## WRITE IT DOWN

**8th grade ECA**

<table>
<thead>
<tr>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>16</td>
</tr>
<tr>
<td>17</td>
</tr>
<tr>
<td>18</td>
</tr>
<tr>
<td>19</td>
</tr>
<tr>
<td>20</td>
</tr>
</tbody>
</table>
Friend Against Friend
by Anne Elliot

On a spring night in 1861, a group of army officers and their wives assembled for a celebration at an army post in the small town of Los Angeles. While in many ways the gathering seemed like any other party, with friends playing music, singing, and reminiscing, it differed from most parties in one important way. In a few weeks, many of the guests joined in merriment at this party would be mortal adversaries.

For many years, the officers attending the party had served together in the United States Army, but now, with the onset of the Civil War (1861–1865), soldiers from the South had to decide whether their allegiance was to the Union or to their home states. Many officers from Southern states had elected to return home and serve in the Confederate army. Their friends who would be supporting the North decided to host a farewell party for their Southern comrades, despite differing political views.

It was difficult for the officers to say goodbye, particularly for Captain Lewis Armistead and Major Winfield Hancock, who were close though unlikely friends. Armistead, who was several years older than Hancock, conducted himself as a quiet Southern gentleman. Hancock, in contrast, favored parties, sumptuous meals, and dancing. Over the course of fifteen years, however, the two men had developed a mutual affection and respect for each other. They had suffered hardships together. Both men had served their country in the Mexican War, and Hancock had comforted Armistead when Armistead’s wife and child succumbed to illness. Armistead and Hancock had grown to see themselves almost as brothers. But now Armistead, a Virginian, would be serving in the Confederate army while Hancock, from Pennsylvania, would fight for the Union. The impending war would separate the friends, maybe for years, maybe forever. In an emotional farewell, Armistead presented his old friend with a new major’s uniform and gave Hancock’s wife, Almira, his personal prayer book. Armistead said he wished God would strike him down if he ever attacked Hancock. Both men fervently hoped that would never come to pass.
Answer the following questions.

6. Which statement BEST summarizes the main idea of the passage?
   A. “On a spring night in 1861, a group of army officers and their wives assembled for a celebration at an army post in the small town of Los Angeles.”
   B. “Even a war that divided country, families, and friends could not destroy the friendship between these men.”
   C. “But now Armistead, a Virginian, would be serving in the Confederate army while Hancock, from Pennsylvania, would fight for the Union.”
   D. “On July 3, the Confederates tried one final time to achieve a much-needed victory.”

7. Which detail BEST supports the main idea of the passage?
   A. “Armistead, who was several years older than Hancock, conducted himself as a quiet Southern gentleman. Hancock, in contrast, favored parties, sumptuous meals, and dancing.”
   B. “But now Armistead, a Virginian, would be serving in the Confederate army while Hancock, from Pennsylvania, would fight for the Union.”
   C. “The impending war would separate the friends, maybe for years, maybe forever.”
   D. “Armistead said he wished God would strike him down if he ever attacked Hancock.”
8. How do the details of the Battle of Gettysburg in paragraphs five to seven support the main idea of the passage?

A. The details show that even though Armistead did his duty as a Confederate officer, he maintained his friendship for Hancock.

B. The details show that Armistead was a brave man who valued the Confederacy more than he valued his friendship.

C. The details show that Hancock was unwilling to forgive his friend for joining the Confederate army.

D. The details show that Civil War soldiers faced difficult conditions when they charged enemy lines.

9. What is the implied main idea of the seventh paragraph?

A. Armistead remained loyal to the South throughout his life and was proud of his service as a Confederate officer.

B. Armistead believed Hancock had done him a disservice and was sorry that the Civil War had ended a valuable friendship.

C. Armistead was sorry that the Civil War separated the former comrades and remained Hancock’s loyal friend.

D. The Civil War divided the country, family, and friends.

10. Which of the following would also be an appropriate title for the passage?

A. The Life of a Civil War Soldier

B. A War-Torn Friendship

C. The Battle of Gettysburg

D. The Life of Lewis Armistead

11. Identify the main idea of paragraph three and choose two details that support that idea.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Getting the Idea

A summary is a short restatement of a longer text in the reader's own words. You might summarize for various purposes, but the underlying reason will always be the same: to communicate information as concisely and as directly as you can. A summary should contain only the main idea and the most important supporting details of a passage. A summary's content should also be as similar as possible to the original source. If you present a fact or idea out of context, it might mislead a reader about the meaning of the passage being summarized.

Here is a paragraph that could be summarized:

Sometimes called the "stinking rose," garlic is a bulbous plant of the genus Allium. Garlic has been used for centuries to flavor food. However, it is also valuable for its medicinal properties. There is evidence that it may cure colds, viral infections, and reduce blood cholesterol levels. It may even lower the risk of certain cancers.

Now read a summary a student wrote:

Garlic is a bulbous plant similar to a rose. It has been around for centuries and has been proven to cure some cancers.

This summary misrepresents the information in the original. Garlic is not similar to a rose. The original also does not say that there is proof of garlic's power to cure cancers. Here is a more accurate summary.

Garlic is a bulbous plant that is prized for both its flavor and for its possible medical benefits.

This summary communicates the content of the original passage, and it relies on its main points: garlic's appearance, its value, its flavor, and its potential benefits. It does not include specific information, such as garlic's genus name or the names of diseases it might cure, because these are not the passage's primary points. Including them might also make a reader think they were more important to the passage than they actually were.
For a brief paragraph, a one- or two-sentence summary is enough. Longer works may require longer summaries. Notice, as well, that the second summary on the previous page did not use the same words as the original. It is very important that a summary be in your own words.

Deciding what to leave out of a summary may require careful judgment. After all, you wouldn’t want to leave out information crucial to understanding a writer’s point. A passage may list the titles of every song a singer recorded, but the summary should not. If you are summarizing a biography of a famous inventor, choose only the events that are most significant to the inventor’s life and work. If the writer mentions that his favorite food is chicken, this probably should not be included in the summary. Finally, never add information that does not appear in the original just because it happens to be your own prior knowledge. A summary of the text must be just that: a summary of the text in front of you.

Thinking It Through

Read the following paragraph, and then answer the question that follows.

To all staff: Please be advised that all requests for office supplies must be submitted by 2:00 p.m. on Thursdays. Only requests submitted on the official office supply form will be accepted. Forms may be obtained from Beth Goldstein. Her office is on the second floor by the water cooler.

Write a summary of this paragraph.

In a summary, you should leave out the nonessential details.
Coached Example

Read the passage and answer the questions.

In certain parts of the world, at certain times, a remarkable light display appears in the night sky. Aurora borealis is its scientific name; since it occurs in the Northern Hemisphere, this phenomenon is more commonly known as the northern lights. The northern lights occur when electromagnetically charged particles from the sun are pulled toward Earth's two magnetic poles, in the North and the South. This causes molecules in the air to glow.

The northern lights take various forms, including rays, arcs, bands, and patches of light. The lights appear in striking and beautiful shades of red, blue, green, yellow, and violet. The farther north they appear, the brighter they are. While you could easily find a picture or a video of the northern lights, you would have to see them for yourself to truly appreciate them.

1. Which sentence BEST summarizes paragraph 1?
   A. It happens in the Northern Hemisphere, and this is the reason that the aurora borealis is also known as the northern lights.
   B. The aurora borealis is a natural phenomenon that occurs near the sun at certain times of the year.
   C. The aurora borealis, or northern lights, is caused by electromagnetic activity between the sun and Earth.
   D. More commonly known as the northern lights, the aurora borealis appears in the sky when the sun is magnetic.
   Eliminate any answers that change the facts of the original.

2. What is the BEST summary of paragraph 2?
   A. The northern lights appear in shades of red, green, violet, yellow, and blue.
   B. The northern lights appear in a variety of forms and beautiful colors.
   C. In order to truly appreciate the beauty of the northern lights, people should see them in person.
   D. The northern lights have many forms, including bands and rays, and they have striking colors that look beautiful in pictures.

Look for the summary that best captures the main idea of the paragraph.
The Great Nile

Today, we know that the Nile River is the longest river in the world. It covers over four thousand miles as it flows from Burundi in east-central Africa to the Mediterranean Sea in northeast Egypt. We know a great deal about the native people who have depended on the Nile for their survival for centuries. For instance, we know that it supports almost all of the agriculture of Egypt. We have also studied the abundant and varied wildlife in and around the Nile.

Centuries ago, however, much about the Nile was a mystery. People knew almost nothing about it. They didn’t even know where it started and where it ended. A Greek astronomer and mathematician named Ptolemy wrote that the source of the Nile was “the Mountains of the Moon.” Historians believe that Ptolemy was referring to a mountain range in east-central Africa whose peaks are shrouded in an eerie mist. Unfortunately, Ptolemy’s research sources were incorrect. The origin was elsewhere.

In the first century CE, Roman explorers attempted to find the source of the Nile. However, they only reached the swamplands of modern-day southern Sudan. Later explorers would also be unsuccessful.

Two of the most ambitious explorers were Richard Burton and John Hanning Speke. They both served in the British Indian Army. Burton was known to be adventurous and unpredictable. He was also highly skilled and adept at learning foreign languages. Although Speke loved adventure and exploration as well, he was different from Burton. He did not want to adopt the local customs when exploring. Speke could be arrogant, at times; he was known to treat the people working for him harshly. Burton, on the other hand, enjoyed learning native languages and practices.

In 1856, the Royal Geographical Society commissioned Burton and Speke to find the source of the Nile. They set off in 1857 on a long and grueling journey. They endured illness, pain, attack by a native tribe, and great hardship, but in 1858 they reached Lake Tanganyika. However, the difficulty of the trip had caused many of the men they had hired to desert them. The men that were left, including Burton and Speke, were also ill and running out of money. At the time, some considered Lake
Tanganyika a possible source of the Nile. However, the explorers were unable to complete their exploration of the lake.

After Burton determined that he was physically unable to continue, Speke went on alone, reaching Lake N'yanza in 1859. After checking his notes and other research, Speke convinced himself that this lake was the source of the Nile. He renamed it Lake Victoria, after the British queen. Speke then returned home and publicly announced his discovery. However, Burton questioned Speke's findings. He argued that Speke had not followed the course of the river far enough to be certain. And, upon examining a map, Burton found that the river, in fact, probably ended elsewhere.

Their disagreement started a prolonged and heated public debate. In 1864, the two explorers agreed to present their theories before the British Association for the Advancement of Science. The members of the Association would decide who was correct. However, in a tragic incident that still causes controversy, Speke accidentally shot himself while hunting on the day before the debate.

Today, the Nile's source is still a bit of a mystery. The complex geography still causes debate about the true source. In 2006, a group of explorers claimed that they had reached the true source of the Nile: a stream in the Nyungwe forest in Rwanda. Lake Victoria, which is fed by a number of rivers, is not considered the source currently. However, it is one of the main reservoirs the Nile feeds near its beginning, so Speke was not so far off.

The Nile is truly one of the great rivers of the world. As we continue exploring it, we will continue to make remarkable discoveries.
Answer the following questions.

1. What is the BEST summary of paragraph 1?
   A. The people and wildlife of the Nile River region have taught us a great deal.
   B. Today, the Nile River flows from east-central Africa to the Mediterranean Sea.
   C. We have learned a lot about the Nile River and the people and wildlife connected to it.
   D. We now know that the Nile River is the longest river in the world.

2. Which detail from paragraph 4 should NOT be included in a summary of the paragraph?
   A. Burton was skilled and learned languages easily.
   B. Speke and Burton had different personalities.
   C. Burton and Speke were English explorers.
   D. Burton and Speke served in the British Indian Army.

3. Which summary of paragraph 5 contains inaccurate information?
   A. Burton and Speke’s long and difficult journey to find the source of the Nile was made worse by illness and lack of money.
   B. Burton and Speke joined the Royal Geographical Society in 1856 before leaving to find the source of the Nile.
   C. Due to various unfortunate circumstances, Speke and Burton were unable to fully explore Lake Tanganyika.
   D. Speke and Burton traveled to Lake Tanganyika, a candidate for the source of the Nile.

4. What information belongs in a summary of paragraph 7?
   A. Speke’s death before the debate
   B. the reason Speke was hunting
   C. how Burton felt about Speke’s death
   D. the history of the Science Association

5. Write a summary of paragraph 6.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Searching for Origins of Life

In 2004, the European Space Agency (ESA) launched a satellite to study a comet called 67P, or Churyumov-Gerasimenko. They called the spacecraft Rosetta, after an ancient stone which helped to decode mysterious Egyptian hieroglyphs. The name is apt, since the primary mission of Rosetta is to unlock the secrets of the origin of life.

Ever since Halley’s comet was first spotted more than 2,000 years ago, humankind has been fascinated by comets. But today scientists are more than fascinated by them—some believe that a comet made life on Earth possible.

Comet 67P/Churyumov-Gerasimenko orbits the sun every 6.5 years, but little has been known about it. Measuring about two-to-three miles (three-to-five kilometers) across, the comet is not particularly large. When the comet is visible, the stars in the background blind the eye, so it’s impossible view it clearly from Earth’s telescopes. Comets are made of rock and ice, somewhat like a dirty snowball. When the comet comes nearer the sun it’s easier to view, but the ice melts and the comet spews out jets of gas and dust. The burning gases shine brightly and hide any view of the comet’s surface.

Rosetta’s voyage to Comet 67P has been a study in patience, because it took ten years just to reach it. In 2007, Rosetta passed by Mars. A year later, it passed an asteroid 250 million miles away from Earth. Finally, in August 2014, Rosetta traveled alongside Comet 67P, which was between the orbits of Mars and Jupiter.

The next step was to actually land a spacecraft on the moving comet. Then it would ride the comet as it moved through our solar system. In November 2014, Rosetta dropped a two-hundred-pound lander called Philae. The comet’s gravity pulled the washing-machine-sized lander toward its surface. Scientists had chosen a sunny spot they called Site J that had a soft landing surface. There they planned to insert a sensor rod to measure temperatures below the surface. However, Philae’s downward-pushing thruster, which would have slowed down its descent, failed to work. Consequently, the lander hit the comet harder than it should have. In addition, two harpoons that were supposed to hold Philae to the surface didn’t work, either. So the
lander bounced off its intended landing spot and went back into space. Then it came back down, scraped a crater, and bounced a second time. This time it came to rest inside a smaller crater in the shadow of a cliff—out of sight of Rosetta.

The Philae is powered by solar panels, so landing in the shadows posed a problem. Also, the surface inside the crater was hard—too hard to hammer the sensor rod to measure temperatures. However, Philae's new position wasn't all bad news. If Philae had landed in the intended spot, it would have overheated and gone out of service five or six months later. Landing in the shade meant that Philae would operate longer and communicate more information.

After landing, Philae sent data back to Earth for sixty hours before shutting down to save energy. It measured its surroundings and identified large, dark grains of rock mass. These grains are important, because they contained at least sixteen organic compounds. Scientists believe that these compounds were formed in the cold of space. They also believe the grains clustered together in clumps to form the bulk of the comet.

Scientists theorize that a comet with grains like these hit a very young Earth and made life possible. Scientist Laurence O'Rouke told a reporter, "If you apply energy to such organic compounds ... like a comet hitting a planet ... it could lead to the creation of amino acids which make up proteins, which are the basis of life itself."

In addition, scientists now know more about the composition of comets. They learned that the comet has a porous surface. This surface features sinkholes, similar to the ones on Earth. They also found out that upon landing, a spacecraft is more likely to bounce than sink into a soft surface.

So did life on Earth begin by a comet striking its surface? Scientists have yet to find any amino acids, but it doesn't mean that they aren't there. Since scientists have already learned lessons on how to deploy a spacecraft that rides a comet like a cowboy, they only need to try again for the answers.
Answer the following questions.

6. What sentence BEST summarizes paragraph 1?

A. The spacecraft Rosetta is named after the Rosetta stone, a stone that helped decode mysterious Egyptian hieroglyphics.

B. In 2004, the ESA launched a satellite called Rosetta in 2004 to study comets in space.

C. The European Space Agency has launched Rosetta to unlock the secrets of outer space.

D. In 2004, ESA launched a satellite called Rosetta to explore Comet 67P to find the origins of life.

8. What is the BEST summary for paragraph 4?

A. After passing Mars and an asteroid 250 million miles from Earth, Rosetta reached Comet 67P ten years after its launch.

B. Rosetta’s voyage has taken about ten years to reach Comet 67P, but scientists have been very patient.

C. After passing by Mars in 2007, Rosetta finally reached its destination in 2014.

D. Ten years after leaving Earth, Rosetta passed by Mars, viewed an asteroid, and finally reached Comet 67P.

7. What detail does NOT belong in a summary of paragraph 3?

A. “Starlight makes Comet 67P difficult to see at night.”

B. “Comet 67P measures about two-to-three miles across.”

C. “Burning gases from the comet make it difficult to see the comet’s surface.”

D. “Before Rosetta, little was known about 67P, because it is difficult to see from Earth.”

9. Read this student’s summary of paragraph 6.

Being in the shade meant that the lander would operate longer and communicate more information.

Which statement BEST tells the issue with the summary?

A. It contains information that is in another paragraph.

B. It is not in the student’s own words.

C. It does not include important details.

D. It contains inaccurate information.
10. What detail must be included in a summary of paragraph 7?
   A. how long *Philae* sent data
   B. why *Philae* was saving energy
   C. why the grains are important
   D. where the grains formed

11. Write a summary for the events in paragraph 5.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Getting the Idea

An **argument** is an attempt to persuade someone on a topic open to debate. When authors write arguments, they try to convince readers to think or act in a certain way. An argument reflects the author’s **point of view**, or attitude toward the subject. Arguments are based on opinions supported with facts and evidence. Each part of the argument should support the main purpose of the text.

Arguments typically begin with a claim. The **claim** is a statement of the author’s point of view. Although it may be presented as a fact, it is an opinion that the author must prove in his or her argument. The claim must be based on solid reasoning; it must be clear that the writer has thought through the reasons for making a particular claim. Further, the evidence an author uses should be directly connected to the claim; there should also be enough evidence to offer support. Evidence that does not support a claim or is irrelevant can hurt an argument. For example, an author writes the following:

> Watching too much television is harmful to children.

The author would then write the paragraph below to back up this claim.

Studies indicate that children who watch too much television earn lower grades in school. Television reduces their homework and study time. In addition, other research shows that kids tend to eat unhealthy snacks when they watch television, so their health is also at risk. Many kids like cheesy snacks—who would possibly know why? Lower grades can hurt a student’s future, and we all know what kind of adults television lovers turn into.

You should notice two things. Go to the third sentence first: the author explains why lower grades and poor health, possible effects of too much television, are problems. Before that sentence, though, he supports this explanation with facts from studies. The sentence about cheesy snacks is an example of irrelevant evidence; the author doesn’t, and can’t, connect it with the main claim. Also, the phrase beginning “we all know” in the last sentence is called **loaded language** because it reveals the author’s feelings.
Good writers will also acknowledge arguments that oppose their claims. This might seem strange—after all, why would you want to include an opinion that differs from yours? Writers include conflicting arguments because they know that readers might think of opposing arguments as they read, and they want to address those points. The writer from the earlier paragraph might have gone on to say this:

Some would say that students can learn quite a bit by watching high-quality television shows and that it is unfair to assume that any student-age person who watches television is watching trash. These points might be true. This, however, is not the point. No one could argue that focusing on your schoolwork doesn’t help academic performance or that reading in a focused way isn’t good for your mind.

Notice that the writer acknowledges that opposing arguments are valid and then introduces a similarly valid argument in response. A bad writer would simply insult the opposing argument—which automatically weakens his or her position.

**Thinking It Through**

Read the following paragraph, and then answer the question that follows.

Our school should offer more rigorous science classes. The biology unit of our class only includes one dissection. The chemistry section teaches very little about subjects like microbiology or genetics. Additionally, the way it’s taught is very dull. The teacher simply reads the book, and there is never any discussion of how science relates to the real world. Also, we’re missing the opportunity to mix skills in our science classes. To really learn biology or chemistry, you have to use reading skills to analyze what’s on the page in the textbook. You also have to use math skills for areas like chemistry. A change to our science class would be very beneficial for me and for other students.

Write a specific reason or example the author supplies to support his claim.

There are two main points the author uses as supports—can you find them?

Do you think the author’s argument is convincing?
Coached Example

Read the passage and answer the questions.

The Inca Empire was one of the greatest empires the world has ever seen. Scholars believe that these South American Indians migrated to the Cuzco Valley in southeastern Peru around 1200 CE. The Incas were organized and had great leadership. They were excellent farmers. They built an irrigation system in the desert. They even built paved roads. They formed a powerful army and conquered nearby villages. The Incas expanded their territory, at one point controlling most of South America.

Despite the vastness and strength of their empire, the Incas were no match for the Spanish conquistadors. The conquistadors came to the Americas in search of fortune. Their greed, ruthlessness, and contempt for native cultures proved deadly for the Incas. However, nothing was more deadly than the smallpox with which the conquistadors infected the Incas. By 1535, the conquistadors had wiped out the Inca Empire, needlessly destroying a grand civilization.

1. Which sentence from the passage is a claim by the author?
   A. “Scholars believe that these South American Indians migrated to the Cuzco Valley in southeastern Peru around 1200 CE.”
   B. “The Incas expanded their territory, at one point controlling most of South America.”
   C. “The conquistadors came to the Americas in search of fortune.”
   D. “The Inca Empire was one of the greatest empires the world has ever seen.”

2. Which sentence BEST states the author’s point of view?
   A. The Incas were even worse conquerors than the Spanish.
   B. The Incas were not efficient in managing their empire.
   C. The Spanish conquistadors were cruel and selfish.
   D. The Spanish conquistadors respected the Incas.

Check each answer choice against the passage.
Don’t Touch That Dial!

Where would we be without our remote controls? Today, it seems that almost every electronic device comes with a remote. TVs, DVRs, audio systems, even air conditioners can be controlled from across the room. All we have to do is put in the batteries—and sometimes they’re included when you purchase the product!

Most of us can’t imagine watching TV without being able to change the channel from the comfort of our seat. The invention of the remote control revolutionized the way we watch television. Sadly, the remote control is also a small symbol of the general laziness of modern society.

How did we get here? Our path to laziness began more than one hundred years ago, with the work of Nikola Tesla. Tesla invented one of the earliest versions of the remote control in 1898, though he wasn’t intending it for lazy people. Tesla built a pair of radio-controlled six-foot iron boats, powered by an electric battery Tesla designed himself. He sent commands to a radio-mechanical receiver on the boats with a wireless transmitter. The boats’ features, including diving rudders and electric lights, were remotely controlled. When people first heard about the boat, they didn’t believe such a thing could exist. Tesla then did a demonstration of the remotely controlled boat in New York City. Who knew his discovery would lead to hours on the couch?

In 1950, the Zenith Radio Corporation invented the first television remote control. Correctly called “Lazy Bones,” the device turned the television on and off and changed the channel. Although TV viewers could do this from the couch, the remote control was not wireless. The Lazy Bones was attached to the TV by a cable. Unfortunately, people often tripped over the thick cable. Also, Lazy Bones was awkwardly shaped and difficult to handle. Therefore, even though the Lazy Bones was convenient, it was not popular. If it took so much work to use, clearly the people likely to buy it wouldn’t be interested!

In another five years, our fate as a world of couch potatoes was sealed. This is when Eugene Polley, an engineer for Zenith, invented the first wireless remote control. It was called the
“Flashmatic.” The Flashmatic was basically a flashlight, which a viewer would shine on photocells in the corners of the TV screen. These activated the picture, sound, and channel controls. Like the remote that preceded it, the Flashmatic had flaws. Since the TV responded to light, sunlight sometimes changed the channel. Additionally, the light beam had to be pointed very precisely. So, it was not a workable design. However, we kept searching for a solution. What would our weekends and vacations be without it?

Finally, in 1956, Robert Adler, another Zenith engineer, invented a wireless remote control that worked. Adler’s invention has made a significant difference in the way we live, though it might not be a positive difference. His invention was called the “Zenith Space Command.” Adler’s remote worked with ultrasound waves and used no batteries. It was powered by four aluminum rods inside the remote. When a viewer pressed one of the remote’s buttons, a rod was struck. When struck, the rods emitted high-frequency sounds. The sounds traveled through the air to a receiver in the TV. When the receiver “heard” the sounds, it interpreted them as basic commands, such as on/off, change channel, etc. The downside to the Space Command was that it was big and raised the price of a television set by 30 percent. Of course, this may have been a slick way for the company to make money. Transistor technology eventually enabled the development of battery-operated, handheld remotes.

Today’s remote controls usually use infrared technology. They work with low-frequency light beams that the human eye cannot see. There is no denying that they are convenient. The problem is that they are yet another way for people to avoid physical activity. Think about it. Is it so hard to get up and change the channel? Surely we don’t want our precious children to become couch potatoes like us. It is no coincidence that the first remote control was called “Lazy Bones.” We can sit for five hours in front of the TV set without ever getting up.

The remote control changed the way we watch television. Unfortunately, this device proves that change is not always a good thing.
Answer the following questions.

1. What is the author’s main argument?
   A. TV remote controls make it easier for people to change the channel.
   B. TV remote controls contribute to people’s lack of physical activity.
   C. People find it impossible to function without their electronic devices.
   D. Today’s TV remote controls are a huge technological improvement over early models.

3. Which sentence would NOT support the author’s argument?
   A. Universal remote controls are the worst because they can control most electronic devices regardless of the model.
   B. Laziness is often learned at a young age, and remote controls must share the blame for that.
   C. Some studies show that the average American household spends at least eight hours a day in front of the television set.
   D. Remote controls make it easier for people to run on the treadmill or ride a stationary bike and watch TV at the same time.

4. Which sentence from the passage is an example of loaded language?
   A. “Surely we don’t want our precious children to become couch potatoes like us.”
   B. “There is no denying that they are convenient.”
   C. “The problem is that they are yet another way for people to avoid physical activity.”
   D. “The Flashmatic was basically a flashlight, which a viewer would shine on photocells in the corners of the TV screen.”

2. Read this sentence from the passage.
   Of course, this may have been a slick way for the company to make money.
   The author uses the word slick to suggest that the company
   A. may have tried to take advantage of consumers.
   B. was actually losing money on the product.
   C. found a creative way to raise profits.
   D. handled financial matters honestly.

5. Write a summary of paragraph 6.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
Protect Our Insects

Bugs are annoying little pests. What's the big deal about insects?

While no one can deny that a mosquito bite is irritating, a wasp sting is painful, and a deer tick bite is downright dangerous, many insects play an important part in our well-being. They play an important part in reproducing plants, making our soil fertile, and keeping our forests healthy.

Perhaps the most important action that insects perform is pollinating. They flitter from flower to flower and blossom to blossom, picking up pollen as they go and transferring it to another blossom. This pollination makes it possible for the flowers to bear fruit—and that is why we have the fruits and vegetables that we eat, such as apples, oranges, cherries, squash, green beans, and peaches. Seventy-five percent of all crops species thrive because of insect pollinators!

Honeybees are some of the most efficient pollinators, so it's important to look at a situation in southwest China. Farmers there have overused chemical insecticides, which protected the plants but killed many honeybees. As a result, China's apple and pear trees were not pollinated, and they bore no fruit. Consequently, they had to pollinate the trees themselves. The farmers had to load up containers with pollen and pollinate the blossoms with a paintbrush. They even used their children to climb up to the highest branches! Of course, this solution is only practical for the crops that are big money-makers. Pollinating by hand may be feasible for apples and pears, but there are not enough people in the world to pollinate all the crops by hand.

Other insects, such as ants, spread the seeds for over 150 different species of plants. The ants walk long distances, spreading the seeds along "ant paths" and enabling the plants to spread over wide areas of ground.

Insects also play an important role for other animals in the wild. Insects serve as protein when eaten by birds, bats, small animals like mice, frogs, toads, lizards, and even other insects. In addition, when insects eat other insects, they help farmers contain harmful pests that ruin their crops. Ladybugs eat harmful plant-eating aphids, ground beetles eat slugs and cutworms that cause...
Answer the following questions.

6. What is the author's primary claim in this article?
   A. Insects are vital to the health of plants and animals.
   B. Insects can be annoying but can be controlled.
   C. Farmers unnecessarily use pesticides to control insects.
   D. People need insects, but insects do not need people.

7. What fact supports the author's opinion that insects are important to other animals' well-being?
   A. Insects spread seeds of many different plants.
   B. Some insects eat other insects that destroy crops.
   C. Many animals depend on insects for protein-rich foods.
   D. In southwest China, apple and pear farmers pollinate crops by hand.

8. Read this sentence.
   In summer, unthinking people set up bug zappers near their patios to kill them, children might smash harmless beetles that flutter on their front porch, and farmers regularly spray pesticides on crops to stop insects from harming their produce.
   What two words are examples of loaded language?
   A. unthinking, smash
   B. harmless, flutter
   C. spray, harming
   D. summer, pesticides
9. How does the author support the opinion that the death of all insects would be devastating?
   A. The author uses conflicting opinions to demonstrate that they are not based on science.
   B. The author quotes a fact from E. O. Wilson that says that if insects continue to be killed, half of the species of plants and animals will face extinction.
   C. The author informs the reader of all the many ways that insects are being killed by humans and their chemicals.
   D. The author explains how beneficial insects eat insects that are harmful to crops.

10. Why does the author need to explain why insects are a benefit to humans?
    A. to persuade the reader to find out more about insects
    B. to show the reader how China deals with its honeybee problems
    C. to educate the reader about farming practices
    D. to inform the reader why they need protection

11. Explain whether or the author convinces you about the need to protect insects. What arguments helped form your opinion?
Getting the Idea

Most of the time, you read and respond to texts individually. Sometimes you need to analyze how different texts relate to each other. When you compare texts, you study their similarities. When you contrast texts, you evaluate their differences.

Authors often write about the same topic. Think, for example, of how many books and articles have been written about the civil rights movement. Obviously, these texts will have elements in common. Most of the basic facts, dates, and events will be the same. These are points of comparison. However, different authors will approach this topic differently, and this is where the contrast comes in. For instance, one author might focus on certain people who played key roles in the movement. Another author might analyze the effects of the movement on modern society. So, even though the authors' topics are both connected to the civil rights movement, their texts are substantially different.

In fact, an author’s point of view, or opinion about a subject, can have a major influence on his or her interpretation of the facts. This is especially true when the topic is controversial. For example, some historians credit the atomic bomb with ending World War II and saving lives. Other historians believe that dropping the bomb on Japan was unnecessary and excessive. These different views will be reflected in the authors' texts. Hopefully, the authors will address points of view that are different from their own, as well; this helps to make a discussion more believable and lets readers know that an author has thought deeply about a subject.

Another point of comparison and contrast is the author's purpose. Read the two paragraphs below.

Passage 1

The United States Supreme Court was established in 1789. It consists of one chief justice and eight associate justices. It hears cases that involve constitutional matters.
Passage 2

The United States Supreme Court has too much power. They hear some cases while ignoring others. Nine people should not make rulings that affect millions.

The purpose of the first paragraph is to inform, with facts. The purpose of the second paragraph is to persuade. It expresses opinions.

Authors might also compare and contrast within a text. For example, in an article comparing Civil War generals Robert E. Lee and Ulysses S. Grant, the author’s point of view and purpose shape the article. She might use several approaches: for example, she might make an analogy showing their historical relationship to each other.

As a student, you read primary and secondary sources, comparing and contrasting as you work with them. A letter written from a Civil War hospital by a nurse is a primary source, written at the time an event occurred; an article about the hospital by a historian is a secondary source, written after the fact. A biography of Benjamin Franklin, for instance, might describe his experiments with electricity one way, while his autobiography might describe them differently. The autobiography is a primary source, and the biography is a secondary source.
Thinking It Through

Read the following paragraphs, and then answer the question that follows.

People sometimes confuse dolphins with porpoises. Both dolphins and porpoises are mammals, meaning that they produce milk to feed their young. Both have lungs and breathe air. Both animals have streamlined bodies and blowholes.

One of the biggest differences is their size. Porpoises are rarely longer than seven feet long, whereas dolphins can be longer than ten feet. Dolphins also have prominent rostrum, or beak, and porpoises don’t. Dolphins live longer than porpoises, as well.

How does the author organize the two paragraphs in order to compare dolphins and porpoises?

Look at how each paragraph is structured.

DISCUSS

Is this passage a primary or secondary source? Explain.
Coached Example

Read the passages and answer the questions.

The Black Death

During the 1300s, a deadly plague known as the Black Death wiped out approximately one-third of the European population, or about twenty-five million people. Although there is some debate as to the source of the epidemic, many think the disease was carried by fleas on the bodies of diseased rats. The plague was highly contagious, a situation made worse by the crowded living conditions and poor sanitation in much of medieval Europe.

Once infected, a person experienced painful and terrible symptoms and died within days. Because it was so contagious, entire families became sick with the illness. People soon learned that even casual contact with an infected person could be deadly. Even the mention of the plague could fill people with terror.

While no one was immune to the plague, wealthy people were sometimes able to escape its reach by retreating to secluded country estates. For the rest of medieval society, staying healthy was mostly a matter of luck. At the time, there was no cure, no explanation of its causes—the plague simply swept over the land, terrifying the population.

excerpted and adapted from

The Black Death of 1348 and 1349

by Francis Aidan Gasquet

A most deadly pestilence sprang up over the entire island. It happened that in the month of October...1347... twelve Genoese ships... put into the port of Messina, bringing with them such a sickness clinging to their very bones that, did anyone speak to them, he was directly struck with a mortal sickness from which there was no escape.... Seeing what a calamity of sudden death had come to them by the arrival of the Genoese, the people of Messina drove them in all haste from their city and port. But the sickness remained and a terrible mortality ensued. The one thought in the mind of all was how to avoid the infection. The father abandoned the sick son; magistrates and notaries refused to come and make the wills of the dying.... The houses of the dead were left open and unguarded with their jewels, money, and valuables; if anyone wished to enter there.
1. The authors' main purpose in BOTH passages is to
   A. inform the reader about the causes of the plague.
   B. explain the impact of the plague on the people.
   C. persuade the reader to learn more about the plague.
   D. describe the physical symptoms of the plague.

   The correct answer is true for both passages.

2. Which idea is mentioned in BOTH passages?
   A. possible treatments for the plague
   B. officials refusing to do their jobs
   C. people's attempts to avoid infection
   D. the number of people who died

   Check each answer choice to see which idea appears in both passages.

3. Explain how the primary source approaches the same topic differently from the secondary source.

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   Think about the details that the authors chose to include.
A Life Well Lived: Albert John Lutuli

Many people may not have heard of Albert John Lutuli, but he was a modern-day hero worthy of recognition.

Lutuli was born in the African country of Rhodesia in 1898. His father, a missionary, died when Lutuli was a young boy. His mother took him to live in the Groutville region of South Africa, with Lutuli's uncle, who was the chief of Groutville. Lutuli's mother made sure he received an education. Eventually, Lutuli became a teacher at Adams College. He had a strong belief in the value of education and that all children should be educated equally, regardless of color. In 1933, he was elected president of the African Teacher's Association.

When Lutuli's uncle died, Lutuli was next in line to become chief of Groutville. Lutuli wasn't sure he wanted to assume the responsibility. It would mean giving up his job and the regular income that came with it. But in 1936, he accepted his role as chief of a tribe of five thousand people.

In that same year, the South African government imposed severe restrictions on nonwhites. Many of their freedoms were taken away from them, including their right to vote. The government adopted the policy of apartheid, or racial segregation, in 1948. In the process, discriminatory laws were enacted. Lutuli joined the African National Congress (ANC), an African liberation movement, hoping to reestablish the rights of his people.

In the years that followed, Lutuli led nonviolent campaigns against apartheid. Although Lutuli was deeply religious and a man of peace, his campaigns were effective and he was a threat to the government. In 1952, the government demanded that he leave the ANC or resign as tribal chief. When Lutuli refused to do either one, the government fired him from his chieftainship. Later that year, Lutuli was elected president-general of the ANC. The government imposed a series of restrictions on Lutuli, in the hopes of limiting his popularity. He was arrested multiple times and charged with treason, but he never gave up his fight for freedom.

In 1960, Albert Lutuli was awarded the Nobel Peace Prize. He died six years later, having helped lay the groundwork for the end of apartheid.
A Man of Peace

His name will always be associated with nonviolence, and he was an inspiration to Martin Luther King Jr. His quiet yet forceful fight for justice remains one of the great stories of our time. His name, of course, was Mohandas Gandhi.

Gandhi was born into a wealthy family in Porbandar, India, on October 2, 1869. Although he wanted to be a doctor, his father pushed him to study law. In 1888, Gandhi left for England to pursue his studies. Upon returning to India, he briefly served as lawyer for the prince of Porbandar.

In 1893, Gandhi traveled to South Africa, where he had accepted a job offer. While sitting in the first-class compartment of the train, Gandhi suffered a humiliating experience. A white man complained about sharing the compartment with a man of color, and Gandhi was forced off the train.

This moment would have a significant impact on Gandhi's life. He became determined to end racial discrimination. Soon after this incident, Gandhi organized a meeting with other Indians in South Africa, where he spoke against racial injustice and the treatment of Indians by whites. Thus began his campaign to improve the legal status of Indians in South Africa. This cause would keep him in South Africa until 1914.

During this period, Gandhi changed greatly and learned much about himself. He got rid of his expensive possessions and adopted a simpler life, doing menial chores and serving others. He developed the concept of Satyagraha, or soul force, which he described as "a quiet and irresistible pursuit of truth." He would come to live by this concept, even when his work led to his arrest.

Gandhi's social activism grew in power and scope. In 1907, he urged Indians in South Africa to disobey the law that required all Indians to be registered and fingerprinted. He returned to India in early 1915, where he began his struggle to liberate India from British control. In 1930, to protest a British tax on salt used by Indians, Gandhi led his famous salt march to the sea. Thousands of marchers walked nearly 250 miles to the ocean, where Gandhi broke the law by picking up salt crystals from the beach and boiling them to make salt grains.

Gandhi's fight for social justice lasted until his assassination in 1948. Remarkably, although Gandhi was nominated for the Nobel Peace Prize five times, he was never selected. Still, his impact on India would live forever.
Answer the following questions.

1. A key similarity between Lutuli and Gandhi is that they BOTH
   A. fought for racial equality in South Africa.
   B. organized protest marches in India.
   C. were born into wealthy families.
   D. adopted a totally new way of life.

2. A central difference between Lutuli and Gandhi was their
   A. sense of justice.
   B. determination.
   C. beliefs.
   D. race.

3. Based on both passages, which statement is true?
   A. Gandhi and Lutuli were elected chief of their tribes.
   B. Neither Gandhi nor Lutuli were a threat to the government.
   C. Like Gandhi, Lutuli pursued studies in law.
   D. Lutuli and Gandhi were both arrested for their activism.

4. Both Gandhi and Lutuli
   A. were presidents of organizations.
   B. won the Nobel Peace Prize.
   C. were educated men.
   D. traveled to England.

5. Based on the passages, explain why both Lutuli and Gandhi would be an inspiration to civil rights leader Martin Luther King Jr. Use examples from the passages in your response.
Quinoa

Quinoa has been an important source of food for thousands of years. It began as a staple of the Inca diet; in fact, the Incas referred to it as the “mother grain.” It was so important to Inca culture that the emperor would be the one to yield the first seeds of the season. When Europeans first encountered quinoa during their conquest of South America, they did not share the same viewpoint, condemning—and even suppressing—the growth of what they considered to be an inferior food.

The plant was, and still is, primarily grown in the Andes Mountains, especially in Peru and Bolivia. While it is a hardy crop able to grow at high altitudes, its growing season is long, and it grows best in well-drained soils. The plant itself is considered an herb. It can grow as high as five feet. Quinoa plants have clusters of small green flowers, each of which eventually becomes a fruit that contains a single seed.

What the Incas recognized then, and many people around the world are now finding, is that quinoa is a very nutritional food source. It is high in protein, containing a balanced set of amino acids, which are essential for humans. Because of this high level of protein, quinoa is a wise choice for vegans and vegetarians. Among other benefits, quinoa is rich in iron and dietary fiber and contains calcium and magnesium, both important minerals for your body. Additionally, quinoa is gluten-free, so it is relatively easy to digest.

To prepare quinoa for digestion, it is imperative to first remove the saponins that coat each quinoa seed. While saponins are not necessarily harmful, they can lead to a bitter taste if not rinsed off with water. Many people cook quinoa in a similar manner to rice, adding it to boiling water and then simmering it on the stove.

While cooked quinoa is often eaten as a side dish or main course, it can also be added to salads or other dishes. Quinoa can serve as a breakfast food with the option of mixing it with honey, nuts, or berries. Quinoa can even be ground into flour prior to being cooked.

Quinoa has a long history that proves what a valuable and nutritional food resource it can be. Its ease of growth, distribution, and preparation make it an ideal addition to any diet.
The Culture of Kale

Food trends in the United States come and go, with tastes and opinions changing constantly in the culinary world. One recent food that may have staying power though is kale. Kale has shown up on many menus over the past few years, despite often being added only as a garnish in the past.

What exactly is kale? Kale is a green or purple leafy vegetable with thick stems. It is similar to lettuce and cabbage. Prior to the Middle Ages, it was a very popular vegetable in Europe. During World War II, the government encouraged its increased cultivation as it provided an easily-grown source of nutrients that were largely missing at the time due to the rationing of food.

The nutrients contained in kale are a major reason for its increased popularity. Kale is very high in vitamin K and vitamin C and is rich in calcium. When kale is chopped during preparation, it releases sulforaphane, a chemical known for its anticancer properties. Its additional health benefits are myriad.

Another prime reason for kale’s ascent is its versatility. Kale can be used many ways in many dishes. Its leaves can be added raw to a simple salad. It can be boiled, stewed, sautéed, and baked as well, with each preparation changing its taste. Baked kale chips are one preparation that has an increased presence in grocery stores. Even the stems of the kale plant can be used in soups.

Aside from the wide range of kale cooking methods, this vegetable crosses many borders as well. In Ireland, kale is mixed with mashed potatoes for a dish called colcannon. In China and Vietnam, kai-lan, a vegetable similar to kale, is used in many beef dishes. The people of southeastern Africa boil kale with coconut milk and ground peanuts and serve it with rice. Some towns in northern Germany have truly embraced kale. These towns have a yearly kale festival where a kale king or queen is named.

In the past, restaurants and kitchens across the country may not have recognized the full benefits and beauty of kale as early as other parts of the world, but they are more than making up for it now. While other food trends will capture headlines, kale should remain as a staple of any chef’s repertoire.
Answer the following questions.

6. What is a major difference between quinoa and kale?
   A. nutritional value
   B. popularity
   C. versatility
   D. history

7. Based on the passages, what is one way in which quinoa and kale are similar?
   A. can help prevent cancer
   B. can be baked into chips
   C. can be used in salads
   D. require high altitudes to grow

8. What is one purpose that both authors have in common?
   A. to explain why quinoa and kale are now popular
   B. to highlight the historical implications of growing quinoa and kale
   C. to discuss how quinoa and kale have become sustainable crops
   D. to share how cooks prepare dishes with quinoa or kale

9. According to both articles, what is one reason why quinoa and kale were a part of diets in the past?
   A. they are able to grown in any climate
   B. they are packed with nutrients
   C. they grow wild and in the mountains
   D. they are able to be incorporated into many dishes

10. The author's main purpose of "The Culture of Kale" differs from that of "Quinoa" because:
    A. "The Culture of Kale" is more persuasive.
    B. "The Culture of Kale" is more informative.
    C. "The Culture of Kale" is written to entertain.
    D. "The Culture of Kale" is more argumentative.
11. Use information from both passages to explain why quinoa and kale should be a part of everyone’s regular diet.
Graphics are visual representations of information and ideas. In other words, they show information instead of just communicating it with words. Authors use graphics in texts in order to make information easier to understand. For instance, if a writer is trying to explain how a dynamo works, a diagram makes it much easier to grasp. If someone wanted to illustrate the path Paul Revere took when he warned his fellow patriots that the British were coming, a map would be very helpful.

If you look through your science or history book, you will see many examples of graphics that illustrate complex ideas. The most common kind of graphic is an illustration, of course, which would be a photograph or drawing used to help understanding of a text. A table is an arrangement of information in columns and rows. A timeline is a representation of events in chronological order. Some online sources might contain links to videos, or short films about a subject which you could watch on the Internet. In some cases, print isn’t the best way to communicate. For instance, many people find they learn more about exercise from exercise videos than from books. This is why many exercise books use photos as video substitutes.

The list below defines some other commonly used graphics.

- **diagram**: an illustration with labels that describes something or shows how it works

![The Human Ear Diagram](image)
- **flowchart**: a graphic that shows the sequence of steps in a process, typically with boxes, circles, and arrows

```
An idea for legislation, or a bill, is proposed. → The bill is sent to the correct committee. → The bill is voted on, in Congress. → Problems with the bill are discussed. → The bill is sent to the President for approval. → The bill is made into a law.
```

- **graph**: a diagram that shows relationships between sets of data, such as a bar graph or line graph
- **map**: a graphic representation of regions on Earth and their geographical features

Look at the two graphics below.

![Gross National Product](chart.png)

<table>
<thead>
<tr>
<th>Money in Billions</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>105</td>
<td>1926</td>
</tr>
<tr>
<td>95</td>
<td>1927</td>
</tr>
<tr>
<td>85</td>
<td>1928</td>
</tr>
<tr>
<td>75</td>
<td>1929</td>
</tr>
<tr>
<td>85</td>
<td>1930</td>
</tr>
<tr>
<td>75</td>
<td>1931</td>
</tr>
<tr>
<td>65</td>
<td>1932</td>
</tr>
<tr>
<td>55</td>
<td>1933</td>
</tr>
<tr>
<td>45</td>
<td>1934</td>
</tr>
</tbody>
</table>

The stock market crash of 1929 had a devastating effect on the economy. The line graph illustrates the sharp decline of the gross national product in the years following the crash. The map of Australia allows the reader to see at a glance the major regions of the continent and their relative size.

**Thinking It Through**

Read the following paragraph, and then answer the question that follows.

Thomas Edison was a productive inventor. His many inventions include the electric pen (1875), a new type of dictating machine (1905), and the talking motion picture (1912). In 1907, he invented the universal electric motor. He invented the incandescent lamp in 1879 and the phonograph in 1877.

Which type of graphic would best present the ideas in this passage? Explain your answer.

The passage includes a lot of dates out of order.
Coached Example

Read the passage and answer the questions.

The graphic below represents information gathered by the U.S. Census for the year 2008. It is based on responses to a survey.

Health Insurance Coverage

<table>
<thead>
<tr>
<th>Age</th>
<th>Not Covered at Any Time during the Year</th>
<th>Covered by Private Insurance</th>
<th>Covered by Government Health Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>under 6</td>
<td>2,209</td>
<td>14,828</td>
<td>9,969</td>
</tr>
<tr>
<td>6 to 11</td>
<td>2,211</td>
<td>15,456</td>
<td>7,898</td>
</tr>
<tr>
<td>12 to 17</td>
<td>2,929</td>
<td>16,998</td>
<td>6,900</td>
</tr>
<tr>
<td>18 to 24</td>
<td>8,200</td>
<td>16,947</td>
<td>4,741</td>
</tr>
<tr>
<td>25 to 34</td>
<td>10,754</td>
<td>25,879</td>
<td>5,086</td>
</tr>
<tr>
<td>35 to 44</td>
<td>8,035</td>
<td>29,780</td>
<td>4,685</td>
</tr>
<tr>
<td>45 to 54</td>
<td>7,054</td>
<td>33,234</td>
<td>5,797</td>
</tr>
<tr>
<td>55 to 64</td>
<td>4,301</td>
<td>25,584</td>
<td>6,901</td>
</tr>
<tr>
<td>65 and over</td>
<td>646</td>
<td>22,287</td>
<td>35,434</td>
</tr>
</tbody>
</table>

1. What type of graphic is illustrated in the example?
   A. table
   B. timeline
   C. diagram
   D. flowchart

   **HINT** The graphic has rows and columns.

2. Which age group had the most number of people covered by private health insurance in 2008?
   A. under 6
   B. 25 to 34
   C. 35 to 44
   D. 45 to 54

   **HINT** Find the highest number in the column for private insurance, and then find the age group that is in the same row.
The Human Respiratory System

The human respiratory system is the system of organs that allows people to breathe in oxygen and breathe out carbon dioxide. Because it is a system, it is made up of individual parts. Each plays an important role in keeping the system functioning efficiently.

In the respiratory system, the biggest part is played by the lungs. These are the two large and spongy organs located in the chest, behind the rib cage. The left lung is usually smaller than the right lung. The lungs are divided into lobes, or sections. Think of the lobe as a balloon filled with sponglike tissue through which air moves in and out. The right lung is divided into three lobes and the left lung into two. Each lobe is surrounded by the pleura, membranes that separate the lungs from the chest wall.

There is a band of muscle called the diaphragm that stretches across the rib cage. The diaphragm contracts, or tightens, when we inhale. The muscles beneath the ribs then draw air into the lungs through a thin tube called the trachea. The trachea splits into two branches. These branches, called bronchial tubes or bronchi, are the main air passageways to the lungs.

When the air enters the lungs through the bronchial tubes, it makes its way down through the bronchioles, subdivisions of the bronchial tubes. The bronchioles are very small. At their biggest, they would be three millimeters in diameter; at their smallest, they would be less than one millimeter in diameter. At the end of the bronchioles are the alveoli, the small elastic cavities where the air we breathe ends up. When air is taken into the body and reaches the alveoli, they expand.

When we exhale, we expel a waste gas called carbon dioxide. When carbon combines with oxygen in the blood to make energy for the body, carbon dioxide is produced. Releasing the carbon dioxide cleans the blood.

Breathing is considered both a voluntary and involuntary process because, although most of the time we breathe without thinking about it, we can also regulate it, as we do when we hold our breath, for example.
The respiratory system gives us the oxygen we need to keep our bodies functioning. When we are healthy, the respiratory system works like a well-oiled machine. For the respiratory system to work properly, the circulatory system, which moves blood through the body, and the metabolic system, which turns the food and drink we consume into energy, must be functioning correctly. If there is a problem with one system, the other systems are affected.

Respiratory System

- Nasal cavity
- Throat
- Nose
- Larynx
- Mouth
- Bronchi
- Epiglottis
- Alveoli
- Trachea
- Diaphragm
- Lungs
Answer the following questions.

1. The graphic in the passage is called a
   A. model.
   B. graph.
   C. diagram.
   D. flowchart.

2. The graphic helps readers understand that the trachea
   A. is wider than the lungs.
   B. leads to the heart.
   C. is part of the mouth.
   D. is in the throat.

3. What does the graphic show about the alveoli?
   A. They are small air sacs.
   B. They are outside of the lungs.
   C. They are next to the pharynx.
   D. They are part of the thyroid.

4. If the author wanted to illustrate the steps involved in breathing, the BEST graphic to use would be a
   A. flowchart.
   B. model.
   C. table.
   D. graph.

5. What other kind of graphic might you use with this passage? What would it show?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Badlands National Park

Badlands National Park is a park located in South Dakota containing approximately 244,000 acres of land. Known for its stark beauty, the park is a combination of mixed-grass prairie and rock formations, primarily buttes, pinnacles, and spires, collectively known as badlands, thus the park’s name. People from all over the world come to see the natural splendor of this land.

Deposition and erosion are the two major forces that formed the badlands. About 69 million years ago, the area where the park stands today was under water. The sea that stretched across the region deposited sediment, and when the sea eventually receded, the sediment remained, forming structures of rock. Significant erosion of this rock did not begin until half a million years ago.

The erosion continues to this day, unveiling the layers of sediment accumulated over millions of years and carving the rock into unique and stunning formations. This process will eventually level the park’s rock configurations completely.

Badlands National Park’s beauty extends well beyond the majestic rock structures to the mixed-grass prairie, one of the largest of its kind in the United States. Western wheatgrass, which can grow up to two feet high, is the predominant species of grass in the park, while shorter grass grows to the west. More than four hundred plant species thrive in the unpredictable, often harsh conditions of the park, though the grass of the prairie dominates the landscape over sparser trees and shrubs.
Answer the following questions.

6. Which of the following terms from the passage is visible in the photograph?
   A. pinnacle
   B. prairie
   C. wilderness
   D. fauna

7. The photograph BEST helps the readers understand that the Badlands
   A. contain layers of sediment.
   B. continue to be eroded even today.
   C. make up a large part of Badlands National Park.
   D. were formed beginning millions of years ago.

8. What graphic might BEST show how the process of erosion changed the badlands?
   A. a map
   B. a graph
   C. a diagram
   D. a flowchart

9. What animal discussed in the passage is MOST CLOSELY associated with this photograph?
   A. a prairie dog
   B. a black-footed ferret
   C. a golden eagle
   D. a butterfly

10. What is the author's MAIN purpose for placing the photograph in that part of the passage?
    A. It separates the passage into sections.
    B. It shows the power of nature in action.
    C. It allows the reader a chance to preview the information that comes after the photo.
    D. It provides the reader with a visual to match the information.
11. Use information from the passage to write a caption and description for the photograph.
Fact and Opinion

Getting the Idea

Writers include different types of statements in their texts. Learning to tell the difference between statements can help you evaluate whether the content is valid and reliable. It can also help you determine an author’s purpose for a passage. When you read, you should distinguish between facts, opinions, and reasoned judgments.

A fact is a statement that can be verified, independently and objectively. For example, all of the statements below are facts.

- Although penguins have wings, they cannot fly.
- Zachary Taylor was the twelfth president of the United States.
- Earth is the fifth largest planet in our solar system.
- All spiders have eight legs.
- Istanbul was once known as Constantinople.

An opinion is a personal belief, a statement that cannot be proven true. Authors often state their opinions strongly, particularly when they are writing arguments. But no matter how persuasive these statements may be, they are still opinions. Do not confuse them with facts. Evaluate authors' opinions based on the facts they use to support them. The statements below are opinions.

- Broccoli is healthy for you, but it doesn’t taste very good.
- The best place to spend winter vacation is on a tropical island.
- Teenagers should not be allowed to drive before they turn eighteen.
- These days, Hollywood is producing terrible movies.
- No one with any sense owns a Saint Bernard.
A reasoned judgment is a statement based on an issue for which there is more than one standard of judgment. A standard is a law or rule with which a group of people agree. However, people have different standards, and that's why a reasoned judgment can be a source of disagreement. It can be tricky to distinguish between an opinion and a reasoned judgment because there is a fine line between them. Just remember that a reasoned judgment is usually weighed more carefully, as a person considers the pros and cons of the issue. Also, reasoned judgments are statements which people like to repeat—so such a statement might already be familiar to you. The statements below are examples of reasoned judgments.

- Corrupt politicians should be removed from office.
- Students should not be allowed to disrupt class.

Neither of these statements are facts that can be proven. But they are more than opinions. There is a certain standard of judgment that makes these statements logical and reasonable.

**Thinking It Through**

Read the following paragraph, and then answer the question that follows.

*My Pal, Brian is the funniest show on television. It is about a boy named Brian who always gets other people in trouble but then figures out a way to make things right. They've had some very funny episodes this season. The funniest so far was the one where Brian ran his big brother's high school diploma through the washer!*

Write down the type of statement that BEST describes each sentence in the paragraph.

---

Decide whether each sentence can be proven to be true.
Coached Example

Read the passage and answer the questions.

An artesian well is a well into which water is forced by pressure under Earth’s surface. Artesian wells are possible only under specific geologic conditions. An aquifer, or underground layer of very porous rock or sand, is buried between two layers of solid rock through which water cannot pass. At some point, water falling as rain or snow passes through the top layer of solid rock and is trapped between the two layers of solid, watertight rock. The water remains there, held in place by great pressure on all sides. In order to create the well, a deep hole only a few inches wide is drilled so that it reaches the sandy layer. The freed water gushes to the surface like a geyser. The practice of drilling artesian wells is ancient. The Chinese and Egyptians did it, although it took them years. Today’s drilling methods make it a much easier and quicker task. Aquifers provide more than half the water Americans drink. People don’t need to waste money on bottled water.

1. Which sentence from the passage is an opinion?
   A. "People don’t need to waste money on bottled water."
   B. "Aquifers provide more than half the water Americans drink."
   C. "The Chinese and Egyptians did it, although it took them years."
   D. "The practice of drilling artesian wells is ancient."

   Look for the sentence that expresses a personal view.

2. Read this sentence from the passage.
   The water remains there, held in place by great pressure on all sides.

   This sentence is a fact because
   A. it is based on a reasoned judgment.
   B. it can be verified through science.
   C. it expresses a strong belief.
   D. authors only write facts.

   Review the definition of a fact.
A Brief History of Libraries

Books have always been at the center of learning. People have always felt the need to educate themselves and others; even ancient cave dwellers had messages they wished to write down for each other. People have turned to reading and writing, either of pictures or of words, to gather and share information. Sharing knowledge is a concept that evolved into centers of record-keeping and learning called libraries.

Today, people do not fully appreciate the usefulness of libraries. Many people hardly ever use them. Why should they? It is too easy to get information on the Internet or from television. People can buy books and magazines in bookstores or download them electronically. Books are cheap and accessible. This was not the case centuries ago, when there was no Internet or television. Back then, books were handwritten manuscripts that took a lot of effort and time to produce. Books were expensive and hard to come by. So, for most people, libraries were the main or only way to have access to books.

Early Libraries

The first people to establish libraries for general or scholarly use were the ancient Egyptians, Greeks, and Romans. The earliest library we know of was in Babylonia in the twenty-first century BCE. It housed a collection of clay tablets. A similar collection of clay tablets was found in the ruins of a library in Egypt. Many works in the Greek libraries were printed on papyrus or parchment. The first public library in Rome was established around 40 BCE. (It had been planned previously by the great ruler Julius Caesar.) The Chinese also had significant early libraries. They were among the first to use classification systems. Many of the people who used the libraries in ancient China were studying to take exams that would allow them to work for the government. The libraries gave all citizens access to the same textbooks. Typically, it was only the wealthy who actually owned books. This was not only because they could afford them but because, in societies in which many people were illiterate, they were among the few who could read.
Some of the finest libraries were found in the castles of nobles or in monasteries. However, these were private collections.

**Islamic Libraries**

The Muslims established some of the most important medieval libraries. They valued books highly and established public libraries in major cities, including Baghdad, Cairo, and Damascus. The Cairo library actually housed more than one million manuscripts, and at one point Baghdad had more than thirty-six libraries. These libraries grew, as well, as the Muslims conquered territories. After they learned how to make paper from Chinese prisoners, the number of volumes they were able to place in libraries increased, because paper was cheaper than papyrus. For many years, Islamic libraries were superior to libraries in Europe. Scholarship, sciences, and the arts flourished in Arab lands.

**European Libraries**

In early medieval Europe, libraries were usually established in monasteries and convents. Copying books by hand was an important activity of the residents. The preceptors, who managed the libraries, were among the world’s earliest librarians. As formal education grew, university libraries were started, as well. Some of these, such as the library at Oxford University, were funded by wealthy patrons. They played a central role in the growth of learning in Europe.

**Jewish Libraries**

One of the central goals of Jewish libraries in the Middle Ages was to preserve Jewish religious and cultural heritage. The libraries were housed in synagogues and consisted primarily of scholarly and religious texts.

**Libraries Today**

Today, libraries are very different from early and medieval libraries. Library collections are more diverse and easier to access. However, with so many competing sources of information and entertainment, many people rarely frequent the library. Hopefully, people will rediscover the value of libraries.
Answer the following questions.

1. Which sentence from the passage is a fact?
   A. "Why should they?"
   B. "The first public library in Rome was established around 40 BCE."
   C. "Books have always been at the center of learning."
   D. "Hopefully, people will rediscover the value of libraries."

2. Which sentence from the passage is an opinion?
   A. "Typically, it was only the wealthy who actually owned books."
   B. "The earliest library we know of was in Babylonia in the twenty-first century BCE."
   C. "Today, people do not fully appreciate the usefulness of libraries."
   D. "In early medieval Europe, libraries were usually established in monasteries and convents."

3. Which sentence from the passage is a reasoned judgment?
   A. "The libraries were housed in synagogues and consisted primarily of scholarly and religious texts."
   B. "However, these were private collections."
   C. "It housed a collection of clay tablets."
   D. "It is too easy to get information on the Internet or from television."

4. Read this sentence from the passage.
   For many years, Islamic libraries were superior to libraries in Europe.
   This sentence is a reasoned judgment because
   A. the author seems like someone who is very reasonable.
   B. no one will ever agree that this is true.
   C. it is based on an evaluation of Islamic and European libraries.
   D. it can be proven with clear historical evidence.

5. Choose a sentence from the passage and explain why it is a fact, an opinion, or a reasoned judgment.