

Instructor's Manual

to accompany

75 Readings Plus
Tenth Edition

Santi Buscemi and Charlotte Smith

McGraw-Hill Companies, Inc.: New York, 2013

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August 2012

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Message to the Instructor

This manual contains materials for thirty-seven articles from *75 Readings Plus, Tenth Edition* by Santi V. Buscemi and Charlotte Smith (McGraw-Hill Companies, Inc., 2013). For each article, teachers will find

- A brief introduction with **teaching suggestions**
- A **check quiz** for quick evaluation of students' completion and comprehension of an assigned reading
- A **study guide** of comprehension and discussion questions with paraphrasing exercises for increasing students' vocabulary
- A **final quiz** for evaluation of students' understanding of the reading following analysis

Textual analysis, resources, and suggested activities appear in the first section, grouped according to textbook chapters. Each reading's set of materials appears in the order it is found in the book. Answer keys are included at the end of the manual.

The **check quizzes** allow teachers to check for basic comprehension of an assigned reading and are designed for use at the start of a lesson. They are short and designed to be completed in about 10 minutes (open book or not, according to the teacher's discretion), and can be quickly graded afterwards if one so chooses. They are also a means for assessing whether students have read the article and can be used as a springboard for class lessons.

The **study guides** can be used as homework assignments and/or class activities. They include a mix of questions that require students to show their basic **comprehension**, **paraphrase** their understanding of specific sentences, and then **analyze** the articles critically for class **discussion**. Questions are generally given in the order the answers appear in the text. The study guides can be assigned to be completed for homework prior to class lessons and reviewed during class or used as a class activity and completed for homework. They are suitable for individual or small group exercises and whole class discussion. Although the questions are reminiscent of some of the questions that follow each article in the text, those included in this manual are intended for use in a developmental reading course.

The **final quizzes** are designed for students to be able to complete in about 15 minutes in class. They are intended for use following independent and class analysis of the articles as an assessment tool for understanding and skill. They often repeat items found in the study guide, so students who complete the study guides benefit the most. Teachers should use their discretion in deciding whether to allow "open book" quizzes.

SUGGESTED LESSON PLANS

NARRATION SELECTIONS (Chapter 1)

Salvation (Langston Hughes)

In this brief narrative, Langston Hughes recalls the moment in his life when he stopped believing in Jesus Christ. By using a first person's perspective, Hughes conveys his message that the meaning of a religious ritual can be empty when reduced to figurative language that is taken literally by its participants. Students should examine the effectiveness of Hughes' use of internal monologue and of the first-person perspective over that of a second- or third-person perspective.

Suggested Activity 1 – Ask the students to rewrite one of the paragraphs of Hughes' story by replacing first-person pronouns with “Langston” and third-person pronouns. Then ask them to analyze the differences in the effects of each approach.

Suggested Activity 2 – Ask the students to think of specific examples of religious rituals or beliefs that can be understood both literally and contextually. Then ask them to think about how the figurative language in those examples might be confusing to a child.

Coming to an Awareness of Language (Malcolm X)

Before discussing this excerpt from *The Autobiography of Malcolm X*, it is important to provide some background to make sure students understand the context of his place in American history. This includes a brief discussion of the Civil Rights Movement (approximate time period and important events and figures) and the contribution of Malcolm X to that era. Another subject about which students might need more information before starting is the Islamic religion and Black Muslim sect. Also, the Columbia University website noted in the book has useful information about his life.

Suggested Activity – Since this excerpt is about becoming literate, students will more easily identify his thesis if they are first directed to consider their own ideas about literacy. Present the quote below from another American author as a springboard to such a discussion and analysis. Ask students to paraphrase it (write what they think it means in their own words). Assign each student a partner with whom to share this writing. Pairs combine their ideas to collaboratively create a single paraphrase of the quote. Randomly ask three student pairs to approach the board together to write their new statement and share with the entire class. Other students are to compare their work on the board. Note the similarities and differences between the statements and decide as an entire group which ones are most accurate.

- Didn't I realize that reading would open up whole new worlds? A book could open doors for me. It could introduce me to people and show me places I never imagined existed.
- Richard Rodriguez, from his autobiography *Hunger for Memory*

37 Who Saw Murder Didn't Call the Police (Martin Gansberg)

Although this piece was published long ago, the issues of violence and community are universal and still present in our society, so students should be able to identify with the piece about a young woman whose neighbors did not act to prevent a fatal stabbing. In addition to the facts of the case, a more recent incident can be added to the discussion by accessing a brief news clipping about 20 Minnesotan residents who allegedly observed a rape yet did not intervene at www.shortnews.com/start.cfm?id=64470. Following the article is a series of blog responses from everyday citizens who anonymously offer what they think they would do if they had witnessed the rape. The candid responses range from expressions of horror and disapproval to those of pardon and kindred fear; hence, they may act as a stimulating discussion piece for students.

Suggested Activity – To stimulate discussion of this essay, you may want to write one or more of the following quotes on the board and then ask students to interpret and explain them:

- So much attention is paid to the aggressive sins, such as violence and cruelty and greed with all their tragic effects, that too little attention is paid to the passive sins, such as apathy and laziness, which in the long run can have a more devastating effect. (Eleanor Roosevelt)

- The difference between what we do and what we are capable of doing would suffice to solve most of the world's problems. (Mohandas Gandhi)
- Instead of saying that man is the creature of circumstances, it would be nearer the mark to say that man is the architect of circumstance. (Thomas Carlyle)

DESCRIPTION SELECTIONS (Chapter 2)

Fifth Avenue, Uptown (James Baldwin)

This essay describes the poverty and despair of Fifth Avenue in Harlem during the 1940s. You should provide the students with background information about Harlem, and you may want to indicate the location of Harlem on a map of New York City. Cheryl Lynn Greenberg's "Or Does It Explode? Black Harlem in the Great Depression" outlines the financial devastation from which the people of Harlem would have been trying to extricate themselves in the 1940s, and Lewis A. Erenberg's *Swingin' the Dream: Big Band Jazz and the Rebirth of American Culture* describes how Harlem turned to jazz as an emotional outlet for its suffering. While Baldwin does not discuss music in his essay, the added information may be interesting to students who can use that medium as a way of connecting with the psychological pain – as well as the strength and perseverance – of Harlem's residents. www.harlem.org/people/name.html provides a list of Harlem jazz musicians, some of whose music you may want to bring to class as a way of setting the essay's tone or of obtaining the students' interest. Snippets of Langston Hughes' *Montage of a Dream Deferred* would accompany this text and lesson effectively because the poem is written in onomatopoeic way that expresses the sound of jazz improvisation, bebop, and other genres that stem from jazz and that played a significant role in Harlem life. Meanwhile, the poem also highlights the difficulties of living in the pervasive poverty of Harlem. You may also want to explain what a housing project is; while the students have likely heard the term, not all of them will know its actual meaning, and some may similarly attach various unfair connotations to it.

Suggested Activity 1 – Explain what a “dominant impression” is in descriptive writing, and clarify how concrete words can create a physical description while abstract terms – in combination with physical terms – can create a psychological description. To do this, provide your own examples or examples from a text other than Baldwin's. Then place the students in pairs or groups and ask them to locate three instances of physical description in Baldwin's essay and three instances of psychological description in the essay. You may want to help them to find one such description before they begin, since the activity may be difficult for them. Then ask the students to share their answers and lead them in an analysis of the effectiveness of the combined descriptions in Baldwin's essay.

Suggested Activity 2 – Ask the students to write a paragraph that describes the street on which they grew up or on which they currently reside. Ask them to include both physical and psychological descriptors and to be prepared to share their paragraphs with the rest of the class. Compare the socioeconomic conditions of the students' streets to those of Fifth Avenue. This activity may help the students to step outside of their own schemata to recognize that not everyone has the same level of economic ease and advantage, and it will also help them to understand the rhetorical mode of description.

Marrying Absurd (Joan Didion)

This essay about Las Vegas weddings consists of ironic examples of how the sacrament of marriage has become a corrupt, commercialized industry motivated by money and indulged by couples who seem to have forgotten the holiness the ritual once had. To compare this 1967 depiction of Las Vegas marriages with today's Las Vegas marriages, students can go to www.vegas.com/weddings/, which provides links to various chapels that advertise weddings with such themes as that of Elvis and helicopter rides. They can examine the language on each site and bring their reactions to class. You will also probably need to provide some geographical information about the city so they can understand its description as a “geographical implausibility” (Paragraph 2) and how that contributes to the absurdity of the Las Vegas wedding. You will also need to provide some background about the Viet Nam War so students understand why so many couples were married there on August 26, 1965 (Paragraph 1).

Suggested Activity 1 – Arrange the seats into one large circle. Ask students if they have ever attended a wedding and to describe the different elements of it. Discuss as a group these various aspects. Ask if they are or ever plan to be married and how they expect the wedding would be. Then, ask each student to make a list of all of the ways in which the Las Vegas weddings are described in this article (the setting, the attire, the accessories, and the activities, for instance). Have students share their list with a partner, and then each pair contributes something their lists have in common. Discuss the similarities and differences between what they know of weddings in general and how the Las Vegas weddings are described. Ask them to consider the author’s purpose in describing these weddings and how the title conveys her point of view about them.

Suggested Activity 2 – Explain the concept of irony to the students, and provide them with one or two examples from the text. Then, divide the class into several small groups, asking each group to locate four instances of irony in the essay. You may want to assign specific paragraphs to each group so that the students do not produce the same examples. Tell the students to explain on paper how the examples are ironic; for this part of the exercise, the students can elect one writer per group. They will require teacher guidance. When they have finished, ask them to read their responses, and then, with the entire class, examine their examples.

A Partial Remembrance of a Puerto Rican Childhood (Judith Ortiz Cofer)

This is a story about family culture (the unique culture that arises in extended family groups from a combination of ethnic and geographic cultural influences and personal history). The author relates a childhood memory in which she was initiated into the community of women through storytelling. It is important to note the absence of the male family members and the role of communication among females in different cultures. Students might consider or share their memories of their own family culture. They will not likely have difficulty understanding the story within the story (the tale of Maria la Loca), but they might have some difficulty seeing its significance in regard to the author’s experience of family, the impact it had on her understanding of Puerto Rican womanhood, and the influence the entire event had on her future as a writer. Students will find it easier to break down the text into manageable sections.

Suggested Activity – Form teams of three to four students. Give each team a slip of paper with a question related to one section of the text. Each group is to read, discuss, and try to answer the question, taking notes and writing their answer. They will need teacher guidance. Each team in turn presents the question and answer to the entire class (providing a transparency for presentation is a good idea, too). Below are some questions to use for this activity:

- How would you describe the scene in which Cofer’s story takes place?
- Why is Cofer allowed to hear the particular story of Maria la Loca?
- What happens to Maria la Loca and what is the story’s moral about men and marriage?
- Where is the story of Maria la Loca interrupted and why isn’t it told straight through?
- What differences does Cofer describe between her life in New Jersey and in Puerto Rico?
- How would you describe the women? How are they different from one another?
- Why is Mama braiding Cofer’s hair? What could the braiding symbolize?
- What is the purpose of Cofer hearing the *cuentos* and what does she learn from them?

Monuments to Our Better Nature (Michael Byers)

The author’s description of monuments and memorials in Washington, DC, reveals his pride as an American citizen. He also uses comparison to analyze the role of the respective structures. This essay provides an opportunity to discuss American democracy in the classroom, a subject about which students will need background information for college reading. If possible, access photos of the DC monuments.

Suggested Activity – Divide the class into five groups, each responsible for listing the characteristics of the places Byers describes (Museum of Natural History; Lincoln, Jefferson, Washington, and Vietnam Memorials). Each group shares their list and the class discusses conclusions that can be drawn about each.

PROCESS ANALYSIS SELECTIONS (Chapter 3)

Why Leaves Turn Color in the Fall (Diane Ackerman)

When teaching this process-based essay, you may also want to present the rhetorical strategy of description by explaining the difference between concrete and abstract language so students can understand the power of specific, sensory details as a tool in writing.

Suggested Activity – First, model a few of your own examples of concrete language and their more general meanings, like “wrinkled, sagging skin” versus “old-looking skin.” Then, place the students in small groups or pairs, asking them to identify four instances of concrete language in the essay. When students have located the examples, ask them to write the more general words or ideas that are implied behind the specific descriptions. For example, if one group finds “when fig leaves never withered” (paragraph 7), they may translate this more generally to mean “when living things never died.” Similarly, if they find “In Europe, the warm, humid weather turns the leaves brown or mildly yellow” (paragraph 4), they might rewrite this to mean, “In some areas of the world, weather characteristics may turn leaves into duller colors.” Students should then be able to share their answers with the rest of the class. Expect the students to have difficulty with this exercise. To assist them, you may have to locate the first example or two with them and guide them through the process of translation. Not only will this contrast in language teach students about description, but it will also provide them with teacher-guided practice in paraphrase and extrapolation.

Chronicles of Ice (Gretel Ehrlich)

Ehrlich, a travel and nature writer and documentarian, presents a description of a glacier in the southern end of Argentina, near the South Pole. In tracing the process by which the world’s ice flows are deteriorating, she reflects her concern for the natural world and the irreversible harm human activity is doing to it. She also comments on the causes of the problem with moving, vividly persuasive detail. Like Ackerman in “Why Leaves Turn Color in the Fall,” Ehrlich’s description helps make scientific information accessible for the non-scientist. However, there is certainly scientific jargon that you will need to help students understand in order for them to grasp her point.

Suggested Activity 1 – Have students make a list of the steps in the process of glacial deterioration and share it with a partner. Each amends his or her list accordingly and the process is repeated in groups of four (two pairs merging as one group). The teacher observes each group and assists as needed. A representative of each group offers one step in the process, as steps are compiled on the board by the teacher for discussion.

Suggested Activity 2 – Divide students into five groups, each responsible for outlining one section of the essay, listing the main ideas of paragraphs, respectively, for paragraphs 1-3, 4-7, 8-10, 11-12, and 13-17. Each group writes its outline on the board or on a transparency to be projected for the class, according to the classroom facilities. The class reviews the outline together and, together, creates a statement of the author’s thesis based on these major supporting details of the essay. From this outline, each student should then be able to write a brief summary.

DEFINITION SELECTIONS (Chapter 4)

The Company Man (Ellen Goodman)

This satire attacks corporate America by telling the story of a man named Phil who literally “worked himself to death” in a passionless job while simultaneously neglecting his family, health, and personal interests. Because this story is filled with sarcasm, an analysis of the author’s tone in various sections will be useful.

Suggested Activity – Introduce the students to the term “American dream” and to what constitutes the dream, naming attributes like “good marriage,” “high job status,” “wealth,” “children,” “suburban homeownership” and possibly adding “fulfilling recreational life” and “good health,” since they should coalesce with the dream. Then, divide the students into groups, providing each group with one of the seven characteristics. Each group will search for examples that indicate whether or not Phil has successfully achieved their particular, assigned characteristic of the American dream and whether or

not that achievement was worth what Phil did to earn it. After 10 or 15 minutes, ask the “group leaders” to share their groups’ answers.

The Green-Eyed Monster: Envy Is Nothing to Be Jealous Of (Joseph Epstein)

This essay attempts to define envy by distinguishing it from jealousy and emulation; by quoting dictionaries, philosophers, and writers; by providing examples of types of envy and stimuli of envy; and by differentiating envy from the other six deadly sins. Expect that students will have difficulty extrapolating the essay’s major points and understanding its vocabulary.

Suggested Activity 1 – Place the students in pairs or small groups and ask them to outline the entire essay by finding the main idea of all 10 paragraphs (so that they have to write ten sentences). After a sufficient amount of time has passed, ask them to share their answers as you (or they) write them on the board. Make corrections to their work where necessary.

Suggested Activity 2 – After providing a few of your own examples of envious characters from popular films (preferably by showing brief film clips), ask students to think of additional movie-based examples of envy. Then, as a way of defining envy, lead the students through a discussion of the similarities and differences among the provided examples.

Suggested Activity 3 – The author thinks that envy is the worst of the seven deadly sins. Make a list of all seven sins (lust, gluttony, greed, sloth, wrath, pride, envy), and after prompting students for their definitions of them – and helping them when they have difficulty – ask the students what distinguishes envy from the other seven (which is that envy is the only one that is directly malicious and harmful toward another person).

Pride (Dagoberto Gilb)

Gilb defines the concept of pride positively by describing various members of the community in El Paso, Texas. In showing the attitude of different generations toward work, family, and civic duty, he not only defines what it is to take pride in one’s community and role in it but also reveals something about the people of El Paso, who are primarily of Mexican heritage. It is important for students to understand that the intended audience is people other than Mexican Americans and that the author’s intention is to portray them as people who take pride in their strong work and family ethic and long-standing service to the country. It might be helpful to show them a map of the Texas/Mexico border along the Rio Grande and mention the historic significance of the area. Also, some time must be given to defining the Spanish words in the text: *grito* (shout; yell), *m’ijo* (my son; sonny; my boy), *abuelo* (grandfather), *abuelita* (grandmother), *tio* (uncle), *primo* (cousin), *agave* (spiny-leaved plant in southern U.S. and Central America from which syrup is extracted as a sweetener and to make tequila), *gallo* (rooster), *huevos* (eggs), and *tortilla* (thin, flat Mexican bread).

Suggested Activity – Have student partners locate sentences that begin with “Pride is” and paraphrase them.

DIVISION AND CLASSIFICATION SELECTIONS (Chapter 5)

Growing Up Asian in America (Kesaya E. Noda)

This essay has the unusual quality of the author dividing and classifying not a subject or a system but herself. Noda states that if one is to know and define oneself, this identification must come from within a self-defined context based on a connection to community, culture, and history, and externally from terms and messages received from the media and (often ignorant) people. She classifies herself into three groups based on her ethnic heritage (for which she uses the term “race”), her nationality, and her gender. She closes with a parable from another culture (West African) that teaches that we are not separate from one another but rather connected, whether we are free to admit it or not. Students should consider the various ways in which they identify themselves and can even be invited to share their identifications with the entire class (voluntarily, of course). This helps the group to see the diversity that they bring to the classroom even in a seemingly homogenous group. Because many students might not be familiar with the period of Japanese American internment, it is necessary to introduce them to this period of American history. The University of Utah at Provo has a photo archive

at www.lib.utah.edu/spc and so does the Virtual Museum of the City of San Francisco at www.sfmuseum.org, including a looping video slide show that can be displayed while presenting a brief account of the subject. Another author whose work is included in this edition, Gretel Ehrlich (“Chronicles of Ice”) also published a book on an internment camp, *Heart Mountain*.

Suggested Activity – Divide the class into three groups. Each group identifies the definition of one of Noda’s categories and lists the ways she describes that category and the examples she gives. This work is then presented to the rest of the class for all to record. Based on this work, students will have an outline from which the entire class can identify the implied thesis and write a summary.

The Truth about Lying (Judith Viorst)

In this essay, Viorst classifies lies into four commonly accepted types: social, peace-keeping, protective, and trust-keeping. By supplying multiple examples of each type of lie – as well as the reasoning that both supports and refutes the compulsion to tell them – Viorst manages to engage the reader in an internal, ethical debate about whether or not such lies are morally wrong. While Viorst admits to thinking that each type of lie is necessary, she also says that truth is always best. Fully acknowledging her own contradiction, Viorst leaves the dilemma for her readers to resolve within themselves. Note: in her section on trust-keeping lies, Viorst uses the example of the Watergate scandal, and some students might not have background knowledge of this incident. Discussing it briefly will help them to understand what Viorst means when she says that lying to keep someone’s trust is important but that one must have the ability to distinguish when not to do this. In addition, this piece originally appeared in *Redbook* magazine in the 1970s. You can help the students come to an understanding of the intended audience (and then perhaps the purpose and point) by providing them with a sample cover of a current issue of *Redbook* and asking what type of person might be interested in reading it (gender, age range, marital status, parental status, economic group) and what Viorst might have been trying to convey to that group in the 1970s. A brief comment about the women’s movement might be needed as well since the women of that time might be the grandmothers of today’s traditional-age students.

Suggested Activity 1 – As a way of beginning a discussion on lying and ethics, you may want to open the discussion of this essay with one or more of the following quotes:

- It is hard to believe that a man is telling the truth when you know that you would lie if you were in his place. (H. L. Mencken)
- A lie will easily get you out of a scrape, and yet, strangely and beautifully, rapture possesses you when you have taken the scrape and left out the lie. (C. E. Montague)
- All men are born truthful and die liars. (Vauvenarques)

Suggested Activity 2 – Make a chart on the board with the four categories identified in the subheadings. Divide the class into four groups and have each group identify the meaning of one of the categories and the examples used to explain it. Come back together as a class and have a representative from each group explain their assigned category to the rest of the class. Then, each of the four groups must come up with examples of their own for the other three categories of lies. Review these as a class.

Doublespeak (William Lutz)

Although this essay was written in 1989, the subject matter (misleading language designed to confuse, deceive, or manipulate) can be related to contemporary current events by locating recent examples. As of this writing, some examples of such language can be found in James Barr’s *The Careful Voters Dictionary of Language Pollution (Understanding Willietalk and Other Spinspeak)* (1999) and *Spinspeak II: The Dictionary of Language Pollution* (2004). The term probably originates as a combination of two terms – “doublethink” and “newspeak” – in George Orwell’s novel *Nineteen Eighty-Four*. Despite the easily discernible organization of Lutz’s essay (with headings and subheadings) and the clear definition of each category, students might still have difficulty with the terminology. Current examples of each of the four types Lutz offers should be displayed or distributed to help students understand his four categories and differentiate between each. The National Council of

Teachers of English has a page on its website devoted to the topic. (<http://www.ncte.org/volunteer/groups/publiclangcom/doublespeakaward>)

Suggested Activity – Students work in pairs to come up with an example of their own for each of the four categories of doublespeak. Help them by reviewing the examples Lutz gives and giving the class one additional example of each. Compile a list on the board of additional examples from the students' work for each category. A few examples are as follows:

- *Euphemism*: downsizing → firing a number of employees
- *Jargon*: learning outcomes assessment → tests and quizzes
- *Inflated Language*: negative patient care outcome → death of a patient
- *Bureaucratese*: "It is a tricky problem to find the particular calibration in timing that would be appropriate to stem the acceleration in risk premiums created by falling incomes without prematurely aborting the decline in the inflation-generated risk premiums." (Alan Greenspan, former Treasury Secretary) → It's hard to know when we should have done something about rising interest rates as unemployment rose because we might have inadvertently stopped the rise in interest rates.

What Secrets Tell (Luc Sante)

Although this essay divides "secrets" into nine different types, it also effectively uses illustration to make each category clear and help the reader understand relate to the article. In addition, he includes a number of figures of speech, so this essay helps the student practice identifying and deciphering figurative language. His writing style is sophisticated and contains a number of esoteric references with which the students might not be familiar. Spend some time identifying who William Burroughs and Franz Kafka were and use this to help students understand the intended audience (casual references to the Essene scrolls, the Templars, and the heresies of the Middle Ages also provide clues to the audience for this *New York Times Magazine* article).

Suggested Activity – Students write a one-sentence summary of each of Sante's categories and volunteers share them with the class for a compilation on the board. Once the class is clear on each category, students can work with a partner to generate an additional illustrative example for each, beyond the ones that Sante provides (such contemporary behaviors as cheating on one's taxes or engaging in a secret Internet relationship). This will help make this essay more relatable and accessible for them.

COMPARISON AND CONTRAST SELECTIONS (Chapter 6)

Two Views of the Mississippi (Mark Twain)

Most students will be familiar with Twain's more famous titles, like *Tom Sawyer* and *Huckleberry Finn*. If copies of those novels or any of his novels can be brought to class, this helps to provide a framework for his significance as an American author. Many students, though, if not from the central United States, will probably need a geographic context for this excerpt from his *Life on the Mississippi*. Have they ever seen the Mississippi River? Do they have a general notion where it is? A map of the U.S. is helpful here, and a photo of such a scene as he describes is also useful (see photo on next page). This essay, though brief, is dense with figurative language. Students often have trouble understanding it upon first reading. This is an excellent opportunity for paraphrasing practice. Typically, once completed, students have a greater understanding.

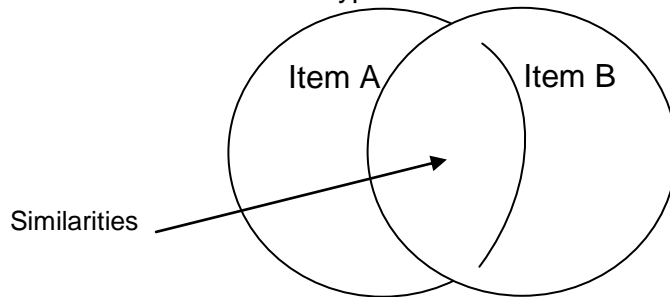
Suggested Activity – Identify one example of figurative language and paraphrase it as a model. Assign each student a partner. Give them each one sentence or sentence segment to rewrite in their own words. Assist them as needed. Have them share their results aloud or on the board or on a transparency.

The Men We Carry in Our Minds (Scott Russell Sanders)

The comparisons in this essay are fairly complex. Sanders presents information about convicts and guards, laborers and bosses, soldiers and laborers, men on TV and the men in his community, his

father vs. other men in his community, and men vs. women. It is helpful here to use some kind of graphic organizer like the one below to show connections and differences.

Suggested Activity – Assign students to teams of three. One student acts as leader to direct the work. Another student writes the team’s answers. The third student presents the information to the entire class. Each team is assigned one type of man (or woman) from the essay and lists words and phrases which Sanders uses to describe that type.



Two Ways to Belong in America (Bharati Mukherjee)

Mukherjee compares and contrasts the immigrant experience in America of two women (herself and her sister) from India. She uses narration as part of her comparison, presenting not only the general experience of American immigrants but the specific adjustments and diverging choices they have had to make in terms of cultural and gender roles. This is an opportunity for students to practice deconstructing the comparison/contrast rhetorical strategy, as well as expand their cross-cultural understanding. As the teacher, you might also provide leadership and facilitation of a discussion of U.S. immigration policy in the 1990s and currently. This is possibly tricky terrain within a heterogeneous group of students, so tread cautiously by providing objective information from a variety of valid sources and structuring the discussion to keep students from going off on subjective rants.

Suggested Activity 1 – Divide the students into two large groups. One group makes a list of Mira’s experiences and views as described by her sister, and the other group does the same for Bharati (the author). You might choose a round robin style in which the group members appoint a scribe who records the ideas as each person in turn locates them within the text. The teacher then compiles a list on the board (or on overhead projection) of the two groups’ descriptions. Together, the entire class identifies the author’s point about their immigrant experiences. Each student records both sets of information and uses it to write a summary of the essay.

Suggested Activity 2 – The teacher provides objective information from reputable sources identifying some of the federal immigration policies in 1996 and today. For example, go to

<http://www.americanlaw.com/1996law.html> for information about the *Illegal Immigration Reform and Immigrant Responsibility Act of 1996*, which automated information about immigrants, restricted their stay in the U.S. and affected legal immigrants as well as illegal (undocumented) ones. Another helpful source of information is the Immigration Policy Center of the American Immigration Council at <http://www.immigrationpolicy.org/just-facts>. Of course, the events of September 11, 2001, and the establishment of a Department of Homeland Security, will have impacted the regulations and that may also be a topic of conversation. Students read and annotate the information. Working with a partner, students make a list of the policies from each era and compare the two to make a list of differences. Noted differences are shared aloud with the class and a list compiled on the board. From this, students can write an answer to the question of how these changing policies would likely have impacted the two sisters, if at all.

Like Mexicans (Gary Soto)

Soto uses the example of his choice of spouse (outside of his ethnic culture of origin) to explore the similarities of people of the same economic background regardless of ethnicity. In this way, and in providing the narrative of his interactions with his “Okie” best friend of his adolescence, he shows the reader the universality of certain feelings and experiences, such as planning a future with a spouse, children, job, and home. The title reveals his point that his wife’s (Japanese) family of ranchers/farmers is more similar to his (Mexicans) than one might think, despite their ethnic difference, because they do

not have much money. When Soto's mother and grandmother advise him in his youth to marry a Mexican girl, he realizes that they have a *poor* Mexican girl in their minds. The whole process of choosing a spouse produces anxiety for the author, but it is resolved by his realization that his wife's family is more like his own than one might believe.

Suggested Activity 1 – Students make a list of details describing the Soto home (what his mother and grandmother are doing) and a separate list of details describing his in-laws' home and find their similarities. Use this information for a class discussion leading to the author's thesis (stated at the end of the essay). You can also include a description of the kinds of activities he does with his friend and how he and his friend have similar interests as youths and similar goals for their adult futures despite their ethnic differences. Draw conclusions about similarities along gender and class lines superseding differences of culture.

Suggested Activity 2 – Provide students with a random (or alphabetical if you like) list of some descriptions Soto provides throughout the essay. Ask students to group the details according to whether they describe Soto's family or Carolyn's family. Where students have difficulty deciding, they are perhaps finding the similarities between the two families.

EXAMPLE AND ILLUSTRATION SELECTIONS (Chapter 7)

A Few Kind Words for Superstition (Robertson Davies)

This essay suggests that because human beings wish to exercise control of their destinies in a chaotic world, superstition provides a comfort that few people can resist – even intellectuals. Students should know the definition of superstition and be able to relate to it with examples from their own lives. As a prompt for discussion, you may want to use one or more of the following quotes from famous individuals:

- I don't believe in God as I don't believe in Mother Goose. (Clarence Darrow)
- I cannot believe in the immortality of the soul... No, all this talk of an existence for us, as individuals, beyond the grave is wrong. It is born of our tenacity of life – our desire to go on living – our dread of coming to an end. (Thomas Edison)
- Theology is never any help; it is searching in a dark cellar at midnight for a black cat that isn't there. Theologians can persuade themselves of anything. (Robert A. Heinlein)
- Senseless man, who cannot possibly make a worm and yet will make Gods by the dozen! (de Montaigne)

Suggested Activity – Small groups of students take 10-15 minutes to make lists of 3-5 examples representing *each* of Davies's four categories: vain observances, divination, idolatry, and improper worship of the true God. They will need guidance to separate the actual meaning of each category from its examples and to see a relationship between their own faith and the faith of superstition (through a few thought-provoking examples that are less apparent than "not walking under a ladder"). Compile each group's list on the board.

Black Men and Public Space (Brent Staples)

This piece provides an opportunity to show students how to approach a text objectively, identifying the motives for people's behavior and the bases for their fears *as the author suggests* and *not* as they themselves might reason based on their own experiences. Teachers can aid class discussion by presenting current crime rate statistics and other factual information (say, about weapons and crime legislation) in anticipation of misinformed opinions that could be proposed by students. This is also an opportunity to discuss stereotypes about race and gender and the influences of socioeconomic status on people's assumptions, since Staples introduces the contrast of affluent and working class towns/neighborhoods (paragraphs 1 and 6).

Suggested Activity – Demonstrate how to paraphrase (with the second sentence in paragraph 1, for example). Then distribute to students several sentences on slips of paper. They paraphrase these, working in pairs. The partners then present their rewritten sentences to the rest of the class aloud or on the board. With guidance from the teacher, the whole class determines whether the rewritten sentence

is accurate. As an extension of this exercise, whole chunks of text can be paraphrased and each of these can be compiled into a summary.

Forbidden Things (Bailey White)

This essay discusses the urge that people have to engage in activities that spring from a primitive, human characteristic. Engage the students in a discussion about whether or not breaking the rules about prohibited public behaviors is acceptable. Contemplate with them the benefits of law and order and weigh this against the pleasure of unimpeded hedonism. To enrich the discussion, ask the students to think of examples of prohibited behaviors that the author does not mention. You should also highlight the hypocrisy wherein law enforcers (like the signmaker in White's essay) sometimes break the rules to which they submit other people, as in a police officer who might break the speed limit laws of a highway (even when he or she is not in a car chase) and be unfairly immune to the penalties. Help the students to recognize the value of the principle of consistency, whereby what is good for one person should be good for all people without exception. You might want to use the example whereby people often say that if someone were to kill one of their family members, they would take revenge. Contrarily, help students see that sometimes breaking a rule is necessary, as in running a red light at a clear intersection to transport an ailing person to the hospital.

Suggested Activity – To help students to understand the rhetorical pattern of the essay, place them in pairs or small groups and ask them to list examples of the essay's prohibited activities and corresponding illustrations. Not every example will have an illustration, and likewise, not every illustration will directly state the example that it is illustrating, so the students will have to infer the implied meanings. To organize the activity, you can assign specific paragraphs or sections to students.

CAUSE AND EFFECT SELECTIONS (Chapter 8)

Where Have All the Parents Gone? (Barbara Dafoe Whitehead)

Most students will think this is a difficult piece. It has many historical and cultural references, and the causal relationships and logic of her arguments are complex. Provide background information on the economic principles of work, industry, and capital. Clarify terms like *global economy*, *welfare*, *optimistic vs. dystopic views*, *demographic*, *feminism*, *postwar*, *baby boom*, *public interest*, *yuppies*, *public sector*, and *social policy*. Call their attention to liberal vs. conservative ideology, too, and note that the author implies a relationship between feminism and the decline of the family, between illegitimacy and poor educational performance, and between two-income families and moral irresponsibility. In particular, there is an emphasis on today's parents not "teaching good values" and social policy needing to support family values.

Suggested Activity 1 – Provide specific excerpts or paraphrases of excerpts provided on index cards. Pairs of students list the causes and effects from the text for their excerpt. These are shared aloud with the entire class or written as notes and later photocopied for distribution. Some excerpts are:

- American children aren't prepared to run the race (compete in the global economy), let alone win it (dominate) (Paragraph 4). Why aren't they? What will the result be?
- "Kids as capital" has caught on, but it could end up damaging our nation's children (5-14). Why is it popular? How will it impact children?
- Only a generation ago, parents stood at the center of society (15-17). Why did they?
- By the 1970s, parenthood had lost its singular status (18-20). Why? What happened as a result?
- There was only one way to face up to the new economic pressures of child rearing: work longer and harder outside the home. For all but the extremely well-off, a second income became essential (21-25). Why was this necessary? What impact did this have on children and families?
- The flattering image of parenthood faded and a darker image of parents appeared (26-31). Why did this image fade? What was the image that appeared? Why?

Suggested Activity 2 – Show the video of David McCullough's commencement speech at an affluent Massachusetts high school (<http://www.youtube.com/watch?v= lfxYhtf8o4>) and distribute the transcript for students to read <http://www.myfoxtwincities.com/story/18720284/2012/06/11/full-transcript-youre-not-special-speech>

If Hitler Asked You to Electrocute a Stranger, Would You? Probably (Philip Meyer)

Students usually have difficulty comprehending this essay, so a teacher-led explication of the text will be necessary. Meyer's essay reflects the frightening quality of human beings to do what they are told, regardless of circumstance. To demonstrate the impact of this reality, you can show your students Milgram's 1965 VHS documentary titled *Obedience*, which Milgram created soon after his experiments to illustrate his findings. This film is available in major university libraries. Before discussing Meyer's essay with your students, consider briefly recounting the realities of the Holocaust as a way of reinforcing just how obedient people can be in the most ghastly of situations. At the following URL address, you can find a timeline of events as they occurred during the Holocaust, as well as photographs, documents, definitions of terms, and links to other websites: <http://fcit.coedu.usf.edu/holocaust/timeline/camps.htm>. You can find additional resources at <http://fcit.coedu.usf.edu/holocaust/>.

Suggested Activity – Meyer quotes Milgram as saying that people become unconscious agents when they follow orders, thus seeing themselves as instruments “of the execution of another person's wishes.” Milgram says that in such a situation, “You do not see yourself as acting on your own.” Ask students to brainstorm for examples of this kind of unconscious agency in society, wherein the “agents” do not feel responsible for their own actions. You may site as an example a salesperson who sells a faulty product but who claims that he is only following orders; that he does not want to lose his job (not thinking that he could, at any time, choose a different job); or that “business is about survival and profit, ‘each person for himself.’” This activity can prompt an interesting discussion about ethics and free will in business.

Shattered Sudan (Paul Salopek)

This essay is challenging for students, so provide background information about Sudan's longstanding internal racial and religious division. Since this article's publication, the country has officially split into Sudan (the northern region, including the capital city of Khartoum, Port Sudan on the Red Sea, and the Darfur area) and South Sudan (with its Sudd swamp and capital city of Juba). For up-to-date information about both countries, you can go to or direct students to the CIA World Factbook at <https://www.cia.gov/library/publications/the-world-factbook/geos/su.html>. Students will probably need a world map or at least a map of Africa to show them the location and size of these two countries, comparing them to the state of Texas with which, together, they are proportionately comparable. The decades-long civil war and recent formation of a separate South Sudan are too complex to delve into deeply, but reference should be made to the fact of British colonialism, the results of its end, and the religious and ethnic division among the populace (primarily Arab/Muslim to the north and primarily Dinka and Christian to the south) as well as the subject of the essay, the fight to control the south's oil and the north's port. You can also suggest that students read the book *What Is the What* by Dave Eggers for a better understanding of the effects of the second civil war on the Sudanese children. It is about the journey of the orphaned south Sudanese “Lost Boys” who walked by the thousands to refugee camps in Ethiopia and Kenya.

Suggested Activity – Divide the essay into equally proportioned sections and assign each section to a different group of students. Ask each group to extrapolate the main idea and major supporting points from each paragraph in its section while you walk around the room, offering assistance where needed. The students will share their answers with the rest of the class at the completion of the activity.

The Value and Price of Food (Carlo Petrini)

This is a short but challenging recent article about the Slow Food Movement (opposite of fast food). For many students, the ideas Petrini presents about the complex issue of global food production might be new and his statements controversial. It is dense with a lot of technical jargon. You can either provide explanations of terms such as *consumerism*, *commodities*, *agro-industry*, *supply-and-demand*, *biodiversity*, *productivity*, *standardization*, *distribution*, *the free market*, *sustainability*, *cultivated*, *soil fertility*, and *organics*. Other concepts, such as *colonialism*, *urbanization*, and *the armaments industry* might also need to be explained in order for students to have the base of

knowledge necessary to grasp Petrini’s point about the reduced quality of food in correlation with the emphasis on low cost. Alternatively, researching these concepts can be an activity given to the students to do. Fortunately, the thesis is stated in the first sentence of the next-to-last paragraph (17), making that part of the textual analysis a little easier.

Suggested Activity 1 – Practice paraphrasing together with the first few paragraphs. Then, have students work in pairs to paraphrase assigned sentences from subsequent paragraphs. Review their results as a class by having each pair write their work on the board or on a transparency. Facilitate the process by checking the sentences as they work so they are putting correct information up for the rest of the class. Students can practice independently at home if paragraphs remain un-discussed.

Suggested Activity 2 – Have students list the causes Petrini gives for the poor quality of food and the effects of a low-cost-at-all-cost approach to food production. Direct them to copy his stated causes and effects even if they do not understand all the concepts/terminology. Compile the lists on the board. Help the students understand the terms so they can rewrite the ideas in their notes in their own words. Follow up with a summary for homework.

ANALOGY SELECTIONS (Chapter 9)

The Myth of the Cave (Plato)

This allegory charges that the majority of human beings live in an illusory reality by believing in fleeting images of truth rather than the pure and constant truth that exists in humanity’s ability to reason. Expect that students will find this text to be challenging and will have some difficulty seeing past the literal components of the allegory. You should explain “allegory” and give an overview of Plato’s theory of forms from *The Republic*—the ideal, physical, and image states of objects, and in particular, how the latter two categories are once and twice removed from truth – before assigning this text. Ask them to look for symbolism as they read. Students may also have difficulty envisioning the position of the prisoners in relationship to the fire, the “puppet show” wall, the objects, the shadows of objects, and the cave’s opening. Drawing a diagram of the situation will help, as will a physical demonstration, wherein you place objects around the classroom according to their distance and relationship from you (the prisoner) and label them as the symbols in Plato’s allegory. Also, be sure that when students consider the first-person narrator, they do not confuse Socrates with Plato. Have them evaluate the effect of Socrates’ questioning method on Glaucon’s understanding and, therefore, on understanding in general. Additionally, Plato mentions “God” in his explication of the idea of the good. Be sure that students understand that this “God” did not mean, for Plato, the same as what it means for many modern readers. Consider pairing this essay with “The Cosmic Prison.” For a brief explanation of similarities between the two essays, refer to the next page under “The Cosmic Prison.”

Suggested Activity 1 – To ensure that students understand the pervasive ability of images to distort reality, bring advertisements from magazines with you to class. Then place the students into groups and ask them to discuss what messages the advertisements convey and how much these messages influence particular, distorted perceptions. You may want to first model what the students must do. A great starter for the activity would involve an advertisement that depicts a thin, beautiful, scantily clad woman, of which you could discuss the trend in media to create distorted self-perceptions that lead to eating disorders, face-painting, objectified social roles, and increased sexual behavior (all products of a deviation from truth). In such an example, be sure that students recognize the difference between womanhood (the ideal), women (the physical people), and fixed pictures of women that limit expressiveness of truth to the angle of the camera, the lighting in the vicinity, the intentions of the advertiser, and—often—the tools of airbrushing. Students should understand the incompatibility of the advertisement with the physical woman and the incompatibility of the physical woman’s shape and appearance with who she is, “internally.” Be careful to monitor the students during the activity so they do not limit their observations to statements like, “This photograph of a hamburger looks nothing like the actual hamburger that I’ve eaten.” Encourage the students to go beyond this level to examine eating trends, for instance, or health standards (as manipulated by the food industry, which encourages the over-consumption of red meat, etc.). Students should focus on the influence of images on unconscious—rather than conscious—human behavior and social trends. You may want to provide the students with specific questions for each advertisement so that they have some direction.

Suggested Activity 2 – If you think the above activity would be too difficult for your class, select one object and locate photographs of it in its various forms (an online search may help with this). If you select a house, for example, identify images of houses from a variety of cultures and time periods so that you represent a wide variation of one particular constant: “houseness,” so to speak. You may even want to include photographs of anthills and other aberrations of “houseness.” Through this demonstration, students will be able to see that no one house, in itself, allows a person to have an accurate understanding of what a house is and that as long as people are “chained,” or continually exposed to sameness through their habits and limited environments (i.e. caves), they will not have the realization of truth that reasoning allows. Students should understand that reasoning involves skepticism and that it leads to what Plato calls “goodness”—truth, beauty, open-mindedness, and knowledge. After your demonstration, you could ask students to think of examples of other constants that vary in physical form—like dogs, which can be Dalmatians, Saint Bernards, etc. Be careful, though, that the students do not engage in a simple division and classification activity that does not relate to Plato’s theory. You will have to help them to apply each example to the larger concepts.

Body Ritual among the Nacirema (Horace Miner)

Parodying the style of a scholarly article, “Body Ritual among the Nacirema” is a satire about American, body-centered rituals. Many students will not realize this immediately and may initially believe that the Nacirema tribe actually existed at some point in history. Encouraging the students to read the author’s biography prior to reading the essay might deter some misreadings. You may also consider bringing a map of North America to class on the day when you discuss this essay, since allowing the students to see the location of the society that Miner describes will assist them in identifying the true target of the satire. If the students still have difficulty, ask them to spell “Nacirema” backwards, at which point they will see the word “American.” Before discussing the essay, be sure that the students understand the terms “parody” and “satire”—especially the former, since it may be difficult for them to conceptualize. For a few examples of pop-culture-related parodies to which students might more easily relate than if they were to view examples of “literary” parodies: <http://www.lsl-law.com/what-publications-67.html>. Also, you can find a list of contemporary “song” parodies on YouTube, tunes with which students would undoubtedly be familiar. Ultimately, after reading Miner’s essay, students should recognize the ignorance that many people have about the absurdity behind their own conditioned behaviors, as well as the hyperopic prejudices that unfairly label the unusual practices of other cultures. Miner’s satire, when understood, can promote cultural tolerance and self-awareness.

Suggested Activity 1 – The students will likely have some difficulty with the advanced vocabulary of this essay, so you may want the students to paraphrase more of this essay than the paraphrase activity requires. Breaking the students into groups of approximately four people and assigning each group a number of paragraphs to paraphrase will require the students to closely examine the text and to use their dictionaries to look up unfamiliar words. When each group has finished paraphrasing its assigned paragraphs, they can type their paraphrases, numbering each paragraph accordingly, and distribute them to their classmates during the following class. Alternatively, they can simply share their paraphrases aloud and stimulate class discussion.

Suggested Activity 2 – Ask students to create a list of additional rituals in which all or many Americans engage. To help the students get started, you might begin with a few examples, including the idea of dying hair, piercing the body, visiting tanning salons, etc.

The Cosmic Prison (Loren Eiseley)

This essay uses analogy to illustrate the vastness and incomprehensibility of the universe. Since the beginning of the essay focuses on the limitations of language and the shortsightedness that it produces, consider pairing it with Plato’s “The Myth of the Cave,” since that essay highlights the ignorance with which humans amble through the world, naming its parts and duping themselves into believing that they understand their surroundings; here, the mental prison that Eiseley mentions is illustrated by a cave. Help students to see where the two authors deviate from each other’s observations, though, wherein Plato believes that Reason can bring people to “God,” whereas Eiseley believes that humans are not equipped for a total comprehension of truth and reality. When discussing

the section of Eiseley's essay that mentions man's desire to master the universe, consider adding a few summary notes of Immanuel Kant's concept of the sublime, locatable in *Critique of Judgment*. Kant suggests that when humans are startled by the massive incomprehensibility and simultaneous beauty of their surroundings (which produces angst at their inability to connect the images before them with preexisting concepts), they trick themselves into believing that their faculty of Reason can override the limits of their comprehension; they believe that their Reason is freer and vaster than the terrifying image before them, so they engage in a progression toward a comprehension of "totality." They never actually arrive at total comprehension but remain happily suspended in their self-impressed attempt. This is when humans feel like they are sublime "masters of the universe," capable of conquering the unknown. It may also be interesting to bring into the discussion the Cartesian notion of God, wherein Descartes suggests that having mental limitations means being imperfect and that something more perfect (i.e. God) must exist. While the students might find the actual philosophical texts of Kant and Descartes difficult to dissect, this is an opportunity to at least minimally expose them to important Western ideas as you have summarized them.

Suggested Activity – Consider opening the discussion of this essay with some relevant quotes from famous people throughout history. After discussing them, provide the students with the definition of "analogy" and with sample analogies for them to dissect. Model how to match corresponding sides of an analogy, part by part, and tell students the importance of being able to explain an analogy with that amount of thoroughness and specificity. Provide the students with background information as well; since "The Cosmic Prison" mentions the "primordial atom" or "monobloc," you should review with students the concept of the Big Bang theory. Sample quotes to use for this activity are as follows:

- Only two things are infinite, the universe and human stupidity, and I'm not sure about the former. (Einstein)
- Once you can accept the universe as matter expanding into nothing that is something, wearing stripes with plaid comes easy. (Albert Einstein)
- The universe is a lot more complicated than you might think even if you start from a position of thinking that it's pretty damn complicated to begin with. (Douglas Adams)
- We are just an advanced breed of monkeys on a minor planet of a very average star. But we can understand the Universe. That makes us something very special. (Stephen Hawking)
- We are the miracle of force and matter making itself over into imagination and will. Incredible. The Life Force experimenting with forms. You for one. Me for another. The Universe has shouted itself alive. We are one of the shouts. (Ray Bradbury)
- Belief is nearly the whole of the Universe, whether based on truth or not. (Kurt Vonnegut)
- The reduction of the universe to a single being, the expansion of a single being even to God, this is love. (Victor Hugo)

ARGUMENT AND PERSUASION SELECTIONS (Chapter 10)

Tapping into Text Messaging (Janet Kornblum)

In this piece from *USA Today*, 2003, Kornblum presents the potential pros and cons of text messaging in a neutral tone, just providing the information for readers to consider about an up-and-coming technological phenomenon: texting. We read this essay with hindsight, laughing to ourselves when she states that it is popular in Europe and is increasingly popular in the U.S. and answering assuredly the questions posed in paragraph 14 about what the use of text messaging will do to our society. Will it make people more distracted than they already are? Yes. Will drivers be typing instead of watching the road? *Sadly, yes, and killing people in the process.* Will students be checking their messages instead of listening to the teacher? *Whoo, boy, will they ever!* Will pedestrians watch where they're going when they walk down the street? *No, and we have the YouTube videos to prove it.* Since this essay provides both benefits and drawbacks of the issue, it allows the readers to assess the information and come to their own conclusions, though there are instances of where the author clues us in as to her opinion; twice she asks the reader: Is this a good idea? Ultimately, in her closing quote from another technology watcher and writer, she resigns herself that its increased use and the drawbacks that might result from that are inevitable.

Suggested Activity 1 – Students do not need to be provided with background information on this issue because, as most of them will own cell phones and use texting repeatedly throughout the day (or even the class, as the case may be), they are well-informed and have empirical evidence to bring to the discussion. It should not be hard for each student to make a list of the benefits and drawbacks Kornblum offers and share it with the class in a compilation on the board. Following that, the class as a group can add pros and cons of their own along with examples of personal experience and observation to extend the analysis. From this, a discussion/debate of the positions for and against texting and in which environments should flow naturally.

Suggested Activity 2 – Since this piece was written in 2003, it served as a predictor of the texting trend. Initiate a class discussion about how true the predictions have been, and add to the discussion the pros and cons of using Twitter, a tech tool that was not yet used and not mentioned in the article but with which students will likely be familiar. Ask them to compare the two modes of communication and then discuss, as Kornblum does, earlier modes of communication working backwards through Internet, television news, radio, and print news. From this, draw students' attention to the reference to Plato in paragraph 20 and his lament about how the written word might interfere with memorization and communication. Finally, ask students to identify a new tech tool and make predictions about its potential benefits and drawbacks.

Texting in Class Is Rampant (Michael Rubinkam)

Like Kornblum's article on texting, this one by Rubinkam employs a neutral tone to matter-of-factly report on the practice of texting by students, particular college students, during class. The author is a reporter, and he presents examples and statements by students and teachers to paint a picture of what goes on in college classrooms and how students and professors feel about it. He does not come out with a point of view on the issue either way. As such, this article presents the different sides of the debate over whether students should be allowed to use their phones during class, and it allows the readers to form their own opinion. The main idea, instead, is stated in the title of the piece itself; simply put, texting in class has become prevalent. If you assign this article in conjunction with Kornblum's, students will see that the prediction she presented of how students would use the technology (Kornblum, paragraph 14) was borne out by 2010, when Rubinkam posted this piece online. They should also see that both authors mention the use of cell phones and texting for cheating in school. This particular fact makes this distracting tech tool a more serious problem than, say, doodling or daydreaming, older forms of in-class distractions.

Suggested Activity 1 – Divide the class into six groups: three representing the students' views about classroom texting (Kautz, Markley, and Uselding, in the article), and three representing the professors' views about it (Tindell, Bohlander, and Thomas); you could elect to create a seventh group (New Zealand scholars, paragraph 27) or fulfill that role yourself. Each group finds and lists the comments their assigned person makes in the article about texting in class. Circulate among them to facilitate the process. Each group appoints one person to write the example perspectives and one person to act as spokesperson. When everyone is done, go around the room, having each group present their work. You could follow the order in which the examples appear in the article or have all of the "students" present and then all of the "teachers." As an alternative, you could also just follow the order in which the groups are sitting in the classroom. Regardless, as they present, write their position statements on the board under two headings ("students" and "teachers"). Review the two lists at the end and ask students with which positions they agree. Take a vote, and see if their views are aligned with those of the students in the article or not.

Suggested Activity 2 – Ask students to summarize the different points of view about texting in the classroom and then individually write you a letter supporting their own point of view about a classroom policy on the issue. Read the letters aloud (anonymously if you prefer) and tally how many favor permitting students to use phones or not during class. Use this as a basis to discuss the article.

Should This Student Have Been Expelled? (Nat Hentoff)

Students will likely have a strong response to this article because it centers on a college student and also deals with issues of discrimination. Some students might agree with the College's decision to expel the student, while others will feel that the punishment was too harsh. It is important to make sure they clearly understand the College president's position, the author's position, and the issues of free speech inherent in the conflict. Only then can they come to a valid conclusion on one side or the other (and there will be still others who can see the merits of both sides). They will need to first be familiar with the Argument and Persuasion rhetorical strategy. They will also need background information regarding the First Amendment, the American Civil Liberties Union, and the difference between letters to the editor and editorials. The ACLU web site is www.aclu.org. Some discussion of what constitutes a threat may also ensue; members of certain groups because of the group's history of persecution, oppression and genocide could reasonably be expected to respond with fear of harm upon hearing inappropriate or demeaning remarks about their group. Be prepared, though, that some students might hold the opinion that this does not apply equally to all groups (specifically, they might object to equating this kind of harassment against homosexuals with that of racial or religious groups). A good approach would be to adopt a code of conduct for the classroom, communicate it clearly to everyone, and prepare to intervene if discussion turns to conflict and enforce the adopted code. Once they have a rudimentary understanding of the issue of free speech, the main text (apart from the editorial and the letter to the editor that follow) can be divided into sections and outlined. This is a good opportunity for students to create comprehensive notes on the reading.

Suggested Activity – Divide the main text into at least three sections: paragraphs 1-16 (what the student did and how the College responded), 17-31 (the reaction to the College's decision), and 32-42 (the author's argument against the College's decision). Assign each section to one of three teams of students. Each team discusses their section, paraphrases the author's ideas, and creates an outline on paper. Each outline is presented on the board for the entire class to review. To save time for students and to encourage their attention and participation during the presentations, collect, photocopy, and distribute the set of notes rather than having students copy the notes from the board.

To Any Would-Be Terrorists (Naomi Shihab Nye)

Expect that students will react viscerally to the subject matter even though the author, a Palestinian American, argues against terrorism, in response to 9/11/01. Also, expect that they are likely to take some statements out of context and misunderstand them because of the emotional nature of the subject matter and their possible lack of background knowledge. For instance, they might misconstrue the statement in paragraph 12 that the USA should apologize (the author is referring to the steady stream of violent images that appear in U.S. television programs and movies that she says only increase people's appetite for violence). To place the author's argument in context, there will have to be some preliminary discussion of the Israeli-Palestinian conflict, the geographic region of the Middle East and the cultures and religions of its inhabitants (particularly Islam and Judaism, but not limited to those). A world map and a discussion of certain terms (Arab, Muslim, Ethiopia, Jordan, Mecca, Jerusalem, Hajji and Sufi) would help.

Suggested Activity 1 – Some non-Muslim students will perhaps carry prejudices about Muslims and possibly people of Arab ancestry (and even non-Arab Asians and Africans). A proactive approach to a potentially tense classroom discussion would be to provide factual information about religions worldwide and within the U.S. to create a global perspective (as opposed to the dominant-culture-perspective that many students might hold, depending on the composition of the class). Share some basic facts (from the website for the Arab American Institute at www.aaiusa.org) such as the following, and use this to discuss subjective and objective ideas. Also, you can use information from www.freemuslims.org for a Muslim-sponsored anti-terrorism message:

- At least 1.7 million Americans are of Arab descent, with 80% of them U.S. citizens having come in several waves from Arabic-speaking countries since the 1880s

- The Arab culture is thousands of years old and includes 22 different countries, with the largest group of Arab Americans coming from Lebanon, and other large groups from Egypt, Syria, and Saudi Arabia.
- About 63% of Arab-Americans are Christian (Catholic, Protestant, and Eastern Orthodox). Only about 24% are Muslim.

Suggested Activity 2 – Divide the main text into sections: paragraphs 1-2, 3-7, 8-9, 10-11, 12-14 and 15. Together, paraphrase the first two sections. Assign each remaining section (beginning at paragraph 8) to one of four teams of students. Each team discusses their section and writes a paraphrase of the author’s ideas. These can be presented aloud or written on the board or a transparency. It is important to make sure that students have correctly identified the author’s four major arguments against terrorism.

Suggested Activity 3 – Students could also be introduced to the poetry of Rumi (see www.rumi.org.uk) since the author directly references him and suggests that reading one another’s poetry would lead to better cultural understanding and tolerance (see sample below).

Out beyond ideas of wrongdoing and rightdoing,
there is a field. I’ll meet you there.

When the soul lies down in that grass,
the world is too full to talk about.
Ideas, language, even the phrase *each other*
doesn’t make any sense.

by Jelaluddin Rumi (1207-1273)
from *Open Secret: Versions of Rumi*
tr. by Coleman Barks and John Mayne (Threshold Books, 1984)

Why I Want a Wife (Judy Brady)

In Brady’s humorous essay, a simultaneous wife and mother says that she wants a wife of her own who will complete the stereotypical and oppressive tasks of a wife of that time period. By assuming the role of a demanding husband through the ironic voice of a woman, Brady creates a powerful argument against the limited expectations for women in marriage in the 1960’s. Placing this essay—and Brady’s biography—within its appropriate historical context will be useful. For example, students might be interested in knowing that the National Organization for Women (NOW) formed in 1966 to support the right of women to have abortions, equal education, childcare centers, maternity leave, and equality in the workplace—the very issues about which Brady was publishing articles. Younger students need to recognize that women did not always have the rights that today’s youth might take for granted. Some of the male students might become defensive during class discussion, which is why stressing the publication date of the essay will be important; students should have a clear conception of how much the roles of women in the United States have evolved in the past few decades. They should also be aware, though, that for some women in the US—and for many women in other nations—having to play a subservient role in the home is still a reality. The follow-up essay “I Still Want a Wife” would be an interesting addition. Compare this essay to Susan Sontag’s “Women’s Beauty: Put Down or Power Source.” Refer to that section of the instructor’s manual for more direction.

Suggested Activity – Have the students create a detailed outline for “I Want a Wife” for homework before class discussion. Since Brady’s essay is well organized with clear topic sentences that begin each paragraph, composing an outline will be easy for students. Even so, you could model for them the Roman numeral system for organizing an outline with an essay that they have already read. Keep in mind that some students might use “I want a wife” as the overall thesis (I.) and then list Brady’s ironically written supporting points (A., B., C., etc.). Accept this response, and then, in class, show them how to convert Brady’s rhetorical language into one that is appropriate to her deeper meaning. For example, help them convert “I want a wife” to something like, “Society in 1970 dictated unfair and restrictive roles to women.” Then, model for students the first of Brady’s points, changing, “I want a

wife so that I can become economically independent” to something like, “Because women were expected to be homemakers, they were forced to depend on their husbands for money, which restricted their freedom.” After you model one or two conversions, they can work together in pairs or groups to complete the new version of the outline.

MIXED STRATEGIES SELECTIONS (Chapter 11)

Mother Tongue (Amy Tan)

This is not only about language but also about writing. Teachers can approach it from either or both perspectives, though students can probably relate more readily to using spoken language than to being a writer. In order for students to understand her point about the appropriateness of using non-standard English in literature, teachers should make students aware that this piece first appeared in *Threepenny Review*, a literary journal (Strategy and Style question j.). Because students are unlikely to be familiar with such a journal, provide explicit information as to what that audience’s likely viewpoints on standard vs. nonstandard English would be. Also, point out that Tan uses several strategies in this essay:

- *Definition* – the qualities of one’s native language and the various versions of English
- *Cause/effect* - explaining the roots of people’s perceptions about non-standard English and non-standard English speakers as well as the ramifications that these perceptions had on Tan and her mother
- *Narration* - of significant moments and situations in Tan’s and her mother’s lives that illustrate their various forms of English and the impact of these on both of their lives
- *Argument* – of the utility and validity of non-standard English in expressing oneself

Suggested Activity – Begin by asking students about their own use of English and if they use different versions in different contexts. English-as-a-Second-Language speakers respond particularly well to this. Have them share examples aloud, and discuss when and why they switch. Then, have students locate examples from the text that illustrate Tan’s various Englishes: her academic English, her mother’s English, and her Standard English translation of her mother’s English. Ask whether Tan understands her mother’s English (yes), whether her mother understands standard English (yes), and whether and one of her “Englishes” is more valid or useful than another. From this point in the discussion, students might debate the issue, but they should be able to come to an understanding of her thesis (that her mother’s English is natural and clear to her and it represents that spoken by her characters and the audience she envisioned, so it is right that she include it in her writing).

On Dumpster Diving (Lars Eighner)

At first, students will be repulsed by the topic (living on Dumpster refuse), but this is an intelligent and well-written treatment of the issues of materialism and wastefulness. Teachers can refer to QVC and online shopping (Amazon.com and Ebay) to create contemporary relevance.

Suggested Activity – Divide the text into sections and have students outline the major points of each (perhaps collaboratively). Since it is a lengthy and complex piece, the best way to share the outlines is probably to compile, copy, and distribute them.

Name _____

Salvation (Langston Hughes)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. What does Langston's aunt mean when she says that Jesus will come into Langston's life? What does Langston understand it to mean?

2. When Langston's aunt tells him that when you are saved you see a light, what does the light symbolize? What does Langston think the light is?

3. Why does Hughes italicize "see" in "Still I kept waiting to see Jesus."?

4. Why does the other young boy, Westley, get up?

5. Give one example of how Hughes describes the atmosphere in the church as a way of creating a mounting pressure for Langston to save himself?

6. What are the two primary reasons that Langston finally gets up and pretends to be saved?

7. What does Langston's aunt believe about why he is crying later that night?

8. What does Langston believe about Jesus by the end of the story?

9. Why does Langston bother to say, "I was saved from sin when I was going on thirteen," since he contradicts that statement in the following sentence?

10. Based on information in the essay, why do you think the membership of Langston's church has grown by "leaps and bounds?"

Name _____

Salvation (Langston Hughes)
Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “And I kept waiting *serenely* for Jesus, waiting, waiting – but he didn’t come.”
(Paragraph 7) → Langston continued waiting calmly and quietly for a long time for Jesus to appear, but he did not.

11. “That night I was escorted to the front row and placed on the *mourners’ bench* with all the other young sinners, who had not yet been brought to Jesus.” (Paragraph 1)

12. “The preacher preached a wonderful rhythmical sermon, all moans and shouts and lonely cries and *dire* picture of hell [...]” (Paragraph 3)

13. “A great many old people came and knelt around us and prayed, [...] old men with work-*gnarled* hands.” (Paragraph 4)

14. “He was a *rounder’s* son named Westley.” (Paragraph 6)

15. “I began to wonder what God thought about Westley, who certainly hadn’t seen Jesus either, but who was now sitting proudly on the platform, swinging his *knickerbockered* legs and grinning down at me, surrounded by *deacons* and old women on their knees praying.” (Paragraph 11)

Name _____

**Salvation (Langston Hughes)
Quiz**

1. What event is Langston attending at the church? (Circle one)
 - A. A wedding
 - B. A funeral
 - C. Easter service
 - D. A revival

2. What is the central conflict of the story?

3. What are the two primary reasons that Langston finally gets up and pretends to be saved?
 - A.
 - B.

4. What does Langston believe about Jesus by the end of the story and why is he crying?
 - A.
 - B.

5. What is Hughes' thesis (overall main idea) about being "saved"?

Name _____

**Coming to an Awareness of Language (Malcolm X)
Check Quiz**

1. For what crime was Malcolm X in prison? (Circle one)
 - A. Burglary
 - B. Armed robbery
 - C. Murder
 - D. Arson

2. In which decade of last century was this written? (Circle one)
 - A. The 1940s
 - B. The 1950s
 - C. The 1960s
 - D. The 1970s

3. What book did Malcolm X first use to improve his reading skills while in prison? (Circle one)
 - A. The Bible
 - B. The Qur'an (Koran)
 - C. An encyclopedia
 - D. A dictionary

4. Why was Malcolm X frustrated when he tried to write letters while in prison?

5. What did he do to help him get over that problem?

Name _____

**Coming to an Awareness of Language (Malcolm X)
Study Guide – Comprehension Questions**

Directions: Answer the questions based on information from the article.

1. Who were the first people Malcolm X wrote to from prison?

2. Name at least one person in authority that Malcolm X also attempted to write to from prison?

3. Give one reason he believed they did not reply.

4. What does Malcolm X identify as the initial motivation for his homemade education?

5. What other prisoner did Malcolm X cite as someone he desired to emulate?

6. How did he begin his homemade education?

7. What word could he remember from his initial studies?

8. What happened to his reading ability as he broadened his word base?

9. How did he spend his free time in prison from then on?

10. What does he say made him free?

Name _____

**Coming to an Awareness of Language (Malcolm X)
Study Guide – Paraphrase Activity**

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “Born Malcolm Little [...], Malcolm X [...] *espoused* the cause of black nationalism.”
(notes) → Born as Malcolm Little, Malcolm X actively adopted the goals and principles of Black Nationalism.

11. “I guess that’s why, unable to do anything else, I soon began writing to people I had known in the *hustling* world.” (Paragraph 1)

12. “What certainly went on the Harlem and Roxbury wires was that Detroit Red was going crazy in the stir, or else he was trying some *hype* to shake up the warden’s office.” (Paragraph 3)

13. “But now, trying to write simple English, I not only wasn’t *articulate* [;] I wasn’t even functional.” (Paragraph 8)

14. “Bimbi had always taken charge of any conversation he was in, and I had tried to *emulate* him.” (Paragraph 10)

15. “I spent two days just *riffling* uncertainly through the dictionary’s pages.” (Paragraph 12)

Name _____

**Coming to an Awareness of Language (Malcolm X)
Study Guide – Discussion and Analysis Questions**

Directions: Answer the questions based on your understanding of the article.

16. How does the language Malcolm X describes that he used in the hustling world differ from the version he learned to use as a result of his prison studies? In what way do you think (or know) this second version of English impacted his life and actions after he left prison?

17. Explain the process he used to become articulate. What does that process suggest about Malcolm X's character?

18. This excerpt appeared in Malcolm X's autobiography (self-written story of one's life). What is the overall rhetorical strategy (pattern of organization) for this excerpt? Identify one way in which this text uses that strategy.

19. His motivation changes as his self-education process progresses. This is one of several conversions that take place for the author during his prison time. Identify another conversion that takes place for him and give an example from the text to illustrate it.

20. What message does Malcolm X seem to suggest (his overall main idea) about literacy and education?

Name _____

**37 Who Saw Murder Didn't Call Police (Martin Gansberg)
Check Quiz**

1. In which city did the murder occur? (Circle one)
 - A. Queens, New York
 - B. Boston, Massachusetts
 - C. Chicago, Illinois
 - D. Atlanta, Georgia

2. How long did the victim's neighbors see or hear the crime before calling the police? (Circle one)
 - A. About 2 hours
 - B. About 75 minutes
 - C. About 35 minutes
 - D. About 15 minutes

3. How many times did the murderer attack Catherine (Kitty) Genovese? (Circle one)
 - A. Four times
 - B. Three times
 - C. Twice
 - D. Once

4. In what type of neighborhood did the murder occur?

5. What was one reason given for why they did not contact police sooner?

Name _____

37 Who Saw Murder Didn't Call Police (Martin Gansberg)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. In what city and state did the murder of Kitty Genovese occur?
2. What was so shocking to police about the incident?
3. How is the neighborhood in which the murder occurred described?
4. How many attacks and how many minutes did it take for Genovese to be murdered?
5. Why would the author place the phrase “good people” in quotation marks?
6. Why did the man who eventually phoned the police take as long as he did to do so?
7. List three other reasons why witnesses did not call for help, according to their answers?
8. What information does the author supply that might suggest why people would be surprised to learn that Winston Moseley was a murderer?
9. Why did one set of witnesses turn out their apartment light?
10. One investigator characterizes the assailant's attacks on the woman as “chances” to kill her (Paragraph 5). What is he suggesting about how the role of the neighbors' involvement (or lack of involvement)?

Name _____

37 Who Saw Murder Didn't Call Police (Martin Gansberg) Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “Twice the sound of their voices and the sudden glow of their bedroom lights interrupted him and frightened him off.” (Paragraph 1) → On two occasions, the neighbors’ voices and lit rooms made the murderer stop and leave the woman whom he had been attacking.

11. “[Inspector Lussen] can give a matter-of-fact *recitation* of many murders. But the Kew Gardens slaying baffles him – not because it is a murder, but because the ‘good people’ failed to call the police.” (Paragraph 4)

12. “She turned off the lights to her car, locked the door, and started to walk the 100 feet to the entrance of her apartment [...], which is in a *Tudor*-style building [...].” (Paragraph 8)

13. “Windows slid open and voices *punctured* the early-morning stillness.” (Paragraph 11)

14. “The man explained that he had called the police after much *deliberation*.” (Paragraph 20)

15. “A *distraught* woman, [...] said, ‘I didn’t want my husband to get involved.’ ” (Paragraph 36)

Name _____

37 Who Saw Murder Didn't Call Police (Martin Gansberg)
Study Guide – Discussion and Analysis Questions

Directions: Answer the questions based on your understanding of the article.

16. The author describes the neighborhood as a quiet, staid, residential area and the residents as “respectable, law-abiding citizens.” How does this conflict with what they allowed to happen?

17. Provide two pieces of evidence from the text that suggest that some of the witnesses might have felt guilty for not reporting the crime.

18. The author explains that the witnesses were not legally obligated to report the crime and could not be held legally responsible for failing to do so (Paragraphs 25-27). Then, what kind of obligation is the author suggesting they might have had, if not a legal one, and what is the author's point of view?

19. Identify where the introduction to the story ends and the story of the incident itself begins. Where is the first indication in the narrative that there is a conflict? Where is the climax?

20. What is the author's purpose in writing this story? What does he want his readers to think about?

Name _____

Fifth Avenue, Uptown (James Baldwin)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. In what city is the Fifth Avenue that the speaker describes? In what area of this city (more specifically than “Uptown”) does Fifth Avenue exist?
2. When the speaker discusses the shoe repair store, why does he place the word “new” in quotation marks when he mentions buying new shoes? Explain.
3. Explain what the speaker means by describing the project as a monument to folly and cowardice of good intentions (Paragraph 4). What were the good intentions, whose were they, and why were they cowardly and foolish?
4. Why does the speaker say that craters indicate that people have moved away “inevitably” to another ghetto (Paragraph 4)?
5. In Paragraph 4, the speaker says that when people move, they endure more self-loathing and self-delusion. Explain why they might feel that way.
6. List four ways people in the project of Fifth Avenue might die, according to the speaker.
7. Why does the speaker think that the people on Fifth Avenue need to keep their bitterness? Explain in your own words.
8. Why do you suppose some of the people on Fifth Avenue are, as the author describes them, “holy rollers”?
9. Explain why the people on Fifth Avenue might be angry toward whites. Provide an example from the essay to support your answer.
10. Why have many of the people on Fifth Avenue “given up” (Paragraph 4)?

Name _____

Fifth Avenue, Uptown (James Baldwin)
Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “There is a housing project standing now where the house in which I grew up once stood, and one of those stunted city trees is snarling where our doorway used to be. (Paragraph 1) → The house Baldwin grew up in has been replaced by an apartment building for low-income families, with a tree planted where the doorway used to be.

11. “[The housing project] is on the *rehabilitated* side of the avenue.” (Paragraph 1)

12. “The last time I passed by, the Jewish *proprietor* was still standing among his shelves.” (Paragraph 1)

13. “They work in the white man’s world all day and come home in the evening to this *fetid* block.” (Paragraph 5)

14. “This means, of course, that they must struggle, *stolidly, incessantly*, to keep this sense alive in themselves, in spite of the results, the indifference, and the cruelty they are certain to encounter in their working day.” (Paragraph 5)

15. “In trying to make their hovels *habitable*, they are *perpetually* throwing good money after bad.” (Paragraph 5)

Name _____

Fifth Avenue, Uptown (James Baldwin)
Study Guide – Discussion and Analysis Questions

Directions: Answer the questions based on your understanding of the article.

16. In the essay, locate five physical descriptions and five psychological descriptions (abstract words like *gang war*, *brawl*, or *madness* may imply a psychological make-up of the street). Compare the effectiveness of each, and weigh how well they work together. What is their combined result?
17. This essay contains a few instances of figurative language. Explain the meaning of the following sentences from the essay by translating them into their literal meanings:
- A. “These two, I imagine, could tell a long tale if they would (perhaps they would be glad to if they could), having watched so many, for so long, struggling in the fishhooks, the barbed wire, of this avenue.” (Paragraph 2)
 - B. “They patiently browbeat the landlord into fixing the heat, the plaster, the plumbing; this demands prodigious patience; nor is patience usually enough.” (Paragraph 5)
 - C. “Such frustration, so long endured, is driving many strong, admirable men and women whose only crime is color to the very gates of paranoia.” (Paragraph 5)
18. What is Baldwin’s thesis (overall main idea) in this essay?
19. Who is the intended audience for this reading? Why?
20. How does Baldwin feel about Harlem? Where in the essay is this feeling revealed?

Name _____

**Fifth Avenue, Uptown (James Baldwin)
Quiz**

1. What region of New York City is Baldwin describing? (Circle one)
 - A. The Bowery
 - B. Times Square
 - C. Greenwich Village
 - D. Harlem

2. Describe the psychology of the people living in the project of Fifth Avenue.

3. Describe the physical conditions of Harlem life, using at least two specific examples from the essay to support your answer.

4. What is the thesis of this essay?

5. What is the intended audience of this essay? Explain.

Name _____

Marrying Absurd (Joan Didion)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. What requirements do a bride and groom have to meet before getting married in Las Vegas?
2. Why did so many couples marry on August 26, 1965?
3. Why does Didion include the detail about the large number of couples who married on August 26, 1965? What does she want her readers to conclude about marriage in Las Vegas as a result?
4. What does Didion mean when she says that there is no time in Las Vegas? Explain, using your own words and basing your answers on information from the essay.
5. Provide two specific examples from the essay of how the act of marriage has become a commercialized industry.
6. Explain how a marriage in Las Vegas is part of the “immediate gratification” that Didion says defines Las Vegas.
7. According to Didion, the act of a couple’s getting married in Las Vegas has curious and self-contradictory expectations (Paragraph 2). What does she mean?
8. Explain what Didion means in Paragraph 4 when she writes that the weddings in Las Vegas are not always convenient for business owners. Use your own words.
9. Why does Didion mention that the bride in Paragraph 4 is accompanied by her mother and “stepfather”? Why doesn’t she use a biological father for this example?
10. Why is the waiter bored at the end of the essay?

Name _____

Marrying Absurd (Joan Didion)
Study Guide – Discussion and Analysis Questions

Directions: Answer the questions based on your understanding of the article.

16. Joan Didion casually references a number of popular places in Las Vegas, but she goes into a lot of detail to describe the Vegas wedding chapels, the ceremonies, and the couples. What do these things tell you about her audience – her intended readers? What does she expect they will know and **not** know?

Know –

Not Know –

Audience –

17. The description pattern is used to reveal something about a place by discussing the people who inhabit it, so what does she seem to be trying to reveal to her audience about Vegas and the people who get married there?

Vegas –

People who get married in Vegas –

18. Didion uses phrases like *wedding industry*, *self-contradictory*, and *bizarre*. What does that reveal about her tone – her attitude toward the subject?

19. Didion states: “What people who get married in Las Vegas actually do expect – what, in the largest sense, their ‘expectations’ are – strikes one as a curious, self-contradictory business.” (paragraph 2) What support does she offer:

a. that it is “curious” or “odd” (paragraph 2)

b. that it is “self-contradictory” (paragraph 3)

c. that it is a “business” (paragraphs 3 & 4)

20. What is her overall point (thesis) about marriage in general at that time?

Name _____

**Marrying Absurd (Joan Didion)
Quiz**

1. When was "Marrying Absurd" published? (Circle one)
 - A. 1960s
 - B. 1970s
 - C. 1980s
 - D. 1990s

2. How might a couple, while driving into Las Vegas, be persuaded along the way to get married when they reached the city?

3. Explain how a person can lose touch with reality in Las Vegas.

4. Explain the following sentence from Didion's essay: "Marriage, like craps, is a game to be played when the table seems hot."

5. What is Didion's thesis (overall main idea) about weddings in Las Vegas?

Name _____

**A Partial Remembrance of a Puerto Rican Childhood (Judith Ortiz Cofer)
Check Quiz**

1. Where does the story take place? (Circle one)
 - A. On the beach in Puerto Rico
 - B. In the narrator's grandmother's house in Puerto Rico
 - C. In the narrator's grandmother's house in New York City
 - D. In Maria la Loca's house in Puerto Rico

2. How old is the narrator at the time the story takes place? (Circle one)
 - A. About six or seven years old
 - B. About eleven or twelve years old
 - C. About 16 or 17 years old
 - D. About 25 years old

3. What is Cofer's grandmother doing while telling the story? (Circle one)
 - A. Drinking coffee
 - B. Knitting a sweater
 - C. Braiding the girl's hair
 - D. Chopping onions for dinner

4. Who is Maria la Loca and what happened to her?

5. Why is Aunt Laura upset by Mama's story?

Name _____

**A Partial Remembrance of a Puerto Rican Childhood (Judith Ortiz Cofer)
Study Guide – Comprehension Questions**

Directions: Answer the questions based on information from the article.

1. In what country and location does Cofer's story take place?

2. Who is present in this scene?

3. What is Mama's relationship to the author?

4. What are "cuentos"?

5. What age is the author at the time?

6. What is Mama doing during the storytelling?

7. Who is Maria la Loca and what happened to her?

8. How is Aunt Nena different from her sisters?

9. Why is Aunt Laura upset by Mama's story?

10. What does Mama do at the end to lighten the mood?

Name _____

**A Partial Remembrance of a Puerto Rican Childhood (Judith Ortiz Cofer)
Study Guide – Discussion and Analysis Questions**

Directions: Answer the questions based on your understanding of the article.

16. How would you describe Mama? What kind of a person is she?

17. Why do Mama and the other women retell these “cuentos” (cautionary tales) when they are together? What advice is the story of Maria la Loca supposed to provide to the women and young girls?

18. What is the significance of Mama braiding the narrator’s hair?

19. How does Cofer vary the pace of the story? Where and why does she speed up and slow down?

20. What is Cofer’s message to the reader?

Name _____

**Monuments to Our Better Nature (Michael Byers)
Study Guide – Comprehension Questions**

Directions: Answer the questions based on information from the article.

1. How was it that the author had the chance to visit Washington, DC, so often as a boy?

2. List three items in the National Museum of Natural History that Byers recalls from his visits?

3. Why were the stone structures – museums, monuments, and memorials – tainted in significance for the author's mother?

4. How does an individual's size in relation to these massive structures compare with our role as citizens, according to Byers?

5. What is carved above each of the 36 columns on the Lincoln Memorial?

6. What two famous people gave presentations at the Lincoln Memorial? What is significant about each?

7. What reason does Byers give for fewer people visiting the Jefferson Memorial? Why does he find that one disappointing?

8. How is the Washington Monument representative of George Washington himself, according to Byers?

9. What reason does Byers offer for the good behavior of visitors to the Vietnam Memorial?

10. What is the one thing about the Mall and its monuments that Byers most appreciates (paragraph 15)?

Name _____

**Monuments to Our Better Nature (Michael Byers)
Study Guide – Paraphrase Activity**

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “The stuffed African elephant on its circular *dais* in the *rotunda* was composed of billions of skin cells and tiny *cilia*, and its ivory tusks wore an *unfalsifiable* brown *patina* of age.” (Paragraph 1) → The museum’s stuffed African elephant, made of billions of cells and tiny hairs, sits on a pedestal in the round, high-ceilinged entrance, revealing its age through its brown hide, worn to a shine.

11. “While for my mother these temples were *tainted* by *chauvinism* [...] for me they were *transcendent*.” (Paragraph 4)

12. “Alone, each of us is almost without value, but in the *aggregate* we are the point of the whole improbably enterprise [of democracy].” (Paragraph 5)

13. “There he is, Lincoln, on his throne, looking down at us all, while at the other end of the Mall the messy business of the Capitol goes on under his tireless, *admonitory* gaze.” (Paragraph 7)

14. “Behavior here is *impeccable*, and we have its *intuitive, minimalist* design [...] to thank.”(Paragraph 12)

15. “It is one of America’s most *venerable* and *trafficked* pedestrian public spaces, where you can [...] stand among a hundred thousand and hear a speech [...] by a barely *discernible* figure.” (Paragraph 15)

Name _____

**Monuments to Our Better Nature (Michael Byers)
Study Guide – Discussion and Analysis Questions**

Directions: Answer the questions based on your understanding of the article.

16. What is Byers’s attitude toward Lincoln and the Lincoln Memorial? How does it differ from his attitude toward the other presidents he mentions and their monuments?

17. In what way does the Vietnam Memorial reflect our nation’s experience in the Vietnam War?

18. Complete the following chart.

Structure	Description
National Museum of Natural History	
Lincoln Memorial	
Jefferson Memorial	
Washington Monument	
Vietnam Memorial	

19. *Subjective* refers to something based on personal feelings, while *objective* refers to something based on factual evidence. Which type of description does Byers mainly use? (see chart above)

20. State the author’s thesis in your own words. Reread his conclusion for ideas.

Name _____

**Monuments to Our Better Nature (Michael Byers)
Quiz**

1. Which structure seems to have made the most impact on the author? (circle one)
 - A. The National Museum of Natural History
 - B. The Lincoln Memorial
 - C. The Jefferson Memorial
 - D. The Vietnam Memorial

2. What does Byers say standing in front of the monuments and memorials helps him understand?

3. What reason does the author offer for the way people behave when visiting the Vietnam Memorial?

4. What is the significance of Marian Anderson and Martin Luther King, Jr. having made presentations at the Lincoln Memorial, according to the essay?

5. What is Byers's thesis (overall main idea) about what these monuments represent for Americans?

Name _____

Why Leaves Turn Color in the Fall (Diane Ackerman)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. When animals migrate or hibernate for the winter, how do trees survive?

2. Explain chlorophyll's role in the changing color of leaves in autumn.

3. What conditions are required to make leaves their most vibrant?

4. How do colored leaves fall? Explain the entire process, step by step, defining any scientific words.

5. Why do flowers and animals change color? By contrast, why do leaves change color?

6. Explain how fall is part of a recurring cycle for trees, according to Ackerman.

7. Why do people enjoy watching the fluttering motion of leaves? Find your answer in the text.

8. In what way are colored leaves like the sky, according to Ackerman?

9. What is the summer solstice? How does it relate to the cycle of trees? Use your own words.

10. How is a pilot sometimes like a falling leaf?

Name _____

Why Leaves Turn Color in the Fall (Diane Ackerman)
Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “The *stealth* of autumn catches one unaware.” (Paragraph 1) → Autumn arrives unexpectedly, surprising people with its sudden appearance.

11. “At last the truth dawns us: fall is staggering in, right on schedule, with its baggage of chilly nights, *macabre* holidays, and spectacular, heart-stoppingly beautiful leaves.” (Paragraph 1)

12. “When the days begin to shorten, soon after the summer *solstice* on June 21, a tree reconsiders its leaves.” (Paragraph 2)

13. “The most spectacular range of fall *foliage* occurs in the northeastern United States and in Eastern China, where the leaves are *robustly* colored, thanks in part to a rich climate.” (Paragraph 4)

14. “We are *predisposed* to respond to their beauty, of course.” (Paragraph 6)

15. “We find the sizzling colors thrilling, and in a sense they *dupe* us.” (Paragraph 6)

Name _____

**Why Leaves Turn Color in the Fall (Diane Ackerman)
Study Guide – Discussion and Analysis Questions**

Directions: Answer the questions based on your understanding of the article.

16. How is Christianity's notion of mankind's "fall" into sin comparable to falling leaves? What similarities do they share, besides the word "fall"? Do not mention the "hidden secrets."

17. Based on information in the essay, how do people wish to be like leaves?

18. Why does Ackerman mention the fossil in her closing paragraph? What point is she trying to make?

19. What is the topic of this essay?

20. What is the thesis (overall main idea) of this essay?

Name _____

**Why Leaves Turn Color in the Fall (Diane Ackerman)
Quiz**

1. What chemical do trees produce that gives their leaves a green color?
 - A. Chlorophyll
 - B. Xylem
 - C. Anthocyanin
 - D. Auxin

2. What causes trees to stop producing this chemical?

3. What is the rhetorical strategy (pattern of organization) of this essay? Explain.

4. What is the topic of this essay?

5. In what way are leaves, as Ackerman describes them, similar to human beings?

Name _____

Chronicles of Ice (Gretel Ehrlich)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. In which country is the author when she observes the Perito Moreno glacier?
2. Is Perito Moreno advancing or retreating each day and by how many meters? How does this make the author feel (see final paragraph)?
3. Why does the spectator gasp in paragraph 3?
4. What does the author mean when she states that “a glacier is not static” (paragraph 4)?
5. What is the difference between warm glaciers and cold glaciers (other than being “warm” and “cold”)?
6. How is a glacier an “archivist” and “historian”?
7. What is something important that the author tells us snow and ice provide for the Earth?
8. What are three effects of warmer temperatures on the Earth and its inhabitants?
9. How does the author contrast the way people once lived with the way we in the “developed” world do?
10. What does Ehrlich suggest our focus on “empire-building” and “only profit” has done to our planet?

Name _____

**Chronicles of Ice (Gretel Ehrlich)
Study Guide – Paraphrase Activity**

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “A trapped *turbulence* – as if wind had *solidified*. Then noise: *timpani* and a hard crack, the glacier’s internal heat spilling out as an ice stream far below.” (Paragraph 1) → The cracking of a glacier as its ice melts from internal heat sounds like a wind tunnel or a loud drum.

11. “Snow falls, *accretes*, and settles until finally its own weight presses it down.” (Paragraph 4)

12. “*Accumulation* has to exceed *ablation* for a glacier to grow.” (Paragraph 7)

13. “A glacier is time *incarnate*.” (Paragraph 9)

14. In the *temperate* climates everywhere, the early *onset* of spring and the late arrival of winter are creating *ecosystem pandemonium*.” (Paragraph 12)

15. “[...] we’ve reduced the *parallel* worlds of spirit, imagination, and daily life to a single *secularized* pile. The process of empire-building is a *denigration*.” (Paragraph 15)

Name _____

Chronicles of Ice (Gretel Ehrlich)
Study Guide – Discussion and Analysis Questions

Directions: Answer the questions based on your understanding of the article.

16. Ehrlich uses certain figurative language (words that are symbolic instead of literal) to personify (give human characteristics to) the glacier. Give one or more examples of this. How does this use of language contribute to her point of view about glaciers?

17. Explain the process of how a glacier “lives.” (See paragraphs 4-6)

18. Explain why we lose something of our history when we lose a glacier. (See paragraphs 8-9)

19. What is the author’s point of view about the “developed” world and “empire-building” (15)?

20. How does the title help you identify part of the author’s point? (Look up the meaning of the word “chronicle” if necessary). Write a sentence that would serve as the thesis (overall main idea).

Name _____

**Chronicles of Ice (Gretel Ehrlich)
Quiz**

1. What country is the author visiting in this essay? (Circle one)
 - A. Argentina
 - B. Greenland
 - C. New Zealand
 - D. Norway

2. How is a glacier “not static”? (*static*: still, motionless, stationary)

3. How is a glacier “time incarnate”? (*incarnate*: embodied, come to life)

4. List one problem that results when we lose a glacier.

5. What is the author’s thesis (overall main idea) about glaciers?

Name _____

**The Company Man (Ellen Goodman)
Check Quiz**

1. On what day of the week did Phil die?
 - A. Sunday
 - B. Monday
 - C. Friday
 - D. Saturday

2. What was Phil's job?
 - A. Attorney
 - B. Business Executive
 - C. Factory Manager
 - D. Writer

3. How many children did Phil have?
 - A. One
 - B. Two
 - C. Three
 - D. Four

4. Why was no one surprised when Phil died?

5. What does Phil's boss do after his funeral?

Name _____

The Company Man (Ellen Goodman)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. What is ironic about Phil's dying on Sunday?
2. Why was no one surprised when Phil died? Refer to the text for support.
3. Describe Phil's relationship with his family.
4. When people tell Helen that they know she will miss Phil, she replies, "I already have." What does she mean?
5. What does Phil's youngest son mean when he says, "My father and I only board here?"
6. What does Goodman mean in paragraph 14 when she says that a person could pick out Phil in a lineup?
7. At Phil's funeral, the company president asks around, "Who's been working the hardest?" What does Goodman expect her readers to think will happen next?
8. Why does Phil play golf once a month?
9. Describe Phil's physical health.
10. Describe Phil's personality. Support your answer with specific examples from the text.

Name _____

**The Company Man (Ellen Goodman)
Study Guide – Paraphrase Activity**

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “The Company Man’ *indicts* corporate America for *fostering* the development of individuals who, apparently, have little in the way of souls.” (Notes) → “The Company Man” charges the American world of business with the manufacturing of soulless people.

11. “It is said that he died of a *coronary thrombosis*.” (Paragraph 2)

12. “He was, however, one of six vice-presidents, and one of three who might *conceivably* – if the president died or retired soon enough – have moved to the top spot. Phil knew that.” (Paragraph 3)

13. “[The obituary] did list his ‘*survivors*’ quite accurately.” (Paragraph 7)

14. “The boy once said, ‘My father and I only *board* here.’” (Paragraph 12)

15. By 5:00 pm, the after of the funeral, the company president had begun, *discreetly* of course, with care and taste, to make inquiries about his replacement.” (Paragraph 16)

Name _____

**The Company Man (Ellen Goodman)
Quiz**

1. After Phil's death, his wife Helen feels
 - A. Relieved
 - B. Devastated
 - C. Bitter
 - D. Overwhelmed

2. Aside from "work," what were the routines in Phil's life?

3. Why is this essay called "The Company Man"? Explain.

4. What does Goodman want her readers to understand was the actual cause of Phil's death?

5. What is the thesis (overall main idea) of this essay?

Name _____

The Green-Eyed Monster: Envy Is Nothing to Be Jealous Of (Joseph Epstein)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. What does the author think is the least fun of the seven deadly sins?

2. What reason does the author quote for why anti-Americanism in India has existed? Use your own words in a paraphrase of the answer.

3. What is the difference between jealousy and envy, according to Garner (as quoted by Epstein)? What does Epstein himself offer as the difference between jealousy and envy?

4. What is the difference between envy and yearning, according to the essay?

5. In your own words, explain the following point, quoted from Kierkegaard: “Admiration is happy self-surrender; envy is unhappy self-satisfaction.”

6. Explain how envy is personal, according to the author.

7. How are envious people like injustice collectors, according to the author?

8. Provide the best definition of envy, according to the author.

9. Why does the Epstein quote so many philosophers and writers on the topic of envy?

10. Why do you think that envy is described as “green-eyed?”

Name _____

The Green-Eyed Monster: Envy Is Nothing to Be Jealous Of (Joseph Epstein)
Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “They also include *pride, avarice, anger, lust, gluttony, and sloth.*” (Notes) → Aside from envy, the seven deadly sins include self-love, greed, rage, excessive desire for sex, excessive love of food, and extreme laziness.

11. “In *recompense*, envy may be the *subtlest* – perhaps I should say the most *insidious* – of the seven deadly sins.” (Paragraph 1)

12. “It may also be the most *endemic.*” (Paragraph 1)

13. “[...] it is difficult not to feel that, at least in part, much of the anti-American feeling that arose after September 11, 2001, had envy, some of it fairly *rancorous*, at its heart.” (Paragraph 2)

14. “[The Oxford English Dictionary] defines envy first as ‘*malignant* or hostile feeling; ill-will, malice, *enmity.*’ (Paragraph 4)

15. “Jealousy is not always *pejorative*; one can after all be jealous of one’s dignity, civil rights, honor.” (Paragraph 6)

Name _____

**The Green-Eyed Monster: Envy Is Nothing to Be Jealous Of (Joseph Epstein)
Study Guide – Discussion and Analysis Questions**

Directions: Answer the questions based on your understanding of the article.

16. Locate six sentences in the essay that contribute to the definition of envy. All six sentences should offer a different aspect of envy or a different approach to understanding envy.

A.

B.

C.

D.

E.

F.

17. How is envy malevolent? In other words, how does it involve wishing harm to others? Explain.

18. The author says that capitalism is steeped in the “regular stimulation of envy.” Explain what this means.

19. What is the thesis (overall main idea) of this essay?

20. Analyze and fully explain the meaning of the essay’s title. What does the author mean when he says that envy is nothing to be jealous of? Identify both meanings.

Name _____

**The Green-Eyed Monster: Envy Is Nothing to Be Jealous Of (Joseph Epstein)
Quiz**

1. Which of the following situations involves envy?
 - A. Wanting a yellow Corvette just like your friend's
 - B. Feeling upset that your boyfriend/girlfriend is flirting with someone else
 - C. Wanting to sabotage your coworker because you don't want him to get a promotion
 - D. Admiring your friend's skill in soccer

2. Explain the difference between yearning and feeling envious.

3. Provide your own example of "envy without rancor." Remember that rancor means "bitterness."

4. Why is envy considered perhaps worse than the other six deadly sins, according to the author?

5. What is the thesis (overall main idea) of this essay?

Name _____

Pride (Dagoberto Gilb)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. Given the rhetorical pattern and the title, what is a good way to express the topic?
2. What is Gilb's cultural background?
3. In what book was this essay originally published and in what year?
4. What state is the setting for this essay?
5. What kind of business is the setting for the first five paragraphs?
6. Who are the three characters and how are they described in the paragraphs 1-5?
7. What is the occasion and setting for paragraph 7?
8. Who are the two central characters and how are they described in paragraph 7?
9. What is the terrain like in this essay's setting, as described in paragraphs 8 and 10?
10. What color is the skin of the people described in this essay?

Name _____

Pride (Dagoberto Gilb)
Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: "...it is so dark that it is as *restful* as the deepest unremembering sleep, dark as the empty space around the spinning planet..." (Paragraph 1) → This place at night is pitch black, like a deep sleep or outer space.

11. "Pride is working a job like it's as important as art or war..." (Paragraph 6)

12. "Pride hears gritty dirt blowing against an *agave* whose stiff fertile stalk, so tall, will not bend..." (Paragraph 8)

13. "Pride smells a sweet, musky drizzle of rain and eats *huevos con chile* in corn *tortillas* heated on a cast-iron pan – the love of *heritage*." (Paragraph 8)

14. "Pride is the fearless reaction to disrespect and disregard." (Paragraph 9)

15. Look out there from a height of the mountain and on the north and south of the Rio Grande..., knowing how many years the people have passed and have stayed... (Paragraph 10)

Name _____

Pride (Dagoberto Gilb)
Study Guide – Discussion and Analysis Questions

Directions: Answer the questions based on your understanding of the article.

16. How does Gilb’s cultural background give him credibility on the essay’s subject? How does Gilb’s education and experience give him credibility to write this?

17. List two examples of figurative language and/or personification from the essay. Example: (paragraph 1) *...it is so dark that it is as restful as the deepest unremembering sleep, dark as the empty space around the spinning planet...* (meaning, *This place at night is pitch black, like a deep sleep or outer space.*)

18. Complete the chart

Characters	Description	How they show pride	What group they symbolize
Store manager (paragraphs 1-5)			
Son (paragraph 7)			
Father (paragraph 7)			
The People (paragraph 10)			

19. What do you think the significance of the last three lines is?

20. What is Gilb’s implied thesis?

Name _____

**Pride (Dagoberto Gilb)
Quiz**

1. What is a good way to express the topic?
 - A. The Love of Heritage
 - B. The Love of Culture and History
 - C. Mexican American Pride
 - D. Definition of Pride

2. What does the example of the store manager in paragraphs 1-5 illustrate about pride?

3. What do the examples of the father and son in paragraph 7 illustrate about pride?

4. What group of people is his main audience? Explain how you can tell.

5. What is Gilb's implied thesis (his definition of *pride*)?

Name _____

Growing Up Asian in America (Kesaya E. Noda)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. What are the author's three classifications of herself?

2. Why does she feel "historically defined by law and custom as being forever alien"?

3. To what other place "across ocean and time" does Noda feel linked?

4. What is/was the occupation of her parents, uncle, and grandparents?

5. What "camps" did her parents go to during "the war" (World War II)?

6. Give an example of how her family became part of a community beyond their family.

7. Why did Noda have difficulty identifying her mother as a role model?

8. What example does she give to illustrate her mother's strength?

9. Identify one aspect of Japanese or Japanese American culture she offers.

10. Why did the West African man in the Epilogue fear his family and friends would not accept him upon his return?

Name _____

**Growing Up Asian in America (Kesaya E. Noda)
Study Guide – Discussion and Analysis Questions**

Directions: Answer the questions based on your understanding of the article.

16. By what rhetorical strategy (pattern of organization) does Noda arrange her ideas?

Complete the chart below to explain the three different categories she uses to identify herself.

Category	Description

17. In paragraph 4, Noda says: “A third-generation German-American is an American. A third-generation Japanese-American is a Japanese-American.” Identify other ethnic groups who are seen this way.

18. How do you know that Noda’s intended audience might be other Americans of Japanese heritage?

19. For what purpose(s) did she likely write this article?

20. What is Noda’s implied thesis (overall main idea)?

Name _____

**Growing Up Asian in America (Kesaya E. Noda)
Quiz**

1. Where was the author born? (Circle one)
 - A. Japan
 - B. California
 - C. New England
 - D. West Africa

2. What is the essay's main rhetorical strategy (pattern of organization)?

3. List each of the three ways Noda identifies herself and explain each one.

4. What might Noda's purpose be for an audience of non-Japanese Americans?

5. State the author's implied thesis (overall main idea).

Name _____

The Truth about Lying (Judith Viorst)
Check Quiz

1. During which decade of the last century was this article written? (Circle one)
 - A. 1950s
 - B. 1960s
 - C. 1970s
 - D. 1980s

2. In which magazine did this article first appear? (Circle one)
 - A. *People*
 - B. *Time*
 - C. *Good Housekeeping*
 - D. *Redbook*

3. The following is an example of what type of lie: Excusing lateness by saying that you overslept when in fact you stopped for coffee with a friend.
 - A. Social
 - B. Peace-keeping
 - C. Protective
 - D. Trust-keeping

4. What kind of trust-keeping lies does Viorst believe we cannot tell? Explain.

5. What is Viorst's attitude about lying? Does she or doesn't she? How does she feel about it?

Name _____

The Truth about Lying (Judith Viorst)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. In your own words, explain why so many people believe that white lies are necessary.
2. How do many people rationalize peace-keeping lies? Use your own words.
3. Why do people tell protective lies?
4. In your own words, explain triangulation in the context of trust-keeping lies.
5. What is Viorst's position on lying?
6. What does Viorst mean when she says that points of view exist about "what we can and can never never" tell lies about?
7. Notice that Viorst does not discuss all kinds of lying. What do the four types of lies in the essay have in common with each other?
8. How can courage be similar to cruelty when telling the truth as opposed to keeping peace?
9. How can silence be a way of telling the truth in a social situation? Base your answers on information in the essay.
10. What kind of trust-keeping lies does Viorst believe we cannot tell? Explain.

Name _____

The Truth about Lying (Judith Viorst) Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “It’s arrogant, they say, to insist on being so *incorruptible* and so brave that you cause other people unnecessary embarrassment or pain by *compulsively assailing* them with your honesty.” (Paragraph 2) → People suggest that it is rude to be so stubbornly honest that others feel embarrassed or hurt by this constant honesty.

11. “[...] as I do, you may prefer the polite *evasion* of ‘You really cooked up a storm,’ instead of ‘The soup’ – which tastes like warmed-over coffee – ‘is wonderful.’ [...]” (Paragraph 6)

12. “Many people tell peace-keeping lies; lies designed to avoid irritation or argument; [...] lies (or so it is *rationalized*) designed to keep trouble *at bay* without hurting anyone.” (Paragraph 8)

13. “They lie because they feel that there are certain human values that *supersede* the wrong of having lied. They lie, not for personal gain, but because they believe it’s for the good of the person [...]” (Paragraph 18)

14. “Another group of lies are trust-keeping lies that involved *triangulation*, with A (that’s you) telling lies to B on behalf of C (whose trust you’d promised to keep). Most *concede* that once you’ve agreed not to betray a friend’s confidence, you can’t [...]” (Paragraph 34)

15. “Fran is very pained but very *adamant*, “I wouldn’t want to betray you, so... don’t ask me.” (Paragraph 37)

Name _____

The Truth about Lying (Judith Viorst)
Study Guide – Discussion and Analysis Questions

Directions: Answer the questions based on your understanding of the article.

16. Complete the following chart, based on your reading of Viorst’s essay.

Type of Lie	Definition	Your Own Example

17. Aside from wanting to illustrate each type of lie for the reader’s understanding, why does Viorst include so many examples in her essay? How does she want the examples to affect her readers?

18. What is Viorst’s probable main purpose for writing this essay – to entertain, to inform, to analyze, or to persuade?

19. Why do you think that Viorst tells her readers how she feels about each type of lie?

20. What is the author’s thesis (overall main idea)?

Name _____

**The Truth about Lying (Judith Viorst)
Quiz**

1. Viorst says, "It's quite presumptuous to claim I know what's best for others to know. That's called playing God." To what type of lie is she referring? (Circle one)
 - A. Social
 - B. Peace-keeping
 - C. Protective
 - D. Trust-keeping

2. Match the type of lie with its definition. Write the letter of the type of lie in the blank next to its definition.

_____ Lies that people tell when they believe the truth would be too destructive	A. Social
_____ "White" lies to avoid embarrassing situations	B. Peace-keeping
_____ Lying to one person out of loyalty to another	C. Protective
_____ Lies that avoid argument and blame	D. Trust-keeping

3. What two strategies does Viorst use to convince her readers that they most likely tell each of the four types of lies?
 - A.
 - B.

4. What is Viorst's attitude about lying?

5. What is Viorst's thesis (overall main idea) about lying?

Name _____

**Doublespeak (William Lutz)
Check Quiz**

1. Which of the following groups does Lutz cite most often as users of doublespeak? (Circle one)
 - A. Lawyers
 - B. Politicians
 - C. Medical providers
 - D. Teachers

2. "Radiation enhancement device" is an example of which type of doublespeak? (Circle one)
 - A. Euphemism
 - B. Jargon
 - C. Bureaucratese
 - D. Inflated language

3. "Negative patient care outcome" is an example of which type of doublespeak? (Circle one)
 - A. Euphemism
 - B. Jargon
 - C. Bureaucratese
 - D. Inflated language

4. What is the intention of doublespeak, according to Lutz?

5. What is one problem doublespeak causes in our society?

Name _____

Doublespeak (William Lutz)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. What experiences qualify Lutz as an observer of language?
2. What exactly is doublespeak?
3. What questions can you ask to determine if language is doublespeak?
4. How does he distinguish common euphemisms from his first kind of doublespeak?
5. In what situations does Lutz believe jargon is actually doublespeak?
6. In the National Airlines example (paragraph 11), to what does the footnote “involuntary conversion of a 727” refer?
7. How is the third kind of doublespeak different from the first two?
8. In what kind of situations is the fourth kind of doublespeak serious instead of funny, according to the examples?
9. What phrase did the military use to refer to troops in the 1983 invasion of Grenada?
10. In what ways does doublespeak damage our society?

Name _____

Doublespeak (William Lutz)
Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “There are no more poor people, just ‘*fiscal*’ underachievers.” (Paragraph 1) → We no longer refer to people as “poor,” but rather as individuals who do not achieve enough money.

11. “Doublespeak is language that avoids or shifts responsibility, language that is at *variance* with its real or *purported* meaning.” (Paragraph 2)

12. “Instead, [the U.S. State Department] would use the phrase ‘unlawful or arbitrary *deprivation* of life, ...’ (Paragraph 6)

13. “This use of *euphemism* constitutes doublespeak, since it is designed to mislead, to cover up the unpleasant. Its real intent is at *variance* with its apparent intent.” (Paragraph 6)

14. “[*Jargon*] can be – and often is – *pretentious*, obscure, and *esoteric* terminology used to give an air of *profundity*, authority, and prestige to speakers and their subject matter.” (Paragraph 9)

15. “Such language breeds suspicion, *cynicism*, distrust, and, ultimately, hostility.” (Paragraph 19)

Name _____

Doublespeak (William Lutz)
Study Guide – Discussion and Analysis Questions

Directions: Answer the questions based on your understanding of the article.

16. Complete the chart below. Identify a type of doublespeak Lutz offers. Give its definition or describe it. Include an example of it from the text.

Type of Doublespeak	Definition and Characteristics	Example

17. What rhetorical strategy (pattern of organization) is used by Lutz to arrange his information?

18. What do the examples he gives suggest about his audience and purpose?

19. This article was written in 1989. Give a current example of doublespeak you have heard or read recently.

20. What is his thesis (overall main idea) about public language?

Name _____

**Doublespeak (William Lutz)
Quiz**

1. Which of the following groups does Lutz cite most often as users of doublespeak? (Circle one)
 - A. Lawyers
 - B. Politicians
 - C. Medical providers
 - D. Teachers

2. Define doublespeak.

3. List the four kinds of doublespeak Lutz identifies.

4. What danger does Lutz believe doublespeak poses for our society?

5. State the author's thesis (overall main idea) about the effect of doublespeak on our society.

Name _____

What Secrets Tell (Luc Sante)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. In what magazine did a longer version of this essay originally appear?
2. What does the author suggest in Paragraph 1 about people who do not “carry around at least one or two secrets”?
3. Which type of secrets are “chiefly of interest to the persons who carry them around”?
4. The “interval of passion” between two people stuck in an elevator is an example of which type of secret?
5. How does gossip “demonstrate how secrets can become currency”?
6. How do businesses use secrets strategically (see paragraph 6)?
7. What does the author mean in paragraph 7 when he states that one can “make a lot of money catering to the suspicion that there exist shortcuts know only to a few”? Explain with evidence from the text.
8. What is something that Sante tells the reader “dominated the social life of male middle-class America” not long ago?
9. Why is it forbidden for unauthorized persons to possess certain kinds of information and what kind of information are they prohibited from possessing, according to the author?
10. Why do people need secrets, according to Sante?

Name _____

What Secrets Tell (Luc Sante)
Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “The word ‘secret’ conceals under its *mantle* a *teeming* and *motley* population of types.” (Paragraph 2) → A crowded assortment of types comes under the covering of the word ‘secret.’

11. “Secrets cater to the entire range of human *susceptibilities*, from the laughably *trivial* to the terrifyingly fundamental.” (Paragraph 2)

12. “[Romantic secrets] run the *gamut*.” (Paragraph 4)

13. “Secrets that surface as gossip are usually of the mildest sort, personal *eccentricities* and romantic *peccadilloes* not of much interest outside a closed circle.” (Paragraph 5)

14. “A business strategy is a secret until it becomes a *fait accompli*.” (Paragraph 6)

15. “The secret leads *votaries* by the nose through a maze of connected chambers, in each of which they must *ante up*.” (Paragraph 9)

Name _____

What Secrets Tell (Luc Sante)
Study Guide – Discussion and Analysis Questions

Directions: Answer the questions based on your understanding of the article.

16. Complete the chart. Explain each type of secret in one sentence. Add an example from the text.

Type of Secret	Explanation	Example from text
Personal Secrets		
Romantic Secrets		
Secrets in Gossip		
Trade Secrets		
Secret Formulas		
Secret Societies		
Mystical Secrets		
State Secrets		
Atomic Secrets		

17. Using the original source publication information, the level of vocabulary, and the casual historical and literary references, what can you tell about the author's intended audience?

18. Identify an example of figurative language and explain its meaning.

19. Identify an example of sarcasm. What does this suggest about the author's purpose?

20. What is the author's implied thesis (overall main idea) about secrets?

Name _____

**What Secrets Tell (Luc Sante)
Quiz**

1. Information about a pending merger of two companies is an example of which kind of secret?
 - A. Personal Secrets
 - B. Secrets in Gossip
 - C. Trade Secrets
 - D. Atomic Secrets

2. The “interval of passion” between two people stuck in an elevator is an example of which type of secret?

3. What is something that Sante tells the reader “dominated the social life of male middle-class America” not long ago?

4. Who is the intended audience for this essay? Explain.

5. What is the author’s thesis (overall main idea) about secrets?

Name _____

**Two Views of the Mississippi (Mark Twain)
Check Quiz**

1. Which former occupation of his did Twain refer to in this piece? (Circle one)
 - A. Historian
 - B. Writer
 - C. Boat pilot
 - D. Doctor

2. What was the valuable acquisition he says he made? (Circle one)
 - A. Learning a trade
 - B. Winning an opal ring
 - C. Finding money along the river
 - D. Meeting the president

3. Why was the scene so moving for Twain? (Circle one)
 - A. It reminded him of home.
 - B. He had seen it with his parents as a young boy.
 - C. He had dreamt about it.
 - D. He had never seen anything like it.

4. What is one image Twain describes as he first viewed the scene? What does he understand it to mean later, after he knows the features of the river better?

5. What does Twain say he lost by making his acquisition?

Name _____

**Two Views of the Mississippi (Mark Twain)
Study Guide – Comprehension Questions**

Directions: Answer the questions based on information from the article.

1. For what career was Twain most famous?
2. What was the “valuable acquisition” Twain made?
3. What does he claim he lost?
4. What was the occupation he was learning at the time?
5. What colors can be seen in the first view of the river?
6. What shapes are identified in that same scene?
7. Why was Twain so moved by that scene?
8. What are some of the dangers he notices after he becomes experienced?
9. What does a person’s flushed face signal to a doctor?
10. What does a doctor lose as a result of medical training?

Name _____

Two Views of the Mississippi (Mark Twain) Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “Now, when I had mastered the language of this water, and had come to know every *trifling* feature [of it], I had made a valuable *acquisition*, but I had lost something, too.”
(Paragraph 1) → He gained something worthwhile by becoming an expert riverboat pilot who knew well the details of the river, but he also something from gaining so much familiarity with it.

11. “[...] a *solitary* black log came floating black and *conspicuous* [...]” (Paragraph 1)

12. “[...] where the *ruddy flush* was faintest was a smooth spot that was covered with graceful circles and *radiating* lines, [...]” (Paragraph 1)

13. “I drank it in, in a speechless *rapture*.” (Paragraph 2)

14. “[...] that slanting mark on the water refers to a *bluff reef* which is going to kill somebody’s steamboat one of these nights, [...]” (Paragraph 2)

15. “[...] the lines and circles in the slick water over yonder are a warning that that troublesome place is *shoaling* up dangerously [...]” (Paragraph 2)

Name _____

**Two Views of the Mississippi (Mark Twain)
Study Guide – Discussion and Analysis Questions**

Directions: Answer the questions based on your understanding of the article.

16. Twain uses figurative language (words and phrases used to convey an image rather than their literal meaning) throughout this piece. Explain each in your own words.

Figurative Language	Meaning in Your Own Words
“when I had mastered the language of this water”	
“the river was turned to blood”	
“a ...tree waved a single leafy bough that glowed like a flame”	
“I drank it in”	
“the river’s face”	
“a bluff reef which is going to kill somebody’s steamboat...”	
“a new snag...has located himself in the very best place...to fish for steamboats”	

17. Contrast the features of the river in each scene by completing the chart below.

1st View	2nd View
The deep red and gold colors	
Solitary floating black log	
Sparkling slanting mark	
Opalescent boiling, tumbling rings	
Graceful lines and radiating circles	
Silver streak in the somber shadow of the forest	
Clean-stemmed dead tree waving a single leafy bough	

18. In what way is Twain’s experience like that of a doctor?
19. Who is Twain’s intended audience (consider it in terms of occupation)?
20. What is Twain’s thesis (overall main idea) about learning a trade?

Name _____

**Two Views of the Mississippi (Mark Twain)
Quiz**

1. Which former occupation of his did Twain refer to in this piece? (Circle one)
 - A. Historian
 - B. Writer
 - C. Boat pilot
 - D. Doctor

2. What was the valuable acquisition he made?

3. Twain uses the comparison and contrast rhetorical strategy (pattern of organization). What are the two major items he compares and contrast?

4. Does he seem to view the effects of learning his trade as more positive or negative?
_____ Give a specific example of language from the text to support your answer.

5. State Twain's thesis (overall main idea) about the impact of learning a trade.

Name _____

The Men We Carry in Our Minds (Scott Russell Sanders)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. In which states of the U.S.A. did Sanders spend his childhood?

2. What two types of men do the convicts and guards in the cotton field represent for Sanders in his early vision of manhood?

3. What kinds of jobs did most of the men he knew as a boy have?

4. Why didn't he associate his own future with the men he saw on television?

5. What had his father achieved that gave Sanders a more hopeful example?

6. How were the men Sanders met in college different from those he had known?

7. What wrong assumption about Sanders did the women he met in college make because of their beliefs about males?

8. Why didn't Sanders understand the grievances of those women?

9. What other groups of people does Sanders believe would share his vision of men and women?

10. What does Sanders believe that he and those college women had in common?

Name _____

The Men We Carry in Our Minds (Scott Russell Sanders)
Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “The prisoners wore *dingy* gray-and-black zebra suits, heavy as canvas, *sodden* with sweat.” (Paragraph 1) → The prisoners wore shabby, dirty-looking uniforms of gray and white stripes, which appeared to be heavy and saturated with sweat.

11. “Hatless, stooped, they chopped weeds in the fierce heat, row after row, breathing the *acid* dust of *boll-weevil* poison.” (Paragraph 1)

12. “Those men [...] have become for me an *emblem* of racial hatred. But they have also come to stand for the twin poles of my early vision of manhood – the *brute toiling* animal and the boss.” (Paragraph 1)

13. “I could no more imagine growing up to become one of these cool, *potent* creatures than I could imagine becoming a prince.” (Paragraph 5)

14. “By comparison with the narrow, *ironclad* days of fathers, there was an *expansiveness*, I thought, in the days of mothers.” (Paragraph 8)

15. “So I was *baffled* when the women at college accused me and my sex of having cornered the world’s pleasures.” (Paragraph 9)

Name _____

**The Men We Carry in Our Minds (Scott Russell Sanders)
Study Guide – Discussion and Analysis Questions**

Directions: Answer the questions based on your understanding of the article.

16. Complete the chart below to describe the different types of men Sanders remembers from his childhood.

Type of Men	Description
Convicts	
Prison guards	
“Toilers”	
“Warriors”	
Men on TV	
His father	

17. Describe the fathers his college classmates had known.

18. How did Sanders’s view of women change from his childhood to college?

19. For whom does he seem to have created this complex picture of men in our society? (Note the sympathetic tone and the questions in paragraph 11) What is Sanders’s likely purpose in portraying for his readers all the different kinds of men he has encountered?

20. What is the author’s thesis (overall main idea) about the relationship between one’s childhood experiences and one’s views of men and women?

Name _____

The Men We Carry in Our Minds (Scott Russell Sanders)
Quiz

1. Which type of man was not one of Sanders's early images from childhood? (Circle one)
 - A. Convict
 - B. Laborer
 - C. Soldier
 - D. Stockbroker

2. Why did he sometimes "dread growing up"?

3. How were his college classmates' fathers different from his own and those of his boyhood friends?

4. What did the women he met in college assume about him?

5. State the author's thesis (overall main idea) about the images that we carry in our minds.

Name _____

**Two Ways to Belong in America (Bharati Mukherjee)
Check Quiz**

1. In what country were the two sisters born? (Circle one)
 - A. U.S.A.
 - B. Canada
 - C. England
 - D. India

2. What job field do the two sisters share? (Circle one)
 - A. Medicine
 - B. Engineering
 - C. Law
 - D. Education

3. Why would the author's parents be disappointed in her, according to the author? (Circle one)
 - A. She did not go to the university they would have preferred
 - B. She did not go into the job field they wanted her to
 - C. She moved far away
 - D. She married someone of a different ethnicity

4. Identify one area on which the sisters agree.

5. Identify one area on which the sisters disagree.

Name _____

Two Ways to Belong in America (Bharati Mukherjee)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. Where were Mira and her sister Bharati, the author, born?
2. To which country did the two sisters eventually immigrate?
3. When they left their home country, in what ways were they alike?
4. List two ways Bharati's choices made her different from her sister?
5. How often do the sisters communicate with one another?
6. On what aspect of immigration do the sisters agree?
7. About which aspect of immigration does the author's sister Mira complain?
8. To what other groups of immigrants does the author compare her sister?
9. In what way is the author able to identify with her sister's immigrant experience?
10. What is one right that the author is able to exercise that her sister is not?

Name _____

Two Ways to Belong in America (Bharati Mukherjee)
Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: "I was [...] renouncing 3000 years (at least) of *caste-observant* "pure culture" marriage in the Mukherjee family." (Paragraph 5) → The author rejected the practice of marrying within one's ethnic group and class as had always been part of her family's culture.

11. "[...] but we probably pitied one another. She, for the lack of structure in my life, the *erasure* of Indianness [...] I for the narrowness of her perspective, her uninvolvement with the *mythic* depths or the *superficial pop culture* of this society." (Paragraph 7)

12. "But, now, with the *scapegoating* of 'aliens' (documented or illegal) on the increase, [...] she and I find ourselves unable to maintain the same polite *discretion*." (Paragraph 7)

13. "[...] Mira raged [...], 'If America wants to make new rules *curtailing* benefits of legal immigrants, they should apply only to immigrants who arrive after those rules are already in place.'" (Paragraph 8)

14. "My sister is an *expatriate* [...]" (Paragraph 9)

15. "In one family, from two sisters alike *as peas in a pod*, there could not be a wider *divergence* of immigrant experience. (Paragraph 11)

Name _____

**Two Ways to Belong in America (Bharati Mukherjee)
Quiz**

1. In what country were the two sisters born? (Circle one)
 - A. India
 - B. England
 - C. Canada
 - D. U.S.A.

2. What is one similarity between the author and her sister?

3. What is one difference between them?

4. What seems to be the author's purpose?

5. What is the thesis (overall main idea) about immigration?

Name _____

Like Mexicans (Gary Soto)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. What **bad** advice did Soto write that his grandmother gave him when he was in his early teens?
2. What **good** advice did he say she gave him?
3. What was his mother's advice to him when he asked about what his grandmother had said?
4. What were some of the topics about which Soto and his best friend, Scott, talked when they were young?
5. What kind of tree is in Scott's yard and what do Soto and Scott get from it? What does this tell you about where they lived?
6. What were Soto's and Scott's views about their future and who they would marry?
7. How was the woman Soto chose to marry different from the type of woman he had envisioned when he was a teen?
8. What were Soto's mother's and grandmother's reactions to this?
9. Where did Soto's in-laws live?
10. What did Soto realize about his in-laws?

Name _____

Like Mexicans (Gary Soto)
Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “Honey, [barbers] don’t work *como buros*,’ [my grandmother] would say every time I visited her. She made the sound of donkeys braying.” (Paragraph 1) → His grandmother often advised him to become a barber because they do not work like mules.

11. “Steamed curled from a pot of boiling beans, the radio was on, looking as *squat* as a loaf of bread.” (Paragraph 2)

12. “I [...] climbed the back fence to see my best friend, Scott, a *second-generation Okie*.” (Paragraph 3)

13. “The horseshoes *scuffed up* dirt, sometimes ringing the iron that threw out a *meager* shadow like a sundial.” (Paragraph 4)

14. “When the girls raced for *grounders*, their hair bounced like something that couldn’t be caught.” (Paragraph 6)

15. “I opened the door and the kitten, still holding on, *whined* in the language of a hungry animal.” (Paragraph 13)

Name _____

Like Mexicans (Gary Soto)
Study Guide – Discussion and Analysis Questions

Directions: Answer the questions based on your understanding of the article.

16. How was Soto’s grandmother’s bad advice bad and good advice good?

17. In what ways are Soto and his friend, Scott, similar, as the author describes them?

18. How does Soto describe his family’s home life? How does he describe that of his in-laws?

Gary’s family	Carolyn’s family

19. What does he realize about the similarities and differences of his family and his wife’s? State this as a sentence that could serve as the thesis (overall main idea) for this article?

20. Why do you think Soto agonizes over his decision?

Name _____

**A Few Kind Words for Superstition (Robertson Davies)
Study Guide – Comprehension Questions**

Directions: Answer the questions based on information from the article.

1. Why do few people admit to being superstitious?
2. What is the definition of the term “vain observance” and how is the act of throwing salt over one’s shoulder an example of it?
3. Why does the professor who throws salt over his shoulder wink when he says that he was trying to “hit the Devil in the eye”?
4. Why do thousands of people on this continent alone consult the I Ching, according to Davies?
5. How is placing a lucky coin on a desk before a test an example of “idolatry”?
6. How is bribing God an “improper” worship of the true God?
7. What suggestion does psychology offer for why people are superstitious? Does Davies accept this explanation? Why or why not?
8. What point does Davies make about the Western world in paragraph 10?
9. Does Davies see himself as a member of the superstitious community? Explain.
10. According to Davies, does superstition exist within religions? Explain.

Name _____

**A Few Kind Words for Superstition (Robertson Davies)
Study Guide – Paraphrase Activity**

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “In *grave* discussions of ‘the *renaissance* of the irrational’ in our time, superstition does not figure largely as a serious challenge to reason or science.” (Paragraph 1) → During serious talks of the rebirth of irrational thought today, people generally do not see superstition as something that significantly goes against rationality or science.

11. “Few people will admit to being *superstitious*.” (Paragraph 2)

12. “First is what they call *vain observances*.” (Paragraph 3)

13. “The second form is *divination*, or consulting *oracles*.” (Paragraph 4)

14. “The third form is *idolatry*.” (Paragraph 5)

15. “[...] When Rome was in decline, superstition *proliferated* wildly [...]” (Paragraph 10)

Name _____

**A Few Kind Words for Superstition (Robertson Davies)
Study Guide – Discussion and Analysis Questions**

Directions: Answer the questions based on your understanding of the article.

16. Complete the chart below.

Type of Superstition	Implied Definition	Your Own Example

17. What rhetorical strategy (pattern of organization) does Davies use to arrange his information? Explain.
18. What does Davies mean when he says that superstition runs as a “submerged river of crude religion, below the surface of human consciousness”?
19. According to Davies, why are people superstitious?
20. Who is Davies’ likely target audience, judging from his use of his college professors as examples to describe the four types of superstition? What, then, was his likely purpose for writing this essay?

Name _____

**A Few Kind Words for Superstition (Robertson Davies)
Quiz**

1. When did superstition originate, according to Davies?
 - A. In an older generation of uneducated, poor people
 - B. With the first university
 - C. With the rise of Christianity
 - D. Before all religions as we know them

2. Define superstition.

3. List the four types of superstition Davies analyzes.

4. According to Davies, what kinds of people are capable of being superstitious?

5. What is the author's thesis (overall main idea) about superstition?

Name _____

Black Men and Public Space (Brent Staples)
Check Quiz

1. In what kind of neighborhood was the author walking in the first example he offers (Paragraph 1)? (Circle one)
 - A. Wealthy residential
 - B. Abandoned waterfront
 - C. Business center
 - D. Poor residential

2. What do automobile passengers often do as Staples crosses the street? (Circle one)
 - A. Wave hello
 - B. Avoid eye contact
 - C. Lock their doors
 - D. Speed away

3. Why does Staples whistle melodies by Beethoven and Vivaldi when he is out walking late at night? (Circle one)
 - A. Classical music is his favorite
 - B. To prove that he is better than those who judge him
 - C. To relieve his stress
 - D. To reduce other people's fears about him

4. How would "being perceived as dangerous" be a "hazard" to someone?

5. What happened to his cousin, brother, and friend that led him to avoid violence?

Name _____

Black Men and Public Space (Brent Staples)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. In what kind of neighborhood was the author walking in the first example he offers (paragraph 1)?

2. Why did the woman in the first example run away?

3. What did her reaction to the author enable him to realize about public space?

4. How would “being perceived as dangerous” be a “hazard” to someone?

5. What do automobile passengers often do as Staples crosses the street?

6. Why, according to Staples, are women’s perceptions about him “not a hallucination”?

7. What was it about the author’s background that made strangers’ behavior toward him later in life surprising and upsetting to him?

8. What happened to his cousin, brother, and friend that led him to avoid violence?

9. What kind of tales does he tell us that black men commonly trade with each other?

10. List at least two precautions the author takes to seem “less threatening” to others?

Name _____

Black Men and Public Space (Brent Staples)
Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “As I swung onto the avenue behind her, there seemed to be a *discreet, uninflamatory* distance between us.” (Paragraph 1) → When he turned onto the street behind the woman, he thought there was a polite, non-threatening distance between them.

11. “I came upon her late one evening on a deserted street in Hyde Park, a relatively *affluent* neighborhood in an otherwise *mean, improverished* section of Chicago.” (Paragraph 1)

12. “Her flight made me feel like an *accomplice* in *tyranny*.” (Paragraph 2)

13. “I needed only turn a corner into a *dicey* situation [...] or make an *errant* move after being pulled over by a policeman.” (Paragraph 2)

14. “I moved to New York nearly two years ago and I have remained an *avid* night walker.” (Paragraph 4)

15. “Yet these truths are no *solace* against the kind of *alienation* that comes of being ever the suspect [...]” (Paragraph 5)

Name _____

**Black Men and Public Space (Brent Staples)
Quiz**

1. Why does Staples whistle melodies by Beethoven and Vivaldi when he is out walking late at night? (Circle one)
- A. Classical music is his favorite
 - B. To prove that he is better than those who judge him
 - C. To relieve his stress
 - D. To reduce other people's fears about him

Complete the chart below. Explain what occurred for each example and what assumption the person(s) involved made about Staples.

Example	What occurred	Illustrated assumption
2. Deserted street in wealthy neighborhood (Paragraph 1)		The person assumed ...
3. Magazine office (Paragraph 8)		The people assumed ...
4. Jewelry store (Paragraph 9)		The person assumed ...

5. State the author's thesis (overall main idea).

Name _____

Forbidden Things (Bailey White)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. What overall phenomenon does White dislike?
2. List three prohibited activities in which White would like to engage.
 - A.
 - B.
 - C.
3. Does White approve or disapprove of signs that prohibit behavior? Provide one specific piece of evidence from the text to support your answer.
4. About what prior experience does White have a flashback?
5. White could imagine any kind of sign-maker. Why does she imagine a sign-maker who first watches others engage in an activity and then creates a sign to forbid it?
6. How does the example of sitting beside the man with the sloppy ham sandwich impact the information that follows it?
7. Why does the sign-maker note the prohibited activities “with a smirk”? (Paragraph 9)
8. Which paragraphs in the essay seem fictional? Explain.
9. White uses descriptive language. Quote one descriptive sentence, and indicate which of the five senses it appeals to.
10. How is White an “atavistic” person (in general) in her desire to do forbidden things?

Name _____

Forbidden Things (Bailey White)
Study Guide – Discussion and Analysis Questions

Directions: Answer the questions based on your understanding of the article.

16. The editors suggest that this essay could be labeled as a satire. In what way is the essay satirical?

17. The editors also suggest that it could be labeled a “revenge fantasy.” In what way is the essay like a fantasy of getting revenge. Be specific.

18. Why doesn’t White provide a transition between “Do not feed the fish” and “We prohibit climbing in any manner from or along the canyon rim” on paragraph seven?

19. Do you think it would be okay to break the rules in one of the scenarios that White describes? Is it acceptable for a person to justify breaking the rules because he or she “would be the exception”? Why or why not?

20. What is White’s thesis (overall main idea) about prohibiting public behavior?

Name _____

**Forbidden Things (Bailey White)
Quiz**

1. What is the topic of this essay?
 - A. Bad behavior
 - B. Things one cannot do until age 18
 - C. The seven deadly sins
 - D. Signs prohibiting behavior

2. What kind of trip does White describe having taken? What does this give her an opportunity to do?

3. Why does the sign-maker note the prohibited activities “with a smirk”? (Paragraph 9)

2. In what way is this essay a satire? In what way is it a revenge fantasy?

3. What is White’s thesis (overall main idea) about signs prohibiting behavior?

Name _____

Where Have All the Parents Gone? (Barbara Dafoe Whitehead)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. What does Whitehead mean by the phrase *kids as capital*?
2. Why are American children unprepared to compete in the world market?
3. What central fact of American life does she believe the *kids as capital* idea evades?
4. What important change in American life does she say *kids as capital* ignores?
5. How does she describe the typical household of 1960?
6. What does she mean by the phrase *pronatal ideology*?
7. How did the typical American family change in the 1970s?
8. What economic reality forced more parents to have two-income households?
9. What are three problems she identifies that caused parents to be viewed as “toxic”?
10. What does she offer as the difference between American society and German or Japanese society?

Name _____

Where Have All the Parents Gone? (Barbara Dafoe Whitehead)
Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “So children make up much of the stockpile of America’s potential human *capital*.” (Paragraph 2) → Kids are a large part of American’s stored human assets—things that are useful for making money.

11. “So ‘invest in kids’ is not the cry of the soft-hearted *altruist* but the call of the hardheaded realist.” (Paragraph 4)

12. “It *evades* the central fact of life for American children: They have parents.” (Paragraph 11)

13. “In the new *rhetoric*, it is hard even to find the word ‘parent.’” (Paragraph 13)

14. “Not surprisingly, there was little *dissent* when it came to building a new junior high or establishing a summer recreation program or a new playground.” (Paragraph 16)

15. “[...] America faced a birth *dearth*.” (Paragraph 22)

Name _____

**Where Have All the Parents Gone? (Barbara Dafoe Whitehead)
Study Guide – Discussion and Analysis Questions**

Directions: Answer the questions based on your understanding of the article.

16. What two reasons does Whitehead give for the popularity of the *kids as capital* idea?

17. What two reasons does she initially offer to refute this idea?

18. What effect has the two-income household had on children?

19. What are the two stages of the shift in society's view of parents from good to bad, as Whitehead explains?

20. What is ultimately Whitehead's main argument for not support the *kids as capital* idea and what does she believe would be a more effective alternate?

Name _____

**Where Have All the Parents Gone? (Barbara Dafoe Whitehead)
Quiz**

1. When was this article published? (Circle one)
 - A. 1970
 - B. 1980
 - C. 1990
 - D. 2010

2. What does Whitehead mean by “*kids as capital*”?

3. What is the main reason she disagrees with this idea?

4. What are TWO results of the decline in the status of parenthood?

5. State the author’s thesis (overall main idea) about social policy regarding family.

Name _____

**If Hitler Asked You to Electrocute a Stranger, Would You? Probably (Philip Meyer)
Check Quiz**

1. In Stanley Milgram's experiment, who was the subject being studied? (Circle one)
 - A. the "learner"
 - B. the "teacher"
 - C. the "experimenter"
 - D. Both the "learner" and the "teacher"

2. At what university was the experiment originally conducted? (Circle one)
 - A. Harvard
 - B. Yale
 - C. Princeton
 - D. UCLA

3. Why did Milgram take the experiment away from the university? (Circle one)
 - A. To test it at a different school
 - B. To test it in a different country
 - C. To reduce the effects of the university's prestige
 - D. The university's lab cost too much money

4. What was the original hypothesis that Milgram was testing?

5. How did the majority of participants' response to the experiment surprise Milgram?

Name _____

**If Hitler Asked You to Electrocute a Stranger, Would You? Probably (Philip Meyer)
Study Guide – Comprehension Questions**

Directions: Answer the questions based on information from the article.

1. What is the “Germans are different hypothesis” and why did it exist? Explain.
2. In the experiment, what did the subject have to do to the “learner”?
3. What did the learner have to do to invite this treatment?
4. In particular, how did the learner react when the subject enacted the “negative reinforcement”?
5. What was Milgram researching through this experiment? In other words, what was he seeking to learn?
6. Why were fewer people obedient in the Bridgeport experiment than in the New Haven experiment?
7. In what way is Meyer’s experiment like a dramatic play?
8. In your own words, explain what agency is, according to the text.
9. What percentages of subjects stayed in each experiment until they administered the maximum amount of shock?
10. Why does Meyer say in his opening paragraph that Milgram “worries about you and me, and, perhaps, himself a little bit too?”

Name _____

**Shattered Sudan (Paul Salopek)
Check Quiz**

1. What was a factor (in 2003) that Salopek states was bringing new hope to Sudan? (Circle one)
 - A. The end of the civil war
 - B. The defeat of the rebels by the democratic government
 - C. The building of an oil pipeline
 - D. The return of thousands of refugees

2. Which of the following is **NOT** a hardship in Sudan? (Circle one)
 - A. Disease (guinea worm)
 - B. Harsh climate
 - C. Dangerous wildlife
 - D. Lack of natural resources

3. What is the main livelihood of the Dinka people in South Sudan? (Circle one)
 - A. Growing tobacco
 - B. Herding cattle
 - C. Poaching gorillas
 - D. Manufacturing cloth

4. What is one cause of the civil war in Sudan?

5. What is one reason the author is hopeful about the future of Sudan?

Name _____

Shattered Sudan (Paul Salopek)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. Why do the Sudanese people have to worry about the guinea worm? Explain.
2. What was the original reason for Sudan's internal division? Refer to the essay for your answer.
3. How many Sudanese people have had to leave their homes from their homes by violence and starvation, according to the author?
4. List two losses of freedom that resulted from the fall of Sudan's democratically elected government in 1989.
5. What two factors are bringing new hope to the shattered Sudan? (Infer connections between implied ideas and combine sentences by reading beyond what appear to "answers" for complete information).
6. What are "tribal abductions" in Sudan?
7. Describe the geographical differences of northern Sudan (Sudan) and southern Sudan (South Sudan)?
8. Aside from the guinea worm, the harsh desert, and the hot jungle, Sudan contains dangerous wildlife. Provide three examples of natural dangers in Sudan.
9. Aside from the fact that racism is closed-minded in general, what logical reason does Salopek cite for why it is silly for the two halves of Sudan to dislike each other for racial differences?
10. What does Salopek hope that the pipeline in Sudan symbolizes?

Name _____

**Shattered Sudan (Paul Salopek)
Quiz**

1. What was a factor (in 2003) that Salopek states was bringing new hope to Sudan? (Circle one)
 - A. The end of the civil war
 - B. The defeat of the rebels by the democratic government
 - C. The building of an oil pipeline
 - D. The return of thousands of refugees

2. List three **different** kinds of hardships in Sudan.
 - A.

 - B.

 - C.

3. Why has Sudan been divided in a civil war?

4. What does Salopek think might bring peace to Sudan and why? (Answer both questions)

5. What do university students and Arab businessmen in Sudan fear about the world's view of them?

Name _____

**The Value and Price of Food (Carlo Petrini)
Check Quiz**

1. Of which movement is the author the founder? (Circle one)
 - A. The Environmental Movement
 - B. The Fast Food Movement
 - C. The Slow Food Movement
 - D. The Agro-Industrial Movement

2. What is the author's primary occupation? (Circle one)
 - A. Farmer
 - B. Chef
 - C. Business Manager
 - D. Journalist

3. What rhetorical strategy (pattern of organization) does the author use here? (Circle one)
 - A. Comparison and Contrast
 - B. Definition
 - C. Division and Classification
 - D. Cause and Effect

4. What is the main issue the author complains about?

5. What is one of the consequences he tells us about that issue?

Name _____

**The Value and Price of Food (Carlo Petrini)
Study Guide – Comprehension Questions**

Directions: Answer the questions based on information from the article.

1. Is the author in favor of or against the idea that the price and value of food has to be low?
2. List at least one other expense for which people **don't** protest as much as they do food price increases.
3. What is one reason the author offers for why his society thinks food should be available and cheap?
4. What are three negative effects that come from the “standardization of food production” (Paragraph 5)?
5. What happens to peasant farmers when food becomes something to buy instead of create?
6. What four factors does the author state have “combined to make the food sector one of the most unsustainable spheres of human activity”?
7. What does he mean when he states that “biodiversity has disappeared” (Paragraph 11)?
8. What does he mean when he states that “even the land is being ‘eaten’ by food” (Paragraph 13)?
9. Why is the countryside no longer an “oasis for town dwellers” (Paragraph 15)?
10. What is the “high, hidden price” he says we pay for cheap food (Paragraph 17)?

Name _____

The Value and Price of Food (Carlo Petrini)
Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “The triumph of *consumerism* has seen the triumph of another *prejudice-cum-cliché*: the idea that the price and value of food has to be low [...]” (Paragraph 1) → The conversion to an attitude that values materials goods has resulted in the misguided notion that food price and value must be low.

11. “In the *global agro-industry* food system, foodstuffs have become *commodities* just like all the others.” (Paragraph 4)

12. “[...] the industrial processing of food, the distribution over five continents of foodstuffs that could have been *cultivated in loco*, low prices [...] all these factors have combined to make the food sector one of the most *unsustainable spheres* of human activity.” (Paragraph 10)

13. “Over the last hundred years, *biodiversity* has disappeared at an alarming rate.” (Paragraph 11)

14. “It is no coincidence that the technologies used to produce *pesticides* all originate in the *armaments* industry.” (Paragraph 15)

15. “To date, environmental devastation has never been calculated as an item in food *economics*, even though it does represent an increasingly *onerous* cost.” (Paragraph 16)

Name _____

The Value and Price of Food (Carlo Petrini)
Study Guide – Discussion and Analysis Questions

Directions: Answer the questions based on your understanding of the article.

16. What are two main reasons for the industrialization of food production, according to the author? (See paragraphs 3 and 10)
- A.
 - B.
17. What are four negative consequences of this industrialization? (See paragraphs 3, 4, 11, and 13)
- A.
 - B.
 - C.
 - D.
18. Judging from the terms he uses, such as *agro-industry*, *biodiversity*, and *sustainability*, what do you know about the knowledge level and political involvement of his intended audience? Who do you think would be likely to read a book about the Slow Food Movement (opposite of “fast food”)?
19. If his intended audience already has some information about the topic, what is his likely purpose?
20. What is his stated thesis (overall main idea)? Hint: look toward the end of the article.

Name _____

**The Value and Price of Food (Carlo Petrini)
Quiz**

1. What rhetorical strategy (pattern of organization) does the author use here? (Circle one)
 - A. Comparison and Contrast
 - B. Definition
 - C. Division and Classification
 - D. Cause and Effect

2. What is the main issue that is the focus of this article?

3. What is the main reason the author provides for the current thinking about food production.

4. Give two consequences the author warns us about.

5. State the author's thesis (overall main idea) for this essay. (Hint: it is a stated main idea)

Name _____

The Myth of the Cave (Plato)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. Name the components that are in the cave.
2. What did the prisoners watch in the cave?
3. What happens to the prisoners who are released from their chains to see the light? How do they react?
4. Do the prisoners who are released want to go back into the cave to view the projected shadows?
5. How do the prisoners react when someone has exited the cave, seen the “sun,” and come back to tell them that the shadows are false?
6. Does Socrates believe in a soul? Identify evidence in the text to support your answer.
7. In paragraph 39, Socrates says that the person who has entered the divine and has returned will fight in courts of law about the shadows of images of justice. Why will such people do this?
8. What is the “idea of the good?”
9. Why do the prisoners say that “If anyone tried to loose another and lead him up to the light, let them only catch the offender, and they would put him to death” (paragraph 33).
10. What two kinds of bewilderments does Plato describe?

Name _____

The Myth of the Cave (Plato) Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “And if they were able to *converse* with one another, would they not suppose that they were naming what was actually before them?” (Paragraph 9) → Through a rhetorical question, Socrates says to Glaucon that if the prisoners were capable of talking to each other, they would think that they were naming actual items that were in front of them.

11. “And if he is compelled to look straight at the light, will he not have a pain in his eyes which will make him turn away to take *refuge* in the objects of vision which he can see [...]?” (Paragraph 17)

12. “This entire *allegory*, I said, you may now *append*, dear Glaucon, to the previous argument.” (Paragraph 35)

13. “You will not *misapprehend* me if you interpret the journey upwards to be the ascent of the soul into the intellectual world [...]” (Paragraph 35)

14. “But, whether true or false, my opinion is that in the world of knowledge the idea of good [...] when seen, is also *inferred* to be the universal author of all things beautiful and right [...]” (Paragraph 35)

15. “Moreover, I said, you must not wonder that those who attain to this *beatific* vision are unwilling to descend to human affairs.” (Paragraph 37)

Name _____

The Myth of the Cave (Plato)
Study Guide – Discussion and Analysis Questions

Directions: Answer the questions based on your understanding of the article.

16. Identify the meanings of the following symbols in Plato’s allegory:

Symbols	Ideas Represented by the Symbols
Sun	
Cave	
Chains	
Shadows	

17. How does Socrates’ method of questioning Glaucon reflect Socrates’ point that the idea of the good is “seen only with effort?”

18. What are some examples of today’s institutions and cultural values (religious, familial, etc.) that contribute to our false consciousness of the world? Provide three examples, and explain how each one causes misperceptions.

19. What reason might Plato provide for why nations go to war?

20. What does Plato think about people’s ability to see the truth? Explain.

Name _____

Body Ritual among the Nacirema (Horace Miner)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. According to Miner's biography, "Body Ritual among the Nacirema" appeared as a 'serious' article in 1956." Without reading ahead, why do you think the word "serious" is in quotation marks?
2. The biography about Miner says that "Body Ritual among the Nacirema" is both a *parody* and a *satire*. Define both of these terms by finding their definitions in a dictionary.
3. What is the major reason behind the Nacirema's body rituals?
4. Explain the role of the shrine in the homes of the Nacirema.
5. Why do the Nacirema worry so much about their mouths?
6. Why do the Nacirema go to the temple?
7. To whom do the Nacirema go when they desire an exorcism from their mothers' bewitching curses?
8. Explain the way in which the Nacirema view the female anatomy.
9. What rituals surround pregnancy among the Nacirema?
10. Name one specific, masochistic ritual in which the men engage, as well as one, specific, masochistic ritual in which the women engage in the Nacirema. Look up the word "masochism" if you need to.

Name _____

Body Ritual among the Nacirema (Horace Miner)
Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: ““The fundamental belief underlying the whole system appears to be that the human body is ugly and that its natural tendency is to *debility* and disease.” (Paragraph 4) → The Nacirema’s customs are based on their belief that the human body is unattractive and that it will likely become weak and sick.

11. “*Incarcerated* in such a body, man’s only hope is to *avert* these characteristics through the use of powerful influences of ritual and ceremony.” (Paragraph 4)

12. “The more powerful individuals in the society have several shrines in their houses and, in fact, the *opulence* of a house is often referred to in terms of the number of such ritual centers it possesses.” (Paragraph 4)

13. “As these magical materials are specific for certain ills, and the real or imagined *maladies* of the people are many, the charm-box is usually full to overflowing.” (Paragraph 7)

14. “If this can be established, a very interesting pattern emerges, for most of the population shows definite *masochistic* tendencies.” (Paragraph 12)

15. “The *supplicant* entering the temple is first stripped of all his or her clothes.” (Paragraph 15)

Name _____

**Body Ritual among the Nacirema (Horace Miner)
Study Guide – Discussion and Analysis Questions**

Directions: Answer the questions based on your understanding of the article.

16. Explain how each of the following rituals actually represents an American ritual.

Rituals of the Nacirema	Possible Corresponding Rituals of Americans
Using a shrine in the home	
Owning a charm box	
Visiting medicine men	
Using a small bundle of hog hairs and special powders in the mouth (Private Mouth Rite)	
Visiting holy mouth men to exorcise the evils of the mouth	
Scraping and lacerating the surface of the face with a sharp instrument	
Baking one's head in an oven	
Visiting the latipso temple	
Excreting into a sacred vessel while naked in front of vestal maidens	
Seeking a listener for an exorcism of a mother's curse	
Fasting to become thinner or feasting to become fatter	
Staring at a woman's breasts for a fee	
Avoiding pregnancy with magical materials or by the moon's phases	

17. What is the first indication in the essay that it is a satire of American society? Why does Miner choose to write about this topic in the style of a parody?

18. Reread paragraph seven. Identify the moments when Miner sounds like he is mocking the "Nacirema."

19. Why does Miner choose to call Americans "natives" throughout this essay?

20. Who is Miner's primary audience?

Name _____

The Cosmic Prison (Loren Eiseley)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. What is “the unnamed shifting architecture of the universe” to which Eiseley refers?

2. What does Eiseley mean by “mental probes” in paragraph two?

3. Why is it comforting to say of man’s mission to the moon that “We are masters of the universe?”

4. What does Eiseley mean when he says that understanding the cosmos we inhabit means acknowledging that it is “relative?” (paragraph 6)

5. To what does Eiseley compare the human being and its position in the universe, respectively?

6. To what does Eiseley compare a tree of spouting blood?

7. What other “creatures” does Eiseley imply exist alongside white blood cells?

8. What is the primordial atom, or monobloc?

9. Eiseley says in paragraph eight that “the universe terminates our vision.” What does he mean?

10. What is Eiseley’s thesis (overall main idea)?

Name _____

The Cosmic Prison (Loren Eiseley) Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “Eiseley will probably be best remembered for the unique, eloquent, and sometimes verselike style with which he treats subject matter that would otherwise seem cold, *abstract*, and *esoteric*.” (bio) → People will most likely remember the author for the original, smooth, and even poetic writing style with which he handles topics that would otherwise seem uninteresting, difficult to understand, and left to high academic circles.

11. “No matter how far-ranging some of the mental probes that man has philosophically devised, by his own created nature he is forced to hold the *specious* and emerging present and transform it into words.” (paragraph 2)

12. “This may seem a *heretical* statement, but its truth is self-evident if we try seriously to comprehend the nature of time and space that I sought to grasp when held up to view the fiery messenger that flared across the *zenith* in 1910.”

13. “Yet it, too, in its long *traverse*, was but a flitting mayfly in terms of the universe the night sky revealed.”

14. “But that its universe was alive, had been born and was destined to *perish*, its own *ephemeral* existence would never allow it to perceive.” (paragraph 7)

15. “We suspiciously sense, in the concept of the expanding universe *derived* from the *primordial* atom—the *monobloc*—some kind of *oscillating* universal heart.” (paragraph 9).

Name _____

**The Cosmic Prison (Loren Eiseley)
Quiz**

1. What is the tone of this essay?
 - A. Wonder and awe
 - B. Anger
 - C. Frustration
 - D. Dismissal and lack of interest

2. How are people ill-equipped for fully understanding the universe?

3. Fully describe one of the analogies that Eiseley presents.

4. What was one man's reaction to landing on the moon, according to Eiseley?

5. What is Eiseley's thesis (overall main idea)?

Name _____

**Tapping into Text Messaging (Janet Kornblum)
Check Quiz**

1. When was this article written? (Circle one)
 - A. 2012
 - B. 2003
 - C. 1999
 - D. 1989

2. Which two people are involved in the first example of texting? (Circle one)
 - A. A father and son
 - B. A mother and daughter
 - C. A teacher and student
 - D. Two spouses

3. What group of people does the author identify as primary users of texting at the time? (Circle one)
 - A. Business people
 - B. Military personnel
 - C. Parents
 - D. Teens

4. What is at least one benefit of texting, according to this article?

5. What is at least one potential drawback of texting, according to Kornblum?

Name _____

**Tapping into Text Messaging (Janet Kornblum)
Study Guide – Comprehension Questions**

Directions: Answer the questions based on information from the article.

1. When was this article published and in what newspaper?

2. What two people are involved in the first example (paragraphs 1-3)? Explain what the example illustrates about sending text messages.

3. What is at least one benefit of texting the author offers in this essay?

4. What group does Kornblum identify as the primary users of what was new technology at the time?

5. What does the arrival of texting indicate, according to Kornblum (paragraph 12)?

6. What is at least one harmful consequence the author predicts could arise from texting?

7. What is the meaning of the term “ghosting of America” (paragraph 17)?

8. How does one parent rationalize texting as a form of communication with his son (Paragraph 19)?

9. What is a counter-argument to the idea that teens who text are inattentive or distracted?

10. Why is it futile to debate whether teens are going to text, according to the Howard Rheingold, as cited in this article?

Name _____

Tapping into Text Messaging (Janet Kornblum) Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “He *surreptitiously* looks at the screen and quietly pumps in a response.” (paragraph 3) → Aaron [the son in the example] sneaks a look at the text message on his phone and quietly types a reply to his father.

11. “[...] sending and receiving brief text messages on cell phones [...] has been *the rage* in Europe since the late 90s. Now it’s *making inroads* in the USA.” (Paragraph 5)

12. “Teens, *techie*s, and other early adopters *leading the charge* to text say it’s a great way to communicate.” (Paragraph 6)

13. “[...] it has made both of us more *accessible* at times when even a cell phone couldn’t have gotten to us.” (Paragraph 19)

14. “[...] informal surveys show that about half the students with *text-enabled* phones have used them in class, and a *substantial minority* say they know of others who have used texting to cheat.” (paragraph 29)

15. “Regardless of where teens text, debating whether they should use the new technology ‘is somewhat *futile*,’[...]” (Paragraph 30)

Name _____

Tapping into Text Messaging (Janet Kornblum)
Study Guide – Discussion and Analysis Questions

Directions: Answer the questions based on your understanding of the article.

16. Complete the chart listing the benefits and drawbacks Kornblum presents for texting.

Benefits of Texting	Drawbacks of Texting

17. What is the author’s tone – neutral, favorable, or unfavorable – toward text messaging?

18. What is the effect of the use of short paragraphs, as a strategy? What does that suggest about the intended audience (readers of an article about technology in *USA Today*)? What are their interests and habits, as anticipated by the author?

19. Given the tone and the audience, what is the author’s probable purpose? (Hint: don’t jump to conclusions about purpose merely based on the section in which this article appears in the book.)

20. What is Kornblum’s message about the future of text messaging? (Hint: see paragraphs 30-33.)

Name _____

Texting in Class Is Rampant (Michael Rubinkam)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. When was this article posted?

2. On which website did the author post it?

3. Who are three people Dan Kautz claims he might text during class?

4. What other three forms of classroom distraction did psychology professors Deborah Tindell and Robert Bohlander find in a recent study were surpassed by texting?

5. What percent of students in their anonymous survey admitted to sending text messages during class (A), what percent said they could do so undetected (B), what percent said they had exchanged texts during an exam (C), and what percent admitted to using their phones to cheat (D)?

A.
B.
C.
D.

6. What did Tindell and Bohlander find out about students' point of view on texting in class?

7. What is one problem with texting during class that student Tom Markley admitted to?

8. What is Tindell's policy on texting during class?

9. What is Laurence Thomas's response when students text during his lectures?

10. How have some teachers adapted to students' cell phones, according to a New Zealand scholars report?

Name _____

**Texting in Class Is Rampant (Michael Rubinkam)
Study Guide – Paraphrase Activity**

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “He’s become so *adept* at texting during class that he can tap out a message without evening looking at the screen [...]” (paragraph 2) → [Dan Kautz] is so skilled at texting that he can type without looking at the screen during class.

11. “What alarms Wilkes psychology professors Deborah Tindell and Robert Bohlander is how *rampant* the practice has become during class.” (Paragraph 4)

12. “The *phenomenon* is part of a broader revolution in the way young adults communicate.” (Paragraph 6)

13. “Students these days are so used to *multitasking*... they believe they are able to process information just as effectively when they are texting[.]” (Paragraph 9)

14. “Tindell *instituted* a no-texting policy as a result of the study[.]” (Paragraph 13)

15. “While [professor Laurence] Thomas *keeps his eyes peeled* for *illicit* texters, Tindell said most professors are likely as clueless as she used to be about the *ubiquity* of in-class cell phone use.” (Paragraph 18)

Name _____

**Texting in Class Is Rampant (Michael Rubinkam)
Study Guide – Discussion and Analysis Questions**

Directions: Answer the questions based on your understanding of the article.

- 16. In paragraph 4, Rubinkam tells us that texting “has surpassed doodling, daydreaming, and note-passing” as the top classroom distraction. In what way is in-class cell phone use similar to those other activities and in what way is it different?

- 17. What advantages does texting have according to students? What disadvantages does it have according to professors?

- 18. List the reasons for and against in-class cell phone use, particularly texting, according to the article.

Reasons Supporting In-Class Cell Phone Use	Reasons Opposing In-Class Cell Phone Use

- 19. What is your opinion about texting in class? Explain your views in a way you would feel comfortable to share with your classmates and teacher.

- 20. What is Rubinkam’s message to readers about texting in class? State it in a complete sentence.

Name _____

**Texting in Class Is Rampant (Michael Rubinkam)
Quiz**

1. When was this article written? (Circle one)
 - A. 2010
 - B. 2005
 - C. 2000
 - D. 1995

2. How does the author balance the pros and cons of texting in class? On whom does he rely for information and examples?

3. Complete this chart with two reasons to support texting in class and two reasons to oppose it. Base your answers on information in the article.

Reasons Supporting In-Class Cell Phone Use	Reasons Opposing In-Class Cell Phone Use

4. What is one way some teachers have used cell phones to their advantage, according to a 2009 report from New Zealand scholars?

5. State the author's thesis (overall main idea) about texting in class in a complete sentence.

Name _____

Should This Student Have Been Expelled? (Nat Hentoff)
Check Quiz

1. What did Doug Hann do that offended those at Brown University? (Circle one)
 - A. Assault another student
 - B. Run naked through the main courtyard
 - C. Shout bigoted remarks
 - D. Vandalize the library

2. What was Hann doing at the time of the incident? (Circle one)
 - A. He was studying
 - B. He was packing to go home
 - C. He was having an argument with his girlfriend
 - D. He was celebrating his birthday

3. What does the author say was violated by expelling Doug Hann from the school? (Circle one)
 - A. His right to speak his views
 - B. His right to have his own religious beliefs
 - C. His right to an education
 - D. His right to keep and bear arms

4. How had the university responded to a previous, similar incident with this student?

5. On what basis does the author disagree with the expulsion of Doug Hann?

Name _____

Should This Student Have Been Expelled? (Nat Hentoff)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. What was Doug Hann's condition at the time of the incident?

2. What was Doug Hann's "hat trick" of bigotry?

3. When Hentoff compares Brown University's disciplinary procedure to music, what does he imply about it?

4. What was the ruling by the Undergraduate Disciplinary Council in regard to Hann?

5. What does Hentoff suggest was the reason the university president (Vartan Gregorian) did not overturn their ruling?

6. How did Hann become a historic figure?

7. What do the rules at Brown prohibit, according to its president's letters and press releases?

8. What does Hentoff object to in regard to the University's treatment of Hann?

9. What does Art Spitzer, of the American Civil Liberties Union, suggest is a good test for determining whether one is punished for speech or for actions?

10. Why does Spitzer accuse Gregorian of being hypocritical?

Name _____

Should This Student Have Been Expelled? (Nat Hentoff)
Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “On the night of October 18, 1990, Hann, a junior, was celebrating his twenty-first birthday, and in the process, had imbibed a considerable amount of spirits.” (Paragraph 1) →
On October 18, 1990 in the evening, a college junior named Hann was recognizing his twenty-first birthday, at which time he consumed a large quantity of alcohol.

11. “Until two years ago, it was possible for a Brown student to be dismissed, which meant that he or she could reapply after a decent period of *penance*.” (Paragraph 13)

12. “The rules do not *proscribe* words, *epithets*, or *slanders*, they *proscribe* behavior.” (Paragraph 31)

13. “If that is correct, it follows that he was expelled for the *unsavory* content of his speech, and not for his actions.” (Paragraph 37)

14. “Perhaps this can be done once a year, so that the university’s rules can keep pace with the *tenor* of the times—after all, it wouldn’t do to have *outmoded* rules banning procommunist or *blasphemous* speech still on the books, now that it’s 1991.” (Paragraph 39)

15. “And what did the New York Times—in a stunningly *fatuous* February 21 editorial—say of Vartan Gregorian’s sending Doug Hann into permanent exile?” (Paragraph 41)

Name _____

Should This Student Have Been Expelled? (Nat Hentoff)
Study Guide – Discussion and Analysis Questions

Directions: Answer the questions based on your understanding of the article.

16. What is Brown University's justification for expelling the student?

17. What is the author's argument for why that expulsion was unfair? Does the author seem to condone what the student did? Explain.

18. What is the ACLU? What role did that organization play in the incident?

19. Does the author also seem to be attempting to persuade the audience of something? Support your position with information from the text.

20. What action in response to the student's behavior could the University take that the author might support?

Name _____

**To Any Would-Be Terrorists (Naomi Shihab Nye)
Study Guide – Comprehension Questions**

Directions: Answer the questions based on information from the article.

1. Of which country is the author a citizen?

2. To what event is this essay a response?

3. What is her primary occupation?

4. She tells her audience that she feels closer to them than many Americans would feel (paragraph 2). Why does she feel closer to them?

5. What does she want her readers to know about her father and mother?

6. Describe her neighbors, her brother, and her cousins.

7. What does she want her readers to understand about her Palestinian grandmother?

8. What does Nye claim most Americans want to stop?

9. What does Nye state is one of the best-selling books of poetry in the U.S.?

10. What does Nye suggest we could do that would “make God happier”?

Name _____

**To Any Would-Be Terrorists (Naomi Shihab Nye)
Study Guide – Discussion and Analysis Questions**

Directions: Answer the questions based on your understanding of the article.

16. Explain the four reasons Nye gives for why the terrorists' mission was a tragedy.
- A.
 - B.
 - C.
 - D.
17. To whom does she direct this essay (who is her primary audience)? What effect does this have?
18. It is unlikely that this essay would actually have any impact on preventing a planned terrorist attack. Who else, then, might be interested in and moved by what Nye has to say? Who might be her secondary audience?
19. What would her purpose be for that secondary audience? Of what is she trying to persuade them?
20. What is Nye's message to any of her readers?

Name _____

**To Any Would-Be Terrorists (Naomi Shihab Nye)
Quiz**

1. What is the author's nationality (citizenship)? (Circle one)
 - A. American
 - B. Palestinian
 - C. Iraqi
 - D. Arab

2. The title suggests that her primary audience is people who would commit terrorist acts. To what other audience might she be directing her comments?

3. What does she want her readers to understand about people who are Muslim or of Arab ancestry?

4. Paraphrase (put in your own words) TWO of the four reasons she offers to support her point of view on terrorism.

5. State the author's thesis (overall main idea) about peace.

Name _____

Why I Want a Wife (Judy Brady)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. What is the speaker implying when she says her divorced male friend has a child who is “of course” with his ex-wife (paragraph 2)?
2. Explain what the speaker means when she says that she wants to be “economically independent.” (paragraph 3)
3. Why does the speaker italicize the word “my” in “I want a wife who will take care of *my* physical needs”? (paragraph 4)
4. Why does the speaker use the word “menus” in paragraph four?
5. Why does the speaker use the words “go along” in “I want a wife to go along when our family takes a vacation so that someone can continue to care for me and my children when I need a rest and change of scene” (paragraph 4)? What connotation (shade of meaning) does this phrase contain?
6. The speaker says that she wants a wife that will not bother her with “rambling complaints.” How is this an ironic request in the context of the rest of the essay?
7. Notice how many times the speaker uses the words “they,” “their,” and “them” in paragraph six. What effect does this have on the speaker’s meaning?
8. Why does the speaker say that she wants a wife who will assume the responsibilities of birth control (paragraph 7)? What does she want women to think about in this case?
9. What does Brady imply about some married men (paragraph 8)?
10. How does Brady’s background impact our understanding of this essay?

Name _____

Why I Want a Wife (Judy Brady) Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “Brady has worked to support the principles of feminism and of the other *contemporary* political and social movements to which she is committed.” (Notes)→ Brady has made efforts to support feminist values and other modern political and social movements that she follows with dedication.

6. “I belong to that classification of people known as wives. I am A Wife. And not altogether *incidentally*, I am a mother.” (Paragraph 1)

7. “I want a wife who is a good *nurturant* attendant.” (Paragraph 3)

8. “I want a wife who takes care of the needs of my guests so that [...] they are passed the *hors d’oeuvres*, that they are offered a second helping of the food, that their wine glasses are *replenished* when necessary [...]” (Paragraph 6)

9. “And I want a wife who understands that my sexual needs may *entail* more than strict *adherence* to *monogamy*.” (Paragraph 7)

10. “Naturally, I will expect a fresh, new life; my wife will take the children and be *solely* responsible for them so that I am left free.” (Paragraph 8)

Name _____

Why I Want a Wife (Judy Brady)
Study Guide – Discussion and Analysis Questions

Directions: Answer the questions based on your understanding of the article.

11. In the chart that follows, fill in the missing sections by identifying examples for the ways in which women were expected to meet unfair expectations in the early 1970s, according to Brady's essay.

Type of Expectation	Example of Expectation
Financial	
Social	
Intellectual	
Parental	
Verbal/Communicative	
Sexual	
Physical, Nonsexual	

12. Why does Brady continually repeat the phrase "I want a wife?" Why does she use this particular phrase, as opposed to varying it with "Having a woman in my life would be nice" or "I would feel joy if I met my female partner," etc?

13. Why has Brady written this essay? What does she want people to do after reading it?

14. To what target audience(s) is Brady writing? Explain.

15. What is Brady's argument or thesis (overall main idea)?

Name _____

**Mother Tongue (Amy Tan)
Check Quiz**

1. Which one of the following occupations has Tan NOT held? (Circle one)
 - A. Therapist
 - B. Language consultant
 - C. Reporter
 - D. Technical writer

2. Which is her parents' native language? (Circle one)
 - A. German
 - B. Chinese
 - C. Japanese
 - D. Russian

3. Who does Tan envision as her audience when she writes?
 - A. Her husband
 - B. Her father
 - C. Her mother
 - D. Her students

4. What task has Tan's mother often required her to do for her?

5. Why doesn't Tan like the terms "limited," "fractured," or "broken" to describe the non-native form of English?

Name _____

Mother Tongue (Amy Tan)
Study Guide – Comprehension Questions

Directions: Answer the questions based on information from the article.

1. How did Tan become a fiction writer?

2. What does she say qualifies her to make observations about language?

3. What version of English does she use when speaking before a large group?

4. What version of English do she and her mother speak with one another?

5. Which version of English does Tan say helped to shape her view of the world?

6. What language-related task was Tan often required to do for her mother?

7. What impact does Tan think her mother's English had on her own education?

8. What reason does she offer for there being few Asian-American authors?

9. What trait enabled her to major in English and become a writer?

10. Who does Tan envision as her audience when she writes?

Name _____

Mother Tongue (Amy Tan)
Study Guide – Paraphrase Activity

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: "I spend a great deal of my time thinking about the power of language—the way it can evoke an emotion, a visual image, a complex idea, or a simple truth." (Paragraph 2) → She spends much time studying the power that language has to produce emotions, mental pictures, complicated thoughts, or easy truths.

11. "You should know that my mother's expressive command of English *belies* how much she actually understands." (Paragraph 7)

12. "And I had plenty of *empirical* evidence to support me [...]" (Paragraph 9)

13. "[...] My mother, the real Mrs. Tan, was shouting at his boss in her *impeccable* broken English." (Paragraph 13)

14. "My mother had gone to the hospital for an appointment, to find out about a *benign* brain tumor a CAT scan had revealed a month ago." (Paragraph 14)

15. "But I do think that language spoken in the family, especially in immigrant families which are more *insular*, plays a large role in shaping the language of the child." (Paragraph 15)

Name _____

Mother Tongue (Amy Tan)
Study Guide – Discussion and Analysis Questions

Directions: Answer the questions based on your understanding of the article.

16. Describe and give examples of “the different Englishes” Tan uses.

17. What does Tan mean when she states that her mother’s “expressive command of English belies how much she actually understands” (paragraph 7)?

18. Give examples to explain the rhetorical strategies used in this article.

19. How is the essay geared toward an audience of scholars and professional writers? What do you think Tan’s purpose was in writing this essay for that audience?

20. What is your understanding of the meaning of the title?

Name _____

**Mother Tongue (Amy Tan)
Quiz**

1. Which one of the following occupations has Tan NOT held? (Circle one)
 - A. Therapist
 - B. Language consultant
 - C. Reporter
 - D. Technical writer

2. Describe Tan's "public version" of English and her mother's English.

3. What effect did Tan's "mother tongue" have on her school performance?

4. Which version(s) of English does Tan use as a writer?

5. State the author's thesis (overall main idea) about which versions of English are appropriate for her to use in her writing.

Name _____

**On Dumpster Diving (Lars Eighner)
Check Quiz**

1. Which phrase does the author prefer to describe getting what he needs from Dumpsters? (Circle one)
 - A. Scavenging
 - B. Scrounging
 - C. Foraging
 - D. Dumpster diving

2. From what kind of business did Eighner first begin getting food from Dumpsters? (Circle one)
 - A. A grocery store
 - B. A Walmart store
 - C. A pizza shop
 - D. An upscale restaurant

3. What other kind of area does Eighner identify as a good source of Dumpster items? (Circle one)
 - A. An office building
 - B. The beach
 - C. A residential neighborhood
 - D. A college campus

4. Why doesn't Eighner like people who collect aluminum cans for the deposit money?

5. Why would Eighner set aside a pair of shoes he doesn't need next to a Dumpster?

Name _____

**On Dumpster Diving (Lars Eighner)
Study Guide – Comprehension Questions**

Directions: Answer the questions based on information from the article.

1. Why does Eighner prefer the word *scavenging* to the words *scrounging* or *foraging*?
2. What three principles should one apply when scavenging items from a Dumpster?
3. What is of greatest concern when eating canned goods from a Dumpster?
4. What reasons does he give for feeling it was safe to eat pizzas from a Dumpster?
5. Why does he frequent Dumpsters near a college?
6. Why does he feel it is unnecessary to hide or be ashamed when scavenging from a Dumpster?
7. Why does he have contempt for can scroungers?
8. Why does he think it is unethical to scavenge from individual garbage cans?
9. What does he identify as the worst of the hazards of Dumpsters?
10. For whom does he feel sorry?

Name _____

**On Dumpster Diving (Lars Eighner)
Study Guide – Paraphrase Activity**

Directions: Paraphrase the following quotes that come directly from the essay. Rephrase them in your own words using simple language. Use a dictionary as needed, adding words or changing their order, but keeping the same meaning as the original sentence. Write the new sentence from a third-person point of view.

Example: “I learned from them that it is a *proprietary* word belonging to the Dempster Dumpster company.” → Eighner learned from the staff at Merriam-Webster that “Dumpster” is a name owned by a company called Dempster Dumpster.”

11. “Although very rare with modern canning methods, *botulism* is a possibility.” (Paragraph 11)

12. “He finds *pristine* ice cream, still frozen, more than he can eat or keep.” (Paragraph 34)

13. “Dumpsters are full of things of some potential value to someone and also of things that never have much *intrinsic* value but are interesting.” (Paragraph 37)

14. “Most divers come to realize that they must restrict themselves to items of relatively immediate *utility*.” (Paragraph 37)

15. “The second lesson is the *transience* of material being.” (Paragraph 64)

Name _____

On Dumpster Diving (Lars Eighner)
Study Guide – Discussion and Analysis Questions

Directions: Answer the questions based on your understanding of the article.

16. What are the three stages of becoming a Dumpster scavenger?

17. How does the example of the pizza shop illustrate the three principles involved in safe eating from a Dumpster?

18. Explain the two important lessons he learned from his years of Dumpster scavenging.

19. To whom do you think he specifically aims his message (who is his audience)?

20. What overall message (thesis) do you think he wants his audience to understand?

Name _____

**On Dumpster Diving (Lars Eighner)
Quiz**

1. What did the author NOT take from Dumpsters? (Circle one)
 - A. clothes
 - B. empty soda cans
 - C. food
 - D. personal items

2. What are the three principles by which the author evaluated what he found in Dumpsters?

3. Why was it advantageous for a scavenger to know the academic calendar?

4. For whom does Eighner say he feels sorry? Why?

5. State the author's thesis (overall main idea) about material possessions.

ANSWER KEYS

NARRATION SELECTIONS

Salvation (Langston Hughes)

Check Quiz

1. D. a revival (1)
2. C. his aunt (1)
3. D. pretends to see Jesus (6)
4. He doesn't see Jesus so he decides to lie to avoid being ashamed (11)
5. They shouted and rejoiced and leaped in the air (13)

Comprehension Questions

1. She means that Langston will accept the teachings and leadership of Jesus, but Langston thinks that a physical Jesus will appear before him. (2,5)
2. To her, the light is most likely a person's realization that he has accepted Jesus. Langston, though, thinks that he will see a real light. (2, 5)
3. Langston was waiting for Jesus to appear before him. (5)
4. All the other children had gone to the altar, the church is hot and it is getting late. Westley wants to get it over with (6)
5. His aunt is sobbing; the congregation is praying for him; people are wailing and moaning; the other "saved" children are waiting and watching him. (7, 9)
6. Time is passing, and he is ashamed of himself for taking so long. Also, Westley was not struck dead, so Langston feels safe enough to take the risk. (11)
7. She tells Langston's uncle that he is crying because the Holy Ghost had come into my life and I had seen Jesus. (15)
8. He doesn't believe that Jesus exists because he didn't see him and Jesus had not come to help him. (15)
9. He means that, as an adult, he recognizes that he went through the ritual of "being saved," but he was not really. (1)
10. Every night for weeks, "hardened sinners" were brought to Christ. This has most likely been the cause of the rise in membership. (1)

Discussion Questions

16. The conflict is an internal one for the young Langston. Possible explanations: When he says he was saved but not really saved; when he says some children rose but "most of us just sat there"; when only he and Westley remain; when Langston is waiting, alone (1, 3-5)
17. when Langston finally gets up (12)
18. Example: "Jesus came into your life! And God was with you from then on!" – shows how excited his aunt was when presenting the idea to young Langston, and creates a mood of anticipation (2)
19. He realizes that Westley was just pretending, and he even notices that Westley was not punished by God, which shows Langston was aware of the lie (11)
20. Hughes wants his readers to know that religious rituals can be empty when taken literally and not contextually.

Quiz

1. D. a revival (1)
2. The conflict is an internal one for Langston; he is struggling with his faith and with deceiving those at the revival.
3. (A) Langston doesn't want to disappoint anyone by taking longer. (B) The atmosphere of people wailing, praying, and crying applies pressure to make Langston rise and pretend to be saved. (7-11)
4. (A) He was not saved; (B) Jesus does not exist. (15)
5. Hughes wants his readers to know that religious rituals can be empty when taken literally and not contextually.

Coming to an Awareness of Language (Malcolm X)

Check Quiz

1. A. burglary (notes)
2. C. the 1960s (end of text)
3. D. a dictionary (11)
4. He is unable to express what he wants to convey in letters; he isn't articulate in writing (8)
5. He embarked on a homemade education by copying the dictionary (11-17)

Comprehension Questions

1. People he had known in the hustling world (1)

2. Possible answers: Mayor of Boston; Governor of Massachusetts; President Harry Truman; Elijah Muhammad (6,9)
3. Possible answers: hustlers were too uneducated to write a letter; they might have thought his ideas were crazy; prison censorship; "the white man knew he was the devil" (2-5)
4. To write articulate letters to Mr. Elijah Muhammad (8)
5. to emulate his friend, Bimbi, from Charlestown Prison (10)
6. by painstakingly copying and studying a dictionary (11-14)
7. "aardvark" (15)
8. He could read a book and understand it (17)
9. read books and correspond in writing (17)
10. the new world that reading books opened for him, which allowed time to pass without him thinking about being imprisoned (17)

Discussion Questions

16. hustling world: non-standard, slang, "street" (one that allowed him to command attention); post-studies: standard, formal, with a broader word base, allowing him to understand books and to speak & write articulately
17. As follows: (1) Secured a dictionary, some tablets, and some pencils; (2) Copied in writing everything in the dictionary, page by page; (3) Re-read aloud everything he wrote each day; (4) Tried to recall the new words he learned; (5) Read in all of his spare time every book he could get
18. Narration (process analysis in 11-16)
19. Other conversions: Religious (1, 4, 10); Literate (15-17); Potential Productive Citizen (17) in which he views himself as free and might see a different path for himself than the one he had been on.
20. Becoming literate allowed him to forget he was in prison and escape to places and ideas he had never imagined existed. OR Becoming literate was the turning point in his life.

Quiz

1. D. All of the above
2. (A) initial motivation: to improve his ability to communicate in the letters he wrote, "especially to Elijah Muhammad"; (B) later motivation: as he became fascinated with learning new words and ideas, he became proud of his achievements.
3. As follows: (1) Secured a dictionary, some tablets, and some pencils; (2) Copied in writing everything in the dictionary, page by page; (3) Re-read aloud everything he wrote each day; (4) Tried to recall the new words he learned; (5) Read in all of his spare time every book he could get
4. Reading every chance he could get
5. Becoming literate allowed him to forget he was in prison and escape to places and ideas he had never imagined existed. OR Becoming literate was the turning point in his life.

37 Who Saw Murder Didn't Call the Police (Martin Gansberg)

Check Quiz

1. A. Queens, New York (1)
2. C. 35 minutes (5)
3. B. three times (11-18)
4. Staid, middle-class, tree-lined, residential neighborhood (6, 30)
5. Possible answers: "I didn't want to get involved" (13); "We thought it was a lover's quarrel"; "We were afraid" (36); "I don't know" (39); "I was tired" (40)

Comprehension Questions

1. (Kew Gardens), Queens, New York (1)
2. 37 supposedly good people allowed an evil act to take place because while the people are supposed to be kind, they ignored the pleas of a dying woman. Outside interferences deterred the criminal, which suggests that witnesses could have saved the woman's life with a call to police.
3. Possible answers: an area of good, law-abiding citizens (1); a quiet place (9); one of the better neighborhoods, with few reports of crimes (30)
4. Three attacks in 35 minutes (11-18)
5. The author is being ironic. While the supposedly "good people" might not have broken a legal law, they broke a moral one; they allowed an unrespectable act to occur.
6. He didn't want to get involved. (21)
7. Possible answers: they were afraid (31, 32, 36); they thought it was a lover's quarrel (36); they didn't want to get involved (36); they didn't know why (39); one man was tired (40)
8. He was married homeowner with children and no previous record. (22)

9. They wanted to see better. (38)

10. They were only chances because the silence of the witnesses allowed them to be. Their interaction could have eliminated the killer's chances.

Discussion Questions

16. "Staid" suggests that the residents were permanent and should have known their neighbors and wanted to protect a neighborhood in which they would continue to reside, long-term. "Quiet" suggests that murders don't typically occur in Kew Gardens and that witnesses shouldn't have felt desensitized; rather, they should have been shocked enough to call for help. "Residential" reminds readers that everyday people lived there and were in the immediate vicinity of the murder; many opportunities for help existed.

17. The man who delayed in calling the police felt "sheepish" (21); the housewife and husband "seemed aware of the fact that events might have been different [if they had called for help]" (36); a woman spoke apprehensively about what she had witnessed (38).

18. He is suggesting that the neighbors had a moral obligation, if not a legal one.

19. The "story" begins with the establishment of time (6). The conflict appears in when Miss Genoveve sees a man and becomes nervous (10). The climax occurs when Miss Genoveve is fatally stabbed (18).

20. He wants readers to examine their own ethics and likely behavior in such a circumstance.

People's apathy and fear of involvement cause them to ignore the needs of fellow humans, as in the murder of Miss Genoveve when 37 New Yorkers watched and didn't call for help.

Quiz

1. B. Quiet, residential area (6)

2. Neighbors could have prevented a murder by simply calling the police but they didn't.

3. They didn't want to get involved; they were afraid; they were tired; they thought the murder was a lover's quarrel.

4. Sad; disappointed (Use teacher's discretion)

5. He wants readers to examine their own ethics and likely behavior in such a circumstance.

DESCRIPTION SELECTIONS

Fifth Avenue, Uptown (James Baldwin)

Check Quiz

1. A. New York (notes)

2. D. Shoes (1)

3. C. They go to work (5)

4. Possible answers: people moved away, died (4)

5. They are poor and struggling

Comprehension Questions

1. Harlem, NYC

2. The shoes are new to him but were previously used by someone else.

3. The government has provided free housing to poor residents of the area with supposedly good intentions to help them financially, but it is foolish to assume that providing free housing would be enough to truly help the tenants rise out of poverty. It is also cowardly because it ignores the problem of poverty and instead tries to cure one of its symptoms.

4. People rarely rise out of poverty, so when people leave Fifth Avenue, they most likely do so by moving to another poor housing development, or ghetto.

5. They may dislike themselves because they live in poverty, and they may be deluded because they think that they might eventually escape it, yet their situations are too difficult for this to actually happen.

6. Possible answers: WWII, Korean War, policeman's gun, gang war, brawl, madness, overdose of heroin, exhaustion (4)

7. Without bitterness, they are dead, meaning that they have nothing for which to fight or about which to feel strongly. (4)

8. They need to find solace in God because without this, they might have no hope.

9. Segregation and white supremacy are rampant. The landlord is slow to fix the heat, plaster, and plumbing, too. (5)

10. Many people have given up because their situations are too difficult.

Discussion Questions

16. Use teacher's discretion.

17. (A) That the barbed wire acts as fishhooks means that the poverty of the street keeps its inhabitants there so that they cannot easily leave it. Also, like a caught fish has had the unlikely fate of being near the hook, a Harlem resident just happens to have been born into a group that was racially victimized and driven into poverty. The

“fisherman” are the whites. (B) Creasing one’s brows in disgust or anger (which is the origin of the phrase “browbeat”) is an intimidating look, which here represents the lengths to which tenants had to go when demanding repairs in their rented apartments. (C) After a while, the exhausted residents of Harlem who have been the recipients of constant racial injustice begin to feel paranoid that in every situation the world is against them. Because they have struggled so long and hard, seeing an exception to the norm is difficult.

18. Fifth Street, Harlem in the 1940s was a place of poverty in which African-Americans struggled within racial injustice to maintain a sense of dignity, pride, and hope (Use teacher’s discretion).

19. Baldwin writes to whites so that they might see the poverty of Harlem and feel enough sympathy to help.

20. He feels empathy for people who live there, and somewhat nostalgic for the things that connect him to them. He admires those who continue to struggle to survive.

Quiz

1. D. Harlem

2. They are in despair, feeling exhaustion as well as pride in bitterness (Use teacher’s discretion). (4, 5)

3. The apartments are falling apart with broken heaters and bad plumbing; there are barbed wire fences; the street is filthy (4, 5)

4. Fifth Street, Harlem in the 1940s was a place of poverty in which African-Americans struggled within racial injustice to maintain a sense of dignity, pride, and hope (Use teacher’s discretion).

5. Baldwin writes to whites so that they might see the poverty of Harlem and feel enough sympathy to help.

Marrying Absurd (Joan Didion)

Check Quiz

1. B. The bride had to be at least 18 and the groom at least 21 (or swear to have parental permission – but that is not one of the choices) (1)

2. D. the grooms were trying to avoid the draft (1)

3. B. Businesses are open 24-hours-a-day (2, 3)

4. Possible answers: advertisements (2); services; discounts (3)

5. It is in the middle of a desert (1)

Comprehension Questions

1. They must gain parental permission or be of legal age (18 for women, 21 for men) and they must pay \$5.00 for the license. (1)

2. to avoid the draft (1)

3. She wants her readers to think the institution of marriage is being misused. (1)

4. It is located far away from other cities and seems “other worldly”; also, some casinos try to confuse their guests by delivering news bulletins at odd hours. (2)

5. Chapels compete with each other for business; the wedding industry tries to attract marriageable couples by billboard advertising. (1, 3)

6. Justice of the peace will provide prompt, 3-minute weddings (1) OR chapels will advertise their “faster” service OR wedding services are 24 hours a day (3)

7. Las Vegas’ location makes a person lose connection with real life; also, Vegas has blinking lights, call girls and drug users—an odd place for a wedding. (2)

8. People can get married at any hour, and are often not sober during the ceremony.

9. It is perhaps a commentary on the high rate of divorce and foreshadowing of the future of the couple marrying. (4)

10. Presumably, because weddings have become routine business deals in Vegas, he works at many of these ceremonies, none of which is special. (5)

Discussion Questions

16. She expects that her audience will be familiar with Las Vegas (perhaps having visited there). She expects that they will **not** know about Vegas weddings, and so she describes them in great detail. Therefore, her audience is likely people who might have been to or seen images of Las Vegas (as in movies, tv), but who have not been to a Vegas wedding.

17. Las Vegas is a strange place in which to marry, a remote place where weddings are a quick and easy business. People who get married there are not treating marriage with seriousness.

18. Didion does not agree with the casual quality of Las Vegas weddings or with their participation in what has become a wedding industry.

19. Curious, odd: out in the desert, no sense of time/24-hour-availability; self-contradictory: has the elements of a wedding ritual (dress, flowers, music, photographer), but offers a false picture of a serious ceremony; business: advertising, competition between chapels

20. Didion is hoping that her readers will remember the original sanctity of marriage and take their wedding vows more seriously than the trend that she sees emerging in Las Vegas.

Quiz

1. A 1960s
2. They might see a billboard that advertises wedding packages (1)
3. Time is altered at casinos by the news bulletins that arrive at odd hours; Las Vegas is in the middle of the desert, away from civilization. (2)
4. At the right moment in Vegas, a person can find special deals to get married (3)
5. The fact that weddings in Las Vegas have become a business and are entered into impulsively is shameful. (Use teacher's discretion)

Partial Remembrance of a Puerto Rican Childhood (Judith Ortiz Cofer)

Check Quiz

1. B. in Judith's grandmother's house in Puerto Rico (1)
2. B. about 11 or 12 years old (3)
3. C. braiding Judith's hair (3)
4. A town character who supposedly was left at the altar (6)
5. Her fiancé has gone to NY to work but no firm date had been set yet (11)

Comprehension Questions

1. At her grandmother's house in Puerto Rico (1-2)
2. Cofer and her female relatives (mother, aunts, grandmother, cousins) (2)
3. She is Cofer's grandmother (1)
4. Morality and cautionary tales (to teach young people expected behavior) (2)
5. Eleven or twelve years old (3)
6. Braiding Cofer's hair (5)
7. An eccentric woman of Mama's town who had been used and abandoned by a man, "left at the altar" (6-8)
8. She is quiet and bookish (9)
9. Her fiancé has gone to New York to work without having set a firm wedding date (5 & 11)
10. Sing the wedding march and start dancing with Cofer (13)

Discussion Questions

16. Mama is outspoken, strict, determined, and strong.
17. To teach the young girls what it was like to be a woman, particularly a Puerto Rican woman; to teach them the expected behaviors and morals of their culture (2) Women were to remain chaste until marriage; most men were inherently untrustworthy and had to be coerced into marriage; if left to their own devices, men would seduce women and then, without the legal contract of marriage, would make fools of them. "Smart" women would avoid this.
18. She wove the tale into the fabric of Cofer's imagination, teaching her about strength and the power of storytelling (10); Cofer is being initiated into ("woven into") the community of women.
19. Not only is Cofer providing insight into the purpose of the story and background information about her family and Puerto Rican culture, but also the interruptions slow the pace of the narrative and heighten suspense for the reader.
20. She remembers that she learned from her grandmother's stories both what it meant to be a Puerto Rican woman and also the power of storytelling as a way to unite women.

Quiz

1. C a morality tale
2. Men are not interested in marriage and women must push them into it (2)
3. To learn what it was like to be a woman, especially a Puerto Rican woman (2)
4. Her memories are woven into the fabric of her imagination like the braid; she is being woven into the fabric of the community of women (2)
5. As a young girl, she learned from her grandmother's stories how she was supposed to act as a woman in her culture; students might also add that she learned the power of storytelling, her future career (use teacher discretion)

Monuments to Our Better Nature (Michael Byers)

Check Quiz

1. D. Washington, DC (1)
2. D. he lived nearby, in Bethesda, Maryland (1)
3. B. the Lincoln Memorial (6-8)

4. Proud to be a citizen (5, 16)
5. The vast distance between the monuments and memorials that makes the Mall like a national display case (15)

Comprehension Questions

1. Byers lived nearby and his mother took him frequently. (1)
2. The blue whale, the stuffed African elephant in the rotunda, and the brontosaurus (2)
3. She saw them as temples built to polish the country’s tarnished image (from the Vietnam War and political corruption) (1, 4)
4. We are small in relation to the larger context of the nation. Also, Byers states “alone, each of us is almost without value, but in the aggregate we are the point of the whole improbable enterprise.” (5)
5. The names of each of the states in the Union in 1864. (6)
6. Marian Anderson (opera singer) and Martin Luther King, Jr. (civil rights activist), both African American (6-7)
7. The Jefferson Memorial is harder to get to because one must either drive there and park or walk a long distance and cross a bridge. (9) The statue seems too large for the temple; the inscriptions are not as inspiring; and Jefferson himself was flawed. (9-10)
8. Its architecture seems Egyptian and out of place among the other structures, like Washington, who was uncomfortable in civilian life; also, it is plain and unadorned, and Washington was a distant, unexpressive man. (11)
9. We realize that other visitors might have lost a loved one in the Vietnam War; also, we feel that something terrible happened and has been preserved in the black marble. (13)
10. The vast distance between the monuments and memorials that makes the Mall like a national display case (15)

Discussion Questions

16. He admires Lincoln, describing him as humble and describing visiting his memorial as sublime, thrilling, a glory (6-7); by contrast, he describes the Jefferson Memorial as lacking drama and being a disappointment and Jefferson as being flawed (9-10), and he describes the Washington Monument as seeming out of place and Washington as being distant and uncomfortable (11)
17. the gradual descent mimics the gradual entry into the war, the tall black marble at the center our feelings of hopelessness and being in over our heads, the emergence afterwards “sadder and wiser” (12-13)
- 18.

Structure	Description
National Museum of Natural History	Certain truths are undeniable and utterly beautiful (2-3)
Lincoln Memorial	Sublime; creating a feeling of one’s soul rising; a glory; thrilling; a pleasure (6-8)
Jefferson Memorial	Building too small for statue; disappointing; arcane inscriptions (9-10)
Washington Monument	Least lovely structure; almost primitive; not quite vertical; out of place; fitting to commemorate a historic figure distant and least expressive (11)
Vietnam Memorial	Public architecture at its finest: open, instructive, moving; sinister black wall reflects the dark hopelessness of the war at its nadir (12)

19. Subjective
20. The monuments and memorials of Washington, DC, made him feel like a citizen. (5)

Quiz

1. B. the Lincoln Memorial (6-8)
2. They make him proud to be a citizen. (5)
3. They feel that something terrible happened that has been preserved to be learned from (13)
4. It shows how far “we, as a people, have traveled” because Lincoln oversaw the end of slavery and Anderson and King were African Americans (use teacher discretion) (6)
5. The monuments in Washington, DC, show us that we are “participants in a world civilization...we are all in this together”; They represent our better nature as citizens (from the title) (16)

PROCESS SELECTIONS

Why Leaves Turn Color in the Fall (Diane Ackerman)

Check Quiz

1. C. summer (1)
2. A. Sunny days and cool nights (4)

3. D. Northeast (4)
4. The tree begins pulling back nutrients into its trunk and roots, and the leaves are then undernourished. (2)
5. An airplane maneuver in which the plane loses altitude quickly, on purpose, slipping to the right and left, like a leaf falls from a tree. (9)

Comprehension Questions

1. by shedding their leaves (2)
2. When days shorten, leaves receive less sunlight and therefore produce less chlorophyll, the chemical that gives leaves their green color. As the leaves slowly lose their greenness, the normally hidden colors within the leaf are exposed. (2-3)
3. a rich climate (cold nights and sunny days) (4)
4. Auxin (a leaf's growth hormone) fades, and the cells at the base of the petiole—the stalk that attaches the leaf to its stem—divide. Two or three rows of cells at right angles to the petiole react with water, come apart, and leave the petiole barely attached. Wind then completely detaches the leaf. (9)
5. Flowers and animals change color to adapt to their environments. There is no scientific reason for leaves to do so. (6)
6. It happens every fall season. (7)
7. Since we are bound by gravity, we like to observe things that aren't. (9)
8. Just as the leaves seem to have no reason for changing color, the sky seems to have no reason for being blue. (6)
9. The summer solstice is the longest day of the year. Once it passes and days begin to shorten, trees begin the process of starving their leaves in preparation for shedding them in the fall. (Do not accept, "Trees begin to 'reconsider' their leaves.") (2)
10. Some pilots do a maneuver calling "falling leaf," in which the pilot moves the plane in side-to-side arcs that mimic the pattern of a falling leaf. (9)

Discussion Questions

16. Both remind us of mortality—of the inability of an individual life to last forever (Use teacher's discretion).
17. People hope to die as beautifully as leaves do when they change colors (6); People hope not to disappear but to simply change into a new state (6)
18. She wants people to see how long the beauty of leaves can survive; she wants people to realize how long trees have been part of the earth's existence.
19. the changing color of leaves in the fall
20. When leaves change color in the fall, they remind people of the beauty and cycle of life. (Use teacher's discretion)

Quiz

1. A. Chlorophyll
2. Less sunlight
3. Process analysis. Ackerman explains, step by step, how leaves turn color in the fall and how they fall from the trees.
4. how leaves turn color in the fall
5. Leaves and humans must both die at some point.

Chronicles of Ice (Gretel Ehrlich)

Check Quiz

1. D. Argentina (1)
2. C. A piece of ice falls (3)
3. D. streams of meltwater (5-7)
4. It saves everything: pollen, dust, heavy metals, bugs, and minerals. (8)
5. When temperatures "plummeted" 20,000 years ago, ice grew and covered 10 million square miles; when temperatures rise, as they are now, there is more meltwater than snow and glacier ice recedes. (7-11)

Comprehension Quiz

1. Argentina (1)
2. Perito Moreno advances 2 meters a day (2) and it makes Ehrlich smile (17)
3. A piece of ice falls (3)
4. A glacier is always changing and moving, not staying the same or in the same spot. (4)
5. Cold glaciers are "fixed and frozen to rock"; warm glaciers have internal melt-streams and water flows out from underneath – this allows it to slide over rock. (5)
6. A glacier traps everything in it – pollen, dust, heavy metals, bugs, minerals. (8) So it provides information about how living things evolved, how weather changes, why plants and animals died. (9)

7. They are Earth's built-in air conditioner by deflecting heat back into space. (10)
8. Possible answers: meltwater streams into oceans, changing its temperature and salinity; ice thaws, pushing methane into the air; floods occur from expanding seawater; people in the mountains who depend on meltwater from snowpack are at risk; those that depend on ice for transportation or food could disappear (11); ecosystems are disrupted (12)
9. When people once lived off of the land and went where the food went, they had a spiritual attachment to the land; the "developed" world has reduced our connection to nature. (13-15)
10. It has "left us one-sided" – we think only of profit and not of the biological health of our planet. (15)

Discussion Questions

16. Examples: The glacier's "snout" and "icy cheekbone" (3); they "move like men on stilts... broken bones of sheared rock" (5); a glacier "is an archivist and historian" (8); Earth will become a heat sponge (10); "Everything spoke" (11). This use of language to personify glaciers and the Earth reveals her view that glaciers are living things and humans are connected to and rely on the Earth.
17. Snow falls, collects, and settles; its weight presses it down and it turns to ice; the ice spreads outward and the glacier grows and expands. (4) It is always melting and refreezing, accumulating and advancing. (7)
18. A glacier saves everything that falls into it (pollen, bugs, etc.) that can give us information about life long ago. (8-9)
19. The author is clearly against an emphasis on "empire building" and focus on profits as evidenced by words like "darkly insane" and "denigration." (15)
20. Glaciers are a record (chronicle) of Earth's history and, as such, must be preserved.

Quiz

1. A. Argentina
2. Glaciers are constantly melting and accruing ice, moving and expanding.
3. Glaciers contain evidence of living beings and their evolution.
4. Melting ice expands oceans, causes risk of floods, endangers those who rely on ice for travel, upsets ecosystems, interferes with seasonal changes, and reduces snow cover that deflects heat back into space. (10-12)
5. Glaciers are a record (chronicle) of Earth's history and, as such, must be preserved.

DEFINITION SELECTIONS

The Company Man (Ellen Goodman)

Check Quiz

1. A. Sunday (1)
2. B. business executive (3)
3. C. three children (9-11)
4. He was a Type-A, a workaholic (2); he was overweight, nervous, and worked too hard (13)
5. He begins to ask around for who could replace Phil (15)

Comprehension Questions

1. Sunday was his only day off and he didn't get to enjoy it; since he "worked himself to death," he was technically still working when he died. (1)
2. Phil was a Type-A workaholic who worked on Saturdays; when he wasn't working, he was worrying about work. (2)
3. Phil spent little or no time with his family. Possible examples: His wife says that she already missed him before he died; Phil's oldest son had to research what his dad was like from their neighbors; and Phil's daughter never had anything to say to him during car rides. (7-12)
4. Phil was not around much while he was living, so they spent little time together. (7)
5. They otherwise had no relationship. (11-12)
6. He fit the role of corporate worker very well; he looked the part (in his suit, etc.).
7. She expects her readers to think that someone else would fill Phil's position and suffer the same fate that Phil did.
8. He plays golf to network with coworkers; Goodman says, "To Phil, it was work." (4)
9. Phil was overweight by 20 or 25 pounds; he didn't exercise; he probably had blocked arteries from the cholesterol in his daily egg salad sandwiches. (4)
10. Phil was a dull, routine person who didn't make conversation well with his daughter (10) and who ate the same lunches every day (4); he was also uptight because he always worried about work (14). (Use teacher's discretion)

Discussion Questions

16. She wants to draw attention to society's nonchalance about the harmful effects of working too much (10 minutes isn't enough time to prompt a lifestyle change). (2)
17. "Finally" suggests that Phil was on a path to death due to his lifestyle (death was expected), and "precisely" mimics the corporate rule of being on time for work. (1)
18. Listing the features of Phil's life makes him sound like an accumulation of characteristics rather than a human being with complexity and depth.
19. Definition. It defines the stereotypical corporate worker.
20. She hopes that readers like Phil will start taking care of themselves and enjoying life: exercising, eating well, engaging in recreation, and spending time with family.

Quiz

1. C. bitter (13)
2. monthly golf game, sports jacket on Saturdays, eating egg salad every day (4-5)
3. Phil represents the type of person who works too much, doesn't maintain good health, doesn't have hobbies, and doesn't nurture his interpersonal relationships.
4. Goodman wants people to know that Phil's dedication to work killed him.
5. Privileging work over family, health, and recreation can kill a person prematurely. (Use teacher's discretion)

The Green-Eyed Monster: Envy Is Nothing to Be Jealous Of (Joseph Epstein)

Check Quiz

1. D. lying (notes)
2. B. envy (1)
3. A. resentment of another's good fortune (5)
4. A person experiencing envy might wish harm or ill will to come to the more fortunate. (4)
5. Envy is specific; one wants what another has, as opposed to jealousy, in which one yearns for general things (i.e., wealth or youth) (5-6)

Comprehension Questions

1. Envy (1)
2. He suggests that some Indians were envious of America's wealth. (2)
3. Garner: jealousy involves "affairs of the heart," and envy includes "resentful contemplation of a more fortunate person. (5) Epstein: one might sometimes be right to feel jealous, whereas feeling envious is always wrong; jealousy involves admiration, but envy involves ill-will. (6)
4. Yearning is the desire to have more, but envy is the desire for others not to have what they possess; also, yearning is a general feeling while envy is specific, targeting a particular person (8)
5. Happy self-surrender involves willingly not caring about oneself but only liking a quality in and for another person (which is admiration), but unhappy self-satisfaction in envy means wanting more for oneself at the expense of someone else. (9)
6. Envy is personal because it focuses on self-gain and because it targets specific people who have what the envious person wants for himself or wishes the other person didn't have. (9)
7. Envious people are like injustice collectors because they often think that other people do not deserve their good fortune. (10)
8. Envy is feeling of ill-will towards another for what that other has; it is malicious desire to hurt others by taking away their fortunes; it is motivated by a desire to have those fortunes for oneself or to at least make sure that others don't have them. (1, 9, 10)
9. He quotes so many people because envy is difficult to precisely define and because people often misuse the word.
10. Envy is so malicious that it can appear as an evil intention in a person's eyes; it turns a person into a monster, figuratively speaking, because it is so rancorous.

Discussion Questions

16. Answers will vary, but they must come directly from the text. Example: "painful or resentful awareness of the advantage enjoyed by another joined with a desire to possess the same advantage." (4)
17. Envy is malevolent because it involves a secret plotting to take someone's fortunes away from him/her; it involves a selfish wish to possess what someone else has at the expense of the other person.
18. Capitalism makes people want to outdo each other with better fashions, bigger homes, nicer cars, etc.
19. Envy is a malicious intention to hurt others by taking away their fortunes or wishing that the other person didn't have them.
20. "Envy is nothing to be jealous of" means that envy is not an admirable quality to possess AND that envy and jealous are not interchangeable terms.

Quiz

1. C. Wanting to sabotage your coworker because you don't want him to get a promotion
2. Yearning involves a desire to possess something, whereas envy involves a desire that someone else did not possess something.
3. Answers will vary. Example: "I don't envy her for her long work hours."
4. Compared to the other sins (listed in the notes section – pride, avarice, anger, lust, gluttony, sloth) it is the only deadly sin that involves a direct wish to harm or take something from another person.
5. Envy is a malicious desire to hurt others by taking what they have or resenting them for having their good fortune.

Pride (Dagoberto Gilb)

Check Quiz

1. B. El Paso, Texas (1)
2. A. a convenience store (1-2)
3. C. a high school graduation (7)
4. Possible answers: working hard at a job, scoring high on a video game, wearing pretty clothes, graduating high school, one's children's accomplishments, the land, one's culture and history and heritage, the sacrifices of one's ancestors, contribution to one's nation through military service (6, 7, 8, 10)
5. They have (beautiful) brown skin. (10) Also, they are rugged. (8)

Comprehension Questions

1. Definition of Pride
2. He is of Mexican and German ancestry. (notes)
3. *Gritos* (2003) – The word means "shouts" or "screams."
4. Texas
5. A convenience store (Good Time Store – sells Grande Guzzler, Flaming Hot Cheetos, and gas)
6. The assistant manager – wearing a starched, ironed uniform, cleaning the windows of the store, concerned about the customers; the young woman – driving an unreliable car, wearing a trendy dress; the young boy – wearing oversized T-shirt, drinking and eating junk food, playing video games (1-5)
7. High school graduation at the local Special Events Center (7)
8. The son – baseball and basketball player, popular, taking pride in ironing his own shirt; the father – dressed in eel-skin boots, proud of his son, choked up with emotion (7)
9. Dirty, gritty, windy, rugged, mountainous, rock-dry, un-green, brown (8, 10)
10. (Beautiful) brown

Discussion Questions

16. Gilb is of Mexican descent, and he knows the culture and history of the people he describes. He holds a BA and MA in religion and philosophy and is a tenured professor of creative writing and published writer, so he is qualified to write about the subject with skill; however, he is also a certified journeyman carpenter, so he is qualified to write about being a laborer, too. (Notes)
17. Answers will vary. Additional examples: "Headlights that beam a little cross-eyed from a fatso American car" (1) "Pride sees the sunlight...Pride smells a sweet, musky drizzle of rain and eats huevos con chile" (8)
- 18.

Characters	Description	How they show pride	Group they symbolize
Store manager	wearing a starched, ironed uniform, cleaning the windows of the store, concerned about the customers	Neat appearing, dedication to doing job well	workers
Son	baseball and basketball player, popular, taking pride in ironing his own shirt	Sports, education, independence	Young people (the future)
Father	dressed in eel-skin boots, proud of his son, choked up with emotion	attending family event, supporting son	parents
The People	Rugged like the land, fearless reaction to disrespect, passed and stayed on the land, medaled, limped back from wars, raised a fist in defiance, wash the clothes, serve the meals, work in the factories, hold the grandchildren, brown skin	Working the land, working at menial jobs, standing up for their rights, being close to family, serving their country	Mexican Americans

19. The people are connected to the land on which they have settled, and the land and the people are a beautiful brown.

20. Pride is the love of one's culture, history, and heritage. (8)

Quiz

1. D. Definition of Pride
2. One can take pride in doing one's job well, no matter what the job is.
3. The people of that area are family-oriented and take pride in their children's accomplishments; also, it is important to parents for their children to get an education.
4. His main audience is other people who share his Mexican heritage and that of the people he describes. This is apparent in his use of Spanish words and phrases without explaining what they mean.
5. Pride is the love of one's culture, history, and heritage. (8)

CLASSIFICATION SELECTIONS

Growing Up Asian in America (Kesaya E. Noda)

Check Quiz

1. A. Japanese (Notes and text)
2. B. American (Notes and text)
3. D. she disagreed with her mother's views about womanhood (21)
4. Enduring the internment camps during World War II (1, 11)
5. Answers will vary. Possible answers: Shinto religion and prayers at a shrine (5), hard working (10), community-oriented (18), dutiful to parents (22), comfortable with body (24).

Comprehension Questions

1. Japanese, Japanese American, and a Japanese American woman
2. They used to be prohibited from owning land, and also most people still associate them with their ethnicity instead of their citizenry, even if they're American. (4)
3. Japan (5-6)
4. Farming (12-19)
5. They were relocated to internment camps. (9, 11, 17)
6. Concern for a neighbor's well-being; trusting and relying on their neighbors; help with support, money, materials, labor, etc. among their neighbors (18-19)
7. Was looking for a feminist role model, which her mother did not appear to be (21)
8. Her mother's care for her ill grandmother (22-23)
9. Ritual and discipline; Shinto faith (5-6); Loyalty; passivity (9-11); Hard-work (12-16); Having a distinctive grace (20); Ease with the body, with nudity (26-28)
10. He had converted to another religion (to Christianity from Islam) (31)

Discussion Questions

16. Division and Classification pattern

Category	Description
Japanese	Enduring anti-Asian prejudice (3) and still today seen as alien (4); Connected to ethnic and racial identity of Japan in its celebratory festivals and in her grandmother's Shinto faith (5-6)
Japanese American	Hard-working immigrants (12-16) whose internment during WW2 is indelibly embedded in their identity as Americans (17); Productive and caring members of their community who responded to this history with grace (18-20)
A Japanese American woman	Mother's life serves as example not of feminism but of womanhood in her faithful care of grandmother (22-23); Good-natured, ease with body and nudity (24-28)

17. Answers will vary. Examples might include other Asian American groups, and also African Americans or American-born citizens of Arab or Middle Eastern descent.

18. The amount of detail she provides about her culture and Japanese American history (for people who wouldn't know it).

19. To inform her readers about an unfamiliar subject and to expose, and possibly dispel, the stereotypes that they might hold about someone with her background.

20. One can know and define oneself both from the outside – based on the messages of the media and ignorant people – and from the inside – within a context that is self-defined and grounded in community, culture, and history. (2)

Quiz

1. B. California (Notes, 4, 12)
2. Division and Classification
3. Japanese – connected to the religion and customs of Japan; Japanese American – hard working, loyal, community-oriented; a Japanese American woman – comfortable with self and dutiful to family.
4. To inform them about her culture AND to dispel stereotypes about her cultural group

- One's identity can come from both external and internal images and messages. (2)

The Truth about Lying (Judith Viorst)

Check Quiz

- D. 1980s (Notes)
- D. *Redbook* (Notes)
- B. Peace-keeping (8)
- She says we can't tell "Watergate" lies (44) – meaning that we should not agree to keep someone's trust if that person has committed a crime. (partial credit for answer with no explanation)
- She prefers not to lie, but she recognizes that there are times when she does. However, she doesn't feel comfortable with it when she does.

Comprehension Questions

- Without white lies, our interactions with people would be mean; without them, we would embarrass people; white lies allow us to be civilized. (2)
- They believe that they can avoid fights and blame. (8)
- They don't want to inflict pain on another person by revealing a difficult truth. (18)
- It involves three people—one with a secret, one who knows of the secret, and one who wants to know the secret but doesn't. The person who knows the secret will not tell the person who wants to know. (34)
- Viorst believes that each type of lie is necessary, but she thinks that truth is always a better option. She asks the readers to decide. (52)
- She thinks that lying is natural and/or necessary and that telling the truth 100% of the time is unrealistic. (1) Also, different people have different attitudes about the morality of it and so there is no universal "policy."
- These four types of lies are commonly accepted in society; the ones she describes create deep, moral dilemmas because they often seem necessary.
- Telling the truth to a person who will respond with anger takes strength (because we take blame when we do it), but telling a difficult truth can hurt the other person. (13)
- A person who doesn't tell social lies most likely won't openly offer the truth if it's painful; therefore, that person's silence will indicate the negative thought. (7)
- She believes we cannot agree to keep a person's secret when it is about a crime (like that of Watergate). (44)

Discussion Questions

16.

Type of Lie	Definition	Your Own Example
Social	lies to reduce embarrassment in public; polite lies	Use teacher's discretion
Peace-Keeping	lies to avoid arguments or avoid blame	Use teacher's discretion
Protective	lies to protect people from painful news	Use teacher's discretion
Trust-Keeping	lies to keep a secret for someone	Use teacher's discretion

- She wants readers to analyze enough difficult scenarios to realize that identifying these lies as right or wrong is not easy because the readers most likely tell them, too.
- To analyze the topic so readers can decide their position on commonly accepted lies
- To put readers at ease so they know that they are not unusual or "wrong" for lying
- Everyone must decide for themselves when to tell the truth, and it is not easy since certain lies may seem necessary.

Quiz

- C. Protective lies (23)
- C (Protective); A (Social); D (Trust-Keeping); B (Peace-Keeping)
- (A) She uses many examples of familiar situations; (B) She repeats the refrain "What about you?"
- She thinks that lying is natural and/or necessary and that telling the truth 100% of the time is unrealistic. (1) Also, different people have different attitudes about the morality of it and so there is no universal "policy."
- Knowing when to tell the truth is not easy, since certain lies may be necessary.

Doublespeak (William Lutz)

Check Quiz

- B. Politicians (1)
- A. Euphemism (7)
- D. Inflated Language (17)
- It is designed to mislead, to distort reality, to alter our perceptions. (19)
- Any of the following: suspicion, cynicism, distrust, hostility. (19)

Comprehension Questions

1. Professor of English; editor; writer (Notes)
2. The use of evasive, unnecessarily complex and misleading language to manipulate or deceive (Notes and 2)
3. Who is saying what to whom under what conditions and circumstances, with what intent and with what results? (3)
4. Common euphemisms are used out of courtesy and concern for others' feelings and not to deceive or mislead or cover up (5)
5. When a member of a specialized group uses it to communicate with an outsider, knowing that he/she doesn't understand and intending to exclude and deceive (9-11)
6. The plane crashed (11)
7. It is always doublespeak (the first two depend on the intent)
8. When it is to cover up human suffering or catastrophes (17-18)
9. Caribbean Peace Keeping Forces (18)
10. It attempts to avoid responsibility and alter our perception of reality, corrupt our thinking; it breeds suspicion, distrust, and hostility (19)

Discussion Questions

16.

Type	Definition & Characteristics	Example (one for each)
Euphemism	Inoffensive or positive word or phrase used to avoid unpleasant reality or taboo subject; as doublespeak, used to mislead and cover up (4)	Unlawful or arbitrary deprivation of life (6); incontinent ordnance; radiation enhancement device (7)
Jargon	Specialized language of a trade, profession, or group; as doublespeak, pretentious, esoteric, gives air of authority, prestige, excludes others (8)	Organoleptic analysis; fused silicate; discontinuity; distributionally conservative notions (9); involuntary conversion (10)
Bureaucratese	Piling on words, using big words & long sentences to mask truth; overwhelms audience	Quote by Alan Greenspan (12-13); Dan Quayle (14); NASA administrator (15)
Inflated Language	Designed to make ordinary seem extraordinary, simple seem complex	Automotive internists; pre-owned (16); negative patient care outcome; rapid oxidation (18); pre-emptive counterattack (18)

17. Division and Classification

18. They are mainly from government officials and business people, thus implying that government and large corporations often try to deceive the public. Therefore, his audience is the public and he is trying to inform them of the ways in which their government and big businesses deceive them.

19. Answers will vary (examples: collateral damage; Patriot Act)

20. Doublespeak is language designed to mislead and deceive, and it has a negative or harmful impact on our society. (2)

Quiz

1. B. politicians
2. Language that pretends to communicate but really doesn't; designed to conceal, etc.
3. Euphemism, Jargon, Gobbledygook or Bureaucratese, and inflated language
4. Attempts to avoid responsibility, alter our perception of reality, and corrupt our thinking; breeds distrust, etc.; doesn't let us develop, advance, etc.
5. Doublespeak is dangerous to our society and doesn't help us advance or develop; because doublespeak is language designed to mislead us, it's dangerous & we must be aware of it.

What Secrets Tell (Luc Sante)

Check Quiz

1. D. for their ability to makes us frightened (1)
2. C. Trade Secrets (6)
3. C. State Secrets (10)
4. Personal Secrets (3)
5. Romantic Secrets (4)

Comprehension Questions

1. *New York Times Magazine*, December 2000 (Notes)
2. Such a person probably has all the depth of a place mat. (1)
3. Personal Secrets (3)
4. Romantic Secrets (4)
5. The teller invests the hearer with power in exchange for esteem (5)

6. Advertising the secret on purpose to make the public feel as if they have gotten special information or entice them to want a product for its secret properties. (6)
7. Catering to everyone who imagines that there is a simple trick or shortcut by suggesting that some people are richer, thinner, more charismatic, or have whiter teeth, for example (7)
8. Secret Societies (8)
9. Certain classified government information – or State Secrets – is not shared with the public. These range from minor prohibitions to high levels of technical security. (10)
10. People need secrets because they need the assurance that there is something left to discover, that they have not exhausted the limits of their environment, that a prize might lie in wait, that the existence of things beyond their understanding might imply that their own minds have unsuspected corridors. (12) In other words, people need to know that there is more to know and to gain.

Discussion Questions

16.

Type of Secret	Explanation	Example from text
Personal Secrets	Chiefly of interest to those who carry them	Your real first name (3)
Romantic Secrets	Running the gamut of relationships & sex	A forbidden passionate exchange (4)
Secrets in Gossip	Mild personal eccentricities & indiscretions	Romantic wrongdoing (5)
Trade Secrets	Confidential business information	Financial health of a company (6)
Secret Formulas	Trick or recipe for success	Diet of junk food from the Bible (7)
Secret Societies	Closed groups with shared information	Mafia, CIA, insurance adjusters (8)
Mystical Secrets	Info about the supernatural or spiritual	pyramids, Templars, Essene scrolls (9)
State Secrets	Classified government information	Power plant security, customs booths (10)
Atomic Secrets	It getting out would be explosive, terrifying	The end of the world (11)

17. The intended audience must be highly literate and educated because they read the *New York Times Magazine*, know words and phrases such as *prurient*, *peccadilloes*, and *fait accompli*, do not need the first name to know who Kafka was, and would have heard of the Templars, or the Essene scrolls without needing further explanation.
18. Possible answers: your ego might take a beating (3) – you would lose confidence; a weight pressing one's lips together (5) – the burden of a secret makes you feel pressure not to tell; the gulls of the public (6) – the public searches for secret information like seagulls search for and prey on food; their own minds contain unsuspected corridors (12) – we have not used our brains to the fullest.
19. Possible example: "What kind of information? Well, that's the trouble; if you knew that you would already know too much...banal prohibitions on photographing customs booths..." (10) – meaning, some State Secrets are so protected that even knowing there was a secret would put one in danger, but then he goes on to give an example of something he considers ordinary or dull, as if those who make laws about it are protecting something not worthy of protection. Such an example suggests that the author's purpose is to analyze the ways in which secrets are used to manipulate people or as power or financial currency.
20. Humans need secrets, and there is a wide range of types catering to the wide range of human weaknesses. (1, 2)

Quiz

1. C. Trade Secrets (6)
2. Romantic Secrets (4)
3. Secret Societies (8)
4. Literate, educated adults (based on the high level of vocabulary and the literary and historic references.
5. Humans need secrets, and there is a wide range of types catering to the wide range of human weaknesses. (1, 2)

COMPARISON/CONTRAST SELECTIONS

Two Views of the Mississippi (Mark Twain)

Check Quiz

1. C. Boat pilot
2. A. Learning a trade
3. D. He had never seen anything like it.
4. Possible answers: 1st view – the red hue had brightened into gold; there were boiling, tumbling rings as many-tinted as an opal; later view – the floating log means the river is rising; the tumbling boils show a dissolving bar.
5. All the grace, beauty, and poetry had gone out of the river for him; he had lost his ability to appreciate it.

Comprehension Questions

1. Author
2. Mastering the “language of the water” – becoming familiar with the river (1)
3. The grace, beauty, poetry of it – an innocent appreciation of its majesty (1)
4. Steamboat pilot
5. Blood red, gold, black, opal-tinted, ruddy, silver, flame-like (1)
6. Slanting mark; rings; graceful circles; radiating lines; flame; curves (1)
7. It was new to him & he hadn’t seen anything like it at home (2)
8. Wind; rising river; bluff reef; dissolving bar & changing channel; place that’s shoaling up; fallen tree; and dying landmark (2)
9. Disease (3)
10. the ability to appreciate a human’s charms and beauty (3)

Discussion Questions

16.

Figurative Language	Meaning
“when I had mastered the language...”	became an expert at navigating a boat on the river
“the river was turned to blood”	The surface of the river was deep red
“a ... tree waved a single leafy bough ...”	The one branch with leaves on the nearly-dead tree was noticeable
“I drank it in”	I stared at the scene and saw all of it
“the river’s face”	The surface of the water
“a bluff reef which is going to kill ...”	A shallow area on which a boat could run aground
“a new snag... to fish for steamboats”	A fallen tree sticks out & a boat could crash into it

17.

1st View	2nd View
The deep red and gold colors	The sun indicates wind tomorrow
Solitary floating black log	A rising river
Sparkling slanting mark	A shallow area on which a boat could run aground
Opalescent boiling, tumbling rings	A dissolving bar and changing channel
Graceful lines & radiating circles	Warning that the area is shoaling up dangerously
Silver streak in the shadow of the forest	A fallen tree that a boat could hit
Clean-stemmed nearly-dead tree ...	A landmark that will soon be gone

18. Both have learned a trade that interferes with the appreciation of beauty a novice sees.

19. Twain’s audience is people who might have seen the Mississippi River or the beauty of nature but have not piloted a steamboat (since he has to explain what the familiar natural images would mean to a boat pilot).

20. Although mastering his profession provided him with a valuable skill, in doing so he lost the ability to appreciate the beauty of its natural setting. (Implied – para. 1)

Quiz

1. C. boat pilot
2. learning a trade
3. Looking at the Mississippi River before and after learning how to pilot a steamboat
4. More negative according to this text. Examples: lost, never restored, beauty gone
5. Mastering a trade can be valuable but can impede one’s ability to appreciate its beauty.

The Men We Carry In Our Minds (Scott Russell Sanders)

Check Quiz

1. B. Stockbroker
2. B. he did not want to become a laborer like the men he knew (3)
3. B. He got a scholarship (7)
4. They assumed that he, like the men they carried in their minds, would keep the power and privilege of life for themselves. (7, 10)
5. Because he had thought women had better lives than men when he was growing up; because he identified more with their desire for a share in that power and privilege due to the experiences of his youth. (7, 8, 10, 11)

Comprehension Questions

1. Tennessee and Ohio (notes, 1, 4)
2. The brute toiling animal and the boss (1)
3. “toilers” – laborers, farmers, tradesmen – and “warriors” – soldiers (2-5)
4. they were too remote and unreal to him (5)

5. Promoted to front office of tire factory and wore white shirt and tie (6)
6. Children of the rich – assumed from birth they'd lead lives of comfort and power (7)
7. That he, like the powerful men they had known, would keep women from being able to enjoy privileges of power and success (7)
8. He had always envied the women he'd known because they seemed to him to have more free time, more leisure, and less worry than the men he knew. (8)
9. People who had grown up poor (in farm or mining areas, ghettos, factory towns, 3rd World countries), who had seen men and women both endure harsh lives. (9)
10. They both desired a future with fulfilling jobs, peaceful existences, and freedom from the powerlessness they had felt. (11)

Discussion Questions

16.

Type of Men	Description
Convicts	Dingy suits, sweaty, hatless, stooped, toiling
Prison guards	White shirts, broad hats, shiny shotguns, blank faces, bosses
"Toilers"	Laborers, farmers, tradesmen, muscled, tired, bodies twisted & maimed, nails black & split, scarred hands, weak backs, hernias, ulcers, sore knees, squinting, wrinkled, etc.
"Warriors"	Soldiers, waiting, bored, practicing shooting, setting off bombs, driving tanks, willing to kill and die
Men on TV	Politicians, lawyers, doctors, bosses, cool, savvy, powerful
His father	Farm to factory, assembly line to front office, white shirt & tie, worked with mind, died young from earlier hard work

17. Rich, comfortable, powerful, kept everything for themselves, ran the world
18. Had envied what seemed like leisure time & lack of worry, but later learned they had thankless jobs, were sometimes bullied, trapped, etc. & often felt denied power.
19. The intended audience is women, for whom he paints a more complex picture of men than they might have in their minds. His purpose his likely to illustrate the differences of men and women based on socioeconomic classes so his audience can see that not all men are alike, and many men, like him, share their frustrations and desires and can be viewed as their allies.
20. We each carry a vision of men (and women) in our minds based on our experiences, which influences our interactions with both men and women.

Quiz

1. D. stockbroker
2. He did not look forward to the back-breaking work he thought he had in store
3. Those men had power & privilege & didn't need to use their bodies for work.
4. That he would deny them access to this power & privilege because he is male.
5. Our perceptions about men & women are influenced by the images from our youth.

Two Ways to Belong in America (Bharati Mukherjee)

Check Quiz

1. D. India (1)
2. D. education (notes, 4)
3. D. she married someone of a different ethnicity (5)
4. Sense of betrayal over an immigration experience (her sister in the U.S., the author in Canada) (13-14); also, attitude toward duty to siblings, toward marriage, same career field, affectionate, never say what's really on their minds.
5. Citizenship – Mira is still an Indian citizen & works in the U.S. with a green card; Bharati – American citizen (1, 4);

Comprehension Questions

1. Calcutta (Kolkata) India
2. U.S.
3. In appearance (dressed in saris) and attitude (on politics, social issues, love, and marriage) (2)
4. Bharati chose to become an American citizen and to marry a non-Indian. (5)
5. Every Sunday (6)
6. They are both disheartened by the "scapegoating of 'aliens' (documented or illegal) on the increase, and the targeting of long-term legal immigrants... for new scrutiny." (7)

7. Anti-immigration bills in Congress that target even legal immigrants (10) and would seek to deny them Social Security benefits. (notes)
8. Hard-working but effectively silenced documented immigrants (seamstresses, domestics, technicians, etc.) (12)
9. She felt similarly betrayed by a national referendum on the unwanted side effects of “nontraditional” immigrants such as herself when she lived with her husband in Canada; this drove them to return to the U.S. (13-14)
10. She can vote (15)

Discussion Questions

16. They both came to the U.S. from India to attend college; they both married and remained; they both went into education as a profession. (2-5)
17. Mira chose to remain a legal immigrant but keep her Indian citizenship. (4) Bharati became a U.S. citizen. (1)
18. Mira believes that a legal immigrant should expect to be able to stay and work without being hassled if she obeys the rules, pays her taxes, and contribute to society. (8)
19. Her intended audience is likely Americans who would be interested in the issue of immigration but who are not Indian or South Asian (a term she also uses) considering that the author has to explain certain aspects of her culture (i.e., the significance of marrying outside her ethnicity). She seems to be trying to inform her readers of the different views on immigration by immigrants, and perhaps convince her audience to analyze those differences in more depth.
20. Mukherjee wants her readers to know that denying benefits to legal immigrants might be perceived as a betrayal by some who have worked hard and obeyed the immigration rules.

Quiz

1. A. India (1)
2. One of the following: They both came to the U.S. from India to attend college; they both married and remained; they both went into education as a profession. (2-5)
3. Mira chose to remain a legal immigrant but keep her Indian citizenship. (4) Bharati became a U.S. citizen. (1)
4. She seems to be trying to inform her readers of the different views on immigration by immigrants, and perhaps convince her audience to analyze those differences in more depth.
5. Mukherjee wants her readers to know that denying benefits to legal immigrants might be perceived as a betrayal by some who have worked hard and obeyed the immigration rules.

Like Mexicans (Gary Soto)

Check Quiz

1. A. Become a barber (1)
2. A. Marry a Mexican (1)
3. D. Marry within his social class (8)
4. Marry a non-Mexican girl (a girl of Japanese heritage) (6)
5. His wife came from people of the same social class as his family. (13)

Comprehension Questions

1. The bad advice was that he should become a barber because he would make good money and not have to labor like a donkey. (1)
2. The good advice was that he should marry a Mexican girl, not an ‘Okie’ (someone non-Mexican, but also an ‘Okie’ is an abbreviation for the Oklahomans who had migrated to California in the 1930s in search of agricultural work as a result of the Dust Bowl – they would have been racially Caucasian). (1)
3. His mother said that he should become a barber if he wanted to & that if he found a good Mexican girl he should marry her “of course.” (2)
4. They talked about school, friends, record albums, and their futures (marrying, getting jobs, buying a car & house). (4)
5. An orange tree is in Scott’s yard, and they pick some fruit from it. You can tell they live in a warm, humid climate necessary for growing orange trees, and in fact they are in California. This also suggests that they live in a residential neighborhood with yards and trees, not a concrete urban area. (Notes, 4)
6. He and his friend assumed they would one day marry, but they each agreed that they would marry someone of their own race/ethnicity. (4)
7. He had always sought Mexican girls to date, but he ended up falling in love with and marrying a Japanese woman. (6)
8. His mother and grandmother were worried by his choice, his grandmother asking whether she was Chinese but declaring her photo pretty, and his mother told him to marry her if he was sure. (7-8)
9. His in-laws lived on a farm in the same area he and his family were from. (9)

10. They were of the same social class (11) and had similar traditions to what his grandmother had said a Mexican girl would have (cooking certain foods, fulfilling traditional male and female domestic roles). (1, 10, 11) He also noticed their cats hanging on the screen door and it reminded him of his Mexican neighbors' cats on their screens. (13)

Discussion Questions

16. The advice to become a barber was bad advice because he would one day become a writer; the advice to marry a Mexican girl was really to marry someone from his own class who would share his background, which is what he did.
17. He and his friend had similar aspirations to marry, get a job, a car, a house, and although they wanted to marry a Mexican and an Anglo, respectively, they had the similarity of wanting to marry within their ethnic group.
- 18.

Gary's family	Carolyn's family
His grandmother used Spanish with him. (1)	Farm workers, ranchers, hard workers (8)
His mother was often found in the kitchen. (2, 8)	Mother cooked. (10-13)
They liked to listen to the radio. (1-2)	Father labored. (10)
Neighbors had cats. (13)	Had cats. (11-13)

19. Soto realized that, although they were from different ethnic groups, his family and his wife's family were similar because they were poor. "These people are just like Mexicans, I thought. Poor people." (11) "Her people were like Mexicans, only different." (13)
20. He wanted to make sure that going against his mother's and grandmother's advice by choosing to marry someone from a different ethnic group was not the wrong decision (since he took marriage seriously).

Quiz

- A. Marry a Mexican (1)
- When they are in their early teens, Soto declares to his best friend, Scott, that he would never marry an "Okie," meaning someone like Scott. (4)
- (A) Both poor. (B) Different ethnicity.
- Comparison/Contrast. Describes each family separately, but shows the ways they are alike as well as different. Example: Her mother is serving food and his mother is cooking food. Her family is poor and has to work hard for their money, and so is his.
- Soto wants us to know that his choice of spouse from a different ethnic group but the same economic group was actually in keeping with his grandmother's advice; another way of stating it is: although he married a Japanese woman, she and her family were like Mexicans because they were also poor, among other things.

EXAMPLE AND ILLUSTRATION SELECTIONS

A Few Kind Words for Superstition (Robertson Davies)

Check Quiz

- A. Vain Observance (3)
- D. before all religions as we know them (9)
- C. Example and Illustration
- It implies naivete or ignorance (2)
- Bringing a lucky charm to an exam (5)

Comprehension Questions

- Believing in superstitions "implies naïveté or ignorance." (2)
- A senseless act or habit that does not have its desired effect but is practiced anyway; throwing salt over one's shoulder is an example of such a superstition because the person doing so might not know why or might have a vague reason, such as "to hit the Devil in the eye" without further explanation. (3)
- He is trying to soften the act by indicating that he knows it is superstitious. (3)
- They believe the I Ching will give them good advice. (4)
- Believing that a coin has power is a way of "worshipping" an ungodly thing. (5)
- It is a form of dishonesty, which goes against the precepts of the religion (it is immoral and self-centered). (6)
- Psychology says that superstition is a compulsion neurosis. Davies does not accept this because he says it does not banish the superstition. (8)
- He means that the modern world is not failing due to astrology, since numerous other civilizations in history have used astrology abundantly and have not failed. (10)
- No, Davies admits that he has been superstitious: hoping that it would give him good luck, he used to touch a Lucky Baby before every college exam. (12)

10. Yes. He says that some Orthodox Jews place charms on their doorposts (9) and that his Roman Catholic Mother used to kill spiders on July 11th (11)

Discussion Questions

16.

Type of Superstition	Implied Definition	Your Own Example
Vain Observance	a senseless act or habit that does not have its desired effect but is practiced anyway	Answers will vary; use discretion
Idolatry	worship of false gods; falsely attributing power to a non-godly thing	
Divination	believing in the ability of something or someone to determine the future	
Improper Worship of the True God	not respecting God; disobeying God's rules during worship	

17. Example and Illustration (students can get credit for Division and Classification if they can support it).
 18. When people believe in God because simply because everyone else does, they begin to fear not conforming to religious doctrine; God becomes perceived as a punisher. (8)
 19. They want to feel like they have control over their destinies. (11)
 20. His likely audience is college professors judging from his examples, his high level vocabulary, and his literary and historical references, with which they would be familiar. His purpose seems to be to analyze superstition to show them that even very educated people believe in superstitions and to demonstrate that all types of people have used superstitions throughout history because they need to feel like they are controlling their destinies.

Quiz

1. D before all religions as we know them (9)
2. Irrational fear of the unknown; blindly accepted belief or action based on that belief
3. Vain observance; idolatry; divination; improper worship of the true God
4. All people, regardless of their educational level
5. Superstition has played a persistent role among educated and non-educated people throughout history due to their desires to know and control their own destinies.

Black Men and Public Space (Brent Staples)

Check Quiz

1. A. Wealthy residential (1)
2. C. lock their doors (3)
3. D. to reduce other people's fears about him (12)
4. It could cause others to attack him in an attempt to protect themselves from perceived harm. (2)
5. They were all killed in street violence. (7)

Comprehension Questions

1. A wealthy (affluent) one (1)
2. She was afraid of him (1)
3. He had the ability to alter public space in ugly ways; there was a vast gulf between pedestrians and him; strangers perceived him as dangerous. (2)
4. He could get shot if he encountered a fearful person who had a gun (2)
5. Lock their doors (3)
6. They are particularly vulnerable to street violence and young black men are drastically overrepresented among the perpetrators (5)
7. He had been one of the good boys, not prone to violence or crime, growing up against the backdrop of violence and gangs in a small town (6)
8. They all died from street violence (7)
9. Being mistaken for criminals, especially by police officers (10)
10. Answers could include: move about with care, give people plenty of room (a wide berth), not entering a building directly behind people who seem nervous, being calm and friendly with police, and whistling classical music while walking at night. (11-12)

Discussion Questions

16. Answers will vary. Casting back worried glances, quickening their pace, running away, locking their car doors, crossing to the other side of the street, being distrustful, assuming he was a criminal or violent, walking in a defensive stance, chasing him, threatening him (with a guard dog).

17. In his youth, his appearance and manner of dress, and later people's fear of muggers and criminals, city crowding, and the realities of women's vulnerability to crime. But overall, it is people's assumptions about black males.
18. Surprise, embarrassment, dismay, like "an accomplice in tyranny," alienated, frightened, enraged, and cautious.
19. Those who have these mistaken perceptions that all black men are to be feared
20. Strangers often assume that the black men they meet in public places are threatening.

Quiz

1. D. to reduce other people's fears about him (12)
2. Example 1: A white woman seemed concerned when he walked behind her despite their distance. She glanced back several times and quickened her pace; then she ran down a side street. She assumed he would hurt her.
3. Example 2: He rushed into the building with a story to meet his deadline. The office manager called security and together they chased him until he found someone who knew him. They assumed he was a burglar or intruder.
4. Example 3: The owner brought out a large guard dog. She stood silently with a fearful expression, refusing to answer his questions, until he left. She assumed he was a robber.
5. As a black man, he has experienced being misjudged in public situations as a criminal or someone to be feared.

Forbidden Things (Bailey White)

Check Quiz

1. D. signs prohibiting behavior (1)
2. A. a transcontinental bus trip (1)
3. D. all of the above
4. One of the following: Throwing food in the gorge (3), washing her hair and feet in the sink (5), and feeding the fish (6); also accept any of the fantastical activities or scribbles of the sign-maker (9-16)
5. Seeing a sign in a restaurant to now feed the aquarium fish. (6)

Comprehension Questions

1. She dislikes signs that forbid behavior.
2. Three of the following: Throwing food in the gorge (3), washing her hair and feet in the sink (5), and feeding the fish (6); also accept any of the fantastical activities or scribbles of the sign-maker (9-16)
3. She dislikes them but understands their necessity of them. (8) Accept any examples from paragraph eight.
4. Wanting to feed the fish at a downtown restaurant (6-7)
5. This is satirical and such a sneaky figure as she describes is comical.
6. It clarifies the intensity of her need to wash her feet and hair in the sink as well as her subsequent disappointment at the sign that forbids those activities. (5)
7. This suggests that he (a symbol of a bureaucratic "kill-joy") enjoys controlling people's behavior with his prohibitions.
8. Paragraphs 9-16 are a fantasy, as the actions of a vine are invested with the misanthropic intentions of a human.
9. Answers will vary; use discretion. One example: "my seatmate had been an old man who chain-smoked Marlboro cigarettes and sucked and slobbered over a ham sandwich that kept oozing out of a greasy crumple of waxed paper." (4) – appeals to senses of sight, smell, and sound.
10. She wants to act on the basic human desires that people would follow if rules were not in place. ("atavistic" referring to a recurrence of traits absent for several generations – here meaning coming from a time before human laws).

Discussion Questions

16. It mocks society for creating rules against seemingly harmless and tempting behaviors—and it suggests that the rule-makers themselves do so only to be vindictive and petty.
17. It is like a revenge fantasy because when White imagines a man who makes signs for inane rules, she makes him a victim of a vengeful plant invested with human intentions.
18. The continuation of the text emphasizes the shared quality of prohibition between the signs listed and the plethora of such signs that exist everywhere in society.
19. Personal opinions will vary. Use teacher's discretion.
20. The prohibition of various behaviors in public places is frustrating because it denies people the freedom of acting out their natural urges. (Use teacher's discretion)

Quiz

1. Signs that prohibit behavior
2. A transcontinental bus trip (4). It gives her an opportunity to be prohibited from doing a range of bad behaviors.
3. This suggests that he (a symbol of a bureaucratic “kill-joy”) enjoys controlling people’s behavior with his prohibitions.
4. The final paragraphs present a revenge fantasy of the vine rising up against the sign-maker. This is a satire in that it mocks society’s need to create rules even for tempting, seemingly harmless behavior.
5. Signs prohibiting seemingly harmless, tempting behavior are an unnecessary abuse of power.

CAUSE AND EFFECT SELECTIONS

Where Have All the Parents Gone? (Barbara Dafoe Whitehead)

Check Quiz

1. B. 1990 (Notes)
2. D. George Bush (1) – explain to students that this refers to George H. W., the elder
3. A. viewing children as future workers (2)
4. One of the following: they are illiterate, undernourished, impaired, unskilled, and poor. (4)
5. The decline in power and standing of the nation’s parents. (14)

Comprehension Questions

1. the value of preparing today’s children as tomorrow’s workers (2-3)
2. Many are illiterate, undernourished, impaired, unskilled, poor, etc. (4)
3. They have parents (11)
4. The decline in the power and standing of the nation’s parents (14)
5. Half of all households were families with 3-4 young children and 2 young parents in which the father worked and the mother stayed at home (15)
6. The idea that having a child was the one action that most defined adulthood (17)
7. The women’s movement/feminism: more women divorced or became single parents and sought fulfillment through career; raising a child became one option (17-20)
8. The cost of raising a child increased (21)
9. Increasing child abuse, parental drug use, and divorce (26-29)
10. Those countries strongly value and support parents through their social policies (34)

Discussion Questions

16. It responds to some national concerns & offers support for child advocates (5-6)
17. It departs from the classic American vision of the future, one which is optimistic (8-10) and it ignores the role of parents in their children’s lives (11-14)
18. Broad common ground for parents to support each other & create a child-friendly culture, & their political power brought family interests onto the national agenda (16)
19. By working longer and harder at their jobs parents are not spending enough time with their children and not teaching good values (23)
20. First stage: 70s working mother struggled to properly care for her children; Second stage: 80s parents hurting their children – being “toxic” (25-27)
21. The kids as capital idea mistakenly leaves parents out of the picture and society must adopt family policies that value and support parents. (34)

Quiz

1. C. 1990
2. “Kids as capital” is the value of preparing today’s children to be tomorrow’s workers
3. It ignores parents’ role in their children’s lives
4. Two of the following: parents no longer have central place in society; connection between families and public interest has been lost; parents are now viewed as (toxic).
5. The kids as capital idea mistakenly leaves parents out of the picture and society must adopt family policies that value and support parents.

If Hitler Asked You to Electrocute a Stranger, Would You? Probably (Philip Meyer)

Check Quiz

1. B. the “teacher” (8)
2. B. Yale (2)
3. C. to reduce the effects of the university’s prestige (29)
4. That Germans were inherently more obedient and that is why they participated in Hitler’s plan of extermination.(3)

5. Most people were highly obedient to the point of acting in a way they believed was inflicting severe pain on others. (4)

Comprehension Questions

1. Thinking that the Germans were different allowed non-Germans to feel comfort in blaming the capability of committing Holocaust crimes on those who were “different” from themselves. (2-3)
2. “Electrocute” the learner with shocks for wrong answers to questions. (7, 14)
3. Answer a question incorrectly (7, 14)
4. In the first experiment, the learner moaned as if in pain. In the second, the learner strongly protested and feigned extreme pain. (19-20)
5. People’s obedience levels when subjects are told by someone in authority to hurt other people (3)
6. The New Haven experiment was in Yale, which is prestigious and may have provided the illusion of a legitimate experiment, whereas Bridgeport was more ordinary and may not have elicited as much obedience. (29)
7. The experiment and learner were actors, the equipment was fake, and the hypothetical scenario serious. (6, 8)
8. “Agency” is an action on behalf of someone else’s command (34)
9. 65% in Yale, 48% in Bridgeport (31)
10. Milgram’s experiment revealed that a large percentage of everyday people were willing to “electrocute” strangers simply because they were told to do it; anyone might have fallen into that percentage.

Discussion Questions

16. No, he proves that Americans, too, are capable of following orders despite the circumstance; he attributes the cause to one’s self-dismissal from responsibility, not to one’s inherent brutishness. (4, 32-36)
17. It reinforces for the reader that some subjects were not only obedient but were also enthusiastic while thinking they were causing someone pain. (26)
18. These people are not thinking critically when they obey without question; they become stuck in a pattern of following orders and do not know how to break out of it to think for themselves. (33)
19. People, including Americans, are startlingly obedient to authority, despite the harmful consequences of the obedience on others.
20. He wants people to evaluate what they are doing when following orders so that their behaviors are self-willed and ethical.

Quiz

1. B. the teacher (8, 14)
2. In the context of the essay, the title indicates that a large number of non-Germans are probably more likely to have participated in Hitler’s plan of imprisonment, torture, and extermination during the Holocaust than they would believe because people tend to readily obey authority without question.
3. He was hoping to observe less obedience at a place that seems less credible intimidating than Yale does. (30)
4. Cause and effect. People obey authority (effect) because they do not know how to think for themselves in such situations (cause).
5. Most people feel compelled to obey orders when faced with authority, even if the orders are morally reprehensible.

Shattered Sudan (Paul Salopek)

Check Quiz

1. C. the building of an oil pipeline (12)
2. D. lack of natural resources (13)
3. B. herding cattle (33)
4. One of the following: the aftermath of British colonialism (7); disparate groups of people in the north and south (7); terrorism of the southern Sudanese by the northern murahilin (8); power struggle over oil reserves (13); history of slavery (16); religious differences (16); corruption in the Sudanese People’s Liberation Army (SPLA) – the rebel forces of southern Sudan (27); disputed territory (45); a despotic regime (61-62); interference from neighboring Egypt (77)
5. One of the following: economic sanctions have pressured the government in Khartoum to participate with the U.S. in ending terrorism (10); an oil pipeline requires the southern and northern Sudanese to work together for economic improvements. (77)

Comprehension Questions

1. It burrows painfully beneath the skin and has to be slowly removed by winding it on a stick over the course of several days; bodies of water there contain it. (3)

2. One of the following: religious, ethnic, and geographical differences created a natural internal bifurcation; Arabs from the north enslaved Africans from the south; artificial political divisions by Britain following the end of colonialism left two countries as one (Sudan) (7)
3. Four million (8)
4. The banning of independent newspapers and the suppression of labor unions (10)
5. One: U.S. economic sanctions applied pressure on the region to start peace negotiations between its divided halves (11). (Give partial credit for “The US war on terrorism appears to be pressuring reforms in the northern Islamic regime” because this is vague and indirect). Two: international interest in Sudan’s oil has caused the two halves of Sudan to realize that they need each other to get rich (14). (Give partial credit for “oil” or “The second force of change is about oil” because this, too, is vague and indirect).
6. They occur when the murahilin (Muslim raiders backed by the Sudanese army) attack southern tribal villages and take slaves. (25)
7. The north is a desert, and the south is a tropical jungle (7)
8. Killer bees, cobras, and acid-spewing bugs that give people blisters (37)
9. The blood of Arabs and Africans has been mixing for centuries; no one is of pure blood. (64)
10. He hopes it means that it will bring peace to the disunited halves of Sudan. (74)

Discussion Questions

16. He wants to demonstrate the victimization of the Sudanese people by showing that they are ignorant to political developments.
17. By demonstrating the north’s opposite qualities, he implies that the south lacks modern technologies like machine-created sidewalks and roads; he shows that the south is poor and “desolate.”
18. The workers work double shifts, die, and are cremated on the spot. (47)
19. The workers are cremated there (47); the oil is burned figuratively speaking in the same way that lives are wasted in murder. (8, 44)
20. Sudan has been divided in a civil war for decades, but international interest in the country’s oilfields poses a chance for hope to the torn nation (Use teacher’s discretion).

Quiz

1. C. the building of an oil pipeline (12-13)
2. Three of the following: kidnapping, starvation, disease, dangerous animals and insects; murder; hard work at the oilfields; loss of family; loss of reputation; ignorance about political developments; displacement from homes
3. One of the following: religious, ethnic, and geographical differences created a natural internal bifurcation; Arabs from the north enslaved Africans from the south; artificial political divisions by Britain following the end of colonialism left two countries as one (Sudan) (7)
4. Tapping into the oil reserves with a new pipeline might bring peace because the north has access to the sea while the south has access to the oil fields, so with international interest in oil, the two halves of Sudan need each other to take advantage of this economic possibility.
5. They fear that the outside world will see all Arabic Sudanese people as terrorists.(55)

The Value and Price of Food (Carlo Petrini)

Check Quiz

1. C. the Slow Food Movement (Notes)
2. D. Journalist (Notes)
3. D. Cause and Effect
4. The effects on quality of keeping food cheap through industrialization of food production (1-3)
5. Mainly, it reduces the quality of the food (17). Also acceptable would be one of the following: it strips it of its spiritual and cultural value (3); it reduces biodiversity and increases eco-unfriendliness (5); it causes injustice, hunger, and poverty for peasant farmers (5-6); it damages the environment (14); it endangers our health (15).

Comprehension Questions

1. Against (1)
2. One of the following: bank account fees; telephone bills; professional services; television repair costs. (2)
3. “We are a rich, opulent society,” so food should be available everyone to everyone for a low price. (3)
4. Reduces biodiversity, increases eco-unfriendliness, causes injustice for peasant farmers. (5)
5. He decides to move to the city because he cannot get a fair price for his farm products; he no longer feeds his family with the food he grows, cannot afford to feed them with what he earns in the city, and they are malnourished and hungry. (6)
6. Industrial processing of food; worldwide food distribution, low prices, and the laws of the free market (10)
7. Focusing on the hardest varieties of certain foods has made other varieties of them extinct (11)

8. Chemical fertilizers and pesticides, and over production have damaged the soil. (13)
9. Pollution has made the countryside dangerous to our health, (15)
10. Reduction in the earth's capacity to produce food in the future, in our own quality of life and health, and in the quality of food itself (17)

Discussion Questions

16. (A) to keep food prices low (3) and (B) to make food available for global distribution (3, 10)
17. (A) strips it of its spiritual and cultural value (3); (B) reduces quality (4); (C) reduces biodiversity (variety) (11); (D) damages the soil and environment (13)
18. His audience is people who are opposed to the industrialization of food production, are in favor of Slow Food, and already have information about the topic and would know the jargon; in other words, his audience is like him.
19. Since his audience is already convinced, his purpose is to provide an analysis of the causes and effects of industrialization of food production so that he and his readers can make a reasoned argument in protest of it.
20. He believes that when we pay a low market price for food, we also pay a "high, hidden price" in terms of our own health and that of the earth. (17)

Quiz

1. D. Cause and Effect
2. The effects on quality of keeping food cheap through industrialization of food production (1-3)
3. "We are a rich, opulent society," so food should be available everyone to everyone for a low price. (3)
4. Two of the following: it strips it of its spiritual and cultural value (3); it reduces biodiversity and increases eco-unfriendliness (5); it causes injustice, hunger, and poverty for peasant farmers (5-6); it damages the environment (14); it endangers our health (15); and it reduces the quality of the food (17).
5. He believes that when we pay a low market price for food, we also pay a "high, hidden price" in terms of our own health and that of the earth. (17)

ANALOGY SELECTIONS

The Myth of the Cave (Plato)

Check Quiz

1. A. shadows
2. C. they leave the cave but return
3. C. make an effort to find truth and reason
4. Yes
5. Yes, he says that souls who see the light "are ever hastening into the upper world."

Comprehension Questions

1. Cave, prisoners, wall with shadows, fire, objects and people passing along the top of another wall (1, 5-6)
2. shadows (5-6)
3. One of the following: they feel blinded; they see truth; they see goodness; they come back to share this knowledge with the prisoners; they have gained knowledge.
4. Yes
5. One of the following; they act incredulous; they put him to death; they ridicule him (33)
6. Yes, he says that souls who see the light "are ever hastening into the upper world."
7. To help others to see the truth from which they are currently blinded
8. Knowledge; beauty; "immediate source of reason and truth in the individual" (35)
9. Because they would feel threatened by evidence contrary to what they have always believed to be true (33)
10. Entering truth for the first time (and having to adjust to the change), and reentering the world of ignorance (and having to readjust) (41)

Discussion Questions

16.

Symbols	Ideas Represented by the Symbols
Sun	truth; goodness; knowledge; reason; transcendence
Cave	stagnant intellectual environment; social conditioning
Chains	Ignorance; faith in hearsay and material forms; lack of critical thinking; lack of reason
Shadows	Illusion; false perception

17. Socrates demonstrates that Glaucon must think through his assumptions with reason and doubt—that he should not accept what he immediately sees.
18. Use teacher's discretion

19. That people often focus myopically on propaganda, momentary political interests, or the illusion of separatism (humanity divided into nations); people focus on culturally specific ideologies of limited environments, therefore exercising a lack of reason and a blind adherence to belief.
20. Seeing truth takes extreme effort and reason, so few people succeed in doing it

Quiz

1. C. Make an effort to find truth and reason
2. That they might be seeing illusions rather than truth
3. See the chart in the discussion section of the answer key for acceptable answers
4. Judgments made based on the use of reason
5. The finding of truth

Body Ritual among the Nacirema (Horace Miner)

Check Quiz

1. C. 1950s (notes)
2. A. North America (2)
3. C. appearance and health of the body (3)
4. A shrine (4)
5. Two of the following: ritual purification by vestal maidens (14); excreting into a sacred vessel; scrutiny, manipulation, and prodding of women's naked bodies (15); ablutions; inserting magical wands in the mouth; eating healing substances; jabbing magically treated needles in the flesh (16)

Comprehension Questions

1. The quotation marks suggest that the article is actually not serious but rather satirical.
2. A parody is something that mimics an art form or specific film or literary work. A satire uses irony and sarcasm to ridicule a foolish element of society.
3. To deter debility and disease in the human body (4)
4. It stores charms for relieving the body of ills, and it is a source of holy water for bodily cleansing. (6-8)
5. They are afraid "their teeth will fall out, their gums bleed, their jaws shrink, their friends desert them, and their lovers reject them." (9)
6. They go to be cured when sick. (14)
7. The listener (17)
8. Women with extremely large breasts are idolized or encouraged to get breast reductions, and women with small breasts are often enhance their breast size. (18)
9. Intercourse is scheduled, and efforts are made to avoid pregnancy with magical materials; women dress to hide their condition; most women do not nurse their infants; the birthing process takes place in private. (19)
10. Men scrape their faces with metal, and women bake their heads in ovens. (12)

Discussion Questions

16.

Rituals of the Nacirema	Possible Corresponding Rituals of Americans
Using a shrine in the home	Using a bathroom
Owning a charm box (6-7)	Owning a medicine cabinet
Visiting medicine men (6)	Visiting medical doctors
Using a small bundle of hog hairs & special powders in the mouth (10)	Using a toothbrush and toothpaste
Visiting holy mouth men (9)	Visiting dentists and orthodontists
Scraping the surface of the face with a sharp instrument (12)	Shaving
Baking one's head in an oven (12)	Sitting under a blow-dryer in a salon.
Visiting the temple (13-16)	Visiting the hospital
Excreting into a sacred vessel (15)	Excreting into a bedpan
Seeking a listener (17)	Seeking a psychiatrist
Fasting to become slimmer (18)	Going on a diet
Feasting to become fatter (18)	Eating the typical fattening diet
Staring at women's breasts for a fee (18)	Going to a strip club
Avoiding pregnancy with magical materials (19)	Using birth control pills or injections
Limiting sexual intercourse to lunar phases (19)	Planning around a woman's menstrual cycle

17. The indication of where the Nacirema live (2, footnote). He writes this parody to show that having prejudicial attitudes toward other cultures is foolish.
18. Miner suggests that their sicknesses are sometimes imagined and that they forget the purposes of their "charms" but do not discard the charm containers when they have finished taking a charm. (7)

19. This was the only way to get American readers to separate their objective opinions from their subjective involvement in what they do. Most people think that “tribal” communities are less advanced than more “modernized” cultures, hence will more easily believe that “natives” engage in strange behaviors. Then they can laugh at their own folly when they realize they are reading about themselves.
20. His audience is other anthropologists who would read the journal in which this was published.

Quiz

1. C 1950’s
2. By using a fake analogy, it mocks American rituals by disguising them in different terms.
3. It mimics the style of a scholarly essay by including a footnote and pretending a detached, objective analysis as well as using the jargon of the field.
4. He is hoping to make anthropologists (and other readers) more open-minded about the rituals of other cultures and to not automatically think that theirs is superior or “normal.”
5. Americans participate in body rituals that would seem bizarre to others. (1)

The Cosmic Prison (Loren Eiseley)

Check Quiz

1. C. language (1)
2. A. the first moon landing (3)
3. D. Halley’s Comet (4)
4. One of these: He has to drag portions of his environment with him; his life span is short; flight along is not enough (4)
5. A single white blood cell (6)

Comprehension Questions

1. The things in existence to which we give names (1)
2. Intellectual attempts at understanding the universe
3. It tricks people into thinking that they can understand and contain the infinity of the universe when they know that they actually can’t. (3)
4. To attempt understanding the vast cosmos, we need to compare it to something that we can already measure and comprehend.
5. He compares a person in the universe to a single white blood cell in the human body. (6)
6. The human body (6-7)
7. Red blood cells, platelets, etc. (7)
8. The speck that caused the big bang; the original source of life, according to science (9)
9. It is too big for us to be able to see all of it; it makes us recognize the limitations of our human senses.
10. Humans are not equipped to fully understand the cosmos that contains them.

Discussion Questions

16. He means that people try to gain control of the universe by naming its parts, but they can only perceive those parts that are closest to them since the universe is so large.
17. People’s physical senses have limitations that prevent them from perceiving all aspects and parts of the universe. In this sense, a human is like a tiny insect, trying to traverse a great distance; the task is too big for us in our lifetime.
18. He means that the universe in which people live might be bigger than we think. It might be an animal, suggesting that the animal is, itself, living in a universe (so that our universe is inside another universe). It might also be a snowflake, suggesting that there are other snowflakes, or universes, and that no two universes are alike. (8)
19. Possible answers: the white blood cell courses through “a river”; the white blood cell “decides”; etc. Use teacher’s discretion.
20. The tree is the human body; the trunk is the heart, and the branches are veins and arteries. Together, they make the circulatory system.
21. Man’s own mind and capabilities; language (1-2)

Quiz

1. Wonder and awe
2. They lack the mental capacity and the time. (1-2)
3. Use teacher’s discretion.
4. He said that we were masters of the universe. (3)
5. Humans are not equipped to fully understand the cosmos that contains them.

ARGUMENT AND PERSUASION SELECTIONS

Tapping into Text Messaging (Janet Kornblum)

Check Quiz

1. B. 2003 (notes)
2. A. a father and son (1-3)
3. D. teens (6-7)
4. One of the following: easy communication when too busy to talk; when a phone call is rude or impractical; parents keep tabs on kids; business people silently check facts at meetings; young people flirt; teens gossip (6)
5. One of the following: make people more distracted; not paying attention to the road; not listening to the teacher; not watching where one is walking (14); cheating on a test (29)

Comprehension Questions

1. 2003, *USA Today*
2. First example: a father and son. Explanations will vary; use teacher discretion. Possible answers: parents use texting to send quick messages to their children when they can't call; students are sending and receiving texts while in class; texting is a way for parents and children to maintain relationships; texting leads to new language forms. (1-3)
3. One of the following: easy communication when too busy to talk; when a phone call is rude or impractical; parents keep tabs on kids; business people silently check facts at meetings; young people flirt; teens gossip (6)
4. Teens (6-7)
5. Cyberspace has arrived (at that time) – in our pockets, our hands, our cars (not tying us to a desk) (12)
6. One of the following: make people more distracted; not paying attention to the road; not listening to the teacher; not watching where one is walking (14); cheating on a test (29)
7. "The ghosting of America" refers to the psychological absence of people who communicate through electronics. (17)
8. It makes both parent and child accessible to one another when there is no other way. (19)
9. They might be increasing the amount of attention they pay to other people; thinking on more than one track. (22)
10. They're going to do it anyway. (30)

Discussion Questions

16.

Benefits of Texting	Drawbacks of Texting
Communicate when too busy to talk	Be more distracted
Communicate when a phone call is rude or impractical	Not pay attention to the road while driving
Check on children	Not listen to the teacher in class
Silently check facts at a business meeting	Not watch where one is walking
	Cheat on a test

17. The author's tone is predominantly neutral; she presents the facts of the new trend, texting, its popularity, who's using it, benefits and negative outcomes. Only occasionally is there a hint that the author is concerned about it. (13)
18. The message of the article is presented in short paragraphs for those readers who are technologically-oriented in their reading and communications and would prefer items boiled down to snippets.
19. The author's primary purpose seems to be to inform the audience of facts so they can decide for themselves what their point of view is on the subject.
20. People are going to text because coming up with new ways to communicate and new ways to build civilizations fulfills a deep need in humans. (implied – 30-33)

Quiz

1. D. teens (6-7)
2. See chart under discussion questions for possible answers.
3. (A) Plato (B) It might cause us to lose memorization skills; it might cut down on our quality time together. (20)
4. She has a neutral tone with mostly factual information presented. There are a few sentences that reveal concern about the potential drawbacks of texting but not necessarily complete antipathy toward it.
5. People are going to text because coming up with new ways to communicate and new ways to build civilizations fulfills a deep need in humans. (implied – 30-33)

Texting in the Class Is Rampant (Michael Rubinkam)

Check Quiz

1. A. 2010 (notes)

2. C. Both A and B (College students and professors)
3. A. 90% (5)
4. One of the following: most view it as their right (7); it's a nice alternative to having to focus in a boring class (11); it's a courtesy to get back to someone right away who needs information (20)
5. One of the following: it is distracting (12) ; it saps the class of their intellectual energy (16)

Comprehension Questions

1. 2010
2. Lehighvalleylive.com
3. A classmate, his girlfriend, his roommate (2, 20)
4. Doodling, daydreaming, and passing notes (4)
5. (A) 90%; (B) nearly 50%; (C) 10%; (D) 3% (5)
6. Most prefer texting to email or talking on the phone; most view it as their right (6-7)
7. It can be a distraction (12)
8. Zero tolerance; if she sees a phone during a test, the owner gets an automatic 0. (13)
9. He walks out and cuts the lesson short (15-16)
10. Some teachers have incorporated students' cell phones into the lesson: texting assignments, asking questions of the class and having students respond by text; allowing students to text questions or comments during class (26)

Discussion Questions

16. Texting is similar to doodling and daydreaming in that it is a way to pass the time and similar to passing notes in that it is a secret form of communication; it is different in that it can also be used to cheat by finding or sharing answers.
17. Students feel that texting is a way for them to stay busy while bored or communicate with people they need to without making a phone call. Professors feel that it interferes with attention and concentration and it saps the classroom of its intellectual energy.
- 18.

Reasons Supporting In-Class Cell Phone Use	Reasons Opposing In-Class Cell Phone Use
Students can pose questions or make comments	It is a distraction to the phone owner and maybe others
Students can respond to assignments	It is a tool for cheating
If it is done on the sly, it does not distract anyone else	It is disrespectful to the teacher and classmates

19. Answers will vary, but they must be supported.
20. Rubinkam wants readers (whether students, teachers, or others) to know that texting in class has pros and cons and not everyone agrees about how to handle the issue.

Quiz

1. A. 2010 (Notes)
2. The author presents a balanced view of the pros and cons of texting in class by quoting several students and several teachers and by presenting students who are for and against it as well as teachers who are for and against.
3. See chart in discussion questions.
4. Some teachers are allowing students to use their cell phones to be engaged in the lesson by receiving assignments and answering/asking questions. (27)
5. Rubinkam wants readers (whether students, teachers, or others) to know that texting in class has pros and cons and not everyone agrees about how to handle the issue.

Should This Student Have Been Expelled? (Nat Hentoff)

Check Quiz

1. C. shout bigoted remarks (2-3)
2. D. he was celebrating his birthday (1)
3. A. his right to speak his views (20)
4. By ordering him to attend a race relations workshop and get counseling (11)
5. The author disagrees with the expulsion because the student did not violate any rules in the University Code (based on his words alone without physical attack).

Comprehension Questions

1. He was drunk. (1)
2. He made bigoted remarks about African Americans, Jews, & homosexuals. (4) * A "hat trick" in hockey is winning three times in a row.
3. It is implied that they are both slow and tedious. (12)
4. He was expelled (13)

5. He himself had written the speech code. (15)
6. He was the first student to be expelled for "hate speech." (17)
7. The code prohibits inappropriate, abusive, threatening, or demeaning actions (30)
8. The code prohibits actions not words, but Hann did not do anything physical. (26-33)
9. Ask whether one would have received the same punishment for speaking different words while engaging in the same actions (35)
10. Gregorian says he's committed to free speech (27) but supports the expulsion of a student as a result of his words (33)

Discussion Questions

16. What he did was reprehensible and so offensive and abusive to others that his presence as a student is no longer acceptable. He had also apparently not been rehabilitated by the punishment for a similar, previous offense.
17. The student had only used words and had not done anything physical; the University's code only prohibited physical actions; therefore, the University was mistakenly and unfairly applying their code to this student on the basis of the content of his speech. Furthermore, the president was incorrectly referring to the student's offense as actions. The author claims that this is hypocritical and violates the First Amendment (free speech).
18. The American Civil Liberties Union is a non-profit legal organization that uses the law and the courts to protect citizens' civil and constitutional rights. (ACLU website)
19. No. Hentoff does not call for the University to reverse their ruling, nor even to stir the readers to protest the University's decision. He is merely arguing that the ruling violates Hann's civil rights.
20. He might support the University's revision of their code to specify what speech would be considered unacceptable and punishable.

Quiz

1. C. shout bigoted remarks
2. They claimed that he violated the student code of conduct.
3. It prohibits inappropriate, abusive, threatening, or demeaning actions based on race, etc.
4. The code prohibits certain behavior while he feels the student only used words.
5. Since the University's rules prohibit actions but not words he was unfairly expelled and his right to free speech was violated.

To Any Would-Be Terrorists (Naomi Shihab Nye)

Check Quiz

1. A. American (notes)
2. C. the attacks on the U.S. on 9/11/01 (notes)
3. D. Muslim terrorists (title, 1)
4. The heavy weight of the phrase "Muslim terrorists" when they are themselves of Arab descent and brown-skinned.
5. One of the following: not all Americans agree with U.S. foreign policy in regard to the Israeli-Palestinian conflict; Americans believe in the power of the word (meaning diplomatic solutions to conflict) (8); many Americans do not want to kill any more innocent people anywhere in the world (12); a translated collection by a Sufi (Muslim) poet is a best-seller in the U.S. (13); Americans are usually very kind (14)

Comprehension Questions

1. The U.S.
2. The 9/11/01 terrorist attacks on the U.S.
3. Poet/writer
4. She is of Palestinian heritage in part (she shares their ethnic/religious background)
5. They are non-violent, hard-working American citizens who try to dispel stereotypes.
6. Mexican-American grocer paints Palestinian flag on empty cartons, won't let her pay for lemonade; Ethiopian neighbors are given figs by her father; mother is in a choir; her brother is half-Arab with an Arabic name and has to fly every week; her Palestinian cousins will now be saddled with this stereotype that they are affiliated with terrorists when they start to school in Texas.(3, 5-7)
7. Her grandmother was a devout Muslim who stayed in Palestine and traveled to Mecca to be called a Hajji; she wore white; she could not read or write, but she was smart; she worked hard to clean clothes by hand; she believe in tolerance and accepted Jews and Christians; she would not have approved of the violence. (10)
8. Many Americans do not support U.S.-backed war and violence.
9. A translation by Coleman Banks of a collection of a poetry by Rumi, a 13th century mystical Sufi (Muslim). (13)
10. God would prefer that we find a way to live peacefully and productively.

Discussion Questions

16. (A) Many people in the U.S. understand the Palestinian position in the Middle East and disagree with the U.S. government's policies in that regard. (B) Truly religious Muslims do not support violence. (C) Many Americans do not support U.S.-backed war and violence. (D) God would prefer that we find a way to live peacefully and productively.
17. Extremist Muslims who would advocate violence against non-Muslims. It makes her comments more emotional and powerful.
18. Those who might hold stereotypical views of Muslims or Arabs
19. To inform them of the views she and many people of Arab descent or Muslim people hold and that they do not support what the terrorists did; also to argue that not all of them are terrorists and persuade her audience not to judge them as one common group.
20. Only peace, not violence, will solve our problems.

Quiz

1. A. American
2. Those who might hold stereotypical views of Muslims or Arabs to whom she can provide some information and possibly enlighten them
3. They are usually hard-working, tolerant people who don't agree with violent extremist religious views.
4. Any TWO of the following: Many Americans understand and support Arab concerns; Islam is not a violent religion; Most Americans are against war and killing; God would rather that we live peacefully with one another.
5. Peace cannot be achieved through terrorism and violence.

Why I Want a Wife (Judy Brady)

Check Quiz

1. C. Married with children (1)
2. B. 1970s (notes)
3. D. all of the above (3-8)
4. Answers will vary. Any item from the text.
5. She wants someone who accepts that she will have other lovers. (7)

Comprehension Questions

1. When couples divorce, the woman is usually left with the children.
2. She wants to support herself without needing a man to give her money
3. Many men do not usually worry about their wives' physical needs yet women are expected to do so for their husbands
4. To argue that women are sometimes under unfair demands (like having to offer a variety of suggestions for dinner)
5. To indicate that the wife is not to serve as a companion but as a helper (4)
6. The entire essay rambles and makes demands that sound like complaints
7. It places the concern on the guests' needs and not on the wife's needs
8. To remind people that women unquestioningly assume birth control responsibility while many men would not have offered to share that concern (i.e. taking the male pill, using a condom of their own choice).
9. That some married men disrespect their wives enough to dismiss them for new ones when the initial wives become old and worn (misshapen after pregnancy or, simply, too familiar as opposed to novel).
10. Knowing that she actively supports feminist principles may help readers to see that this essay supports a woman's right to independence in a marriage.

Discussion Questions

16.

Expectation Type	Examples That Represent Each Type of Expectations
Financial	child caretaker and homemaker; no opportunities for making money
Social	no social life—too busy taking care of kids, husband, husband's friends
Intellectual	husband goes back to school; wife takes care of kids, husband, house
Parental	the ideal wife is expected to be the primary caretaker of the children
Verbal	a listener with no rambling complaints
Sexual	fulfills husband's needs; shouldn't inconvenience him with hers
Physical	cooks, cleans, shops for husband and kids

17. Her point is that women were expected to be housewives — to get married, support a man's needs, and take care of their children; having a wife would be like having a servant.

18. Her purpose is to argue in defense of her feminist point of view and persuade her audience to agree with it. She wants people to see that reducing women's opportunities to that of a caretaker is unfair and discriminatory.
19. Her audience would, first and foremost, be women in such stereotypical marriages as what she has described; secondarily, she would hope it would be read by men who expect women to act like the "ideal" wife she has described
20. The restriction of a woman to a stereotypical female role of wife and homemaker is unfair and discriminatory.

Quiz

1. C. 1970s
2. In the 1970s, women were still expected by many to fulfill a stereotypical role of wife and caretaker, the women's movement notwithstanding.
3. Written from a male perspective, the essay implies that some married men want their needs met but don't feel obligated to do the same in reciprocation.
4. (A) Her target audience is surely women, especially feminists; (B) this was published in a progressive women's magazine of the time, *Ms.*, and it provides a sarcastic commentary on the male perspective (something that is unflattering to males).
5. The stereotypical role of the woman as wife and homemaker is unfair and discriminatory.

MIXED STRATEGIES SELECTIONS

Mother Tongue (Amy Tan)

Check Quiz

1. A. therapist (notes)
2. B. Chinese (notes, 7)
3. C. her mother (21)
4. Act as translator to a more formal form of English. (10-14)
5. It sounds as if it is damaged and needs to be fixed, as if it lacked a certain wholeness and soundness (8); gave her a limited perception of her mother and made her ashamed of her (9)

Comprehension Questions

1. As a form of mental health therapy (notes)
2. She is a writer and uses the language professionally (2)
3. A scholarly form of standard English (3)
4. She has described what she and her mother use as a "broken" form of non-standard English, but it is also their language of intimacy, their family way of talking, and the version she grew up with (3-4)
5. She says that this non-standard form shaped her view of the world and she regards it as her "mother tongue." (7)
6. Tan's mother often required her to impersonate her or act as translator (10-12)
7. Poor performance on English tests and not majoring in English (15-17)
8. Perhaps because they, too, had similar limitations and encountered stereotypes that discouraged them from careers in English (18)
9. Rebelliousness (19)
10. Tan says she envisions her mother as her audience (21)

Discussion Questions

16. Formal, scholarly, standard English: "The intersection of memory upon imagination" (3); "This was my mental quandary in its nascent state" (20); "Broken" non-standard English: "Not waste money that way" (4); "Why he don't send me check, already two weeks late. So mad he lie to me..." (11); Standard English, translation of her mother: "I'm getting rather concerned. You had agreed to send the check two weeks ago, but it hasn't arrived." (12)
17. What appears as "limited" English might lead one to believe that Tan's mother's understanding/intellect is also limited, but that would not be true.
18. Comparison/Contrast: shows different versions of English; Cause/Effect: effect on Tan of her mother tongue (9, 13, 15, 21); Definition: of her mother tongue (3-7); Narration: stories to illustrate (3, 5, 10-14)
19. high vocabulary level, references to literary terms and subjects, references to literary activities (writing, SATs and standardized tests, audience)
20. In one respect, her "mother tongue" is her language of origin, a non-standard form of English. Literally, Tan learned that version of English from her mother. Her point is that this version of English is natural to her, as the one she was raised with and which shaped her view of the world, and, as such, she includes it in her fiction.

Quiz

1. A. therapist (notes)
2. Tan's public version of English: standard, formal, even scholarly; her "mother tongue" or her mother's version of English: non-standard, "broken" or "limited"
3. She didn't score well on English tests and, due to stereotypes, she was discouraged from majoring in English or writing.
4. All of the Englishes she grew up with
5. Since her mother's English is natural and clear to her and it represents that spoken by her characters and audience, it is right that she include it as one version in her writing.

On Dumpster Diving (Lars Eighner)

Check Quiz

1. A. scavenging (3)
2. C. a pizza shop (18)
3. D. a college campus (21)
4. They usually need small amounts of cash for drugs or alcohol, they tend to mix up the contents of the Dumpster, and they pass up change and hockable items (41-46)
5. Out of courtesy for other Dumpster divers.

Comprehension Questions

1. He likes its frankness, and it accurately identifies that he lives off the refuse of others. Scrounging is obscure and foraging seems to refer to gathering nuts and berries. (3-4)
2. Evaluate the conditions of the found materials; know the area & check it regularly; ask why an item was discarded. (8)
3. Taking care to avoid botulism (11-12)
4. They are boxed, and they are often discarded because of prank orders, wrong toppings, incorrect preparation, or refusal on delivery for being too cold. (18-20)
5. Many affluent college students discard perfectly good items. (21-25)
6. Most people instinctively look away & attempting to hide also arouses suspicion (32)
7. They usually need small amounts of cash for drugs or alcohol, they tend to mix up the contents of the Dumpster, and they pass up change and hockable items (41-46)
8. Aside from incurring public irritation, making a mess and taking up too much time, he sees it as a personal invasion. (47-48)
9. Fire ants (58)
10. The rat-race millions (working, middle class) who are slaves to materialism (67-68)

Discussion Questions

16. 1st, being ashamed and hiding; then, taking everything one sees; last, knowing from experience to take only what can be used right away (32-37)
17. The Dumpster was near the pizza shop; the pizzas were in good condition; they were discarded for reasons other than being spoiled ((18-20)
18. One: take what you can use and let the rest go by; two: the value of material things is transient (they are only valuable if you place a value on them, in other words, and what is valuable to one person might not be to another) (63-64)
19. Those of us who place too much value on certain material things and are never satisfied with the material things we have. (67-68)
20. Scavenging has taught him that most people are very wasteful. (4 & 63-68)

Quiz

1. B. empty soda cans
2. Evaluate the conditions of the found materials; know the area and check it regularly; ask why an item was discarded
3. Many affluent college students discard perfectly good items
4. The rat-race millions (working, middle class) who are slaves to materialism
5. Most people place too much value on material possessions and are very wasteful.