

AHSGE Reading Remediation

Standard I

Objective 1 (Identify Supporting Details)

Activity One: Recreational Reading

Procedure: Reread the passage to the students or have them read it silently. As a prereading activity, have students scan the passage for the meaning of “weeds,” “simples,” and “cakes of roses.” (weeds=clothes, simples=herbs, cakes of roses=dried, compressed rose petals). Then have students answer questions similar to the examples that follow the passage.

I do remember an apothecary,
And hereabouts he dwells, which late I noted
In tattered weeds, with overwhelming brows,
Culling of simples. Meager were his looks,
Sharp misery had worn him to the bones.
And in his needy shop a tortoise hung,
An alligator stuffed and other skins
Of ill-shaped fishes; and about his shelves
A beggarly account of empty boxes,
Green earthen pots, bladders, and musty seeds,
Remnants of packthread and old cakes of roses,
Were thinly scattered, to make up a show.

Examples:

1. Name four phrases that make the apothecary seem poor. Explain that these are details supporting the main idea that the apothecary is poor.
2. Name nine items that may be found in the apothecary's shop.

Standard I

Objective 1 (Identify Supporting Details)

Activity Two: Textual Reading

Procedure: Read the passage aloud to the students.

The tour guide in 1800s attire led us up the steps of the stately old home. The home had been constructed on three levels: the main floor's parlor and office richly decorated in finely carved furniture upholstered in brocades of warm golds and reds; the second floor consisting of bedrooms with four-poster beds in need of steps for climbing into at night; and the lower floor consisting of the family eating area not quite as richly furnished as the other two floors, yet quite adequate for the Monroe family who once occupied the dwelling.

After touring the home itself, our group inquired about the location of such rooms as the kitchen or bathroom. We learned that these "rooms" were actually located apart from the main house and for good reason. The kitchen was considered a fire hazard, and bathrooms at that time had none of the modern plumbing conveniences that we know today.

As we continued our tour, our guide directed us to these outer buildings as well as others such as the servants' living quarters and the stables. The home was a self-supporting enterprise evidenced by the fact that it had its own garden for growing fresh fruits and vegetables and pens and sheds for keeping cows, goats, and chickens.

Today this beautiful old place serves as a reminder of the past and is available to the public for tours, receptions, and lunch on Saturdays in the room once used by the family for dining.

Example:

From a first impression, what is being described? (Explain that the details of the paragraph will lead to a conclusion that is the main idea.)

1. Name details that give the reader the impression that the home once belonged to a wealthy family.
2. Find details to indicate the home is not new.
3. Find details to indicate different uses for the home today.

Standard I

Objective 2 (Determine Sequence of Events)

Activity One

Procedure: Arrange the following sentences in logical order. When parts of a process are taken out of their logical order, the results are often unclear or the outcome is not the desired outcome. Use the instructions for “Baking Bread” and determine the correct sequence for the instructions.

Example:

Baking Bread

- A. The final step before baking is to cover and let the dough rise in a warm place.
- B. Baking bread requires following a few directions.
- C. Next combine all the ingredients until dough is formed.
- D. First combine the yeast in warm water or milk.
- E. Then knead the dough until it is soft.

Example: Write the sentences in a logical order that would describe the sequence of making and then drinking hot cocoa.

Making Hot Cocoa

- A. Mix cocoa, sugar, and cinnamon together.
- B. Read the recipe to determine the needed ingredients.
- C. Pour the cocoa into mugs.
- D. Add the correct amount of milk to the dry mixture.
- E. Heat the mixture of milk and other ingredients.
- F. Drink and enjoy the hot cocoa.
- G. Gather all the needed ingredients.

Standard I

Objective 2 (Determine Sequence of Events)

Activity 2

Procedure: Read the following passage. Look for sequencing cues. Eligible content includes descriptors of order such as dates; first, next, and last; before and after; and chronological order of events.

The Defeat of Japan (World War II)

By mid-1945 Japan had been thoroughly beaten. Its armed forces were destroyed and its cities lay in ruins from American bombings. Still Japan would not give up.

Harry Truman, who became President after Roosevelt died, hoped to avoid a costly invasion of Japan. He chose to use America's secret weapon: the atomic bomb. On July 26, 1945, Allied leaders warned Japan that if it did not surrender at once, it would suffer "complete and utter destruction." The Japanese sent no answer.

On August 6, 1945, a single atomic bomb was dropped on the Japanese city of Hiroshima (hee-roh-SHEE-muh). The world was stunned by the destructive power of the new weapon. The bomb completely demolished about 60 percent of Hiroshima. For four miles around the target point, almost no buildings were left standing. More than 80,000 people were killed and 37,000 more suffered severe injuries. Others later died from the effects of radiation released by the explosion.

On August 8, 1945, the Soviet Union declared war on Japan and invaded Manchuria. Still Japan did not surrender. The next day, an American plane dropped a second atomic bomb. This time the target was Nagasaki (nah-guh-SAH-kee), an important shipbuilding city. Again the effects were deadly.

Though the military leaders of Japan wanted to continue the war, Emperor Hirohito forced them to surrender for the good of the country. On August 15—called V-J Day for "victory over Japan"—the emperor announced the defeat to his people. On September 2, officials of the Japanese government signed the document of surrender on board the battleship *Missouri* in Tokyo Bay.

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Objective 2 (Determine Sequence of Events)

Activity 2

Example Questions:

1. Which of the following events happened first?
 - A. The Soviet Union declared war on Japan.
 - B. President Roosevelt died.
 - C. The second atomic bomb was dropped.
 - D. The Japanese city of Hiroshima was destroyed.

2. Which of the following events happened last?
 - A. Several thousand people were killed in Hiroshima.
 - B. The Allies warned Japan that it would suffer complete destruction.
 - C. Manchuria was invaded by Russia.
 - D. The city of Nagasaki was bombed by the Americans.

3. Place the following events in chronological order.
 - A. Harry Truman warned Japan.
 - B. The United States celebrated V-J Day.
 - C. President Roosevelt died.
 - D. The atomic bomb was dropped.

Standard I

Objective 3 (Follow Directions)

Activity 1: Recreational Reading

Procedure: Read the spiritual “Go Down, Moses.”

GO DOWN, MOSES

1. Go down, Moses,
Way down in Egyptland,
Tell old Pharaoh
To let my people go.
2. When Israel was in Egyptland—
Let my people go—
Oppressed so hard they could not stand—
“Let my people go.”
3. Go down, Moses,
Way down in Egyptland.
Tell old Pharaoh
“Let my people go.”
4. “Thus saith the Lord,” bold Moses said,
“Let my people go;
If not, I'll smite your first-born dead;
Let my people go.”
5. Go down, Moses,
Way down in Egyptland.
Tell old Pharaoh
“Let my people go!”

Standard I

Objective 3 (Follow Directions)

Example Questions:

Using the passage, answer the following or similar questions.

1. The speaker of the spiritual is
 - A. Moses.
 - B. the people of Israel.
 - C. Pharaoh.
 - D. the Lord.

2. Moses is instructed to
 - A. send a letter to Pharaoh.
 - B. deliver a message to Pharaoh by a messenger.
 - C. go personally to Egypt and deliver a message to Pharaoh.
 - D. wait until harvest time.

3. Pharaoh receives precise instructions
 - A. to let the people of Israel go.
 - B. to work them harder than he had been.
 - C. to have many children.
 - D. to compensate the workers with more benefits.

4. If Pharaoh fails to obey the command,
 - A. he will lose his kingdom.
 - B. his first-born child will die.
 - C. the speaker will speak to him personally.
 - D. Moses will kill him and his child.

5. By the end of the spiritual, the command to “Let my people go!”
 - A. becomes less demanding.
 - B. is compromised by the speaker.
 - C. reflects the intensity of the speaker's tone.
 - D. is a mild request.

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6. Read the following sentences to determine the correct sequence.
- a. Moses tells Pharaoh the Lord's message.
 - b. Pharaoh releases Israel.
 - c. The Lord instructs Moses to perform a task.
 - d. Pharaoh listens to Moses' message.

Which sequence is correct for number 6?

- A. d, a, c, b
- B. b, c, d, a
- C. a, b, c, d
- D. c, a, d, b

Standard I

Objective 3 (Follow Directions)

Activity Two: Reading Directions

Procedure: Read the following directions, paying close attention to details.

Select a premium grade wax and carefully read all the instructions including the precautions. Wash and dry the car before beginning the waxing process to be certain that it is clean and free of dirt. In addition, be sure that the car is not in direct sunlight when applying the wax. Shake well the container of wax. Pour a small amount of the wax onto a clean, damp cloth or sponge. Using a circular motion, apply the product to one section of the car at a time, beginning with the top and then moving from the hood to the back of the car. Allow the wax to dry to a haze and buff with a dry terry cloth before proceeding to the next section of the car. Once this task is completed, the car will not only shine like new but will be protected from damage caused by exposure to the sun and other weather-related problems. Remember to repeat the process on a regular basis.

Example Questions:

1. What type wax should be used to wax a car?
2. Why should the car be washed before applying the wax?
3. Which should be waxed first: the top or the hood?
4. What are some different kinds of directions? (such as step-by-step and embedded within passages)

Standard II

Objective 1 (Identify Main Idea)

Activity One: Main Idea

Read the following article and poem and answer Numbers 1 through 9. You may look back at the article and poem as often as you like.

Dorothy Parker

More than Just a Wit

by Lisa Burdige

Dorothy Parker was famous for saying what was on her mind. In fact, her biting, clever jibes are the stuff of literary legend. But Parker was more than just a wit; she was an acclaimed poet, short-story writer, journalist, and screenwriter whose 28 films included *A Star Is Born*. She was also the brightest light of the Algonquin Round Table, an assemblage of writers who met every day at the Algonquin Hotel in New York City from 1919 into the forties, and did much to shape American popular culture.

Little is known about Dorothy Parker's early life. She was born Dorothy Rothschild in 1893. Her mother died in Dorothy's infancy, and Dorothy was raised in New York City, where she attended a Catholic convent school. She later said the only thing school taught her was that "if you spit on a pencil eraser, it will erase ink." Left without an income when her father died, the twenty-year-old Parker began her career, first as a copywriter for *Vogue* then, one year later, as drama critic for *Vanity Fair*. For four years she brought her distinctive brand of biting wit to her reviews. For example, of Katherine Hepburn's performance in a Broadway play, she wrote, "Ms. Hepburn ran the whole gamut of emotions from A to B."

Parker's stories, however, show another side of the writer. "Dear God," she wrote in a letter to a friend, "please make me stop writing like a woman." For Parker, "writing like a woman" meant scrutinizing the foibles and, often, the falsity of romance. Her accomplished, pained tales of love and betrayal are very different from her hard-edged public persona.

Over the span of her career, Parker wrote 51 short stories, 4 volumes of verse, several volumes of nonfiction and essays, a detective novel, 28 screenplays, and several plays. She received the O. Henry Award for her story "Big Blonde" in 1929. Harold Ross, founder of *The New Yorker* magazine, credited Parker with the creation of *The New Yorker* short story, though Parker herself denied that such a genre existed. Throughout her career, Parker was esteemed as a writer of sophistication, skill, and insight, but by the end of her life, she had almost disappeared from public view.

After the death of Alan Campbell¹ in 1963, Parker told a friend, "I'm seventy and feel ninety. If I had any decency, I'd be dead. Most of my friends are." She died in 1967 at the age of seventy-four. Willing to pun at anyone's expense, including her own, she had written the epitaph for her own tombstone, which reads, "Excuse my dust."

¹ Parker was married to Alan Campbell but kept the name of her first husband.

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Standard II

Objective 1 (Identify Main Idea)

Activity One: Main Idea

ONE PERFECT ROSE

By Dorothy Parker

A single flow'r he sent me, since we met.
All tenderly his messenger he chose;
Deep-hearted, pure, with scented dew still wet –
One perfect rose.

I knew the language of the floweret;
“My fragile leaves,” it said, “his heart enclose.”
Love long has taken for his amulet²
One perfect rose.

Why is it on one ever sent me yet
One perfect limousine, do you suppose?
Ah no, it's always just my luck to get
One perfect rose.

² amulet: an object worn as a charm

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Objective 1 (Identify Main Idea)

Activity One: Main Idea

1. The main idea of this article is that Dorothy Parker
 - a. Lost her sense of humor at the end of her life
 - b. Is best known for her screenplay, *A Star is Born*
 - c. Often wished that she could write without using humor
 - d. Is famous for both her wit and her insightful tales of love

2. How did Dorothy Parker begin her career as a writer?
 - a. As a copy writer for *Vogue*
 - b. As a student at a convent school
 - c. As a drama critic for *Vanity Fair*
 - d. As a member of the Algonquin Round Table

3. When Dorothy Parker wrote, “Dear God, please make me stop writing like a woman,” she meant she would rather write
 - a. With at masculine style
 - b. Without using her wit
 - c. About something she knows
 - d. About something other than romantic love

4. What can the reader conclude about Dorothy Parker’s time in school?
 - a. She learned many practical skills
 - b. She cared little about her education
 - c. She wrote many humorous essays that got her in trouble
 - d. She learned everything she needed to become a great writer

5. What is the theme of the poem?
 - a. Love will last no matter what gifts are given
 - b. Women desire more than symbolism in a gift
 - c. Love should be shown through inexpensive gifts
 - d. Women know that a single rose is a better gift than jewelry

6. What is the tone of the poem?
 - a. Angry
 - b. Ironic
 - c. Tender
 - d. Dramatic

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Objective 1 (Identify Main Idea)

7. Who or what is the messenger in the line, “All tenderly his messenger he chose”?
 - a. Flower
 - b. Limousine
 - c. Amulet
 - d. Heart

8. Which part of the poem demonstrates Dorothy Parker’s wit?
 - a. “A single flow’r he sent me, since we met.”
 - b. “Deep-hearted, pure, with scented dew still wet-”
 - c. “Love long has taken for his amulet/One perfect rose.”
 - d. “Why is it no one has ever sent me yet, do you suppose,/ One perfect limousine?”

9. What can the reader conclude from the poem about Dorothy Parker’s attitude toward roses?
 - a. She appreciates roses as symbols of perfection.
 - b. She believes roses symbolize a romantic relationship.
 - c. She thinks roses are a poor substitute for time spent traveling.
 - d. She feels roses are fine but she would like something more substantial.

Standard II

Objective 2 (Draw Conclusions)

Definition of drawing conclusions: Reading text and forming ideas that are not specifically stated.

Activity One

Procedure: Read the poem “Richard Corey” by Edwin Arlington Robinson and answer questions similar to those that follow.

Richard Corey

Whenever Richard Corey went downtown,
We people on the pavement looked at him:
He was a gentleman from sole to crown,
Clean favored, and imperially slim.

And he was always quietly arrayed,
And he was always human when he talked:
But still he fluttered pulses when he said,
“Good-morning” and he glittered when he walked.

And he was rich—yes, richer than a king—
And admirably schooled in every grace:
In fine, we thought that he was everything
To make us wish that we were in his place.

So on we worked, and waited for the light,
And went without the meat, and cursed the bread;
And Richard Corey, one calm summer night,
Went home and put a bullet through his head.

Example Questions: Answer the following questions with the best conclusion given.

1. What is the best reason for the townspeople to envy Richard Corey?
 - A. Richard Corey was happy with his wife.
 - B. Richard Corey was rich.
 - C. Richard Corey had a seemingly perfect life.
 - D. Richard Corey said “Hello” every morning.

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Objective 2 (Draw Conclusions)

2. What is the financial situation that best describes the townspeople?
 - A. They were hard workers who went without meat occasionally.
 - B. They were educated people who were envious.
 - C. They were rich people who worked with Corey.
 - D. They were poor and educated.

Activity 2

Procedure: Speculate on possible reasons for Richard Corey's killing himself. Explain Corey's personal, family, and financial affairs as they relate to his suicide.

Concluding Discussion: What actual conclusion may be made?

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Objective 3 (Determine Cause and Effect)

- Rules:**
- A cause is a reason something happens.
 - An effect is the result or what eventually happened.

Procedure: Identify the cause and effect of each.

Example:

1. A snake will not bite until it fears danger.

Cause:

Effect:

Example:

2. After a student has finished the class assignment, he or she is allowed to use the computer.

Cause:

Effect:

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Objective 3 (Determine Cause and Effect)

Activity 2

Procedure: Martin Luther was a young man who took a public stand against the established church. The passage you are about to read will reveal the effects of Luther's actions. Underline causes once and effects twice; then discuss.

Luther challenged the Church.

All his life [1482-1546], Martin Luther wished only to be an obedient, God-fearing Christian. He did not set out to lead a religious revolution. What led this strongly religious man to defy the pope and Church traditions?

Luther's background The son of a copper miner, Luther was born in a tiny town in the German region of Saxony. As a child, he felt guilty and fearful much of the time. His father's bursts of anger terrified him. The stern teachings of local priests deeply impressed Luther.

When Luther was twenty-one, he narrowly escaped death. During a storm, lightning struck nearby, knocking him down. Afraid for his life, Luther cried, "Saint Anne, help me! I will become a monk." Luther's father, who wanted his son to be a lawyer, was furious.

As a monk, Luther tried desperately to win peace of mind. He confessed his sins at great length. He fasted regularly. He slept without a blanket until he nearly froze. Nevertheless, he still felt sinful, lost, and rejected by God.

Sometime between 1512 and 1515, Luther was alone in his study puzzling over a phrase in the Bible: "The just shall live by faith." In a flash, Luther thought he understood. Praying and fasting were not the keys to salvation. Instead, a strong faith in God was all that mattered. He writes later, "Thereupon I felt myself to be reborn and to have gone through open doors into paradise."

The 95 theses Martin Luther might have lived quietly after finding peace. In 1517, however, something occurred that made him take a public stand. Like many other citizens of Wittenberg, he was offended by the deeds of a friar named Johann Tetzel. Tetzel was raising money to rebuild St. Peter's Cathedral in Rome. He did this by selling

letters of **indulgence**, or pardons that released the buyer from time in Purgatory.

Strictly speaking, an indulgence could free a sinner only from the penance a priest had set, such as saying a certain number of prayers. The sinner would still have to pay the penalty set by God. Unfortunately, Tetzel was overeager to collect money. He gave people the impression that they could buy their way into heaven.

Luther was deeply troubled by Tetzel's tactics. On October 31, 1517, he took up his pen and wrote 95 theses (formal statements) attacking the "pardon-merchants." He posted his theses on the door of the castle church in Wittenberg and invited fellow scholars to debate him. Excited by the challenge, someone copied Luther's words and took them to a printer. Within six months, Luther's name was known all over Germany. The religious crisis of **Reformation** in the Roman Catholic Church had begun.

The pope tried to silence Luther.

Soon Luther went far beyond criticizing indulgences. He wanted a full reform of the Church. Luther's teachings rested on three main ideas:

1. *Salvation by faith alone* In Luther's view people could not win salvation by their own efforts—what the Catholic Church called "good works." Faith in God was the only way to salvation.
2. *The Bible as the only authority for Christian Life* All Church teachings, said Luther, should be clearly based on the words of the Bible. The pope, he said, was a false authority. (The Catholic Church accepted both the Bible and Church traditions as authorities.)
3. *The priesthood of all believers* According to Luther, each person had a relationship with God and all people with faith were equal. Therefore, people did not need priests to interpret the Bible.

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On June 15, 1520, Pope Leo X issued a bull (an official statement) threatening Luther with excommunication unless he recanted. Luther did not take back a word. Instead, his students at Wittenberg gathered around a bonfire and cheered as he threw the bull into the flames. Leo answered by excommunicating Luther.

Charles V opposed Luther.

The pope seemed powerless to touch Luther. However, the young Holy Roman Emperor, Charles V, had greater authority in Germany. We have seen how Charles summoned Luther to Worms in 1521 to stand trial. Charles promised Luther safety from arrest while at Worms. Would Luther back down at last? As you have read, he did not.

Luther made his famous speech on Thursday, April 18. The next day, Charles replied, "A single friar who goes counter to all Christianity for a thousand years must be wrong. . . I will proceed against him as a notorious heretic." On May 26, Charles issued an imperial order, the Edict of Worms. It declared Luther an outlaw and heretic. According to this edict, no one in the empire was to give Luther food or shelter. All his books were to be burned. Legally, there was no place in Germany for Luther to hide.

However, Luther lived comfortably in Germany for almost 25 years after his trial at Worms. Charles V, the most powerful ruler in Europe, could neither capture Luther nor stamp out his ideas. What accounts for this extraordinary failure?

First Charles's huge empire was simply too much for him to govern effectively. Charles belonged to a family called the Hapsburgs, who had risen to power in Austria. After the 1400's, most Holy Roman emperors were chosen from the Hapsburg family. By a series of careful marriages, the Hapsburgs won more and more lands. In 1521, their holdings included not only Austria and lands in Germany but also the Netherlands, parts of Italy, Spain, and Spain's empire in the Americas.

Charles had another problem. The German people, although divided politically, had a strong national spirit, and they resented sending German money to Rome. Luther's attacks on the pope's "greed" were popular with many Germans. An Italian churchman visiting Germany in 1521 wrote, "Nine tenths of the people are shouting, 'Luther!' And the other tenth shouts 'Down with Rome!'"

Luther's ideas spread in Germany.

For almost a year after the Diet of Worms [a special meeting of the rulers], Luther shut himself away in a castle owned by Prince Frederick the Wise of Saxony. While there Luther translated the New Testament into German. Now even Germans who did not know Latin could read the Bible.

Luther returned to Wittenberg in 1522. There he discovered that many of his ideas were already being put into practice. Town priests had given up their colorful robes. They dressed in ordinary clothes and called themselves ministers. They led services in German instead of in Latin. Some ministers had married, because Luther taught that the clergy should be free to wed.

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Standard II

Objective 4 (Detect Propaganda; Distinguish Fact from Opinion)

Rules:

- The point of view is the vantage point from which the narrative is told.
- Persuasive writing is intended to make the audience adopt a certain opinion or perform a certain action.
- Persuasion may be recognized in four basic ways.
 1. The writer or speaker attempts to identify himself or herself as well qualified.
 2. The material is designed to appeal to a certain audience.
 3. The occasion which prompted the material to be written may be used to support the content's persuasive purpose.
 4. Means of persuasion usually include some combination of the following:
 - A. Argue logically.
 - B. Appeal to a past tradition or authority.
 - C. Work on audience's emotions.
- Facts are statements that can be proven or verified.
- Opinions are personal judgements regarding a topic.

Activity One:

Procedure: Read Patrick Henry's "Liberty or Death" speech which he delivered in 1775 to the Virginia House of Burgesses. Identify

1. Henry's purpose
2. his audience
3. his credibility regarding the issue
4. various techniques of persuasion

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Give Me Liberty or Give me Death
Patrick Henry
18th Century A.D.
3/23/1775
Virginia Convention, Richmond, VA

Mr. President:—

NO MAN thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the house. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen, if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for ceremony. The question before the house is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the Majesty of Heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren, till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those, who, having eyes, see not, and having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the house. Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with those warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled, that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort. I ask gentlemen, sir, What means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find, which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves longer. Sir, we have done

AHSGE Reading Remediation

everything that could be done, to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical bands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne! In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon, until the glorious object of our contest shall be obtained—we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!

They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak, if we make a proper use of those means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat, but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable—and let it come! I repeat it, sir, let it come.

It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace—but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

Activity Two

Procedure: Have students read the editorial on page C-85 from *USA TODAY* and answer the sample questions that follow.

Today's debate: Airline Safety

Problem-prone airplane wiring fails to spark FAA urgency

Our view: Denying real risks exist, Agency continues go-slow approach.

About half the world's passenger jets contain wire prone to cracking and chafing that can ignite fires.

That fact, exposed Monday in a USA TODAY Special Report, comes as no surprise to the military. After a series of fires and electrical failures it backed away from the use of the most controversial wire, called Kapton, a decade ago and began warning government regulators and commercial airlines against its use.

The National Transportation Safety Board (NTSB) is wary, too. It has investigated nearly two dozen incidents in which wiring was a factor.

So is United Airlines. As long ago as 1989, it demanded that Boeing use wiring other than Kapton in new jets.

But at the top reaches of the Federal Aviation Administration, which guards passenger safety, there is only denial.

Asked to comment on the extensive evidence of wiring problems revealed in the USA TODAY report, Thomas McSweeney, the FAA's director of aircraft certification, essentially dismissed the problem out of hand.

What applies to military jets doesn't apply to civilian jets, he said, because they face greater stress—a comparison rejected by others. And the FAA's own tests, showing chafed wires can induce electrical arcing and ignite fires, mean little, he said, because there's no evidence arcing has posed a problem in the air.

This despite reports of 259 wire-related smoke or fire problems on planes over the past 24 years and the fact that wiring remains under investigation in the crashes of TWA Flight 800 in 1996 and Swissair Flight 111 in September.

Only after TWA 800 exploded did the FAA take

Facts on wiring

Wiring is named for its insulation. All types can pose problems, but the military's experience raised concerns about two:

- **KAPTON:** A polymer insulation trademarked by Dupont in 1966.
- **Aircraft:** Used on 40% of commercial jets, including some Boeing 737s, 747s, 757s, and 767s; Douglas DC-10s, McDonnell Douglas MD-11s, MD-80s, MD-90s; Lockheed L-1011s; all airbus models.
- **POLY-X:** A polymer made by Raychem through 1976.
- **Aircraft:** Less than 5% of world fleet, including 145 Boeing 747s made 1970 – 73 and Douglas DC-10s made 1968-1975.

any substantive action on wiring, and only narrowly. Most notably, last May it ordered inspections of wiring in fuel tanks on Boeing 737s, with alarming results. Chafed wires were found in half of the first 500 planes inspected. Yet no plane-wide inspections were ordered.

The FAA's indifference might be easier to accept were it not such a familiar and troubling problem. Two notable examples:

For a decade, FAA insiders as well as outside experts warned that tests used to gauge flammability of thermal and sound insulation used extensively on planes were inadequate. But the FAA kept relying on those tests even after Boeing adopted tougher standards in the 1980s and McDonnell Douglas strongly recommended replacement of some insulation because of three aircraft fires. Only after the Swissair crash did the agency act—announcing plans to mandate insulation on almost every airliner in service because of fire potential.

Beginning in 1988, the NTSB warned the FAA about fire dangers posed by Class D cargo holds, which lack smoke detectors and fire-suppression systems. On a parallel tract, the NTSB, Air Line Pilots Association and other groups were seeking tighter control of hazardous cargo that might end up in those holds. But not until the deadly mix of hazardous cargo in a Class D hold killed 110 in the 1996 crash of ValuJet Flight 592 in the Everglades, did the FAA act aggressively. It finally cracked down on hazardous shipments and ordered airlines to improve cargo fire protection.

In each case, the FAA tightened scrutiny of fire safety after a calamitous crash. If the agency hopes to save lives that might be lost because of dangerous wiring, its administrators need to learn that the time to act is before disaster happens, not after.

Examples:

1. Which of the following is an opinion in the *USA TODAY* editorial?
 - A. Half the world's passenger jets contain wire prone to cracking and chafing that can ignite fires.
 - B. The military is not surprised that wires in jets are prone to cracking and chafing.
 - C. Kapton is an insulation trademarked by Dupont.
 - D. The NTSB warned the FAA about fire dangers posed by Class D cargo holds.

2. The statement, "Only after TWA 800 exploded did the FAA take any substantive action on wiring, and only narrowly," can best be described as
 - A. persuasion by appealing to emotions.
 - B. persuasion by making an appeal to authority.
 - C. persuasion by appealing to past traditions.
 - D. an opinion expressed from the point of view of the FAA.

3. The author's purpose is
 - A. to tell readers that many different wirings are used in airplanes.
 - B. to inform readers that salaries are high for pilots.
 - C. to report the many plane crashes in the last five years.
 - D. to convince the readers that the FAA is slowly continuing to investigate wire risks in planes.

Standard II

Objective 5 (Recognize Statements That Adequately Summarize a Passage)

Activity 1

Procedure: Read the following passage. Select the best answers to the questions that follow.

He drove his car over the snow-covered road toward the mountains. He was anxious; there was a possibility of an avalanche occurring and covering the highway. At the beginning of the journey, his thoughts had been on the autobiography that he would complete when he reached the mountain retreat. After traveling some distance, however, his mind left the autobiography and hazardous conditions and focused instead on sandy beaches and the warm sunshine of a summer day.

The lure of the mountain retreat had been irresistible when he had begun his book. After numerous trips to the retreat, however, it had lost some of its attraction. This was particularly true in the midst of the blizzard and in contrast to the memories from his recent tropical vacation.

Suddenly his thoughts were interrupted by a noise that could paralyze the bravest of heroes. Perhaps it was only an echo through white mountains. As a precaution he stopped. The thunder came again, and the road ahead disappeared under a wave of snow. Avalanche! With this added obstacle, the prospect of completing the autobiography seemed unlikely, and the thoughts of the beach became even more irresistible.

Would he leave the autobiography unfinished? A decision had to be made. It was time to rely on the lessons of a lifetime, to overcome the obstacles in front of him, and to complete the task at hand.

Example Questions:

- 1. What is the best summary for this passage?**
 - A. Completion of the task required determination under these circumstances.
 - B. Thoughts about the past almost kept the writer from action.
 - C. Discipline was needed to keep from daydreaming.
 - D. Bad weather caused the writer to postpone completion of the book.

- 2. From the passage, one could predict that the writer**
 - A. postponed his trip to the mountain retreat.
 - B. Decided to change the title of the book.
 - C. Completed the book on his next tropical vacation.
 - D. Overcame the obstacles and completed the book.

Standard III

Objective 1 (Recognize Fallacies of Logic and Judge Strength of Argument)

Definitions:

INDUCTIVE REASONING is the process of reasoning that a general principle is true because the special cases you've seen are true

DEDUCTIVE REASONING is the process of concluding something must be true because it is a special case of a general principle that is known to be true.

Examples:

Deductive reasoning: All basketball players are tall.
John is a basketball player.
John is tall.

Inductive reasoning: John is a senior.
(but faulty) John is a good student.
All seniors are good students.

COMMON LOGICAL ERRORS

Post Hoc Fallacy: The assumption that because one thing happens before another, that one thing causes the other. The classic story is of the arrogant rooster who brags to the hens that he crows, causing the morning sun to rise. One old biddy who has been around the barnyard block challenges him. "Stay quiet tomorrow," she taunts, "and see if the morning stays dark." Poor old master rooster has to leave in disgrace the next day when the sun shines bright as ever without his cock-o-doodle-doo.

False Authority: A rock star is not an expert on the right kind of car to buy no matter how good he or she may look behind the wheel. Also, a criminal is not an expert on the causes of crime. An expert is one who has broad and creditable knowledge of the subject due to study expertise in the field under discussion.

Part/Whole: Proving part of an argument wrong does not necessarily discredit the entire list. Proving part of an argument valid does not validate the entire argument. If a woman can run 100 yards in 10 seconds, then she should run 1000 yards in 100 seconds?

Either/Or: The assumption is that if one thing is true it makes the other choice false. Usually there is a third option. A man works 65 hours a week, and is too tired to enjoy life. He says he must either work himself to death or starve.

Rationalization: A fuzzy thinker can convince himself that an unpleasant outcome was due to uncontrollable external circumstances: "I rushed the paper and got an F, but it was because that teacher doesn't like me."

Red Herring: Originally, a strong-smelling fish was used to fool a bloodhound by dragging the herring across the trail of scent. Some arguments can throw such distractions into the discussion and completely disrupt the course of the argument.

Standard III

Objective 1 (Recognize Fallacies of Logic and Judge Strength of Argument)

Activity 1

Procedure: Determine whether each example is logical or illogical and whether it uses deductive or inductive reasoning.

Logical?	Deductive or Inductive?	Statement
		All men are mortal. Socrates is a man. Therefore, Socrates is mortal.
		All the bulldogs I have seen were brown. My sister in Idaho has a bulldog. Therefore, he dog must be brown.
		The book is on the desk. The desk is in the building Therefore, the book is in the building.
		James Spann told us where a hurricane would hit. The hurricane hit that spot. Therefore, James Spann caused the hurricane to hit that spot.
		All mothers are women. Ann is a mother. Therefore, Ann is a woman.
		Every criminal opposes the rules. Tammy disagrees with the dress code. Therefore, Tammy is a criminal.

Standard III

Objective 2 (Analyze Literary Elements)

Review: Literary Elements

Theme – Author’s insight about people or life

Characters/Character – The people (or animals) in a story/their personal attributes

Flat Character – A one-dimensional character that behaves exactly as the reader expects. This character usually does not affect the outcome of the story.

Round Character – a character with “depth” whose actions are not always predictable

Tone – Author’s attitude about his subject, characters, and audience

Setting – The time and place of the story

Mood – The “atmosphere” of the story

Plot – The “plan” of the story or main events that follow each other and cause other events to happen.

Literary Point of View – The perspective from which a story is told

First Person – The narrator is a character in the story and uses first-person pronouns such as I, me, my, mine, we, us, or our.

Third Person Limited – The narrator is not a character. He or she tells the reader about the characters but does not know what every character is thinking. The narrator’s knowledge may be “limited” to the perspective of one character.

Third Person Omniscient – The narrator is not a character. He or she tells us about the characters and can reveal the thoughts of each character. (*Omni* in Latin means “all.” Scient comes from the Latin *scio* meaning, “to know.”)

AHSGE Reading Remediation

For the past few years, I have traveled part of the “World's Longest Yard Sale” in search of feature stories.

Last week, I was on that beat again, traveling from Mentone to Gadsden on Wednesday, Thursday and Friday.

One of those days I drove The Ford Ranger I inherited from my father. The other two days, I drove Valentina, my beloved 1968 Volkswagen bus.

On Saturday, the day after I had traveled the yard sale route for the third time, my friend and I held our own yard sale about three miles off the sale route.

It was there that I lost Valentina.

So great was my attachment to Valentina that many thought I was about to get married when I wrote in 1966 that a new love had come into my life on Valentine's Day, wearing a granny dress of red and white.

I had forgotten the exhilaration of new love until Valentina came into my life, had forgotten the sheer joy of driving until she and I sped along the back roads, windows down, blues tape turned up loud, wind blowing into her smiling face and through my flowing hair.

Valentina was not just a way to get somewhere, she was a cultural icon. I was reminded of that every time I took her on the road to be met by waves and peace signs from people ranging in age from Social Security to teens barely old enough to drive.

One day as Valentina and I were hum-clicking up U.S. 11, the engineer of a train on the parallel track gave us a toot of his whistle and a friendly wave as we passed him.

I, who had been waving at engineers since I was old enough to raise my arm, was impressed to have the man driving that big freight train wave at me and whistle at my girl. I think Valentina was flattered, too. My parents gradually and reluctantly accepted that at my age I was deep into a love affair with a woman who symbolized free love, folk music, communal living and recreational plants.

My daughter hinted that she was looking for “some quiet place” for me to live my years out.

They can all rest easy now. Valentina has been taken from me.

As I write this, she has not yet been pronounced dead, but the insurance agent told me last night that he would probably declare her “totaled” today.

This is even harder for me to accept because Valentina did not suffer her injuries as she and I were speeding down some country two-lane, full of the promise of an estate sale or a pile of good scrap iron. No, she was parked. In a yard. Protected on both sides by trees. She was at least 25 feet from the road, parked so she could watch the traffic going by in the rain. I was inside my friend's house when I heard the unmistakable sound of tires screaming on pavement. The sound went on almost forever and ended with two or three loud clunks.

I ran out and found a new pickup truck smashed up against Valentina broadside, its rear bumper at her right front cheek. The police report would later show that the truck skidded sideways 141 feet before hitting a tree and nine more feet before hitting my bus.

I got to the truck as two teenage boys were climbing out. I saw that they were not bleeding but badly shaken up, and called to my friend to dial 911. An ambulance later took the boys to a hospital for examination, and I was left with a policeman to do my own examination of Valentina.

Her front end and right side had been hit by the truck, and her rear end and left side had been smashed against two trees. The truck had torn a 40-year-old tree out of the ground on its way to my bus, and the tree lay up against the rear windows. The insurance man says he will have to “total it out” and is thinking of paying me \$400 to \$600.

The chrome VW emblem on her face is worth \$100, and the recently rebuilt engine is worth about \$800, so I am not happy with what he says the whole bus is worth.

It's tough to haggle over the value of Valentina's parts with a stranger who wants to send her to a junkyard to become a multiple organ donor.

I want them to repair her. I want her whole again. We've still got a lot of back roads to cover.

Darrell Norman is a columnist and staff writer for The Gadsden Times.

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AHSGE Reading Remediation

Standard III

Objective 3 (Demonstrate Understanding Figurative Language and Analogy)

Review: Figurative Language

- Simile – comparing two unlike things using the words *like* or *as*
- Imagery – descriptive language that evokes sensory images
- metaphor – comparing two unlike things without using the words *like* or *as*
- personification – giving human qualities or emotions to things that aren't human
- hyperbole – extreme exaggeration or overstatement

SIMILE

Activity 1

Procedure: Identify the two items being compared. Discuss liveliness of writing, vividness of the word picture created, etc.

1. When Mike passed Bill on the last lap, Bill's *smile* melted like a *snowflake* on a hot stove.
2. My shiny new *Porsche* purrs like a *kitten*.

What two items are compared in each sentence below? Write a shorter sentence stating the actual meaning.

Examples:

1. The lady's bright red car was shining like a new morning sun.
2. After basketball practice, I was as tired as an old rug after its beating for spring-cleaning.

1.

2.

AHSGE Reading Remediation

Activity 2

Procedure: Use the following word pairs to create your own similes.

giraffe/tree	
candle/light bulb	
cat/baby	
airplane/bird	
old shoe/worn-out book bag	

Activity 3

Procedure: Write the two items being compared in the following sentences. Write the clue word (*like* or *as*) for the comparison.

Examples:

1. The witch screeched like an angry owl every time someone passed her house.
2. Bill jumped around like a jumping bean because he was going to his first baseball game.
3. The girl with the beautiful voice sang as sweetly as a lark.
4. When he lost his new bike, the little boy wandered around like a sick puppy.
5. The artist's model sat as still as a statue in the park.
6. On the morning of my first piano recital, I was sweating like a marathon runner even though I was still in bed.

AHSGE Reading Remediation

Activity 4

Procedure: Read the poem “Harlem” from *A Dream Deferred* by Langston Hughes.

A Dream Deferred

By Langston Hughes

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

Examples of Questions:

1. Does this poem have similes? If so, what things are being compared?
2. What is the main idea expressed in the poem?
 - A. Harlem is a sleepy community.
 - B. Dreams are rotten meat.
 - C. A dream unfulfilled can be a “long-time” worry or erupt into a major problem.
 - D. People who live in Harlem should not express their feelings, just live with them.
3. Interpret the poem and discuss the images portrayed in all five comparisons about Harlem. Have students in groups discuss and explain at least one of the five images.

AHSGE Reading Remediation

METAPHOR

Getting Started: Find the analogies in these sentences.

My father was an angry bear when he found out that I came home an hour late last night.

1. What two things are being compared? (father and bear)
2. What is the idea being conveyed in the sentence? (The father became very angry when the child came home late.)
3. How is this sentence different from a sentence with a simile? (There is no *like* or *as* in the sentence.)

Activity 5

Procedure: Complete the meaning of each example sentence.

1. *Brian was a wall*, bouncing every tennis ball back over the net.

This metaphor compares Brian to a wall because _____.

- a. He was very strong.
- b. He was very tall.
- c. He kept returning the balls.
- d. His body was made of cells.

2. We would have had more pizza to eat if *Tammy hadn't been such a hog*.

Tammy was being compared to a hog because she _____.

- a. looked like a hog
- b. ate like a hog
- c. smelled like a hog
- d. was as smart as a hog



3. *Cindy was such a mule*. We couldn't get her to change her mind.

The metaphor compares Cindy to a mule because she was _____.

- a. always eating oats
- b. able to do hard work
- c. raised on a farm
- d. very stubborn

4. The poor rat didn't have a chance. Our old *cat, a bolt of lightning*, caught his prey.

The cat was compared to a bolt of lightning because he was _____.

- a. very fast
- b. very bright
- c. not fond of fleas
- d. very old

AHSGE Reading Remediation

PERSONIFICATION Recreational Reading

Example: Flashes of lightning angrily streaked through the black night.

Procedure: Explain why this is considered to be personification.

Activity 6

Procedure: Read the poem, “The Sky is Low” by Emily Dickinson and find examples of personification in the poem.

The Sky is Low

The Sky is low—the Clouds are mean.
A Traveling Flake of Snow
Across a Barn or through a Rut
Debates if it will go—

A Narrow Wind complains all Day
How some one treated him.
Nature, like Us, is sometimes caught
Without her Diadem.

HYPERBOLE

Examples:

1. He drove until I thought he would die.
2. Fiberglass belts are just out of this world.
3. Turning laps at 915 mph is being in heaven.

Activity 7

Procedure: Create other examples of hyperbole using the following starting points: flying in a hot-air balloon, doing aerobic exercises, listening to a boring speech, etc.

AHSGE Reading Remediation

IMAGERY

Example: The honeyed smell of the clover drifted through the soft April breeze.

Activity 8

Procedure: Identify the imagery used in the following. Is it sight, sound, taste, touch, or smell?

1. He was a shaggy, thick-fellow; his coat was greasy about the lapels and pockets, and his hand splayed over the cane's crook with a futile sort of clinging.
2. a ginger cat, very tall and thin
streaked glass, flashing with sunlight
3. strong melodious songs
crackling splinters of glass and dried putty
4. soft shapes...inside the hard bodies
5. juicy and tart
6. rolling rumble and crash
7. Leaves were green and stirring,
Berries, luster-glossed
8. What is Poetry? Who knows?
Not a rose, but the scent of a rose

AHSGE Reading Remediation

Standard IV

Objective 1 (Determine Meaning of Words)

Examples:

1. Cries of anguish could be heard from the crowd after they received the tragic news.
 - A. glee
 - B. sorrow
 - C. relief
 - D. harmony

2. When Scott was presenting his current events report, he went over the time limit. If Scott's report had been more concise, there would have been time for other reports.
 - A. interesting and funny
 - B. serious and important
 - C. brief and clear
 - D. time-consuming and long

Procedure: Try to guess the meaning of these words from their use in the passage that follows.

1. agonizing
2. receded
3. pain-killing draft
4. succored
5. allayed
6. jolting
7. procured
8. deter
9. ministered
10. scant

AHSGE Reading Remediation

“Angel of the Battlefield” by Joanna Strong and Tom B. Leonard

When the **agonizing** pain **receded** a bit, Jack Gibbs was able to think again. “I’ll never make it home,” he groaned. “Not in one piece, anyway.” He sighed and tried to shift his body to a more comfortable position on the cold, rocky ground. But the movement caused another warm gush, and he knew that if he were to live at all, he must lie still.

“By the time they cart me back to the hospital behind the lines, he thought, “I’ll either have bled to death or I’ll be in such rotten shape they’ll have to take my leg off. And what kind of husband would I be for Sue? A man with one leg!”

A black cloud swept over him, and he lay unconscious.

When he opened his eyes again, Jack was sure he had died and gone to heaven. A woman was bending over him. That just couldn’t happen on a battlefield of the Civil War. No woman ever came on the field. No woman would want to! No woman would be allowed to! But there was a woman on the battlefield. Her name was Clara Barton.

With the help of two soldiers, she lifted Jack onto a cot that the men removed from a horse-drawn van. She took some bandages out of her kit and bound up his leg. Then she gave him a **pain-killing draft**. Jack weakly sipped it down, and the men put him in a crude-looking ambulance.

Clara Barton had been doing this kind of work all day long. She had **succored** hundreds of the wounded, **allayed** their fears, relieved their pain, and cleansed their wounds.

Ever since the dreadful war had begun, Clara Barton had been worried about the men fighting at the front. She knew that wounded men were left lying on the field

until the battle was over. She knew that only then were they collected and taken to hospitals- hospitals far behind the lines. She knew that if they survived this delay, the rough **jolting** of the wagons might well cause their unbound wounds to open. She knew that they often bled to death before they reached the hospital.

Heartsick at this state of affairs, she determined to bring aid to the men right on the field. First, she **procured** a van. Then she equipped it with medicine and first-aid supplies. And then she went to see the general.

She was a slender little woman. To the commanding officer, she didn’t look exactly like battlefield material. In fact, her pet idea horrified him.

“Miss Barton,” he said, “What you are asking is absolutely impossible.”

“But General,” she insisted, “Why is it impossible? I myself will drive the van and give the soldiers what relief I can.”

The general shook his head. “The battlefield is no place for a woman. You couldn’t stand the rough life. Anyway, we are now doing everything that can be done for our soldiers. No one could do more.”

“I could,” Clara Barton declared. And then, as if she had just entered the room for the first time, she described all over again to the general her plans for first aid on the field.

This interview was repeated again and again, but constant refusal did not **deter** her. Finally, the commanding officer gave in. Clara Barton received a pass that would let her through the lines.

During the entire course of the Civil War, she **ministered** to all she could reach. She

AHSGE Reading Remediation

labored unceasingly. Once she worked with **scant** rest for five days and nights in a row. Her name became a byword in the army, spoken with love and gratitude.

As the government saw what she was actually accomplishing, it gradually afforded her more and more cooperation. The army supplied more vans and more men to drive them. More medical supplies were made available. But it was nevertheless an uphill battle all the way for the courageous Miss Barton.

When the war ended, Clara Barton might have been expected to take a well-earned rest. Instead, she was haunted by the thought of the agony of those unfortunate folks who did not know for sure what had happened to their husbands, their fathers, their brothers. She determined to learn the fates of these missing soldiers, and to send the information to their families. She worked at this task for a long time.

Now she knew war first-hand. She knew what it did to men on the battlefield, and she knew what it did to the families they left behind. When she heard that there was a man in Switzerland, by the name of Jean Henry Dunant, who had a plan to help

soldiers in wartime, she immediately went to Switzerland to lend her aid. Dunant formed an organization called the Red Cross. Workers of this organization were to wear a red cross on a white background so that they could easily be identified. They were to be allowed free access to battlefields, so that they might help all soldiers, no matter what their nationality, race, or religion.

Here was an idea that fired Clara Barton. She came back to America and convinced the United States Government that it should join with the twenty-two other member nations to give money and supplies to an International Red Cross, organized to help soldiers in wartime.

But Clara Barton added another idea to this great Red Cross plan. It was called "The American Amendment."

"There are many other calamities that befall mankind," she said, "Earthquakes, floods, forest fires, epidemics, tornadoes. These disasters strike suddenly, killing and wounding many, leaving others homeless and starving. The Red Cross should stretch out a hand of help to all such victims, no matter where such disasters befall."

Today, the International Red Cross brings succor to millions of people all over the world. This was Clara Barton's wonderful idea. Her great courage, great love, and great charity will ever be revered.

AHSGE Reading Remediation

Standard IV

Objective 2 (Demonstrate the Ability to Preview and Predict)

- Preview text features to make a prediction about the text content.

Text features may include

- headings
- subheadings
- illustrations
- footnotes
- captions
- topic sentences
- book jackets
- introductory paragraphs
- graphic displays as charts, maps, graphs, and timelines.)

FORESHADOWING is the use of hints or clues to suggest what will happen later in literature

Activity 1 Recreational Reading

Procedure: Read this excerpt from *Julius Caesar*, Act III, Scene 3. The scene deals with the death of Cinna, the poet, who was mistaken for Cinna, the conspirator. After reading, answer the questions based upon the foreshadowed evidence. Explain that they are doing a form of previewing, and they are predicting based on some evidence from the preview.

AHSGE Reading Remediation

From

Julius Ceasar

By William Shakespeare

SCENE III. A street.

Enter CINNA the poet

CINNA THE POET

I dreamt to-night that I did feast with
Caesar,
And things unlucky charge my fantasy:
I have no will to wander forth of doors,
Yet something leads me forth.

Enter Citizens

First Citizen

What is your name?

Second Citizen

Whither are you going?

Third Citizen

Where do you dwell?

Fourth Citizen

Are you a married man or a bachelor?

Second Citizen

Answer every man directly.

First Citizen

Ay, and briefly.

Fourth Citizen

Ay, and wisely.

Third Citizen

Ay, and truly, you were best.

CINNA THE POET

What is my name? Whither am I going?

Where do I

dwell? Am I a married man or a

bachelor? Then, to

answer every man directly and briefly,

wisely and

truly: wisely I say, I am a bachelor.

Second Citizen

That's as much as to say, they are fools
that marry:

you'll bear me a bang for that, I fear.

Proceed; directly.

CINNA THE POET

Directly, I am going to Caesar's funeral.

First Citizen

As a friend or an enemy?

CINNA THE POET

As a friend.

Second Citizen

That matter is answered directly.

Fourth Citizen

For your dwelling,--briefly.

CINNA THE POET

Briefly, I dwell by the Capitol.

Third Citizen

Your name, sir, truly.

CINNA THE POET

Truly, my name is Cinna.

First Citizen

Tear him to pieces; he's a conspirator.

CINNA THE POET

I am Cinna the poet, I am Cinna the
poet.

Fourth Citizen

Tear him for his bad verses, tear him for
his bad verses.

CINNA THE POET

I am not Cinna the conspirator.

Fourth Citizen

It is no matter, his name's Cinna; pluck
but his
name out of his heart, and turn him
going.

Third Citizen

Tear him, tear him! Come, brands ho!

fire-brands:

to Brutus', to Cassius'; burn all: some to
Decius'

house, and some to Casca's; some to

Ligarius': away, go!

Exeunt

AHSGE Reading Remediation

1. The mob was angry because
 - A. Caesar has been murdered.
 - B. Brutus has been murdered.
 - C. they cannot vote in the election.
 - D. they want anyone associated with the conspiracy to die.

2. The mob confuses Cinna, the poet, with Cinna, the
 - A. cook.
 - B. conspirator.
 - C. magistrate.
 - D. ruler.

3. Since Cinna is a poet, on what grounds besides his name could the crowd kill him?
 - A. His poetry is too beautiful.
 - B. His poetry is a foreign language.
 - C. His poetry is actually prose.
 - D. His poetry is in bad verse.

4. If Cinna can talk his way free of the angry mob, predict what he will do next?
 - A. Kill himself because of his name.
 - B. Warn other Cinnas in the city of the angry mob.
 - C. Flee far away from Rome.
 - D. Join the angry mob.

5. If Cinna dies, predict what will happen.
 - A. The mob will mourn his death.
 - B. The mob will see him as a martyr.
 - C. The mob will count his death as a victory.
 - D. The mob will kill all men that cross its path.

AHSGE Reading Remediation

Activity 2 Functional Reading

Procedure: Read the following passage and make predictions about the rest of the passage.

Passage: Susan rides the Metro Bus to work each day. The 10:03 bus is late due to a flat tire. The auto mechanic forgot to put all the lugs back on the wheel of the tire. The bus arrives at 10:53. Susan, an administrative assistant, has been waiting for the bus since 9:55. Her job is 20 miles away. She has to be there by 11:30. Her unexcused tardies have earned her a bad reputation with her boss.

Examples:

1. Susan will probably
 - A. take another bus.
 - B. take the 10:03 bus and have more bus trouble.
 - C. call in late for work.
 - D. walk to work.
2. The auto mechanic forgot to put all the lugs back on the wheel because
 - A. he has little automotive experience.
 - B. he did not have his coffee.
 - C. he is underpaid.
 - D. he did not have all of his tools.
3. As a result of this action, the bus driver will probably
 - A. never use that particular auto mechanic shop again.
 - B. lose his job.
 - C. quit his job.
 - D. report to his manager the unsatisfactory performance of the auto mechanic.
4. Other passengers waiting for the 10:03 bus probably
 - A. waited for the 10:03 bus to come.
 - B. caught another bus if one arrived before 10:03.
 - C. made other travel arrangements.
 - D. walked to work.
5. For the goal of making her career less prone to unexpected emergencies, Susan will probably
 - A. invest in her own vehicle.
 - B. change jobs.
 - C. boycott buses.
 - D. move to the country.

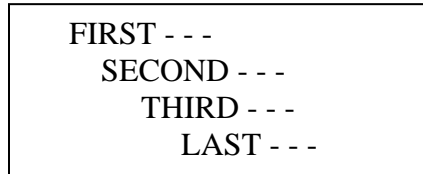
AHSGE Reading Remediation

Standard IV

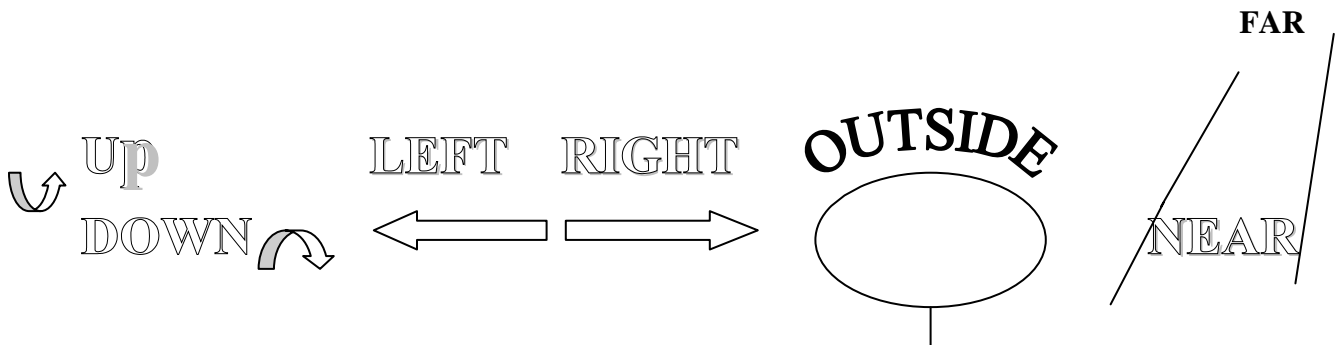
Objective 3 (Discern Organizational Patterns)

Review: Organizational Patterns

CHRONOLOGICAL ORDER

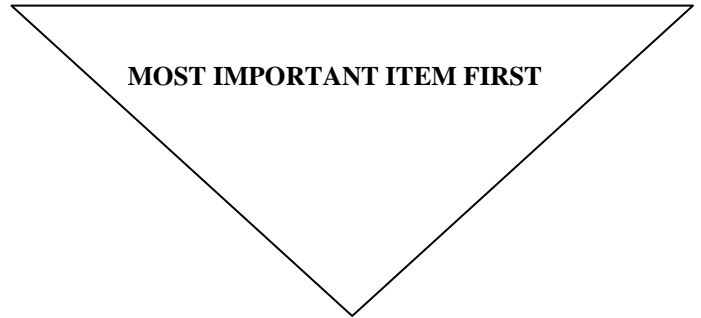
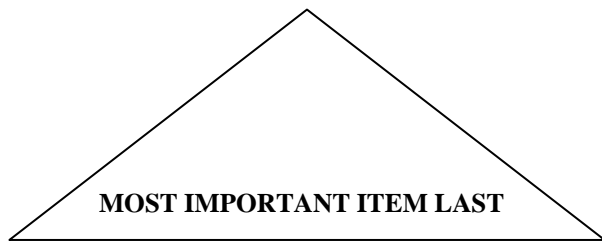


SPATIAL ORDER



AHSGE Reading Remediation

ORDER OF IMPORTANCE



COMPARISON AND CONTRAST

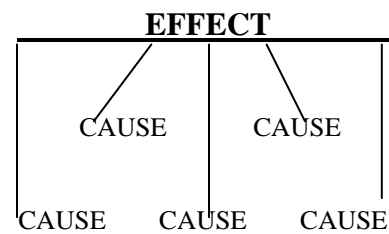
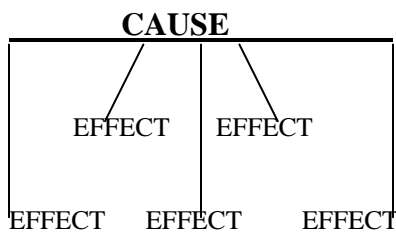
Method 1

First A₁ A₂ A₃ ETC.
Then B₁ B₂ B₃ ETC.

Method 2

First A₁ and B₁
Then A₂ and B₂
Then A₃ and B₃ etc.

CAUSE AND EFFECT



MAIN IDEA

Topic (main idea)

supported by

1. Facts

2. Details

3. Examples

AHSGE Reading Remediation

Activity 1

Procedure: Read the fable *The Ant and the Grasshopper*. This selection should be identified by students as an example of the organizational structure in which details or events lead to the main idea. Students should identify the main idea (or **MORAL** in this case) and then translate the moral into their own words.

“The Ant and the Grasshopper”

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; we have got plenty of food at present." But the Ant went on its way and continued its toil. When the winter came the Grasshopper had no food and found itself dying of hunger, while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew:

It is best to prepare for the days of necessity.

Main Idea:

Translation into your own words:

Extension: List the details/events that support this idea. After you list them, describe where the details are as compared to the main idea

AHSGE Reading Remediation

Activity 2

Procedure: Read the following paragraph:

Two distinct opinions were expressed by the group of students. Some wanted to change the lunchroom procedure to an a la carte line in which each student would select and pay for only what he or she wanted. They felt that this would encourage more students to eat lunch and would be fairer. They were not concerned about whether each student would have a balanced diet. Another large faction did want to offer choices, but they wanted each choice to be a planned meal. The price would be the same for each, but one choice would be a salad bar, one a meat and vegetable plate, and one a sandwich and fruit choice. These students were concerned about balance and choices. The school board will vote next week.

Examples:

1. Identify the basic pattern from four or five choices.
 - A. Main idea—supporting details
 - B. Comparison—contrast
 - C. Chronological order
 - D. Spatial order

2. Is Method 1 or Method 2 used?

AHSGE Reading Remediation

Standard IV

Objective 4 (Demonstrate the Ability to Locate Information in Reference Material)

Reference materials may include

- glossaries
- dictionaries
- indexes
- tables of contents
- appendixes
- research resources such as:
 - atlases
 - almanacs
 - encyclopedias
 - readers' guides
 - both print-based and electronic card catalogs.

Activity One

Procedure: Match the reference materials and sources to their definitions.

- | | | |
|-------|--------------------------|--|
| _____ | 1. glossary | A. a book of maps |
| _____ | 2. dictionary | B. an alphabetical list of topics in a book |
| _____ | 3. index | C. an index to periodical literature |
| _____ | 4. table of contents | D. a short dictionary within a book defining major terms used |
| _____ | 5. appendix | E. additional information at the end of a book |
| _____ | 6. atlas | F. a summary of one year's notable events |
| _____ | 7. almanac | G. an alphabetical listing of available authors, subjects, and titles of books |
| _____ | 8. encyclopedia | H. a book of words, pronunciations, and definitions |
| _____ | 9. <i>Reader's Guide</i> | I. an alphabetical set of information in a book or in computer format on all branches of knowledge |
| _____ | 10. card catalog | J. a list of subjects in a book and their order, located at the beginning |

AHSGE Reading Remediation

TABLE OF CONTENTS – a listing of chapters and topics. A table of contents appears in the front of a book and provides an overview of the content and organization of a book.

Activity 2

Procedure: Use the sample table of contents to answer the questions below.

Sample Table of Contents	
Chapter 1	Population 1
	Immigration 10
	Population estimates, projections 13
	States, metro. areas, cities 27
	Population characteristics 47
	Marital status and households 55
	Religion 70
Chapter 2	Vital Statistics 73
	Births 77
	Life expectancy 88
	Deaths 93
	Marriages and divorces 105
Chapter 3	Health and Nutrition 106
	Health expenditures 109
	Insurance coverage 128
	Persons with disabilities 137
	Food consumption 147

1. In which chapter would you find information on Life expectancy?
2. On which page does the section on Religion start?
3. If you wanted to find statistics on marriage and divorce, on which page of the book would you look?
4. Which chapter would you read if you wanted to find out how much money is spent on health?
5. In which chapter would you find facts about immigration?
6. What is the last page dealing with Insurance coverage?

AHSGE Reading Remediation

BOOK INDEX – an alphabetical list of topics in a book with page numbers. The index generally contains every topic mentioned in a book and tells you which pages discuss the topic. An index appears at the end of a book.

Activity 3

Procedure: Use the sample index to answer the questions below.

SAMPLE INDEX

Namibia, diamonds 22
Naples 13
neap tide 21
nectar 32,34
Neptune 4
New Guinea, area 42

New Zealand, geysers 12
waterfall 44
nickel 11
Nile River 18-19, 43
noise, loudest 42
nomad 37
North Africa, deserts, 37, 44

1. On which pages are deserts discussed? _____
2. Where would you read about the loudest noise? _____
3. On which page is a major city in Italy mentioned? _____
4. What are New Zealand's two famous attractions? _____
5. Where would you find out more about the Nile River? _____
6. On which pages is nectar discussed? _____
7. In what country can you find diamonds? _____
8. On what page would you find information about nickel? _____

AHSGE Reading Remediation

GLOSSARY – an alphabetical list of specialized words and their definitions. The glossary is placed at the end of a book. Glossaries are found in science, social studies, literature, math books, and many others as well.

Activity4

Procedure: Use the sample glossary to answer the questions below.

SAMPLE GLOSSARY PAGE		
monogamy – marriage to one person at time		national health service – health care for all citizens regardless of income
monopoly – one company dominating a particular market such as cars or telephones		nationalism – one nation having more rights than another nation
monotheism – belief in one God.		net financial assets – what we own minus what we owe
mores – standards of conduct that are held by a particular culture		nuclear family – a group consisting of two parents and their children
multiculturalism – respecting and accepting many cultures		occupation – a job for pay

1. What is belief in one god called? _____
2. True or False: Volunteering to care for preschool children is an occupation. _____
3. True or False: Arriving at school on time is an example of a more. _____
4. True or False: A savings account is part of net financial assets. _____
5. Affordable medical care is called _____
6. True or False: Racism is part of multiculturalism. _____
7. What is being married to one person at a time called? _____
8. True or False: Nationalism occurs when everyone in the world is treated equally. _____
9. When does a company become a monopoly? _____
