶² a rock music band that was popular in the 1960s and 1970s

⁶³ a TV cartoon character

⁶⁴ a city on the border between Arizona and Mexico

REFLECT

1. Which of the following best describes the main idea of the poem “I Look at the World”?

 - A. People can protect ourselves by building stronger, bigger walls of oppression.
 - B. The walls of oppressions are smart, but not strong.
 - C. Everyone should remain in their assigned spaces.
 - D. People have the power within ourselves to make the changes in society that they want to see.
2. What text from the poem helps you to understand the answer to question #1?

 - A. “This fenced-off narrow space assigned to me” (lines 4-5)
 - B. “That all these walls oppression builds / Will have to go!” (lines 9-10)
 - C. “And I see that my own hands can make / The world that’s in my mind.” (lines 13-14)
 - D. “Then let us hurry, comrades, / The road to find.” (lines 15-16)
3. Which of the following best describes the main idea of “The Wall”?

 - A. A wall may physically divide two countries, but it cannot easily divide their cultural connections.
 - B. It is possible to build a border wall from many different materials.
 - C. People will appreciate the border wall more if it is decorated with a mix of cultural symbols.
 - D. An imaginary wall between countries is stronger than any physical wall.
4. What can we infer about the author’s attitude toward a border wall?

 - A. She supports the idea.
 - B. She protests the idea.
 - C. She is unaware of the idea.
 - D. She has no opinion and doesn’t care either way.

5. Read the short biographies of each poet below. Compare/contrast their lives, then their work. What is similar? What is different?

Langston Hughes (1902-1967) was an African American poet, novelist, and social activist. He was an important leader of the Harlem Renaissance, a social, cultural, and artistic movement in Harlem, New York during the 1920s. According to the Poetry Foundation, “he sought to honestly portray the joys and hardships of working-class black lives, avoiding both sentimental idealization and negative stereotypes.”	Anita Endrezze (1952-) is an award-winning writer, poet, teacher and artist from Native American (Yaqui) and European heritage. She has published more than 10 books, and her work has been included in numerous literary magazines and anthologies. She lives with her family in Everett, Washington. According to the Poetry Foundation, “Endrezze writes from her experience as a Native American woman.”
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6. How can poetry help you to convey an idea without stating it directly?

DAKOTA⁶⁵ HOMECOMING⁶⁶

By Gwen Nell Westerman

From *New Poets of Native Nations*. Copyright © 2018 by Gwen Nell Westerman. Used with permission.

We are so honored that
 you are here, they said.
We know that this is
 your homeland, they said.
The admission price
 is five dollars, they said.
Here is your button
 for the event, they said.
It means so much to us that
 you are here, they said.
We want to write
 an apology letter, they said. **Q1→**
Tell us what to say.

ASK YOURSELF

Q1: What do they want to apologize for? Why do they want to know what to say?

REFLECT

- Which of the following best describes the main idea of the text?
 - White Americans may attempt to make amends to Native Americans, but they can remain oblivious and self-centered.
 - White Americans are making sincere attempts to apologize to Native Americans and welcome them into contemporary society.
 - There has been a shift in power over time, and the Dakota people have returned home with greater honor than when they left.
 - White Americans of today clearly understand the cruel acts of past generations toward Native Americans.
- What interpretations of the text help you to understand the main idea of the text?
 - White Americans ask for advice about what to write in an apology letter because they are sensitive about making amends and honoring the past.
 - White Americans understand they live on the ancestral lands of Native Americans, but still charge them money to attend a “homecoming” event; also, they need to ask the Native Americans what to write because the historical problems are not clear to them.
 - The Dakota people are welcomed at the homecoming, given a five-dollar discount, and put in charge of an apology letter to themselves.
 - It means a lot to White Americans that Native Americans participate in the Homecoming event.

⁶⁵ the Dakota people are a tribe of Native Americans from the north central part of the United States

⁶⁶ homecoming (noun) : an occasion when someone returns to a place where they used to live, work, or study

ACCENTS

By Denice Frohman

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my mom holds her accent like a shotgun,
with two good hands.
her tongue, all brass knuckle
slipping in between her lips
her hips, all laughter and wind clap. **Q1→**

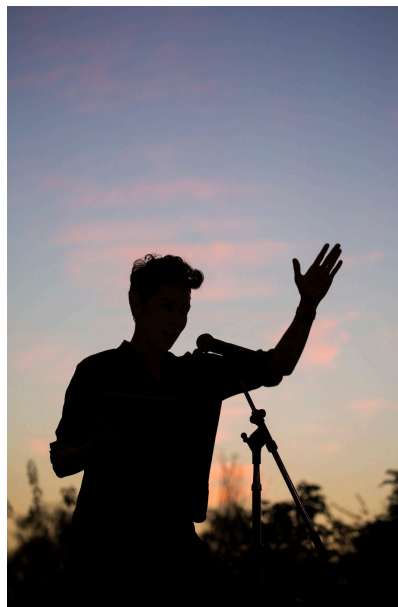
she speaks a sanchocho⁶⁷ of spanish and english,
pushing up and against one another,
in rapid fire.

there is not telling my mama to be "quiet,"
she don't know "quiet."

her voice is one size better fit all
and you best not tell her to hush,
she waited too many years for her voice to arrive
to be told it needed house keeping.

English sits in her mouth remixed
so "strawberry" becomes "eh-strawbeddy"
and "cookie" becomes "eh-cookie"
and kitchen, key chain, and chicken all sound the same.

my mama doesn't say "yes"
she says, "ah ha"
and suddenly the sky in her mouth becomes Hector Lavoe⁶⁸ song. **Q2→**



ASK YOURSELF

Q1: What can you already infer about the poet's mother?
A. She is mild and timid.
B. She is not shy and probably says whatever she thinks.
C. She is unhappy.
D. She is embarrassed.

Q2: What do you think this means?

⁶⁷ a traditional soup of Latin America

⁶⁸ a salsa singer from Puerto Rico

her tongue can't lay itself down flat enough
for the English language,
it got too much hip
too much bone
too much conga
too much cuatro
to two step
got too many piano keys
in between her teeth,
it got too much clave
too much hand clap
got too much salsa to sit still
it be an anxious child wanting to
make Play-Doh⁶⁹ out of concrete **Q3→**

English be too neat for
her kind of wonderful.
her words spill in conversation
between women whose hands are all they got
sometimes our hands are all we got
and accents remind us that we are still
bomba, still plena

say "wepa"
and a stranger becomes your hermano
say "dale"
and a crowd becomes a family reunion.

Q3: The poet is comparing her mother's tongue to music and dance because her mother ...
A. is a talented musician and dancer
B. is very animated and lively when she speaks
C. speaks carefully in very formal Spanish
D. doesn't believe she can speak English well.

⁶⁹ a modeling clay for children

my mama's tongue is a telegram from her mother
decorated with the coqui's of el campo⁷⁰

so even though her lips can barely
stretch themselves around english,
her accent is a stubborn compass⁷¹
always pointing her
towards home.

REFLECT

1. Which of the following best describes the main idea of the text?
 - A. A strong accent can make it difficult to be understood in English.
 - B. Mothers are important role models.
 - C. An accent is beautiful because it is a reminder of one's heritage.
 - D. English cannot express all the ideas that her mother wants to share.
2. What interpretations of the text help you to understand the main idea of the text?
 - A. "Her accent is a stubborn compass always pointing her towards home."
 - B. "English be too neat for her kind of wonderful."
 - C. "her tongue can't lay itself down flat enough for the English language"
 - D. "her voice is one size better fit all and you best not tell her to hush"

⁷⁰ little frogs in the countryside of Puerto Rico

⁷¹ compass noun : a piece of equipment used for finding your way, with a needle that always points north

EXPLORE

PROTEST	RESISTANCE	EMPOWERMENT
DEFINITION	DEFINITION	DEFINITION
EXAMPLE SENTENCE	EXAMPLE SENTENCE	EXAMPLE SENTENCE

Write a haiku poem using pieces of the definitions and example sentences above.

FORM	EXAMPLE
First line: 5 syllables Second line: 7 syllables Third line: 5 syllables	Protest adds my voice to the growing thunderstorm. The rain brings new growth.

Write your haiku here. Then copy it on the whiteboard to share with the class.



APPLY

INSTRUCTIONS: Read the poem. Answer the questions.

Good Bones

By Maggie Smith, "Good Bones" from Good Bones.

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Life is short, though I keep this from my children.
Life is short, and I've shortened mine
in a thousand delicious, ill-advised ways,
a thousand deliciously ill-advised ways
I'll keep from my children. The world is at least
fifty percent terrible, and that's a conservative
estimate, though I keep this from my children.
For every bird there is a stone thrown at a bird.
For every loved child, a child broken, bagged,
sunk in a lake. Life is short and the world
is at least half terrible, and for every kind
stranger, there is one who would break you,
though I keep this from my children. I am trying
to sell them the world. Any decent realtor,⁷²
walking you through a real shithole,⁷³ chirps on
about good bones: This place could be beautiful,
right? You could make this place beautiful.



⁷² realtor (noun) : a person who sells real estate or property

⁷³ shithole (noun) : slang for a dirty unpleasant place

INSTRUCTIONS: Read the poem “Good Bones” on the previous page. Then choose two parts of the poem to analyze closely. Write your responses in complete sentences. There are many possible answers to this task.

WHAT DOES IT SAY? These are words the author uses. Copy the line(s) from the poem.	WHAT DOES IT MEAN? What can you infer? What is the author saying indirectly?	WHY DOES IT MATTER? Why is this important to understanding the text?
EXAMPLE: “Good Bones”	EXAMPLE: Bones work together as a skeleton. A good skeleton is important to a healthy body. Similarly, a healthy structure is important to a house. Also, a healthy core is important to a healthy country.	EXAMPLE: If the inside structure is good, the body, house, or country will continue to exist even if the outside isn’t as nice as it used to be. The outside can always be changed or repaired, but the body, house, or country will fail if the inside is not in good condition. It’s what is inside that matters the most. We have to look beyond the superficial things to see what is at our core as a society or as a country.
PART ONE	PART ONE	PART ONE
PART TWO	PART TWO	PART TWO

Name_____

Skill 06 - Reading Infographics

Use a dictionary to identify the word's part of speech and definition. Then use the word in an original, complete sentence.

WORD	PART OF SPEECH	DEFINITION	SENTENCE
conventional			
economy			
ethics			
evolution			
focus			

potential			
regulate			
survival			
urban			
victim			

Name_____

Skill 06 - Reading Infographics

Circle each vocabulary word in the puzzle below. Hint: The words may go any direction -- even backwards!

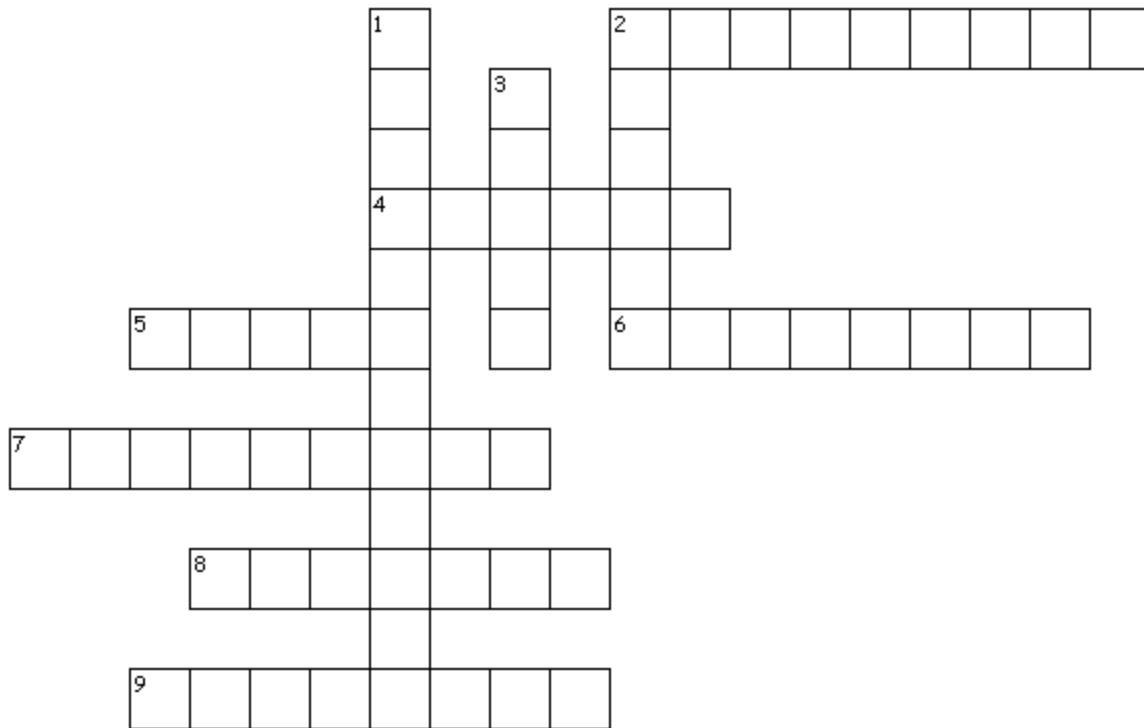
h o y d r c e d u o j d j i e
z w m d f o o w a v e d x t t
h b q i l n d w l v a w h m j
b t g z o v d o o f u i z p m
g i u n i e i l m k c r c w m
y f a c v n u t h s p s q l a
p o t e n t i a l u d m w d z
s i a f i i b b a r x p m y k
m e c o n o m y e v j l g f x
x a n c u n x g h i v i y m p
c k u u r a u r e v t o j m s
a d y s b l q s u a x a t i p
g o s d a p x b j l l z z m z
a e f t n u u o e x t c k b e
k c e i n h x r g s b g t w a

conventional
economy
ethics
evolution
focus

potential
regulate
survival
urban
victim

Name_____

Skill 06 - Reading Infographics



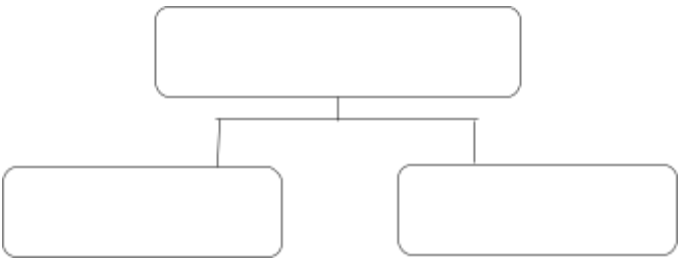
Across

2. Portland has seen many changes; the _____ has been amazing.
4. If people treat you unfairly, you may be a _____ of discrimination.
5. Portland is an _____ area because it is a city.
6. If I fall into the ocean, my chances of _____ are very small because I do not know how to swim.
7. All students have the _____ to succeed.
8. The _____ is good because many people have jobs.
9. Some people believe that the government should _____ marijuana use.

Down

1. A microwave is not the _____ way to cook rice or potatoes.
2. I question his _____ because he doesn't always tell the truth.
3. The _____ of this course is a set of useful reading skills.

Skill 06 - Reading Infographics



Different types of infographics. Label each one.

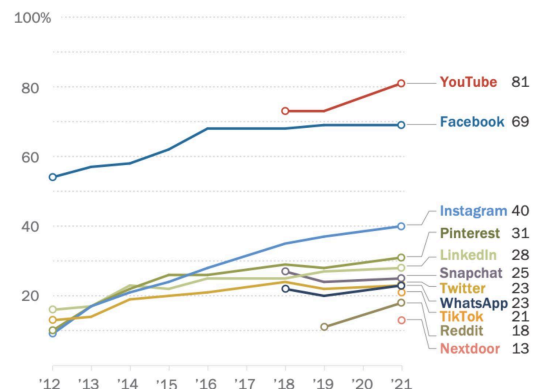
In other words, **infographics** are _____

Reading infographics is an important skill because _____

People use infographics because (check all that apply): ☐ They can be understood by people who speak different languages. ☐ They tell a story. ☐ They change our perspective. ☐ They often connect different sources of data together. ☐ They let us focus only on the important information. ☐ They are more entertaining to look at. ☐ They take less time to read than words and numbers.	How do we read infographics?
--	--

Growing share of Americans say they use YouTube; Facebook remains one of the most widely used online platforms among U.S. adults

% of U.S. adults who say they ever use ...



Note: Respondents who did not give an answer are not shown. Pre-2018 telephone poll data is not available for YouTube, Snapchat and WhatsApp; pre-2019 telephone poll data is not available for Reddit. Pre-2021 telephone poll data is not available for TikTok. Trend data is not available for Nextdoor.

Source: Survey of U.S. adults conducted Jan. 25-Feb. 8, 2021.

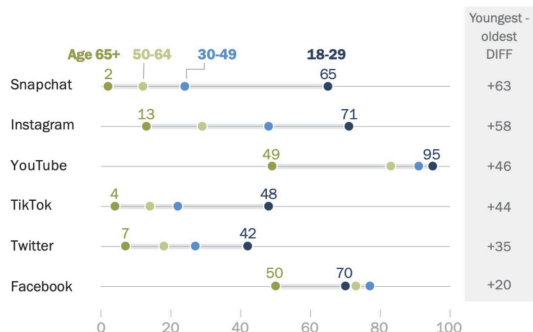
"Social Media Use in 2021"

PEW RESEARCH CENTER

1. Read title: What is the topic? What is the main idea? How do you know?
2. Check labels and footnotes: Is this a credible source of information? Why or why not?
3. Compare data points: What are the relationships between data points? How do you know?

Age gaps in Snapchat, Instagram use are particularly wide, less so for Facebook

% of U.S. adults in each age group who say they ever use ...



Note: All differences shown in DIFF column are statistically significant. The DIFF values shown are based on subtracting the rounded values in the chart. Respondents who did not give an answer are not shown.

Source: Survey of U.S. adults conducted Jan. 25-Feb. 8, 2021.

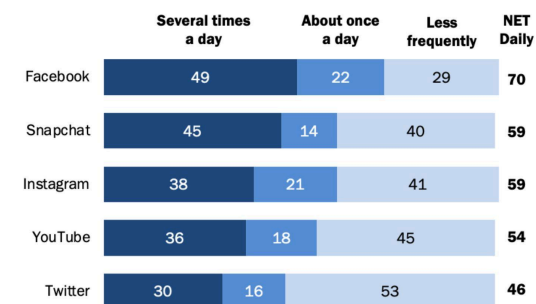
"Social Media Use in 2021"

PEW RESEARCH CENTER

1. Read title: What is the topic? What is the main idea? How do you know?
2. Check labels and footnotes: Is this a credible source of information? Why or why not?
3. Compare data points: What are the relationships between data points? How do you know?

Seven-in-ten Facebook users say they visit site daily

Among U.S. adults who say they use ___, % who use that site ...



Note: Respondents who did not give an answer are not shown. "Less frequently" category includes users who visit these sites a few times a week, every few weeks or less often.

Source: Survey of U.S. adults conducted Jan. 25-Feb. 8, 2021.

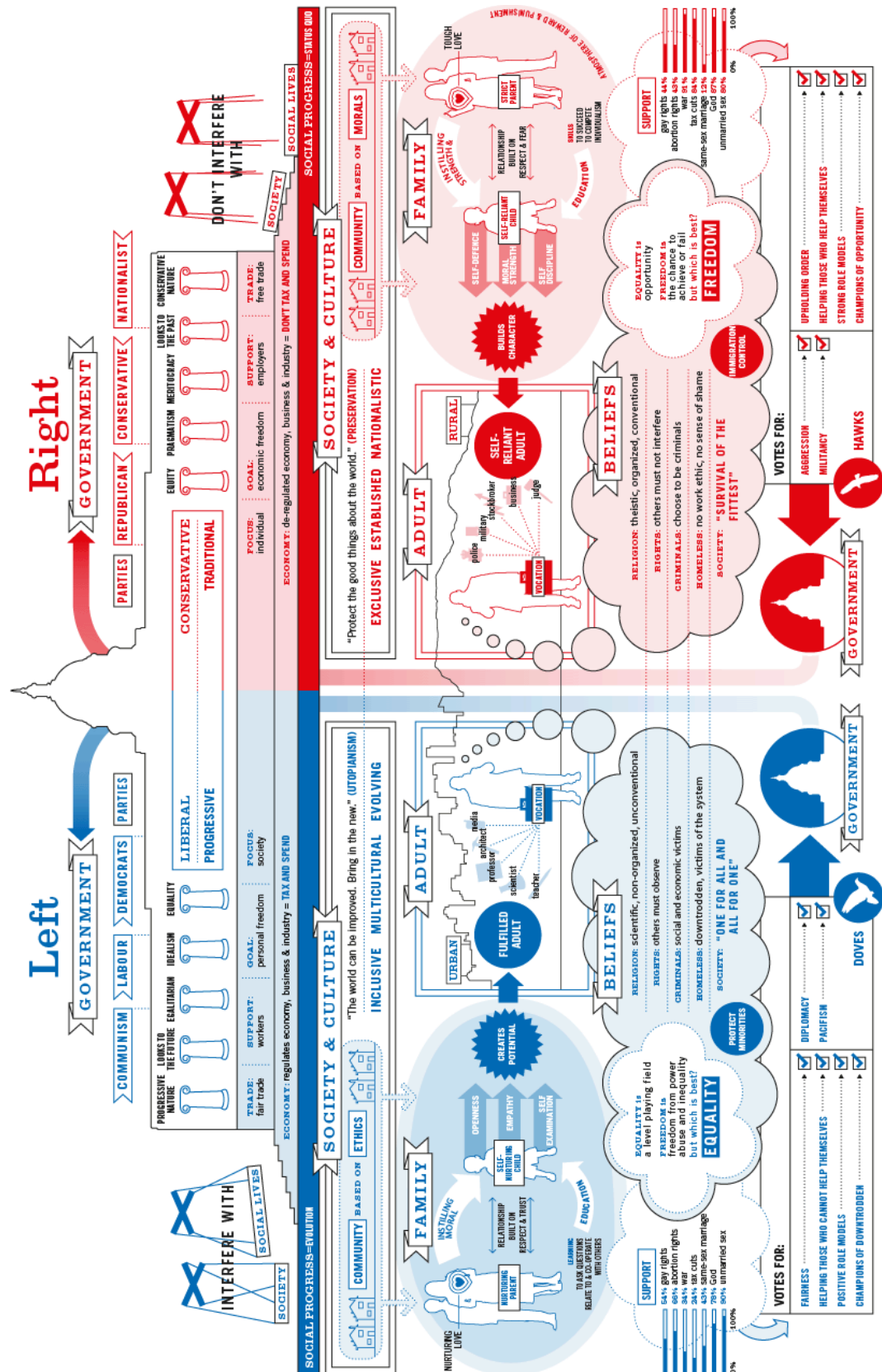
"Social Media Use in 2021"

PEW RESEARCH CENTER

1. Read title: What is the topic? What is the main idea? How do you know?
2. Check labels and footnotes: Is this a credible source of information? Why or why not?
3. Compare data points: What are the relationships between data points? How do you know?

Left vs. Right

By David McCandless and Stefanie Posavec, December 2010, InformationIsBeautiful.Net.



INEVITABLE CAPITALIST AGENDA

from the new infographic book of visual explora
The Visual Miscellaneum

CREATIVE CREDIT
David McCandless & Stefanie Posavec // v1.2 // Dec 2010
InformationIsBeautiful.net / ItsBeenReal.co.uk

REFLECT

1. What is the topic of this infographic?
 - A. Branches of government in the U.S.
 - B. Political ideologies (ideas, ideals, beliefs) in the U.S.
 - C. Media bias among news sources in the U.S.
 - D. Political differences between the U.S. and Canada
2. What is the main idea of this infographic?
 - A. Show cause and effect between “left” and “right” ideologies in U.S. politics
 - B. Describe the election and voting process for two major parties in U.S. politics
 - C. Show which political ideology is better between two major political parties in the U.S.
 - D. Show the contrasts between “left” and “right” ideologies in U.S. politics
3. Which is considered liberal or progressive?
 - A. left
 - B. right
 - C. both
 - D. neither
4. Which is considered conservative or traditional?
 - A. left
 - B. right
 - C. both
 - D. neither
5. Which side would favor a new tax on soda and banning straws at restaurants?
 - A. left
 - B. right
 - C. both
 - D. neither
6. Which things would a typical conservative voter likely support? (Check all that apply)
 - A. a trade agreement with another country
 - B. lower income and property taxes
 - C. same-sex marriage and adoption
 - D. prayer in schools
 - E. a new special airplane for the Air Force
 - F. new scholarships for undocumented immigrant students
 - G. workers unions in factories
 - H. programs that promote self-reliance
7. When it comes to environmental regulations, such as pollution control and resource protection, the left typically favors more control while the right typically favors less control.
 - A. true
 - B. false
8. Which side usually leads to larger government?
 - A. left
 - B. right
 - C. both
 - D. neither
9. According to the infographic, conservative parents typically believe in “tough love.” This then leads to children who are _____.
 - A. self-reliant
 - B. self-nurturing
10. The typical liberal voter believes in individualism.
 - A. true
 - B. false
11. Every U.S. voter is either 100% “left” or 100% right”.
 - A. true
 - B. false
12. Which side is more patriotic?
 - A. left
 - B. right
 - C. both
 - D. neither

EXPLORE

Work with a partner. Choose one of the questions below. Survey the class. Then use the data to create an infographic on the next page. Present it to the class and describe what you learned.

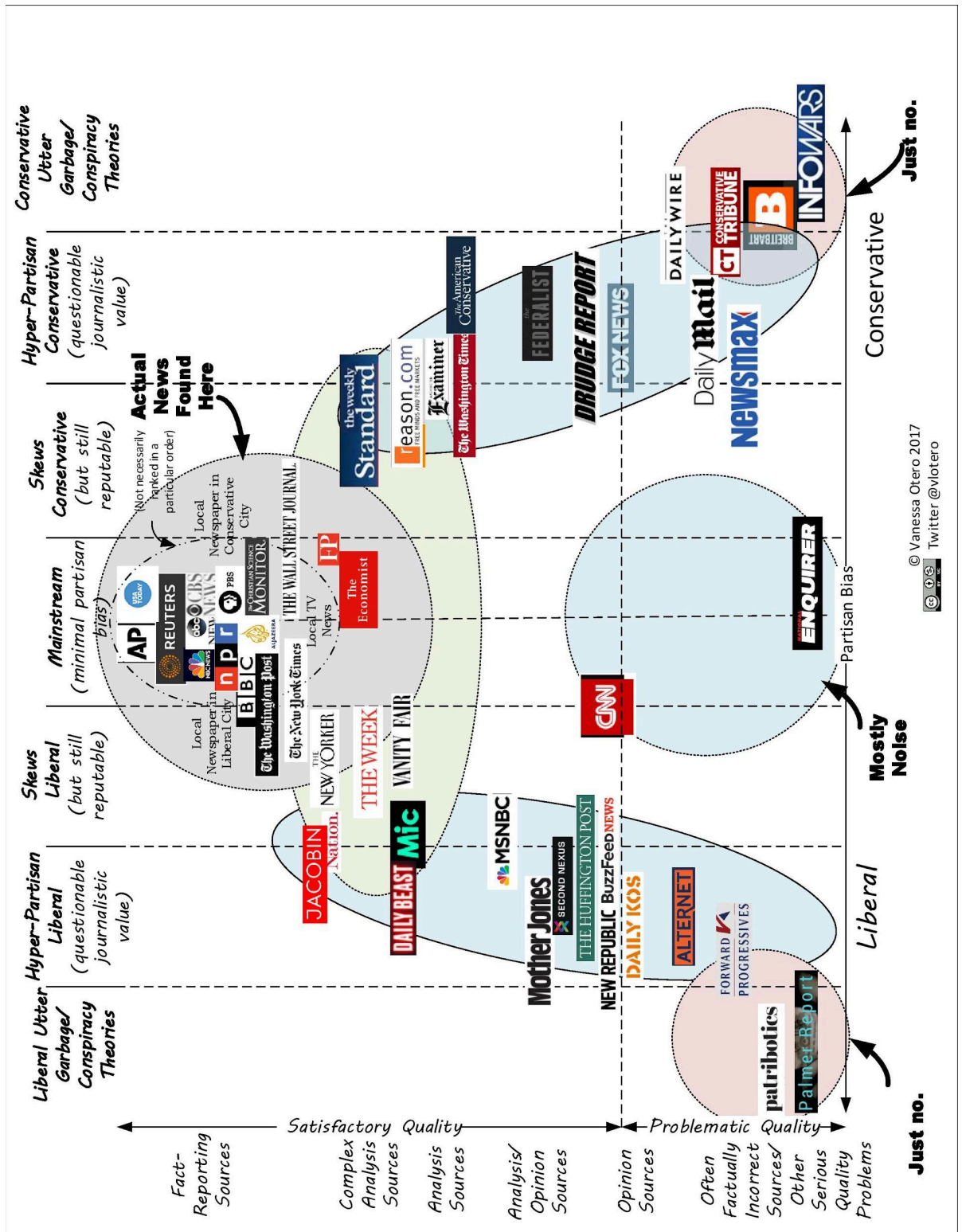
1. Where do you prefer to live? In the city? In the suburbs? In the country? Why?
2. Which types of social media do you use? And how often do you use each type?
3. What kinds of things do you do with your cell phone? And how old are you?
4. Which class is the most difficult and which is the easiest? reading, writing, communication, or pronunciation?
5. How many times per week do you visit the library? Tutors? Reading Writing Center? Computer lab?
6. Do you have any pets? How many? What kind(s)?
7. What classes do you have this term? How many hours of homework each week do you have for each class?
8. Write your own question: _____?

(title)

INSTRUCTIONS: Read the infographic. Answer the questions.

What Makes a News Source “Good”?

© 2017 by Vanessa Otero, licensed under Creative Commons BY-NC.



1. What is the topic of this infographic? A. Popularity of different news sources B. Financial impact of different news sources C. Biases of different news sources D. Geographical location of different news sources 2. What is the main idea of this infographic? A. Evaluates bias in news media according to political ideology and factual sources B. Evaluates bias in political parties according to news media sources C. Evaluates news media among biased political parties D. Evaluates factual sources for reports on news media 3. When looking at the x axis, a news source that is in the center is more _____ than one that is more left or right. A. liberal B. conservative C. neutral D. biased E. supported with factual sources F. clearly opinionated G. not supported with factual sources 4. When looking at the y axis, a news source that is lower on the page is more _____ than one that is higher on the page. A. liberal B. conservative C. neutral D. biased E. supported with factual sources F. clearly opinionated G. not supported with factual sources 5. Therefore, according to this infographic, the <i>Palmer Report</i> is a good news source. A. true B. false 6. According to this infographic, what is problematic about <i>The Washington Post</i>? A. favors the left B. favors the right C. favors opinion over factual sources D. presents information as fact without reliable sources	7. According to this infographic, what is problematic about <i>Infowars</i>? A. is too liberal B. is neutral C. uses factual sources without opinions D. presents information as fact without reliable sources 8. According to this infographic, which of the following are good sources for actual news that has minimal bias: A. Reuters B. Breitbart C. Palmer Report D. Fox News E. The New York Times F. CNN G. MSNBC H. Enquirer I. BBC 9. According to this infographic, we can infer that sources with fact-based reporting are more reliable than analysis and opinion sources. A. true B. false 10. Local news tends to be good a good source of information. A. true B. false
--	---

Name_____

Skill 07 - Patterns of Organization

Use a dictionary to identify the word's part of speech and definition. Then use the word in an original, complete sentence.

WORD	PART OF SPEECH	DEFINITION	SENTENCE
analyze			
caution			
consistent			
decline			
fatal			

Intense			
perceive			
psychologist			
respond			
- trend			

Name_____

Skill 07 - Patterns of Organization

Circle each vocabulary word in the puzzle below. Hint: The words may go any direction -- even backwards!

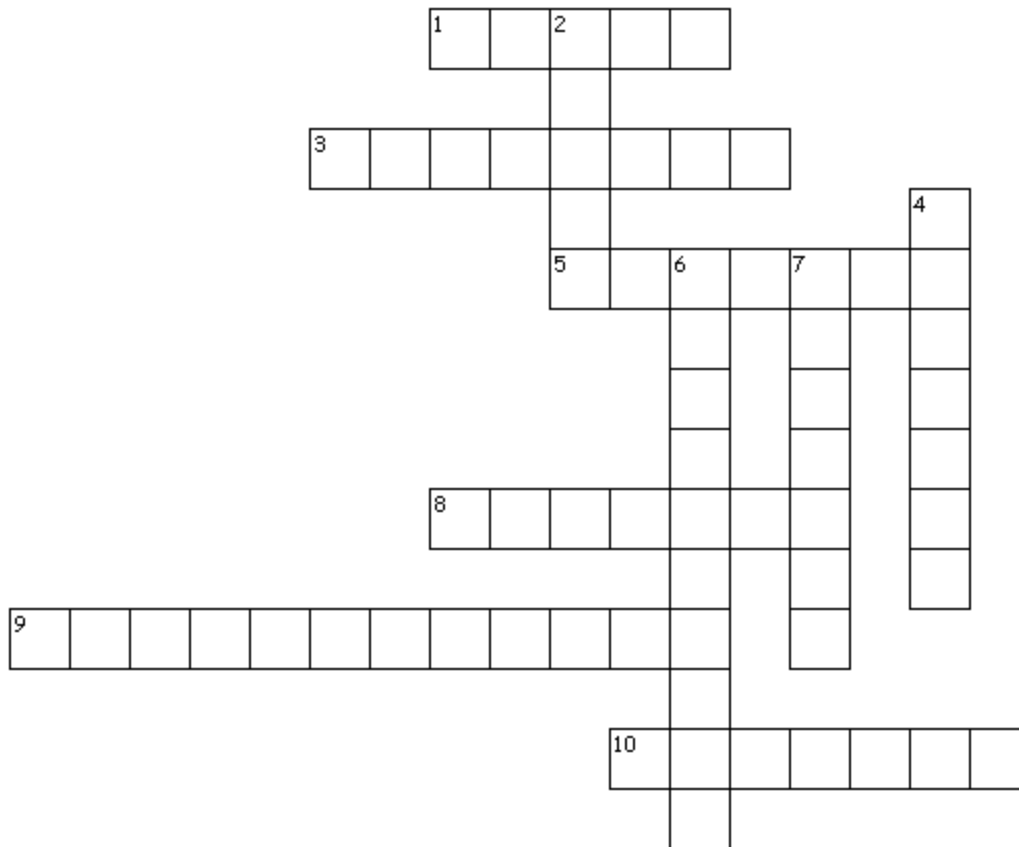
x v o o y z s m g y h u o v p
c d r l f o z r e r v q y q o
b e q a u b k q w q g k z m r
o k t o n c e l h h i y x b f
v a s n a a y g c k j m v b c
l m i u e u r z a t a k p v x
t o g d s t a g e c g i q y n
l a o u n i s b r x q h a d m
l r l a e o x i h y q z g n o
i e o n t n p e s d u t e s q
x s h a n f c s t n r f q u y
d e c l i n e l e e o d b b q
j b y y c t p z z r j c e h y
e z s z l c c k y t m f c q i
j v p e r c e i v e b j p m k

analyze
caution
consistent
decline
fatal

intense
perceive
psychologist
respond
trend

Name_____

Skill 07 - Patterns of Organization



Across

1. Hurricanes can be _____; many people can die.
3. What do you think? What do you _____ as the problem?
5. Temperatures _____ in the winter when it is very cold.
8. Teachers often _____ students about taking too many classes.
9. The _____ said I should come to therapy more often for my depression.
10. The scientists will _____ the data before they draw any conclusions.

Down

2. I noticed a new fashion _____ of wearing all black.
4. I asked you a question. Please _____.
6. If you always eat the same thing for breakfast, then you are _____.
7. The wind was strong; it was very _____.

Skill 07 - Patterns of Organization

Patterns of organization show the _____ between _____ in paragraphs, essays, chapters, and even whole books.

In other words, patterns of organization are _____.

Why is this an important skill to learn?

REMEMBER: Not every piece of writing fits neatly into these categories. In the real world, many texts contain sections and passages that combine two or more patterns of organization.	☐ True
	☐ False

How do you find a pattern of organization?

Look for _____.

Examine the _____ between ideas.

Ask yourself: Does this relationship _____?

There are many types of patterns of organization. Here are some common ones:

PATTERN OF ORGANIZATION	EXAMPLES	KEYWORDS
_____, which is also time order or sequence of events, is probably the easiest to recognize. This type of paragraph presents events in the order they happened. Answers: "When did it happen?" "In what order did it happen?"	He always brushes his teeth before he brushes his hair. Before Marvin lost his job, he had begun to drink too much, and that led to the car accident.	Write down a few now; then review the presentation slides later to add more.
_____ is another familiar pattern of organization used to emphasize the similarities and/or differences between two or more items or topics.	Comparison: All the games award similar prizes to their winners. Contrast: Although it was warm and sunny yesterday, the weather today is cold	Write down a few now; then review the presentation slides later to add more.

	and rainy. Combination: Wolves and dogs share many characteristics, but really are quite different.	
_____ pattern of organization supports the main idea as a list of steps, directions, or a sequence of stages in which a certain order is needed. The steps/stages lead up to a final product or finished project. Answers: "How?" "In what sequence or order?" "What are the steps of the process?"	There are several things you must do before you can get a loan to buy a house.	<i>Write down a few now; then review the presentation slides later to add more.</i>
When the text is organized in a _____ form, it presents a significant problem and explains it in detail. Then, a possible solution is suggested. Sometimes, only the problem is presented because there is no solution. Answers: "What is the problem?" "What is a possible solution?"	The government is responding to the measles epidemic by urging parents to vaccinate their children.	<i>Write down a few now; then review the presentation slides later to add more.</i>
_____ describes physical location or position in space. It discusses a subject according to a specific pattern such as top to bottom, near to far, room to room, inside to outside. Details support the main idea as a list that reveals where items are located. Answers: "Where?" "In physical relation to what?"	The tour of Portland's oldest food trucks begins downtown before shifting to the nearby suburbs of Beaverton and Hillsboro. Moving clockwise, the tour also visits St. Johns and close by North Portland, the Alberta District in Northeast Portland, and Hawthorne Boulevard in Southeast. The circle tour ends near Lewis & Clark College in Southwest Portland.	<i>Write down a few now; then review the presentation slides later to add more.</i>
_____ is a common pattern of organization that describes or discusses an event/action that is caused by another event/action. There may be a single cause and effect or several causes with several effects. Answers: "Why did this happen?" "What were the results of a particular event?"	The near constant rain in Portland leads to a city filled with beautiful trees, plants, and flowers. Since she wasn't paying close attention while driving, Jennie missed the turn and ended up in Gresham instead of Beaverton.	<i>Write down a few now; then review the presentation slides later to add more.</i>

READ

Stereotypes Might Make “Female” Hurricanes

Deadlier

By Bruce Bower from societyforscience.org, © 2014, Society for Science. Reprinted with permission, all rights reserved.

[1] People view hurricanes with names such as Alexandra and Kate as less dangerous than hurricanes called, say, Alexander and Danny, reports a team led by business graduate student Kiju Jung and psychologist Sharon Shavitt, both of the University of Illinois at Urbana-Champaign. As a result, those in the path of an oncoming “female” hurricane are less likely to evacuate or take other precautions, upping the storm’s death toll, the researchers conclude June 2 in the Proceedings of the National Academy of Sciences. **Q1→**

[2] Other investigators, however, question that conclusion, which they say is based on too little data to give a complete picture.

[3] “Giving human names to hurricanes may bring to mind qualities that are stereotypically associated with women or men, like mildness or aggressiveness, causing perceived qualities of the hurricane to shift toward those traits,” Shavitt says. **Q2→**

[4] Her team analyzed data on fatalities⁷⁴ caused by 94 Atlantic hurricanes between 1950 and 2012. A severe hurricane with a masculine name caused an average of about 15 deaths, compared with an average of around 42 deaths for a severe hurricane with a feminine name, the researchers estimate. So, changing a severe hurricane’s name from, say, Charley to Eloise could nearly triple its death toll.

[5] In six lab experiments, a total of 745 college students and 516 paid online volunteers read information about the severity of a hurricane with a female or male name. Participants increasingly downplayed the intensity and risk of hurricanes and became less willing to comply with voluntary evacuation requests as names became more feminine. For instance, Hurricane Dolly was viewed as less intense on average than Hurricane

ASK YOURSELF

Q1: What do the research findings indicate happen as a result of a “female” hurricane?

- A. Fewer people die because they evacuate ahead of time.
- B. More people die because they do not evacuate.
- C. There is no difference whether a hurricane is “male” or “female.”
- D. More people will die because they are more afraid of “female” hurricanes.

Q2: Why do people view “male” and “female” hurricanes differently?

- A. “Female” hurricanes have been proven to be historically more dangerous.
- B. People judge the severity of the storm based on gender stereotypes.
- C. “Male” hurricanes have been proven to be historically more dangerous.
- D. People do not judge the severity of the storm based on gender stereotypes.

⁷⁴ fatality (noun) : death

Bertha, which was seen as weaker than Hurricane Omar.

[6] Don't alert the National Hurricane Center yet, cautions psychologist Clark McCauley of Bryn Mawr College in Pennsylvania. A larger sample of male and female storms is needed to confirm that more people die in female versus male hurricanes, McCauley says. The new study compares female hurricanes that have been named since 1950 with male hurricanes that have been named only since 1979, muddying any trends in the data, he adds. In 1979, federal officials began alternating between male and female names for hurricanes.

[7] Although statistically significant, relationships between hurricane names and volunteers' perceptions of hurricane risk were relatively weak in the new study, McCauley says. Much stronger associations are needed to conclude that sex stereotypes largely accounted for a tripling of death rates from female hurricanes, he contends. **Q3→**

[8] Average death rates for U.S. hurricanes have declined since 1979, consistent with the idea that naming only half the storms after females rather than all of them might have helped to reduce fatalities, Shavitt responds. And in her experiments, volunteers' estimates of storms' riskiness systematically declined as names became more feminine, suggesting that a subtle form of sexism influences people's willingness to prepare for hurricanes, she proposes. Weather officials perhaps should name hurricanes that require evacuation after dangerous animals and find neutral names for those deemed less urgent.

[9] It's far from clear that female stereotypes caused more hurricane deaths in the new study, argues psychologist Yueh-Ting Lee of the University of Toledo in Ohio. Other factors, such as whether storms were strong and fast-moving or moderate and slow-moving, could have affected preparedness and created a false statistical impression that gender expectations played a role, he says.

[10] Fear-inducing words, not gender references, best motivate people to perceive dangers quickly and take defensive action, Lee proposes. So Hurricane Tiger would cause fewer deaths than Hurricane Pigeon, much like Hurricane Omar compared with Hurricane Dolly, he predicts. Earlier studies found that stereotypes of males as more aggressive than females, and of females as warmer and more caring than males, are

Q3: What can be concluded from the research that has been conducted on the names of hurricanes?

A. The connection between hurricanes' names, perceived risk, and the number of deaths is mostly random.

B. Results generally show that "female" hurricanes cause more deaths, but more research is still needed.

C. Newer research clearly proves that "female" hurricanes cause more deaths.

D. New research proves that "male" hurricanes cause more deaths.

generally accurate, he adds. If feminine-named hurricanes are shown to be especially deadly in further studies, it may be due to a tendency to attribute a positive female stereotype to those storms.

[11] Whether people actually take fewer precautions against real-life hurricanes with feminine names than storms with male names is still an open question, says psychologist David Funder of the University of California, Riverside. “A hurricane bearing down on your city surely invokes different psychological processes than reading an online scenario about a hurricane.” Q4→

Q4: What idea have some scientists proposed to help the public better identify the danger of an upcoming storm?

- A. use only female names
- B. use only male names
- C. use the names of animal species
- D. use human names that fit existing stereotypes

REFLECT

1. Which sentence best describes how the information in this article is organized?
 - A. The author describes the methods used by the researchers to conduct the study, then explains why the study’s findings were not scientifically valid.
 - B. The author describes the study’s findings, then lists the ways in which the study could have been conducted in a more scientifically accurate way.
 - C. The author explains the purpose of the study, describes the research methods, then lists the different findings of the study.
 - D. The author presents the study’s findings, explains how the study was conducted, then presents potential problems with the findings.
2. As it is used in paragraph 5, the word “severity” most closely means:
 - A. strictness
 - B. dangerousness
 - C. cruelty
 - D. difficulty

EXPLORE

Read the following passages. Complete the graphic organizer on the next page to identify the primary pattern of organization: **chronological, spatial, sequence, cause/effect, compare/contrast, and problem/solution.**
(Adapted from <https://www.ereadingworksheets.com>).

Passage #1 – Chemical and Physical Changes

All matter, all things can be changed in two ways: chemically and physically. Both chemical and physical changes affect the state of matter. Physical changes are those that do not change the make-up or identity of the matter. For example, clay will bend or flatten if squeezed, but it will still be clay. Changing the shape of clay is a physical change, and does not change the matter's identity. Chemical changes turn the matter into a new kind of matter with different properties. For example, when paper is burnt, it becomes ash and will never be paper again. The difference between them is that physical changes are temporary or only last for a little while, and chemical changes are permanent, which means they last forever. Physical and chemical changes both affect the state of matter.

Passage #2 – Bobby Fischer

Robert James Fischer was born in Chicago but unlocked the secrets of chess in a Brooklyn apartment right above a candy store. At the age of six he taught himself to play by following the instruction booklet that came with his chess board. After spending much of his childhood in chess clubs, Fischer said that, "One day, I just got good." That may be a bit of an understatement. At the age of 13 he won the U.S. Junior Chess Championship, becoming the youngest Junior Champion ever. At the age of 14 he won the U.S. Championship and became the youngest U.S. Champion in history. Fischer would go on to become the World Champion of chess, but he would also grow to become his own worst enemy. Instead of defending the title, he forfeited it to the next challenger without even making a move, and the rise of a chess superstar ended with a fizzle.

Passage #3 - The Art Museum

Welcome! After you get your tickets, go inside the glass doors. To the right is the modern art. To the left is the ancient Greek and Roman art. Upstairs you will find work from both Latin America and Southeast Asia. In the basement are special exhibits of photography and ceramics. Enjoy your visit!

Passage #4 – Save the Tigers

Dr. Miller doesn't want the tigers to vanish. These majestic beasts are disappearing at an alarming rate. Dr. Miller thinks that we should write to our congress people. If we let them know that we demand the preservation of this species, maybe we can make a difference. Dr. Miller also thinks that we should donate to Save the Tigers. Our donations will help to support and empower those who are fighting the hardest to preserve the tigers. We owe it to our grandchildren to do something.

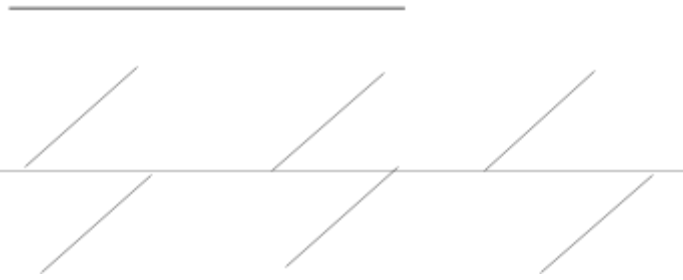
Passage #5 – The Great Recession

Many people are confused about why our economy went to shambles in 2008. The crisis was actually the result of a combination of many complex factors. First, easy credit conditions allowed people who were high-risk or unworthy of credit to borrow, and even people who had no income were eligible for large loans. Second, banks would bundle these toxic loans and sell them as packages on the financial market. Third, large insurance firms backed these packages, misrepresenting these high-risk loans as safe investments. Fourth, because of the ease of acquiring credit and the rapid growth in the housing market, people were buying two or three houses, intending to sell them for more than they paid. All of these factors created bubbles of speculation. These bubbles burst, sending the whole market into a downward spiral, causing employers to lose capital and lay off employees. Consumer spending then plummeted and most businesses suffered. The economy is like a big boat, and once it gets moving quickly in the wrong direction, it's hard to turn it around.

Passage #6 – Screen Protector

Before applying the screen protector, clean the surface of your phone's screen with a soft cloth. Once the surface of your screen is clean, remove the paper backing on the screen protector. Evenly apply the sticky side of the screen protector to your phone's screen. Smooth out any air bubble trapped on between the protector and the phone screen. Enjoy the added protection.

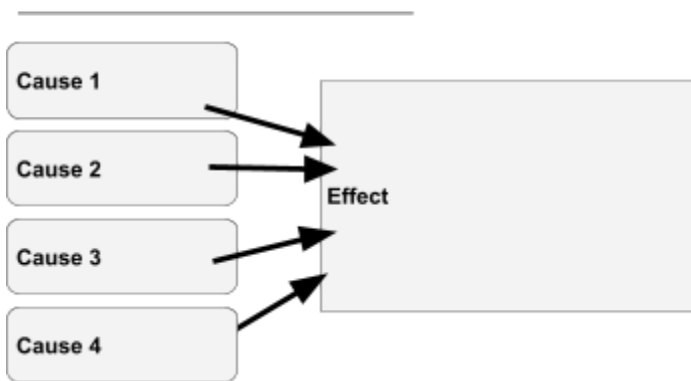
Which passage is **chronological**?



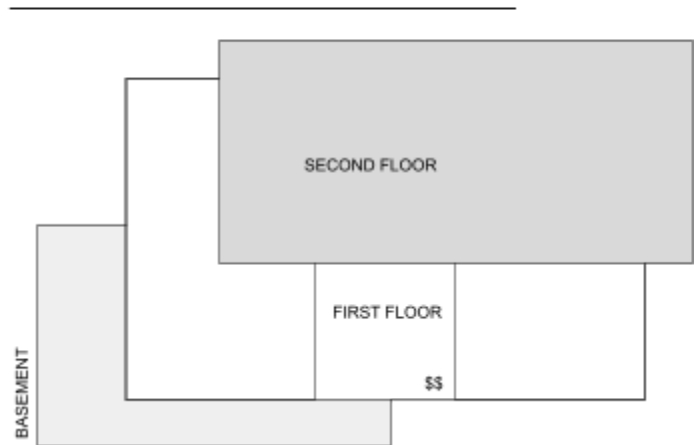
Which passage is **sequence**?

1.	2.	3.	4.	5.	6.
----	----	----	----	----	----

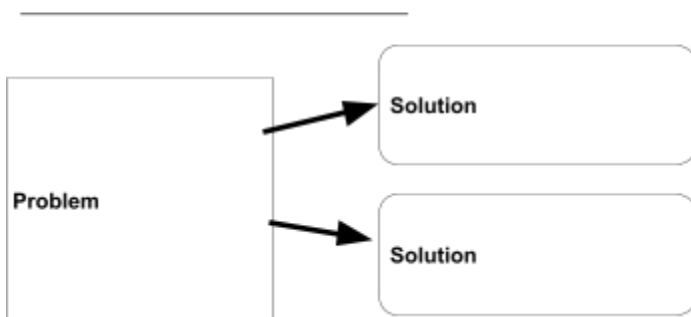
Which passage is **cause and effect**?



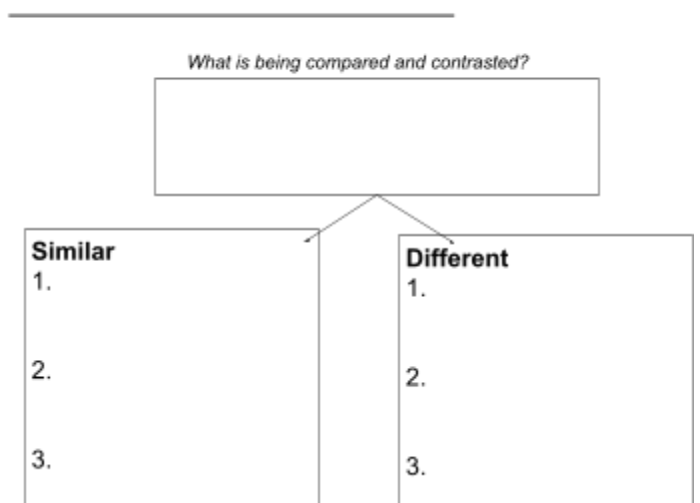
Which passage is **spatial**?



Which passage is **problem and solution**?



Which passage is **compare and contrast**?



INSTRUCTIONS: Read the following article. Answer the questions.

The Salem (and Other) Witch Hunts

Adapted from an article by Mike Kubic, which is licensed under Creative Commons BY-NC-SA 2.0. Image: "The Witch No. 2" is in the public domain.

[1] *"I saw Sarah Good with the Devil!"*

"I saw Goody Osburn with the Devil!"

"I saw Bridget Bishop with the Devil!"

The speaker is Abigail Williams, niece of Reverend Samuel Parris, in Act I of Arthur Miller's classic play *The Crucible*. This character is based on the historical figure of the same name. Abigail, along with her cousin Betty, accused citizens of Salem⁷⁵ of being witches. The young girls claimed that they were being attacked by these men and women who had made a deal with the devil.



[5] The charges by these youngsters spread like wildfire, and in the spring of 1692, they launched a terrifying wave of hysteria, a state of uncontrolled excitement or extreme fear. The Salem witch trials that followed are the subject of Miller's play. A frightening example of unreason and extremely immoral and unfair actions, the tragic proceedings have become synonymous with justice gone mad. In less than a year, over 200 individuals were accused of witchcraft, 20 of whom were executed.

The trials were swift. Anyone who suspected that some event or development was the work of a witch could bring the charge to a local judge called a magistrate. The magistrate would have the alleged⁷⁶ evil-doer arrested and brought in for public questioning where the suspect was urged to confess. Whatever his or her response, if the charge of witchcraft was decided to be credible, the accused was turned over to a higher court and brought before a grand jury.

Much of the evidence used in the "trial" was the testimony of the accuser. If more "evidence" was needed, the grand jury might consider the so-called "witch cake," a strange mixture of rye meal and urine of the witch's victim and fed to a dog. Eating the cake was supposed to hurt the witch, whose cry of pain would betray her secret identity.

One suspect was subjected to *peine forte et dure*,⁷⁷ a form of torture in which he was pressed beneath an increasingly heavy load of stones to make him give up. He died without confessing. Some of those convicted of "witchcraft" were paraded through the streets of the town on their way to the execution.

The sentencing of Bridget Bishop, the first victim of the witch trials, was typical of the Salem justice. Bishop was accused of not living "a Puritan lifestyle" because she wore black clothing. Her coat had been found to be oddly "cut or

⁷⁵ a village in the colony of Massachusetts

⁷⁶ claimed to be true, even though this has not been proved

⁷⁷ French for "strong and hard punishment"

torn in two ways”, and her behavior was regarded as “immoral.” Thus convicted of witchcraft, she was tried on June 10, 1692, and executed by hanging the same day.

[10] Immediately following this execution, the court adjourned for 20 days and asked for advice from New England’s most influential ministers. Only five days later, they produced a lengthy answer penned by Cotton Mather, the prolific⁷⁸ publisher of the period, assuring the court and the grand jury that they had done well. The ministers then recommended more of the same: that is, “the speedy and vigorous prosecution” of the people they believe were acting against the laws of God and country.

More people were accused, arrested and examined, but historians believe that by September 1692 the hysteria had begun to calm down and the public no longer favored the trials. In 1693, some of the convicted suspects were pardoned by the governor. The Massachusetts General Court annulled⁷⁹ the guilty verdicts and even protected the victims’ families.

Other historic “witch hunts”

The history in Salem was an important but not rare example of behavior that can afflict frightened, angry, or frustrated people if they’re urged by demagogues⁸⁰ to confront an alleged “menace,” that is, someone or something that is dangerous and likely to cause harm.

One hundred years after the Salem trials, courts in France launched mass executions of suspected enemies of the revolution that removed the monarchy. The “Reign of Terror,” conducted without trials and made more efficient by the use of a new labor-saving machine — the guillotine⁸¹ — lasted from 6 September 1793 until 28 July 1794. It beheaded a total of 42,000 individuals.

Humanity’s most heinous crime, the Holocaust, was carried out from 1933 till 1945 by 200,000 fanatics acting on orders of Adolf Hitler’s Nazi regime, but it was also helped by bigotry and superiority of many Germans. The toll included an estimated six million Jews — one-fourth of them children — and five million other people the Nazis regarded as “*minderwertig*” (“inferior”). They were primarily Polish people, captured Soviet civilians and prisoners of war, other Slavs, Romanis, communists, homosexuals, Jehovah’s Witnesses, and the mentally and physically disabled. The mass murder was carried out by gas or shooting in extermination facilities located in Germany and German-occupied territories.

[15] The Great Purge⁸² in the former USSR — Union of Soviet Socialist Republics — was carried out from 1936 to 1938 on orders of the Communist Party chairman and Soviet dictator Josef Stalin. The main victims of the Moscow show trials were Communist officials and upper levels of the country’s Red Army, some of whom confessed to crimes they had not committed. The purge terrorized the entire Soviet civil service and other leading members of the society, such as intellectuals, writers, academicians, artists, and scientists.

According to declassified Soviet archives, during 1937 and 1938, the state police detained 1,548,366 persons, of whom 681,692 were shot: an average of 1,000 executions a day. Some historians believe that the actual executions were two to three times higher.

⁷⁸ prolific (adjective) : producing many works

⁷⁹ “annul” means to declare something invalid

⁸⁰ a “demagogue” is a politician seeking support by appealing to popular desires or prejudices, rather than using logical argument

⁸¹ the “guillotine” was a machine with a heavy blade sliding vertically in grooves, used for beheading people

⁸² purge (noun) : the removal of certain people suddenly or violently from an organization, group etc.

Public scares in the U.S.

In the United States, groundless fears, prejudices, and demagoguery produced three notable events that echoed the Salem trials. All three happened under extremely tense and stressful circumstances caused by global events: World War II and by the Cold War.

The first episode started three months after December 7, 1941, when Japanese military aircraft attacked Pearl Harbor. President Franklin Delano Roosevelt issued an order that allowed regional military commanders to designate “military areas” from which “any or all persons may be excluded.”

The order reflected the widespread fear that presumably unassimilated Japanese immigrants and their offspring would be more loyal to Japan than to their new country. To prevent the rise of such an “enemy within” during the war, state and local authorities along the West Coast removed over 110,000 Japanese Americans from their homes — almost two-thirds of whom were U.S. citizens — and placed them in internment camps.

[20] Hundreds of the young Japanese American internees volunteered for the U.S. Army and fought with distinction. After the war, the camps were closed, and the residents were allowed to return to their homes. The subsequent investigation by a special government commission found little evidence of Japanese disloyalty and concluded that the wartime scare had been the product of racism.

The second and third disgraceful⁸³ episodes were started by an irrational fear of communism before and after the start of the Cold War, an era in which the Soviet leaders proclaimed the superiority of its form of government and threatened the liberal democracies of the United States and other Western nations.

In the late 1930s, following two major film industry strikes, Hollywood movie producers and members of the U.S. Congress accused the Screen Writers Guild of including Communist party members. Although the party was legal and its membership was not a crime, the charges led to widespread blacklisting⁸⁴ of writers, actors, and other entertainment professionals in the 1940s and 1950s. The so-called “First Red Scare” ruined the careers of hundreds of individuals working in the film industry.

It peaked in 1947 when ten of these film writers and directors were brought before the House Un-American Activities Committee⁸⁵ and questioned whether they were or had been Communist party members. When the accused refused to answer, they were cited for contempt of Congress,⁸⁶ fired from their jobs, and began serving a one-year jail sentence in 1950.

The start of the “Second Red Scare” is usually traced to a speech that Joseph McCarthy, a U.S. Senator from Wisconsin, delivered on February 9, 1950, to the Republican Women’s Club of Wheeling in West Virginia. Already well known as a strong anti-communist, he waved a sheet of paper and announced, “I have here in my hand a list of 205” members of the Communist party who, he claimed, “are still working and shaping policy in the State Department.”

[25] McCarthy never released the alleged list of names or proved any of his charges, but his reckless and vicious accusations made him both feared and famous.

⁸³ disgraceful (adjective) : extremely bad or shocking

⁸⁴ “blacklist” means to say that a person or company should be avoided or not allowed to do something

⁸⁵ the House Un-American Activities Committee, also known as the HUAC, was a committee of the U.S. House of Representatives, created to investigate disloyalty and subversive organizations

⁸⁶ to be “cited for contempt” means that one is disobedient to or disrespectful of a court of law and its officers

During his brief political career, he made undocumented charges of communism, communist sympathies, disloyalty, and homosexuality against hundreds of politicians and non-government individuals. His attacks included the administration of President Harry S. Truman, the Voice of America, and the United States Army.

Government employees and workers in private industry, whose characters and loyalties were smeared by McCarthy's broad brush, lost their jobs. His crusade of slander⁸⁷ ended four years after it started when his charges were rejected during televised McCarthy-Army hearings in 1954, and he was publicly criticized by fellow Republicans and Edward R. Morrow, a leading TV journalist.

All three U.S. public scares had a significant aftermath.

In 1980, President Jimmy Carter appointed a commission to investigate whether the decision to put Japanese Americans into internment camps had been justified. The commission found that it was not. In 1988, President Ronald Reagan signed into law the Civil Liberties Act, which apologized for the internment on behalf of the U.S. government and authorized a payment of \$20,000 to each individual camp survivor.

[30] The law admitted that government actions were based on "race prejudice, war hysteria, and a failure of political leadership," and 82,219 Japanese Americans who had been interned and their heirs were paid more than \$1.6 billion.

The Hollywood blacklisting officially ended in 1960, when Dalton Trumbo, a former Communist party member and a one of the accused movie artists, was publicly credited as the screenwriter of the highly successful film *Exodus* and was later publicly acknowledged for writing the screenplay for *Spartacus*. (While he was blacklisted, Trumbo wrote under a pseudonym the script for two Academy Awards winning movies, and in 2016, his story was the subject of a movie titled *Trumbo*.)

McCarthy's antics were rejected by the U.S. Senate, which on December 2, 1954, censured⁸⁸ him by a vote of 67 to 22. It was one of the rare cases of such an extreme form of response by fellow Senators, and it strongly affected McCarthy. He died three years later at the age of 48.

⁸⁷ something bad that you say about someone that is not true and may damage their reputation

⁸⁸ "censure" is a formal and public group condemnation of an individual whose actions run counter to the group's acceptable standard for individual behavior

1. Which of the following best describes the main idea of the text?

- A. Historical witch hunts occurred a long time ago and are unlikely to repeat in the modern day.
- B. To this day, the Salem witch trials are considered the most extreme example of violent hysteria targeted at a specific group of people.
- C. The unreasonable fear that drove the events of Salem makes it a unique and distinct example, contrasting other witch hunts in history.
- D. While witch hunts may feel like a rare occurrence, such incidents are not uncommon in history, especially when people are fearful or frustrated.

2. Which lines of the text best support your answer to question #1?

- A. "In less than a year, over 200 individuals were accused of witchcraft, 20 of whom were executed."
- B. "The Salem episode was a historic landmark but by no means a rare example of behavior that can afflict frightened, angry, or frustrated people"
- C. "All three happened under extremely tense and stressful circumstances caused by global events: World War II and by the Cold War."
- D. "In 1980, President Jimmy Carter appointed a commission to investigate whether the decision to put Japanese Americans into internment camps had been justified."

3. How did the Salem witch trials begin?

- A. A couple of young girls accused others of witchcraft.
- B. The town of Salem fell ill under a mysterious illness.
- C. The reverend of Salem saw witches dancing in the woods.
- D. A fire broke out in Salem caused by disgruntled witches.

4. The witch trials could best be described as...

- A. logical and calm.
- B. strange but harmless.
- C. odd but necessary.
- D. cruel and frightening.

5. When were people most likely to be accused of witchcraft in Salem?

- A. when something new happened in Salem
- B. when they appeared to be different from the norm
- C. when they expressed dissatisfaction with life in Salem
- D. when they committed a serious crime other than witchcraft

6. How were people controlled by witch hunts?

- A. with promises of power
- B. with strong leadership
- C. with reason
- D. with fear

7. What do different witch hunts often have in common?

- A. Witch hunts rely on creative thinking and technology.
- B. Important progress is made despite loss of life.
- C. Guilty people are convicted alongside innocent.
- D. People are unjustifiably persecuted and/or killed.

8. During the First Red Scare...

- A. members of the entertainment industry were falsely accused of being communists.
- B. members of Congress were falsely accused of being Communists.
- C. members of the entertainment industry were convicted of treason.
- D. members of Congress went to reasonable lengths to ensure that safety of Americans during the Cold War.

9. How were the witch hunts in the U.S. resolved?

- A. The accused attempted to blend in with the majority.
- B. The witch hunts were never again discussed.
- C. The U.S. realized the error of its ways and made amends.
- D. The U.S. apologized but maintained the necessity of its actions.

10. What do the 3 conflicts in America have in common?

- A. They were supported by reason and evidence.
- B. They were resolved with relatively few consequences.
- C. They were all the result of racist policies.
- D. They were driven by fear during a time of crisis.

11. Which detail best supports the answer to question #10?

- A. "In the United States, groundless fears, prejudices and demagoguery produced three notable events that echoed the Salem trials."
- B. "To prevent the rise of such an 'enemy within' during the war, state and local authorities along the West Coast removed over 110,000 Japanese Americans from their homes"
- C. "During his brief political career, he made undocumented charges of communism, communist sympathies, disloyalty, and homosexuality against hundreds of politicians and non-government individuals"
- D. "Government employees and workers in private industry, whose characters and loyalties were smeared by McCarthy's broad brush, lost their jobs."

12. This article uses several different patterns of organization. Look for them. Explain them. Be specific. Give examples of each type from the article.

a. How does it use a **chronological** pattern of organization?

b. How does it use a **compare/contrast** pattern of organization?

c. How does it use a **problem/solution** pattern of organization?

d. How does it use a **cause and effect** pattern of organization?

Name_____

Skill 08 - Purpose and Tone

Use a dictionary to identify the word's part of speech and definition. Then use the word in an original, complete sentence.

WORD	PART OF SPEECH	DEFINITION	SENTENCE
adjust			
cancer			
circumstance			
diminish			
environment			

expand			
innovate			
insight			
tragedy			
voluntary			

Name_____

Skill 08 - Purpose and Tone

Circle each vocabulary word in the puzzle below. Hint: The words may go any direction -- even backwards!

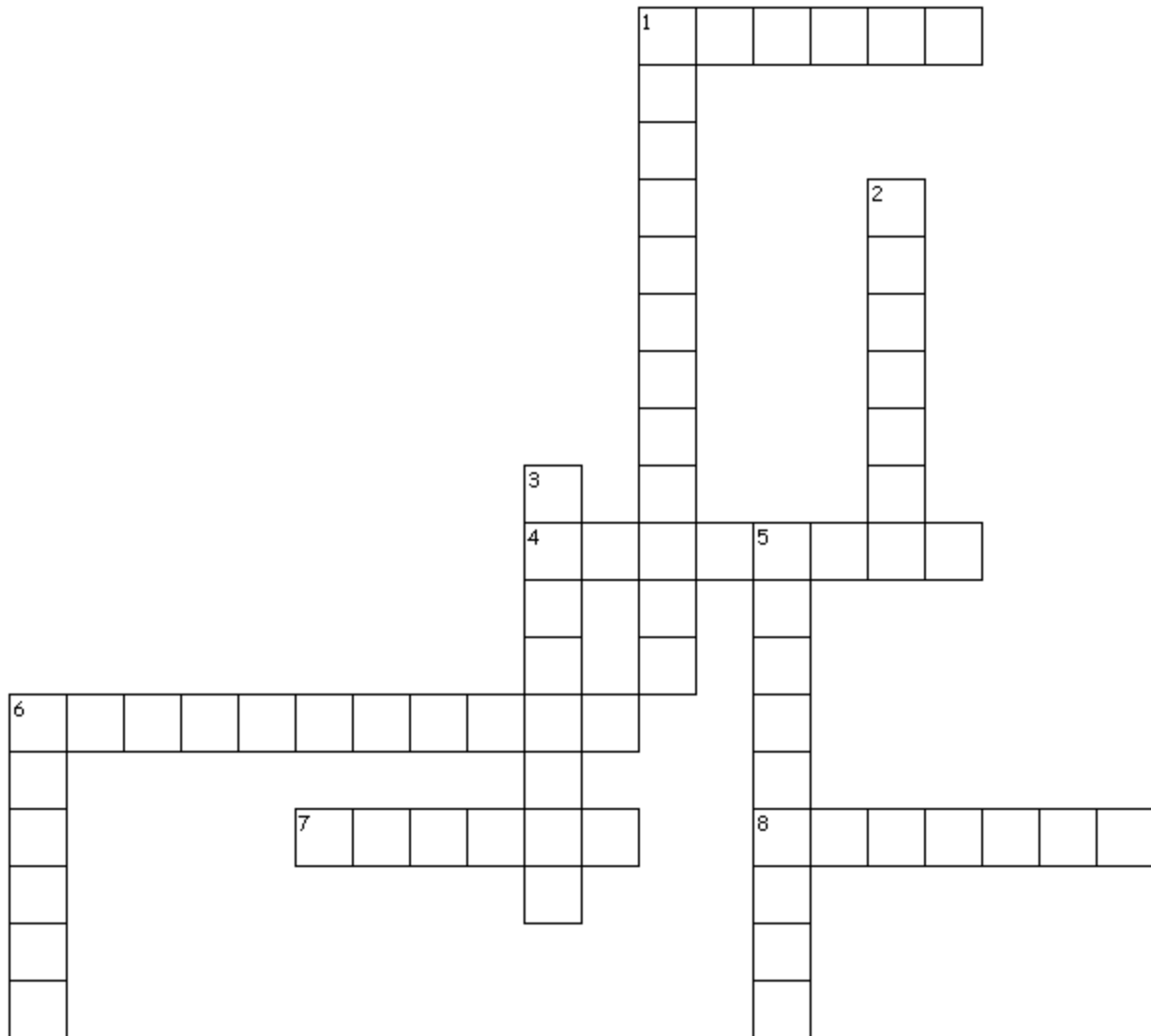
e h i y r g b g x t d i t i i
i c h n r e b y r d n e n n n
x j n g n e c a k y a t e s p
y e m a t o g n r u p x m i q
l l b u t e v a a i x t n g f
w a y a d s t a q c e q o h y
b v n y b n m q t n l p r t e
m u a p u e b u m e w t i o l
x k p l o v x q c d f l v u j
x w o t s u j d a r q a n r r
f v d i m i n i s h i o e n x
h f c v x m e a c v t c t x q
y n r j r v p c z k l f g k n
e a a z b r i l t w k o r n n
f v x x q a d k c d p q l a e

adjust
cancer
circumstance
diminish
environment

expand
innovate
insight
tragedy
voluntary

Name_____

Skill 08 - Purpose and Tone



Across

1. My father died of brain _____.
4. We need new ideas. We need to _____.
6. We need to protect our _____ so that we have clean air and water.
7. We need to do something different. We need to _____ our strategy.
8. The airplane crash was a _____; many people were hurt.

Down

1. I don't know why she did that; I don't really know her _____.
2. She has a lot of experience in this area. She probably as an _____ or two.
3. With climate change, the number of hot and dry summer days is not going to _____.
5. This job is _____; I do not get paid for my work.
6. If we get more students, our school may need to _____ its course schedule.

Skill 08 - Purpose and Tone

PURPOSE: _____

TONE: _____

In other words, the purpose is the _____ , and the tone is the _____ .

Three common purposes:

--	--	--

Many types of tone: (these are only a few examples)

--	--	--	--	--

MOVIE	PURPOSE	TONE

Why is this important to study? _____

To identify purpose, we look for ...	To identify tone, we look for ...
But at the end of the day, we can have the most dedicated teachers, the most supportive parents, the best schools in the world — and none of it will make a difference, none of it will matter unless all of you fulfill your responsibilities, unless you show up to those schools, unless you pay attention to those teachers, unless you listen to your parents and grandparents and other adults and put in the hard work it takes to succeed. That's what I want to focus on today: the responsibility each of you has for your education.	The truth is, being successful is hard. And you won't necessarily succeed at everything the first time you try. That's okay. Some of the most successful people in the world are the ones who've had the most failures. ... These people succeeded because they understood that you can't let your failures define you — you have to let your failures teach you. You have to let them show you what to do differently the next time. So if you get into trouble, that doesn't mean you're a troublemaker, it means you need to try harder to act right. If you get a bad grade, that doesn't mean you're stupid, it just means you need to spend more time studying. No one's born being good at all things. You become good at things through hard work. ... So I expect all of you to get serious this year. I expect you to put your best effort into everything you do. I expect great things from each of you.

READ

President Obama's National Address to America's Schoolchildren



ASK
YOURSELF

A speech by President Barack Obama, 2009, which is in the public domain.

[1] Hello, everybody! Thank you. Thank you. Thank you, everybody. All right, everybody go ahead and have a seat. How is everybody doing today? How about Tim Spicer?⁸⁹ I am here with students at Wakefield High School in Arlington, Virginia. And we've got students tuning in from all across America, from kindergarten through 12th grade. And I am just so glad that all could join us today. And I want to thank Wakefield for being such an outstanding host. Give yourselves a big round of applause.

[2] I know that for many of you, today is the first day of school. And for those of you in kindergarten, or starting middle or high school, it's your first day in a new school, so it's understandable if you're a little nervous. I imagine there are some seniors out there who are feeling pretty good right now with just one more year to go. And no matter what grade you're in, some of you are probably wishing it were still summer and you could've stayed in bed just a little bit longer this morning.

[3] I know that feeling. When I was young, my family lived overseas. I lived in Indonesia for a few years. And my mother, she didn't have the money to send me where all the American kids went to school, but she thought it was important for me to keep up with an American education. So she decided to teach me extra lessons herself, Monday through Friday. But because she had to go to work, the only time she could do it was at 4:30 in the morning.

[4] Now, as you might imagine, I wasn't too happy about getting up that early. And a lot of times, I'd fall asleep right there at the kitchen table. But whenever I'd complain,

⁸⁹ the Wakefield High School student who introduced President Obama

my mother would just give me one of those looks and she'd say, "This is no picnic for me either, buster." **Q1 →**

[5] So I know that some of you are still adjusting to being back at school. But I'm here today because I have something important to discuss with you. I'm here because I want to talk with you about your education and what's expected of all of you in this new school year.

[6] Now, I've given a lot of speeches about education. And I've talked about responsibility a lot.

[7] I've talked about teachers' responsibility for inspiring students and pushing you to learn.

[8] I've talked about your parents' responsibility for making sure you stay on track, and you get your homework done, and don't spend every waking hour in front of the TV or with the Xbox.

[9] I've talked a lot about your government's responsibility for setting high standards, and supporting teachers and principals, and turning around schools that aren't working, where students aren't getting the opportunities that they deserve.

[10] But at the end of the day, we can have the most dedicated teachers, the most supportive parents, the best schools in the world — and none of it will make a difference, none of it will matter unless all of you fulfill your responsibilities, unless you show up to those schools, unless you pay attention to those teachers, unless you listen to your parents and grandparents and other adults and put in the hard work it takes to succeed. That's what I want to focus on today: the responsibility each of you has for your education.

Q2 →

[11] I want to start with the responsibility you have to yourself. Every single one of you has something that you're good at. Every single one of you has something to offer. And you have a responsibility to yourself to discover what that is. That's the opportunity an education can provide.

Q1: What does Obama claim is a similarity between the students listening to his speech and his own experience as a student?

A. Both have been very upset about being forced to learn at 4:30 am.

B. Both have been very enthusiastic about their education.

C. Both wish that they could be at home learning at their kitchen table.

D. Both have had times when they were not very excited to be learning.

Q2. Which of the following does Obama NOT say he has talked about a lot in the past?

A. the responsibility of teachers to inspire and push students

B. the responsibility of the government to support teachers and principals

C. the responsibility of parents to keep their students on track

D. the responsibility of students to turn schools around

[12] Maybe you could be a great writer — maybe even good enough to write a book or articles in a newspaper — but you might not know it until you write that English paper — that English class paper that’s assigned to you. Maybe you could be an innovator⁹⁰ or an inventor — maybe even good enough to come up with the next iPhone or the new medicine or vaccine — but you might not know it until you do your project for your science class. Maybe you could be a mayor or a senator or a Supreme Court justice — but you might not know that until you join student government or the debate team.

[13] And no matter what you want to do with your life, I guarantee that you’ll need an education to do it. You want to be a doctor, or a teacher, or a police officer? You want to be a nurse or an architect, a lawyer or a member of our military? You’re going to need a good education for every single one of those careers. You cannot drop out of school and just drop into a good job. You’ve got to train for it and work for it and learn for it. **Q3 →**

[14] And this isn’t just important for your own life and your own future. What you make of your education will decide nothing less than the future of this country. The future of America depends on you. What you’re learning in school today will determine whether we as a nation can meet our greatest challenges in the future.

[15] You’ll need the knowledge and problem-solving skills you learn in science and math to cure diseases like cancer and AIDS, and to develop new energy technologies and protect our environment. You’ll need the insights and critical-thinking skills you gain in history and social studies to fight poverty and homelessness, crime and discrimination, and make our nation more fair and more free. You’ll need the creativity and ingenuity⁹¹ you develop in all your classes to build new companies that will create new jobs and boost our economy.

[16] We need every single one of you to develop your talents and your skills and your intellect so you can help us old folks solve our most difficult problems. If you don’t do that — if you quit on school — you’re not just quitting on yourself, you’re quitting on your country. **Q4 →**

Q3. How does Obama explain that students should hold themselves responsible?

- A. by using their education to help them be able to do what they are passionate about
- B. by joining the debate team so that they can become a Supreme Court justice
- C. by dropping out of school and getting a good job
- D. by working hard on their English papers in school

Q4. Why does Obama think that the education is so important?

- A. because the world future business leaders who’ll make themselves rich
- B. because the future of America depends on having people who can solve big problems
- C. because quitting school is also quitting on your country
- D. because in the future, we will need to replace all of our current jobs and companies

⁹⁰ innovator (noun): a person who introduces new methods, ideas, or products

⁹¹ ingenuity (noun): the quality of being clever, original, and inventive

[17] Now, I know it's not always easy to do well in school. I know a lot of you have challenges in your lives right now that can make it hard to focus on your schoolwork.

[18] I get it. I know what it's like. My father left my family when I was two years old, and I was raised by a single mom who had to work and who struggled at times to pay the bills and wasn't always able to give us the things that other kids had. There were times when I missed having a father in my life. There were times when I was lonely and I felt like I didn't fit in.

[19] So I wasn't always as focused as I should have been on school, and I did some things I'm not proud of, and I got in more trouble than I should have. And my life could have easily taken a turn for the worse.

[20] But I was — I was lucky. I got a lot of second chances, and I had the opportunity to go to college and law school and follow my dreams. My wife, our First Lady Michelle Obama, she has a similar story. Neither of her parents had gone to college, and they didn't have a lot of money. But they worked hard, and she worked hard, so that she could go to the best schools in this country.

[21] Some of you might not have those advantages. Maybe you don't have adults in your life who give you the support that you need. Maybe someone in your family has lost their job and there's not enough money to go around. Maybe you live in a neighborhood where you don't feel safe, or have friends who are pressuring you to do things you know aren't right.

[22] But at the end of the day, the circumstances of your life — what you look like, where you come from, how much money you have, what you've got going on at home — none of that is an excuse for neglecting your homework or having a bad attitude in school. That's no excuse for talking back to your teacher, or cutting class, or dropping out of school. There is no excuse for not trying.

[23] Where you are right now doesn't have to determine where you'll end up. No one's written your destiny for you, because here in America, you write your own destiny. You make your own future. **Q5** →

Q5. How does Obama hope that students will respond to difficulty in life?

- A. by working hard, even when times are tough
- B. by talking back to teachers and cutting class
- C. by relying on getting second chances
- D. by living in safe neighborhoods and making good choices

[24] That's what young people like you are doing every day, all across America.

[25] Young people like Jazmin Perez, from Roma, Texas. Jazmin didn't speak English when she first started school. Neither of her parents had gone to college. But she worked hard, earned good grades, and got a scholarship to Brown University — is now in graduate school, studying public health, on her way to becoming Dr. Jazmin Perez.

[26] I'm thinking about Andoni Schultz, from Los Altos, California, who's fought brain cancer since he was three. He's had to endure all sorts of treatments and surgeries, one of which affected his memory, so it took him much longer — hundreds of extra hours — to do his schoolwork. But he never fell behind. He's headed to college this fall.

[27] And then there's Shantell Steve, from my hometown of Chicago, Illinois. Even when bouncing from foster home to foster home in the toughest neighborhoods in the city, she managed to get a job at a local health care center, start a program to keep young people out of gangs, and she's on track to graduate high school with honors and go on to college.

[28] And Jazmin, Andoni, and Shantell aren't any different from any of you. They face challenges in their lives just like you do. In some cases they've got it a lot worse off than many of you. But they refused to give up. They chose to take responsibility for their lives, for their education, and set goals for themselves. And I expect all of you to do the same. **Q6 →**

[29] That's why today I'm calling on each of you to set your own goals for your education — and do everything you can to meet them. Your goal can be something as simple as doing all your homework, paying attention in class, or spending some time each day reading a book. Maybe you'll decide to get involved in an extracurricular activity or volunteer in your community. Maybe you'll decide to stand up for kids who are being teased or bullied because of who they are or how they look, because you believe, like I do, that all young people deserve a safe environment to study and learn. Maybe you'll decide to take better care of yourself so you can be more ready to learn. And along those lines, by the way, I hope all of you are washing your hands a lot, and

Q6. What do the three students that Obama mentions by name all have in common?
A. They had disabilities that made learning much harder for them than the average student.
B. They stayed out of gangs and encouraged others not to join gangs.
C. They set goals for themselves and overcame hard times.
D. They did not have parents or grandparents that went to college.

that you stay home from school when you don't feel well, so we can keep people from getting the flu this fall and winter.

[30] But whatever you resolve to do, I want you to commit to it. I want you to really work at it.

[31] I know that sometimes you get that sense from TV that you can be rich and successful without any hard work — that your ticket to success is through rapping or basketball or being a reality TV star. Chances are you're not going to be any of those things.

[32] The truth is, being successful is hard. You won't love every subject that you study. You won't click with every teacher that you have. Not every homework assignment will seem completely relevant to your life right at this minute. And you won't necessarily succeed at everything the first time you try.

[33] That's okay. Some of the most successful people in the world are the ones who've had the most failures. J.K. Rowling's — who wrote Harry Potter — her first Harry Potter book was rejected 12 times before it was finally published. Michael Jordan was cut from his high school basketball team. He lost hundreds of games and missed thousands of shots during his career. But he once said, "I have failed over and over and over again in my life. And that's why I succeed."

[34] These people succeeded because they understood that you can't let your failures define you — you have to let your failures teach you. You have to let them show you what to do differently the next time. So if you get into trouble, that doesn't mean you're a troublemaker, it means you need to try harder to act right. If you get a bad grade, that doesn't mean you're stupid, it just means you need to spend more time studying.

[35] No one's born being good at all things. You become good at things through hard work. You're not a varsity athlete the first time you play a new sport. You don't hit every note the first time you sing a song. You've got to practice. The same principle applies to your schoolwork. You might have to do a math problem a few times before you get it

right. You might have to read something a few times before you understand it. You definitely have to do a few drafts of a paper before it's good enough to hand in. **Q7 →**

[36] Don't be afraid to ask questions. Don't be afraid to ask for help when you need it. I do that every day. Asking for help isn't a sign of weakness, it's a sign of strength because it shows you have the courage to admit when you don't know something, and that then allows you to learn something new. So find an adult that you trust — a parent, a grandparent or teacher, a coach or a counselor — and ask them to help you stay on track to meet your goals.

[37] And even when you're struggling, even when you're discouraged, and you feel like other people have given up on you, don't ever give up on yourself, because when you give up on yourself, you give up on your country.

[38] The story of America isn't about people who quit when things got tough. It's about people who kept going, who tried harder, who loved their country too much to do anything less than their best.

[39] It's the story of students who sat where you sit 250 years ago and went on to wage a revolution, and they founded this nation. Young people. Students who sat where you sit 75 years ago who overcame a Depression and won a world war; who fought for civil rights and put a man on the moon. Students who sat where you sit 20 years ago who founded Google and Twitter and Facebook and changed the way we communicate with each other.

[40] So today, I want to ask all of you, what's your contribution going to be? What problems are you going to solve? What discoveries will you make? What will a President who comes here in 20 or 50 or 100 years say about what all of you did for this country?

[41] Now, your families, your teachers, and I are doing everything we can to make sure you have the education you need to answer these questions. I'm working hard to fix up your classrooms and get you the books and the equipment and the computers you need to learn. But you've got to do your part, too. So I expect all of you to get serious this year. I expect you to put your best effort into everything you do. I expect great things

Q7. What advice does Obama give for students to achieve their goals?

A. Work as hard as you can so you can be rich and successful.

B. Do not be afraid to fail and learn from your failures.

C. Do not become a troublemaker or else you will never achieve your goals.

D. Work hard only at the things that you care about.

from each of you. So don't let us down. Don't let your family down or your country down. Most of all, don't let yourself down. Make us all proud.

[42] Thank you very much, everybody. God bless you. God bless America. Thank you. Q8 →

- Q8. How does Obama end his speech?
- A. by inspiring students to become president in 50 years
 - B. by encouraging students to study the history of the Great Depression and the Civil Rights Movement
 - C. by asking students to make sure they have all the books they need for school
 - D. by calling for students to put forth their best effort throughout the school year

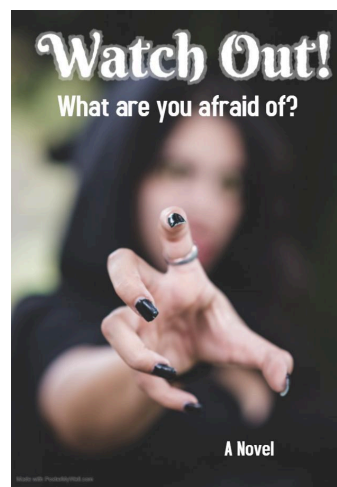
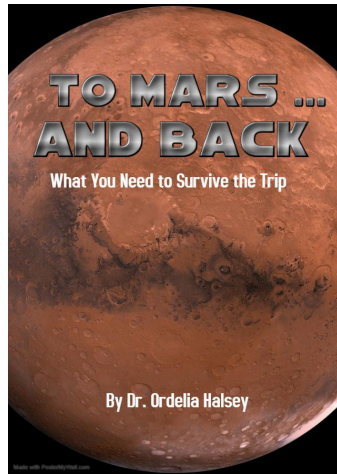
REFLECT

1. Which statement best identifies the main idea of the text?
 - A. Teachers should understand that some students come from difficult backgrounds, and teachers should support them more.
 - B. President Obama wants students to focus on education like he did so they will have the knowledge they need to run the country one day.
 - C. By getting a good education, students can avoid repeating the same mistakes their parents made that prevented them from meeting their potential.
 - D. Focusing on education, despite any challenges one may face, is a personal responsibility and the key to the nation's future success.
2. Which quote from the text best supports the answer to Question #1?
 - A. "I'm here because I want to talk with you about your education and what's expected of all of you in this new school year." (Paragraph 5)
 - B. "And this isn't just important for your own life and your own future. What you make of your education will decide nothing less than the future of this country." (Paragraph 14)
 - C. "Neither of her parents had gone to college, and they didn't have a lot of money. But they worked hard, and she worked hard, so that she could go to the best schools" (Paragraph 20)
 - D. "Maybe you don't have adults in your life who give you the support that you need." (Paragraph 21)
3. What is the primary purpose of this speech? Explain your answer.
 - A. Inform
 - B. Entertain
 - C. Persuade
4. What is the general tone of this speech? Explain.

5. President Barack Obama thinks education is the individual and collective responsibility of the student.
 - ☐ True
 - ☐ False
6. In paragraph 22, what does *circumstances* mean?
 - A. facts or events that affect a situation
 - B. the results of an action or situation
 - C. the money that you give someone for some inconvenience
 - D. explaining a word without using the word
7. What different reasons does President Obama give for pursuing an education in the United States? Do you agree with these reasons? Why or why not?

EXPLORE

Look at these book covers. What is the purpose of each book? What is the tone?



Now use your imagination to make your own book cover. Include a title and other text. Add an image.
Ask your classmates to guess the purpose and tone.

INSTRUCTIONS: Read the following speech. Answer the questions.

President Ronald Reagan on the *Challenger* Disaster

By President Ronald Reagan, 1986, which is in the public domain. Image: "Space Shuttle Challenger Lifts Off" by NASA Johnson is licensed under CC BY-NC 2.0.



Ladies and Gentlemen, I'd planned to speak to you tonight to report on the State of the Union⁹², but the events of earlier today have led me to change those plans. Today is a day for mourning and remembering. Nancy and I are pained to the core by the tragedy of the shuttle *Challenger*. We know we share this pain with all of the people of our country. This is truly a national loss.

Nineteen years ago, almost to the day, we lost three astronauts in a terrible accident on the ground. But we've never lost an astronaut in flight. We've never had a tragedy like this.

And perhaps we've forgotten the courage it took for the crew of the shuttle. But they, the *Challenger* Seven, were aware of the dangers, but overcame them and did their jobs brilliantly. We mourn seven heroes: Michael Smith, Dick Scobee, Judith Resnik, Ronald McNair, Ellison Onizuka, Gregory Jarvis, and Christa McAuliffe⁹³.

We mourn their loss as a nation together.

For the families of the seven, we cannot bear, as you do, the full impact of this tragedy. But we feel the loss, and we're thinking about you so very much. Your loved ones were daring and brave, and they had that special grace, that special spirit that says, "Give me a challenge, and I'll meet it with joy."

They had a hunger to explore the universe and discover its truths. They wished to serve, and they did.

They served all of us.

We've grown used to wonders in this century. It's hard to dazzle us. But for twenty-five years the United States space program has been doing just that. We've grown used to the idea of space, and, perhaps we forget that we've only just begun. We're still pioneers.⁹⁴ They, the members of the *Challenger* crew, were pioneers.

And I want to say something to the schoolchildren of America who were watching the live coverage of the shuttle's takeoff. I know it's hard to understand, but sometimes, painful things like this happen. It's all part of the process of exploration and discovery. It's all part of taking a chance and expanding man's horizons. The future doesn't belong to the fainthearted; it belongs to the brave. The *Challenger* crew was pulling us into the future, and we'll continue to follow them.

⁹² an annual report by the president to explain the health of the country

⁹³ an American teacher who was part of the *Challenger* crew

⁹⁴ pioneer (noun) : someone who is one of the first people to do something

I've always had great faith in and respect for our space program. And what happened today does nothing to diminish⁹⁵ it. We don't hide our space program. We don't keep secrets and cover things up. We do it all up front and in public. That's the way freedom is, and we wouldn't change it for a minute.

We'll continue our quest in space. There will be more shuttle flights and more shuttle crews and, yes, more volunteers, more civilians, more teachers in space. Nothing ends here; our hopes and our journeys continue.

I want to add that I wish I could talk to every man and woman who works for NASA, or who worked on this mission and tell them: "Your dedication and professionalism have moved and impressed us for decades. And we know of your anguish.⁹⁶ We share it."

There's a coincidence today. On this day three hundred and ninety years ago, the great explorer Sir Francis Drake died aboard ship off the coast of Panama. In his lifetime the great frontiers⁹⁷ were the oceans, and a historian later said, "He lived by the sea, died on it, and was buried in it." Well, today, we can say of the *Challenger* crew: Their dedication was, like Drake's, complete.

The crew of the space shuttle *Challenger* honored us by the manner in which they lived their lives. We will never forget them, nor the last time we saw them, this morning, as they prepared for their journey and waved goodbye and "slipped the surly bonds of earth" to "touch the face of God."

Thank you.

⁹⁵ diminish (verb) : to make less or gradually become less

⁹⁶ anguish (noun) : extreme pain or distress of body or mind

⁹⁷ frontier (noun) : the physical outer limits of a region, or the outer limits of knowledge or achievement

1. Reagan believes that the crash of the *Challenger*...
- A. was far less important than giving the speech he had planned.
 - B. was an event that could have been predicted.
 - C. should be considered a tragedy for the entire country.
 - D. was the exact same as an accident from a few years earlier.

2. Reagan believes that the crew on the *Challenger* that died were...

- A. brave pioneers that were leading us to future discovery.
- B. frightened men and women who were unwilling to take risks.
- C. foolish people who were too willing to do dangerous things.
- D. greedy people who would not have been on the ship if they were not paid well.

3. Which of the following phrases best describes Reagan's opinion of the space program?

- A. risky and dangerous
- B. genius and flawless
- C. expensive and wasteful
- D. important and admirable

4. How does the tone of President Reagan's language change in paragraph 9?

- A. The language is darker.
- B. The language is simpler.
- C. The language is more cheerful.
- D. The language is more inspiring.

5. Which detail from paragraph 9 best supports the answer to question #5?

- A. "I know it's hard to understand..." (Paragraph 9)
- B. "...sometimes, painful things like this happen." (Paragraph 9)
- C. "The future doesn't belong to the fainthearted..." (Paragraph 9)
- D. "...we'll continue to follow them." (Paragraph 9)

6. How does the repetition of the word "more" reflect the message of paragraph 11?

- A. It reinforces the message that America will continue its quest in space.
- B. It reinforces the idea that America will face more tragedy in the coming years.
- C. It illustrates the great number of resources that the space program will require.
- D. It reflects the urgency Americans feel about being the first people to reach space.

7. How does President Reagan's story about Sir Francis Drake contribute to the message of President Reagan's speech?

- A. Reagan compares the *Challenger's* mission of exploration to that of Drake's.
- B. Reagan compares the *Challenger* crew's deaths to that of Drake's.
- C. Reagan compares the coast of Panama to the outer reaches of space.
- D. Reagan contrasts the unfinished work of Drake's with the completed work of the *Challenger's* crew.

8. What was President Reagan's purpose in writing this speech?

- A. to celebrate the accomplishments of the *Challenger* and the success of the mission
- B. to honor the astronauts who died and console the country
- C. to criticize the failure of the space program and ask that for it to be canceled
- D. to get attention from the media who were focused on the space shuttle disaster and not him

9. What is the general tone of the speech?

- A. worrisome and stressful
- B. happy and proud
- C. angry and spiteful
- D. respectful and reassuring

10. The words *mourn* and *mourning* are used several times. This idea is to ...

- A. feel or show deep sorrow or sadness
- B. celebrate with singing and dancing
- C. share information and details
- D. record something in order to preserve it for history