Grade 10

English Language Arts and Social Studies

A Student and Family Guide
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Dear Student and Parent:

The Texas Assessment of Knowledge and Skills (TAKS) is a comprehensive testing program for public school students in grades 3–11. TAKS replaces the Texas Assessment of Academic Skills (TAAS) and is designed to measure to what extent a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level. In addition, the test can provide valuable feedback to students, parents, and schools about student progress from grade to grade.

Students are tested in mathematics in grades 3–11; reading in grades 3–9; writing in grades 4 and 7; English language arts in grades 10 and 11; science in grades 5, 10, and 11; and social studies in grades 8, 10, and 11. Every TAKS test is directly linked to the Texas Essential Knowledge and Skills (TEKS) curriculum. The TEKS is the state-mandated curriculum for Texas public school students. Essential knowledge and skills taught at each grade build upon the material learned in previous grades. By developing the academic skills specified in the TEKS, students can build a strong foundation for future success.

The Texas Education Agency has developed this study guide to help students strengthen the TEKS-based skills that are taught in class and tested on TAKS. The guide is designed for students to use on their own or for students and families to work through together. Concepts are presented in a variety of ways that will help students review the information and skills they need to be successful on the TAKS. Every guide includes explanations, practice questions, detailed answer keys, and student activities. At the end of this book is an evaluation form for you to complete and mail back when you have finished the guide. Your comments will help us improve future versions of this guide.

There are a number of resources available for students and families who would like more information about the TAKS testing program. Information booklets are available for every TAKS subject and grade. Brochures are also available that explain the Student Success Initiative promotion requirements and the new graduation requirements for eleventh-grade students. To obtain copies of these resources or to learn more about the testing program, please contact your school or visit the Texas Education Agency website at www.tea.state.tx.us.

Texas is proud of the progress our students have made as they strive to reach their academic goals. We hope the study guides will help foster student learning, growth, and success in all of the TAKS subject areas.

Sincerely,

Ann Smisko
Associate Commissioner
Curriculum, Assessment, and Technology
Texas Education Agency
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INTRODUCTION

What Is This Book?

This is a study guide to help you strengthen your skills on the Grade 10 TAKS tests. This guide has two sections—English Language Arts (ELA) and Social Studies.

How Is the Grade 10 TAKS English Language Arts Test Organized?

The TAKS ELA test combines reading and writing skills. One section of the test addresses reading and written composition skills, and another section addresses revising and editing skills. The ELA test measures achievement of certain test objectives, or goals. The TAKS objectives are broad statements about the knowledge or skills being tested. You can find out more about the reading and writing objectives for Grade 10 beginning on page 24 of this book. Here’s an example of a TAKS objective for Grade 10 reading:

The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.

What does this mean? It means that students should be able to show that they understand how certain elements of a story—such as conflict and literary language—affect the story’s meaning. The phrase “culturally diverse” means “having to do with a wide range of backgrounds and points of view.”

There are three types of questions on the TAKS ELA test: multiple-choice items, short-answer items, and a writing prompt.

- In a multiple-choice item, you choose the correct answer from four possible answers.
- In a short-answer item, you write a brief response to a question.
- For a writing prompt, you write a composition on an assigned topic.

What Is a Triplet?

At Grade 10 the reading portion of the TAKS ELA test contains three selections. The three selections are related; this is why they are called a triplet.

A common theme or idea links all the selections in the triplet. These selections are carefully chosen to reflect a variety of backgrounds, experiences, and points of view. They are much like the selections you read in the classroom and in your everyday life.
Introduction

Each triplet consists of
- a published literary selection (such as a short story or a chapter from a novel)
- a published expository, or informational, selection (such as an essay or a magazine article)
- a one-page viewing and representing piece (such as an advertisement, a Web page, or a cartoon)

How Can This Study Guide Help You?

This study guide can help you strengthen the skills tested on the TAKS test. It explains the objectives that are tested and guides you through sample questions. These questions give you practice in applying the skills you have learned in the classroom. When you work through this study guide, you’ll be working on the same skills that you’ll need to do well on the test.

How Is This Section Organized?

The ELA section of this study guide begins by presenting a sample triplet.
- The first selection is a short story.
- The second selection is an essay.
- The third selection is a Web page.

You will see notes in the margins of each selection. These notes will highlight important points that careful readers notice as they read.

Next the study guide gives you information about TAKS Objectives 1 through 6. Objectives 1 through 3 are reading objectives, Objectives 4 and 5 deal with the written composition, and Objective 6 covers revising and editing skills. Along with this information, you’ll find sample items. These items show you how TAKS tests the skills in these objectives. The sample questions in the study guide are the same types of questions as those on the TAKS test and are at about the same level of difficulty.

This study guide contains answers to all the sample TAKS questions. Some of the answers appear in the sections that focus on the objectives, and others are found at the end of each section. The answers include explanations that tell why an answer is correct or incorrect.
They had grown up next door to each other, on the fringe of a city, near fields and woods and orchards, within sight of a lovely bell tower that belonged to a school for the blind.

Now they were 20, had not seen each other for nearly a year. There had always been playful, comfortable warmth between them, but never any talk of love.

His name was Newt. Her name was Catharine. In the early afternoon, Newt knocked on Catharine’s front door.

Catharine came to the door. She was carrying a fat, glossy magazine she had been reading. The magazine was devoted entirely to brides. “Newt!” she said. She was surprised to see him.

“Could you come for a walk?” he said. He was a shy person, even with Catharine. He covered his shyness by speaking absently, as though what really concerned him were far away—as though he were a secret agent pausing briefly on a mission between beautiful, distant, and sinister points. This manner of speaking had always been Newt’s style, even in matters that concerned him desperately.

“A walk?” said Catharine.

“One foot in front of the other,” said Newt, “through leaves, over bridges—”
“I had no idea you were in town,” she said.

“Just this minute got in,” he said.

“Still in the Army, I see,” she said.

“Seven more months to go,” he said. He was a private first class in the Artillery. His uniform was rumpled. His shoes were dusty. He needed a shave. He held out his hand for the magazine. “Let’s see the pretty book,” he said.

She gave it to him. “I’m getting married, Newt,” she said.

“I know,” he said. “Let’s go for a walk.”

“I’m awfully busy, Newt,” she said. “The wedding is only a week away.”

“If we go for a walk,” he said, “it will make you rosy. It will make you a rosy bride.” He turned the pages of the magazine. “A rosy bride like her—like her—like her,” he said, showing her rosy brides.

Catharine turned rosy, thinking about rosy brides.

“That will be my present to Henry Stewart Chasens,” said Newt. “By taking you for a walk, I’ll be giving him a rosy bride.”

“You know his name?” said Catharine.

“Mother wrote,” he said. “From Pittsburgh?”

“Yes,” she said. “You’d like him.”

“Maybe,” he said.

“Can—can you come to the wedding, Newt?” she said.

“That I doubt,” he said.

“Your furlough isn’t for long enough?” she said.

“Furlough?” said Newt. He was studying a two-page ad for flat silver. “I’m not on furlough,” he said.

“Oh?” she said.

“I’m what they call A.W.O.L.,”1 said Newt.

“Oh, Newt! You’re not!” she said.

“Sure I am,” he said, still looking at the magazine.

1A.W.O.L. is a military term for “absent without leave.”
“Why, Newt?” she said.

“I had to find out what your silver pattern is,” he said. He read names of silver patterns from the magazine. “Albermarle? Heather?” he said. “Legend? Rambler Rose?” He looked up, smiled. “I plan to give you and your husband a spoon,” he said.

“Newt, Newt—tell me really,” she said.

“I want to go for a walk,” he said.

She wrung her hands in sisterly anguish. “Oh, Newt—you’re fooling me about being A.W.O.L.,” she said.

Newt imitated a police siren softly, raised his eyebrows.

“Where—where from?” she said.

“Fort Bragg,” he said.

“North Carolina?” she said.

“That’s right,” he said. “Near Fayetteville—where Scarlet O’Hara went to school.”

“How did you get here, Newt?” she said.

He raised his thumb, jerked it in a hitchhike gesture. “Two days,” he said.

“Does your mother know?” she said.

“I didn’t come to see my mother,” he told her.

“Who did you come to see?” she said.

“You,” he said.

“Why me?” she said.

“Because I love you,” he said. “Now can we take a walk?” he said. “One foot in front of the other—through leaves, over bridges—”

They were taking the walk now, were in a woods with a brown-leaf floor.

Catharine was angry and rattled, close to tears. “Newt,” she said, “this is absolutely crazy.”

“How so?” said Newt.
“What a crazy time to tell me you love me,” she said. “You never talked that way before.” She stopped walking.

“Let’s keep walking,” he said.

“No,” she said. “So far, no farther. I shouldn’t have come out with you at all,” she said.

“You did,” he said.

“Let’s keep walking,” he said.

“No,” she said. “So far, no farther. I shouldn’t have come out with you at all,” she said.

“You did,” he said.

“Let’s keep walking,” he said.

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“Let’s keep walking,” he said.

“No,” she said. “So far, no farther. I shouldn’t have come out with you at all,” she said.

“You did,” he said.

“How would you expect me to react?” she said.

“How would I know what to expect?” he said. “I’ve never done anything like this before.”

“Did you think I would throw myself into your arms?” she said.

“Maybe,” he said.

“I’m sorry to disappoint you,” she said.

“I’m not disappointed,” he said. “I wasn’t counting on it. This is very nice, just walking.”
Catharine stopped again. “You know what happens next?” she said.

“Nope,” he said.

“We shake hands,” she said. “We shake hands and part friends,” she said. “That’s what happens next.”

Newt nodded. “All right,” he said. “Remember me from time to time. Remember how much I loved you.”

Involuntarily, Catharine burst into tears. She turned her back to Newt, looked into the infinite colonnade of the woods.

“What does that mean?” said Newt.

“Rage!” said Catharine. She clenched her hands. “You have no right—”

“I had to find out,” he said.

“If I’d loved you,” she said, “I would have let you know before now.”

“You would?” he said.

“Yes,” she said. She faced him, looked up at him, her face quite red. “You would have known,” she said.

“How?” he said.

“You would have seen it,” she said. “Women aren’t very clever at hiding it.”

Newt looked closely at Catharine’s face now. To her consternation, she realized that what she had said was true, that a woman couldn’t hide love.

Newt was seeing love now.

And he did what he had to do. He kissed her.

“You’re hell to get along with!” she said when Newt let her go.

“I am?” said Newt.

“You shouldn’t have done that,” she said.

“You didn’t like it?” he said.
"What did you expect," she said—"wild, abandoned passion?"

"I keep telling you," he said, "I never know what's going to happen next."

"We say good-bye," she said.

He frowned slightly. "All right," he said.

She made another speech. "I'm not sorry we kissed," she said. "That was sweet. We should have kissed, we've been so close. I'll always remember you, Newt, and good luck."

"You too," he said.

"Thank you, Newt," she said.

"Thirty days," he said.

"What?" she said.

"Thirty days in the stockade," he said—"that's what one kiss will cost me."

"I—I'm sorry," she said, "but I didn't ask you to go A.W.O.L."

"I know," he said.

"You certainly don't deserve any hero's reward for doing something as foolish as that," she said.

"Must be nice to be a hero," said Newt. "Is Henry Stewart Chasens a hero?"

"He might be, if he got the chance," said Catharine. She noted uneasily that they had begun to walk again. The farewell had been forgotten.

"You really love him?" he said.

"Certainly I love him!" she said hotly. "I wouldn't marry him if I didn't love him!"

"What's good about him?" said Newt.

"Honestly!" she cried, stopping again. "Do you have an idea how offensive you're being? Many, many, many things are good about Henry! Yes," she said, "and many, many, many things are probably bad too. But that isn't any of your business. I love Henry, and I don't have to argue his merits with you!"

"Sorry," said Newt.
“Honestly!” said Catharine.

Newt kissed her again. He kissed her again because she wanted him to.

They were now in a large orchard.

“How did we get so far from home, Newt?” said Catharine.

“One foot in front of the other—through leaves, over bridges,” said Newt.

“They add up—the steps,” she said.

Bells rang in the tower of the school for the blind nearby.

“School for the blind,” said Newt.

“School for the blind,” said Catharine. She shook her head in drowsy wonder. “I’ve got to go back now,” she said.

“Say good-bye,” said Newt.

“Every time I do,” said Catharine, “I seem to get kissed.”

Newt sat down on the close-cropped grass under an apple tree. “Sit down,” he said.

“No,” she said.

“I won’t touch you,” he said.

“I don’t believe you,” she said.

She sat down under another tree, 20 feet away from him. She closed her eyes.

“Dream of Henry Stewart Chasens,” he said.

“What?” she said.

“Dream of your wonderful husband-to-be,” he said.

“All right, I will,” she said. She closed her eyes tighter, caught glimpses of her husband-to-be.

Newt yawned.

The bees were humming in the trees, and Catharine almost fell asleep. When she opened her eyes she saw that Newt really was asleep.

He began to snore softly.
Catharine let Newt sleep for an hour, and while he slept she adored him with all her heart.

The shadows of the apple tree grew to the east. The bells in the tower of the school for the blind rang again.

“Chick-a-dee-dee-dee,” went a chickadee.

Somewhere far away an automobile starter nagged and failed, nagged and failed, fell still.

Catharine came out from under her tree, knelt by Newt.

“Newt?” she said.

“H’m?” he said. He opened his eyes.

“Late,” she said.

“Hello, Catharine,” he said.

“Hello, Newt,” she said.

“I love you,” he said.

“I know,” she said.

“Too late,” he said.

“Too late,” she said.

He stood, stretched groaningly. “A very nice walk,” he said.

“I thought so,” she said.

“Part company here?” he said.

“Where will you go?” she said.

“Hitch into town, turn myself in,” he said.

“Good luck,” she said.

“You, too,” he said. “Marry me, Catharine?”

“No,” she said.

He smiled, stared at her hard for a moment, then walked away quickly.

Catharine watched him grow smaller in the long perspective of shadows and trees, knew that if he stopped and turned now, if he called to her, she would run to him. She would have no choice.
Newt did stop. He did turn. He did call. “Catharine,” he called.

She ran to him, put her arms around him, could not speak.


Why does the author use short sentences in paragraph 157?
The Human Story Machine
from The 60-Second Novelist
by Dan Hurley

When I was 25 years old and working in Chicago as an editor at the American Bar Association, I wanted nothing more than to become a novelist. In the mornings, I’d awaken at six to write. In the evenings, I was known to stand up, mid-conversation with friends, and announce I had an idea and had to go home to write.

One October day, a co-worker and I were trying to think up Halloween costumes. “How about if I went as a writer, with a typewriter slung from my shoulders?” I asked. “I could walk around like one of those cigarette girls, saying, ‘Short stories? Novels?’”

Of course, I never did it.

But something about the idea grabbed me: writing in public on demand; not performance art, but performance writing. Behind the absurdity, I sensed the possibility of touching people more directly with my writing than I ever had while sitting alone at my desk. If nothing else, it would be a great story for my grandchildren.

I tried out the idea on my writers’ group first. “So, what do you think?” I asked, looking around the room, like a dog waiting to be petted.

“Well, Dan,” said one friend, “it’s kind of weird.”

I didn’t mind—that was the whole point.

So on Sunday, April 24, 1983, I carried my 28-pound, circa 1953 typewriter and a director’s chair through the stiff winds of Chicago and set up shop on Michigan Avenue. Perching the typewriter on my lap, I taped a sign to the back of it—“60-Second Novels Written While You Wait”—and invited anyone who passed by to get an instant novel.

The whole thing took on the aspect of a psychological experiment. Some people laughed cynically and said, “What a gimmick!” Others looked sympathetic (“A starving poet!”). One lady asked me if I was selling the typewriter. But I had never felt more alive.
Then a couple walked up. “I don’t know what you’re doing,” the woman said, “but whatever it is, I want one.” The man added, with a wry smile, “It certainly is something extremely unusual.”

I asked their names (plus a few other nosy questions) and began writing. I titled their story, “Something Extremely Unusual.”

As I typed, I noticed shoes crowding toward me on the sidewalk. Whispers and chuckles came from behind my back. When I finally pulled the page out of the typewriter, I looked up to see about 25 people surrounding me.

“Read it!” shouted a few of them. I did. And when it was over, they applauded. In that moment, the entire direction of my life veered off-road. I had no idea what I had discovered—or what had discovered me—but I could see that it worked. So I wrote another, and another. Rather than scaring me into silence, the crowd spurred me on. They were the ultimate deadline.

That first summer, I feared I was turning into a Stupid Human Trick: “Dan Hurley, the human story machine. Put in a word, he spits out a story!” I also feared that I’d soon get bored. But 17 years and thousands of novels later, I’m still waiting.

I’ve since devoted my life to writing these novels: on streets and online, at department stores and trade shows, at bars and bar mitzvahs. No venue is too ordinary or bizarre.

The longer I keep at it, the more people seem to open up to me. They give me their trust. I give them stories that are some hitherto unknown confection of fact, fiction, fable and bibliotherapy. But before I type the first word, I give them something else: my ears, my eyes, my total, 200-percent attention.

At this point, there aren’t enough seats in Madison Square Garden to contain all the people I’ve written for (by now the figure is more than 25,000). From the first day, I kept a carbon copy of each story. The pile of tissue-thin duplicates now stands over four feet tall in my study. They’re white, green, pink, blue and yellow—a rainbow of stories, a pillar of life’s little lessons.

There may be no getting around the Stupid Human Trick aspect of it all. But I’d like to think there’s something more, something that speaks to the incredible power of the
Do you agree that people's life stories hold a certain power?

**How would you summarize "A Walk Along the Ocean"?**

life stories we tell about ourselves. After all, everyone's a born author of his or her own life story.

Here is my favorite.

At a seaside amusement park north of New York City, I wrote this story for a pretty young woman named Alice, in which I dared to predict her future:

"A Walk Along the Ocean"

Alice went out with a guy for four years and then he broke up with her because he was confused, which made her very unhappy at the time, but now she thinks it was for the best. In the year and a half since then, she has gone out on dates, but either she likes the guy and he doesn't like her, or vice versa.

Well, this is all pretty rotten.

So she has taken to seeing her grandmother, a very wise woman, encouraging and loving. Alice talks with her and feels much better, and finds warmth and laughter. But how will she ever find true love?

One day, after visiting her grandmother, Alice will go for a walk along the ocean, and she shall meet a man. He will ask her a question and the first thing she will think is, "Wow, is this guy something!" and they will talk and fall in love.

He might come from a ship. He might be swimming. He might be walking. Maybe he will fall from the sky, or maybe he will come from beneath the waves. But the important thing is he will come from the ocean after she goes to see her Grandma and isn't even thinking about a man. For there are plenty of fish in the sea, and many men, too.

The fact that Alice and I met not 20 yards from the water's edge didn't occur to me the day I wrote her story. Two months later I walked into a writing class and sat down in the only available seat. "Remember me?" said the person beside me. It was Alice.

We've been married for nine years now and have a beautiful five-year-old daughter, Anne. We're living proof that you can rewrite your life story to find a happy ending.

And so, not only did my crazy idea to write stories on the street bring me a career, it brought me a wife and a family. I guess you could say my dream of becoming a novelist also came true. Not quite the way I had anticipated—writing novels on the street, one page in length, one person at a time. But then, no good story turns out the way you expect.

Notice how the photographs and the text work together to convey a message.

What would you expect to find if you click here?

How is this photograph different from the others?

How can you tell that this is a feature of the website?

Why do you think the heart symbol was selected for this Web page?
The TAKS ELA test is based on the student expectations in the Texas Essential Knowledge and Skills (TEKS) curriculum; this curriculum is what you are being taught every day at school. The student expectations for Objective 1 tell what students should be able to do as they read to understand the basic meaning of a selection.

**What Is a Basic Understanding?**

Having a basic understanding of what you read means much more than just seeing what is on the printed page. It means being able to

- read and understand many different types of texts
- find the meanings of words you read by using context clues and other ways of figuring out word meanings

I can tell from this sentence that inequitable means "not fair."
• recognize important details in a selection

The main character in this book loves to draw. I think that’s going to be important to the story.

• understand the “big picture”—that is, what a selection is mainly about

This story is about a girl who must go against her family’s wishes to become an artist.

The skills above are “building block” skills. They are the skills that you need in order to develop a deeper understanding of what you read.
Objective 1

Reading in Varied Sources

You will find that the reading selections for the TAKS test are very much like the materials you read every day. For example, you might be asked to read a magazine article about a group of teenagers performing community service. Or you might read a novel excerpt about a woman who stands up for her beliefs. Perhaps you’ll be required to read and interpret an advertisement for a sporting-goods store.

Why Develop Good Reading Skills?

Being able to read effectively is extremely important both in and out of school. As you move from grade to grade, reading skills are necessary for academic success in all subjects. In your life outside school, reading skills are crucial to developing a deeper understanding of the world around you. Good readers live in a wider, richer world. There are more opportunities available to good readers throughout their lives—in education beyond high school, in jobs, and in personal growth.
In high school you are learning to explore text at deeper levels of understanding. You are analyzing how literary elements in text reveal meaning. You’re also learning how an author crafts a piece of writing to affect the way readers read and understand the writing. And perhaps most importantly, you’re learning how to make connections between what you read and what you already know. In other words, you’re not just becoming a better reader; you’re becoming a better thinker.

**What Are Some Strategies for Reading?**

To understand what you read requires becoming an [active reader](http://example.com). Active reading involves using several skills to get meaning from text.

**Before you read**

Before you read a selection from beginning to end, it’s helpful to get a general idea of what the selection is about. You might briefly look through the selection—read the title, look at the pictures, remember what you already know about the topic, and notice how the selection is organized.

Begin asking questions about the selection. Here’s a chart that you can use before, during, and after reading:

<table>
<thead>
<tr>
<th>What I Already Know</th>
<th>What I Want to Know</th>
<th>What I Have Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

©Photodisc
As you read

As you read a selection, continue to ask yourself questions:

- What is the tone of this paragraph?
- How is the setting important?
- How would I summarize this article?

Look at the questions in the margins of the reading selections on pages 11–23. These are the types of questions that careful readers ask themselves as they read. They're also the same types of questions you might find on the TAKS test.

Charts or other visual organizers can help you keep track of information as you read. They can increase your understanding of a selection and organize your thoughts about it. Graphic organizers help you see relationships among ideas and information in a text. Venn diagrams, time lines, cause-and-effect charts, and story maps are examples of graphic organizers.

Here's an example of a graphic organizer for reading fiction, illustrated with a story you may have read in a textbook. You may have used story maps in your classroom reading. Story maps organize the important information in a story and track the sequence of events.

<table>
<thead>
<tr>
<th>Title: “The First Seven Years” by Bernard Malamud</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Characters:</strong> Feld, Miriam, Max, Sobel</td>
</tr>
<tr>
<td><strong>Setting:</strong> 1949, Jewish immigrant community of Manhattan's Lower East Side</td>
</tr>
<tr>
<td><strong>Conflict:</strong> A shoemaker's daughter does not care for the man her father wants her to marry.</td>
</tr>
<tr>
<td><strong>Overall Theme:</strong> Devotion in love</td>
</tr>
<tr>
<td><strong>Problem/Goal:</strong> A shoemaker dreams of a better life for his daughter.</td>
</tr>
</tbody>
</table>
Diagrams are an efficient way to organize ideas and can be useful for taking notes when reading nonfiction. They can help you retain information as you read in depth. For example, you might diagram a chapter in a science textbook, charting the topic or main idea as well as the subtopics or supporting details.

Here’s an example of a diagram for reading nonfiction. This type of chart is a **tree diagram**, which lists the pros and cons of an argument. It summarizes part of a magazine article about school uniforms.

The construction of a dam helped **mitigate** flooding in the area.

The burglar was able to **evade** the police by jumping into a getaway car.

---

**Understanding Word Meanings**

On the TAKS ELA test, you will be asked to determine the meaning of certain words from the selections. One way to find the meaning of a word is to look it up in a dictionary. Another way is to look for clues in the selection. Often other words and sentences give you a good idea of a word’s meaning. Knowing how to recognize these clues can help you figure out the meaning of unfamiliar words.
Objective 1

Using Context Clues

You can often figure out the meaning of an unfamiliar word by looking at context clues.

Context clues are details that clarify the meaning of a word. These clues are sometimes obvious and sometimes not so obvious. If you know what to look for, though, and read carefully, you can often figure out the meaning of an unfamiliar word.

Here are some examples of different types of context clues:

- **Definition**

  A distillate is a concentrated liquid.

  The phrase “a concentrated liquid” defines *distillate*.

- **Figurative language**

  The beard on her grandfather's cheek felt as abrasive as sandpaper.

  The figurative language “as abrasive as” tells you that the author is comparing a man's beard with sandpaper. This can help you figure out that *abrasive* means “rough.”

- **Multiple-meaning words**

  The artist longed for fame but remained obscure her entire life.

  The word *obscure* has four meanings: (1) not clearly expressed, (2) not well known, (3) hidden, and (4) not distinct. The phrase “longed for fame” coupled with “but” tells you that *obscure* in this sentence means “not well known.”

Here's an example of the type of context question you might find on the TAKS ELA test. Return to “The Human Story Machine” on pages 20–22. Reread paragraph 16. Then answer the question below:

In paragraph 16, the word *venue* means —

A a chapter
B a moment
C a sequence
D a location
Two context clues help you figure out that venue means “a location.” The author lists a series of locations where he writes his novels in public: on streets, online, in department stores, and at bar mitzvahs. Then in the next sentence he gives the additional information that no venue is “too ordinary or bizarre.”

When you are studying the possible answers to vocabulary questions, it is sometimes helpful to substitute each answer choice in the sentence to see whether it fits. In other words, if you substitute the word location in the sentence (“No location is too ordinary or bizarre”), you see that it makes sense. Answer Choices A, B, and C do not make sense.

Using Prefixes, Roots, and Suffixes

Knowing the meanings of prefixes, roots, and suffixes can help you figure out the meanings of many unfamiliar words.

A prefix is a word part added before a root to change its meaning.

Sound means “free from defect.”
The prefix un- means “not.”
Unsound means “not free from defect.”

The root is the foundation on which a word is built. The root carries the word's core meaning, and it is the part to which prefixes and suffixes are added. In the example above, sound is the root of unsound.

A suffix is a word part added after a root to change its meaning.

Child means “a young person.”
The suffix -ish means “like.”
Childish means “like a young person.”
Using Glossaries and Dictionaries

While reading a selection, have you ever come to a word that seems to have a different meaning from the one you are used to seeing? This can make the entire selection confusing. As you read, watch for words that have multiple meanings, such as tire, draft, and prize.

To choose the correct meaning of a word, consider the word’s part of speech and context. When you use a glossary or a dictionary, you can look up all the meanings of a word to discover which meaning fits the context in which the word is used.

Here’s an example of the type of multiple-meaning question you might find on the TAKS ELA test. Return to “Long Walk to Forever” on pages 11–19. Reread paragraph 49. Then answer the question below.

Read the following dictionary entry.

rattle \ra-tl\ verb 1. to make rapid sharp noises one after another 2. to upset or embarrass to the point of loss of composure 3. to move about in a large empty space 4. to speak or perform in a brisk, lively manner

Which definition best matches the use of the word rattled in paragraph 49?
A Definition 1
B Definition 2
C Definition 3
D Definition 4

To find the correct answer, first reread paragraph 49 and notice that it is mostly about how Catharine responds to Newt’s surprising declaration of love. Next consider how each definition would fit into the context of the paragraph. Then choose the meaning that makes the most sense in the sentence.

Choice A does not make sense because the sentence is not about a noise. Choice B does make sense because Catharine loses her composure when Newt tells her that he loves her. Some readers may be tempted to choose C because Newt and Catharine are taking a walk in the woods, a large space. However, careful readers will remember that the word rattled refers only to Catharine, not the woods. Choice D does not fit because the sentence is not about how Catharine speaks or performs.
**Summarizing**

A summary captures the main points of a story or other text, boiling it down to a few words or sentences. When you summarize, you use your own words to briefly state the main ideas and key details of the text. Reading a summary is one way to get a sense of the important points of a selection or book without reading the whole text. Writing a summary helps you understand the key ideas. When referring to fiction, such as novels or short stories, we use the term plot summary to describe the condensed version of what happens in the text.

Here’s an example of the type of question you might find on the TAKS ELA test. Return to “Long Walk to Forever,” on pages 11–19. Review the story. Then answer the question below.

“Long Walk to Forever” tells the story of —
A a young woman who is preparing for her wedding
B a young man who visits his hometown for the weekend
C a young couple who realize that they love each other
D a soldier who decides to run away from the army

Answer Choice C is the most complete overview of the story. Choices B and D contain important details, but these choices do not even mention Catharine, who is a major character in the story. Choice A offers background information from the story but does not mention Newt.
Looking at the “Big Picture”

The gist or main idea is the most important point a writer wants to make. A piece of writing can have an overall message, such as “Although Sandra misses Denver, she begins to appreciate the beauty of New Orleans.”

Often a main point is easy to identify because it is clearly stated. It answers the question “What is this selection or excerpt about?” Stated main ideas are sometimes found in the first or last sentence of a paragraph. Read the paragraph below and identify what it is mainly about.

New Orleans has many tourist attractions. You may want to begin your visit by dropping by the aquarium, located near the Mississippi River. Afterward, wander through the French Quarter, an old section of the city that has shops, restaurants, and unique architecture. While you’re in the French Quarter, visit the open-air restaurants near the river for some beignets, a fried pastry sprinkled with powdered sugar. New Orleans also has a large zoo, located in Audubon Park in the Uptown area. One of the main attractions in the city is the Garden District. You can ride the streetcars there to view beautiful old homes built during the 1800s.

The first sentence, “New Orleans has many tourist attractions,” is the main point of the paragraph. All the remaining sentences support the main point by giving examples of tourist attractions found in New Orleans. Remember, however, that the main point may not always be stated in the first sentence of a paragraph.

Sometimes the gist is implied. In the following example, you have to “read between the lines” to figure out the main point. Paying careful attention to details can help you identify an implied main idea. Read the following paragraph and identify what it is mainly about.
A human bone is made up of hard tissue with tiny tunnels running through it. Blood vessels passing through these tunnels carry nutrients and oxygen to bone cells. The center of the bone is filled with marrow, a soft tissue. The marrow has several functions, including storing fat and making blood cells.

All the details in the paragraph above help you identify the implied main idea, which is “A human bone is a complex structure with many functions.”

Here’s an example of a “big picture” question similar to one that you might find on the TAKS ELA test. Return to “The Human Story Machine” on pages 20–22. Reread paragraphs 22 through 27. Then answer the question below.

“*A Walk Along the Ocean*” is mainly about —

A  how Hurley and Alice met
B  the wisdom of Alice's grandmother
C  a man who falls from the sky
D  a woman looking for true love

Choice D is the correct answer. This small story within the article is mainly about a woman looking for true love. Choices B and C refer to things mentioned in the story. Choice A is a detail from the article but is not in the story.

**Identifying Supporting Details**

As you have just read, the details in a selection support the primary message. In “*A Walk Along the Ocean*,” the author writes that the man Alice had been dating broke up with her. This detail is background information that supports the main idea. If the man had not broken up with her, Alice might not have been searching for true love.

Some other ways that writers present details include

- **facts and figures** that answer questions such as *Who? What? When? Where? Which? Why? and How?* Newspaper stories and magazine articles often use facts and figures to explain a main idea.

- **sensory details** that tell how something looks, sounds, feels, smells, or tastes
Here's an example of a detail question that you might find on the TAKS ELA test. Return to “Long Walk to Forever” on pages 11–19. Review the story and then answer the question below.

What will happen to Newt as a result of going A.W.O.L.?

A  He will hitchhike back to Fort Bragg.
B  He will miss Catharine’s wedding.
C  He will spend 30 days in the stockade.
D  He will serve seven more months in the army.

Choice C is the correct answer. Newt mentions this punishment in paragraph 99 of the story. Although we might assume that Newt will hitchhike back to Fort Bragg, it is not stated as a consequence of going A.W.O.L., making Choice A incorrect. Since Newt is not planning to attend Catharine’s wedding anyway, Choice B is incorrect. Choice D is stated in the story, but not as a punishment for going A.W.O.L.
The student expectations for Objective 2 tell what students should be able to do to move beyond a basic understanding of the text. This objective is aimed at answering the question “How does an author use literary elements and techniques to create meaning?” Literary elements are the essentials of a story: setting, characters, plot, and theme. You will find most of these literary elements in fiction and in some narrative nonfiction, such as autobiographies, biographies, and some essays. Literary techniques are devices such as foreshadowing, flashback, allusion, and symbolism that authors use to add texture and meaning to a story. These techniques shape the reader’s understanding of the basic elements.

Literary elements include

- **setting**—the time and place in which the events of a story occur
- **characters**—the people or animals in a story (What are they like? Why do they do the things they do?)
- **plot**—the events of a story, including the conflict one or more characters face and how it is resolved
- **theme**—the central message of a story or the insight about life that a writer wishes to convey to readers

Literary techniques include

- **foreshadowing**—details that hint at the action to come in a story
- **flashback**—an interruption in the flow of a story to describe an event that took place at an earlier time
- **allusion**—a reference in a story to a literary or historical event, person, object, or idea with which the writer assumes the reader is familiar
- **symbolism**—the use of objects in a story to represent ideas or concepts, such as using a rose to stand for love
Analyzing Setting

The setting of a story is the place and time in which the events occur. Stories can be set in real or imaginary places. The events can happen in the past, present, or future.

Setting often plays an important role in what happens to the characters in a story and how they respond. It can influence a story's overall impact and meaning. As you read, notice whether the setting gives you clues to a character's background, beliefs, and motivation. For example, imagine a story in which a 16-year-old boy works each day in the dangerous coal mines of Kentucky. The setting may provide a motivation for him to move away and improve his life.

Here's an example of a setting question that you might find on the TAKS ELA test. Return to “Long Walk to Forever” on pages 11–19. Review paragraph 1. Then answer the question below.

Since Catharine and Newt grew up next door to each other “on the fringe of a city,” they probably —

A  never walked to school  
B  rarely saw each other  
C  had many friends in the neighborhood  
D  depended on each other for companionship

The description of the setting in this question implies that the neighborhood is not as heavily populated as the city itself, and as a result the homes are more spread out. Choice D is correct because the reader can infer that there probably are not many young people in such a neighborhood. This also explains why Choice C is incorrect. Choice A is incorrect because there isn't enough information to draw this conclusion. Choice B is incorrect because, as next-door neighbors, they would have seen each other often.
Analyzing Characters

Readers usually meet the main character (or characters) in the first few paragraphs of a story. They learn about the character's traits, or characteristics, by paying attention to the character's words and actions, the character's appearance and mannerisms, and the way other characters react to him or her.

Here's an example of a question about character that you might find on the TAKS ELA test. Return again to “Long Walk to Forever” on pages 11–19. Review the text and answer the question below.

In paragraph 11, the author uses the description of Newt's appearance to —
A suggest that Newt wanted to get home in a hurry
B point out that Newt never cares how he looks
C prove how much Newt dislikes the army
D illustrate the fact that Newt likes to go for walks

Choice A is the correct answer. Newt left the army without permission and traveled a long distance to reach Catharine's house. His appearance shows that he did not take time to clean up before he knocked on Catharine's door. Choices B and C are incorrect because they are not supported by Newt's behavior in the rest of the story. Choice D is not why the author describes Newt's appearance.

Point of View

Every selection is written from a certain point of view. In **first-person point of view**, the story is narrated by one of its characters. As a result, the reader experiences only what that character knows and observes. In **third-person point of view**, the narrator does not participate in the action and is not a character in the story. If the third-person narrator focuses on only one character's thoughts and actions, the author is using a **limited point of view**. If the narrator knows about all the characters' thoughts and feelings, the story is being told from an **omniscient point of view**, the point of view used by the author in “Long Walk to Forever.”
Describing and Analyzing Plot, Conflict, and Resolution

The plot is what happens in the story—the events that occur from beginning to end. The plot is usually built around a conflict, or problem, faced by one or more characters. The events in a story move toward the resolution, or solution, to the conflict or problem.

Let’s look more closely at each of these elements.

Plot

The plot of a story tells what happens, when it happens, and to whom it happens. The sequence of events moves the plot forward. A story’s plot usually includes the stages shown below.

Here’s an example of a question about plot that you might find on the TAKS ELA test. Return to “Long Walk to Forever” on pages 11–19. Review the story. Then answer the question below.

The extra space inserted after paragraph 47 —

A  highlights a dramatic moment in the story
B  prepares the reader for a flashback
C  indicates the passage of several days
D  slows down the action of the story

Choice A is the correct answer. The extra space gives the reader a moment to reflect on an important event in the story—Newt has told Catharine that he loves her. Choice B is incorrect because the action
continues forward in time after the extra space; a past event is not referred to. Choice C is incorrect because this story takes place during the course of one day. Choice D is incorrect because the action of the story picks up at this point.

**Conflict**

In most stories the main character faces a conflict. As you know, this struggle is often between two characters. Conflict can also occur

- within a single character (for example, a young woman longs to be independent but is afraid to act without her parents' advice)
- between a character and a force of nature (for example, an explorer battles a blizzard)
- between a character and society (for example, a young attorney battles to change a law)

Here's an example of a conflict question that you might find on the TAKS ELA test. Return to “Long Walk to Forever” on pages 11–19. Review the story and answer the question below.

Catharine makes sensible speeches to Newt in order to —

A hide her dislike of him
B pledge her love to him
C capture his attention
D control her feelings

Choice D is the correct answer. It reveals the story's conflict: Catharine loves Newt but is engaged to be married to someone else. By making “sensible speeches,” she denies her feelings about Newt. Choice A is incorrect because Catharine loves Newt. Choice B is incorrect because Catharine does not pledge her love to Newt through her words. Choice C is incorrect because Catharine already has Newt's attention.

**Resolution**

A story usually ends when the conflicts faced by the main characters are resolved. In the resolution of a story, the loose ends are tied up, whether or not the characters “live happily ever after.” In “Long Walk to Forever,” the conflict is resolved when Catharine admits to herself that she loves Newt.
Recognizing Theme

The theme of a literary work is its underlying message. A theme is a central insight that the writing communicates about life or human nature. Sometimes a text will present more than one theme. “Long Walk to Forever,” for example, addresses the themes of romantic love, the difficulty of relationships, and the consequences of acting spontaneously.

Some themes are clearly stated in a selection. Others are not. In recognizing the theme of a story, careful readers look at how other story elements—setting, characters, and plot—work together to point to a theme. Sometimes the title of a story is a good clue to a theme.

One way to confirm a theme of a selection is to be able to justify it with supporting evidence from the text.

Here’s an example of a theme-based question you might find on the TAKS ELA test. Return to “The Human Story Machine” on pages 20–22. Review the text and then answer the question below.

Which of the following sentences from “A Walk Along the Ocean” best expresses a theme of the story?

A  Well, this is all pretty rotten.

B  But how will she ever find true love?

C  Maybe he will fall from the sky, or maybe he will come from beneath the waves.

D  For there are plenty of fish in the sea, and many men, too.

Choice D is the correct answer. At the beginning of the story, Alice is confused and unhappy because a man has broken up with her. At the end of the story, the writer predicts that Alice will meet another man and fall in love with him. Choice D addresses this important idea. Neither Choice A, B, nor C is the best expression of theme for “A Walk Along the Ocean.”
Using Text to Defend Responses

There are several ways to demonstrate your understanding of something you have read. You might retell the story or summarize it. You might make a statement and then quote from the text to support your statement.

O.K., so your classmate says that the character in the story made the right decision. Are you going to take his word for it? What if you want some proof? As a classmate of this student, you might ask this question:

“What evidence do you have that Tonya made the right decision?”

The student then opens the book and reads from the last chapter:

Tonya felt fulfilled in her new role as a stepmother and a resident of a large city. She took a morning job at a bookstore and spent her afternoons taking the children to museums, libraries, and parks. She loved the quirky little apartment that she and Nathan had found, even though it seemed she was always busy cleaning up spilled juice, picking up puzzle pieces, and wiping noses when she was there. And, of course, she loved Nathan more than ever.
Below is an example of a text-support question that you might find on the TAKS ELA test. Return to “Long Walk to Forever” on pages 11–19. Review the story. Then answer the question below.

Which line from the story shows that Catharine knows her relationship with Newt is changing?

A “I just mean this is all so unexpected.”
B *Somewhere far away an automobile starter nagged and failed, nagged and failed, fell still.*
C “Do you have an idea how offensive you’re being?”
D *Catharine let Newt sleep for an hour, and while he slept she adored him with all her heart.*

Choice D is correct. Catharine finally acknowledges her true feelings for Newt while he is asleep, even though she doesn’t express her feelings to him. Choices A and C are statements Catharine makes to Newt, but they do not express her newfound love for him. Choice B is symbolic of the change that is about to take place, but a careful reading shows that it does not symbolize Catharine’s awareness of her feelings for Newt.

**Understanding Literary Language**

Has a song ever caused you to remember a past experience? If so, then you know that the different melodies and words of songs can have profound effects on people. A song can cause you to think of a favorite person, for example, or to relive a cherished memory. Authors hope to elicit similar responses in their readers with the words they choose. They select words with great care in order to evoke certain emotions and images and to demonstrate to their readers the rhythm, beauty, and flexibility of language.

Below is an example of a question about literary language that you might find on the TAKS ELA test. Return to “The Human Story Machine” on pages 20–22. Review paragraph 5 and answer the question below.

In paragraph 5, the author uses a simile to —

A show that he was eager for the group’s approval
B prove that he can act as well as he can write
C indicate that he was trying to make the group laugh
D describe his fear of trying new things
In this paragraph, the simile compares Hurley to “a dog waiting to be petted.” Answer Choice A is correct. Hurley is unsure of his idea and wants to try it out on his writers’ group. Like a dog, he hopes to receive their approval. Choices B and C are incorrect because there is no evidence to support them in the paragraph. Choice D is incorrect because the simile does not describe Hurley’s fear.

**Connecting Literature to Historical Context**

For some selections, it’s important to know the historical context, or the key factors of life in the time period and place in which a literary work is set. The customs and attitudes reflected in a work may be very different from those of today. Knowing this information will help you understand key points about the selection’s setting, background, and culture as well as the motivation of its characters.

For example, suppose you’re reading a story about teenagers growing up in the segregated South in the 1940s. Knowing about the racial tension of the period and about the events that led up to World War II will help you better understand the story. In the same way, understanding important issues and common viewpoints from a certain period will help you analyze a piece of writing written during that period.

It’s just as important to understand the context of some current pieces of writing. If you’re reading an editorial in the newspaper about a local physical education requirement for schoolchildren, it may help your understanding to know about current nationwide trends in childhood obesity.

Many times if the context of a written work is important to understanding the work but is unclear, a brief explanation will introduce or be included in the selection. Writers for newspapers and newsmagazines often provide context for readers in the first few paragraphs of their articles.
Understanding Literary Terms

Authors have several ways to shape a reader’s understanding of characters, events, and themes. These are a writer’s “tools of the trade.” Some of these are listed below.

**Mood**

The overall feeling or atmosphere that a writer creates for a reader is called **mood**. Specific words or phrases, such as “deepening gloom” or “sun-kissed radiance,” can contribute to the mood of a work, as can figurative language, repetition, and other literary devices.

**Foreshadowing**

In **foreshadowing**, a writer hints about something that may happen in the future. Foreshadowing can arouse the reader’s curiosity or build suspense.

**Flashback**

A **flashback** interrupts a story to relate an event that occurred in the past. Flashbacks often explain a character’s present behavior by revealing an event from his or her past.

**Irony**

**Irony** involves a difference between what appears to be and what really is. In **verbal irony**, a character says the opposite of what he or she means. In **irony of situation**, an event or situation turns out to be different from what the reader expects. In **dramatic irony**, there’s a difference between what a character says or thinks and what the reader knows is true. Through the use of irony, writers remind readers that life is unpredictable.

I’m just having a light snack.
Dialogue

Conversation between two or more characters is known as **dialogue**. Writers use dialogue to bring characters to life and to give the reader a sense of the characters’ voices. The words spoken or thought by characters are usually set off with quotation marks.

Symbolism

A symbol stands for something beyond itself. Writers often use **symbolism** to indicate an important idea in a story. For example, seasons can symbolize the passing of time; a snake can symbolize evil.

Below is an example of a question about literary terms that you might find on the TAKS ELA test. Return to “Long Walk to Forever” on pages 11–19. Review paragraph 31 and answer the question below.

Why can Newt’s response in paragraph 31 be described as ironic?

A  He hopes to break Catharine's engagement.
B  He wants to give Catharine a beautiful gift.
C  He hasn’t met Catharine’s fiancé.
D  He won’t be able to attend Catharine’s wedding.

Choice A is the correct answer. Although Newt says that he came to find out Catharine’s silver pattern, he really came to ask her to marry him. Choice B may be tempting to some students because Newt talks about buying the couple a spoon. However, careful readers will look for the meaning beyond these words. Choices C and D are incorrect because they are not ironic.
The student expectations for Objective 3 tell what students should be able to do to move beyond the literal meaning of a text. Students should

- develop an understanding of a text that allows them to think critically about it
- connect what they already know to information in the text
- become independent thinkers by considering reasons that they may agree or disagree with a text

Objective 3 is aimed at two critical-thinking skills—analysis and evaluation.

To analyze a text, break it down and think about its fundamental elements, or parts. Then consider how these elements add to the text's overall meaning. For example, you may notice that an author has organized a magazine article by first discussing a problem and then explaining several solutions. Noticing this organization helps you identify the author's main points or arguments. You may also notice that the author uses words with connotations of urgency to describe the problem. These words help you determine the way the author feels about the subject.

To evaluate a text, you make judgments about the value of the text for a given purpose. For example, after reading a magazine article about a problem and solutions, you may decide that one solution is superior to the others. You may even decide to apply the solution in your own life.

Students must also be able to analyze and evaluate media messages, such as those from television, radio, magazines, newspapers, advertisements, billboards, posters, and websites. For example, you might ask questions such as

- “What is the main point of the message?”
- “What is its purpose?”
- “How well does the message achieve its purpose?”
Analyzing Text Structures

As authors plan their writing, they select organizational patterns, or text structures, to arrange and link their ideas. Identifying the underlying organization of an entire text, as well as that of paragraphs or sections within the text, will help you better understand the meaning of the text. One common organizational pattern is chronological order, the organization used in many narratives. Authors using chronological order tell the events in the order in which they happen. Other text structures include compare and contrast, cause and effect, and problem and solution.

Authors use the compare-and-contrast pattern to compare two or more people, objects, or ideas. Suppose an author wants to compare the benefits of having a pet dog with the benefits of having a pet cat. He or she may begin by describing all the benefits of having pet dogs and follow this with a description of all the benefits of having pet cats. Or the author might select one benefit, such as companionship, and discuss how that applies to both animals before moving on to the next benefit.

With cause and effect, an author may describe a single cause and its effect or a series of causes and effects. Suppose an author is writing a narrative about a pet dog. Within the narrative she writes a paragraph using the pattern of cause and effect to describe an incident in which the dog disturbs a pile of papers on her desk. This, in turn, causes her to misplace one important page of a long report.

Now suppose the same author is asked to write a short article about pets and fleas. She begins the article with a paragraph detailing the dangers of fleas—a problem. In the next paragraph she includes details describing types of flea collars and their effectiveness—a solution. She has structured her text with the problem-and-solution pattern.
Here’s an example of a question about cause and effect that you might find on the TAKS ELA test. Return to “The Human Story Machine” on pages 20–22. Review paragraphs 22 through 27 and then answer the question below.

Why is “A Walk Along the Ocean” Dan Hurley’s favorite story?

A  It was the first instant novel he wrote.
B  He wrote the story for the woman who later became his wife.
C  The story combines fact and fiction.
D  People applauded when he read the story about Alice.

Notice that the word why in the question signals a cause-and-effect relationship. When you look for the reason, or cause, that the story is the author’s favorite, you see that Choice B is the correct answer. Choice A is not true because the author had written other instant novels before “A Walk Along the Ocean.” Choices C and D are not reasons for the story becoming the author’s favorite.

Making Inferences, Drawing Conclusions, and Making Predictions

You have probably noticed that authors do not always tell you everything directly. For example, instead of telling you that a character is bored, an author may write, “Elise stared blankly into space.”

Making Inferences and Drawing Conclusions

To draw meaning from a text, you sometimes must piece together details in the text with information based on your own experiences. In other words, you must combine explicit ideas, those that are expressed directly, with implicit ideas, those that are not expressed directly but can be understood. When you figure out things by “reading between the lines,” you are making inferences. When you make a series of inferences, you may draw a more general conclusion, or a deeper, more complete understanding of the text.
Making Predictions

“Reading between the lines” will also help you make predictions. When you make a prediction about what will happen next in a story, you stay actively involved in your reading. You can also make predictions about what will happen after a story ends. To make predictions, it’s helpful to notice

- how characters react to problems
- important details about plot, setting, and character
- foreshadowing, or hints about what might happen later in the story

Here’s an example of a question about making inferences and drawing conclusions that you might find on the TAKS ELA test. Return to “The Human Story Machine” on pages 20–22. Review paragraph 16 and then answer the question below.

Writing 60-second novels hasn’t bored Hurley yet probably because —

A  he enjoys pretending to be Superman
B  he gets invited to many events
C  people pay him well for the stories
D  everyone's story is different

Choice D is the correct answer. This question asks you to make an inference. You must conclude that Hurley enjoys writing 60-second novels because he enjoys the variety that it brings. He enjoys talking to different people and learning about their lives. Choice A is incorrect because Hurley doesn’t really pretend to be Superman. Choices B and C are incorrect because, although they may be true, they do not get at the heart of the reason that Hurley isn’t yet bored.
Analyzing Across Texts

Sometimes you will need to use your analytic skills on more than one selection. When you see a play that has been adapted from a novel you enjoyed or you read two articles on the same topic, you cannot help making mental comparisons between the two works. The TAKS ELA test will ask you to perform this type of analysis as well. But remember, evidence to support your analysis must be present in both selections.

Here’s an example of a cross-text item you might see on the TAKS ELA test. Review “Long Walk to Forever” on pages 11–19 and “The Human Story Machine” on pages 20–22, thinking about the main characters in each selection. Then answer the question below.

Which of the following traits do both Newt and Dan Hurley possess?

A  Shyness
B  Curiosity
C  Perseverance
D  Sarcasm

Choice C is the correct answer. In both selections, we see Newt and Dan Hurley overcome great odds to achieve their heart’s desire. Choice A applies to Newt but not to Dan Hurley, while Choice B may be more appropriate for Hurley than for Newt. Hurley is portrayed as being very sincere, so Choice D is incorrect.

Identifying Author’s Purpose

Authors have not only a variety of ways to organize what they write but also a variety of reasons for writing. Perhaps they want to inform the reader about an issue that is important to them, such as good nutrition. Or maybe they just want to share a humorous event. You can usually discover an author’s purpose for writing by asking yourself, “Why did the author write this story? this editorial? this poem? this article?”

Some of the reasons that authors write include

● to entertain (for example, a story about a teacher who learns from his students)
● to inform or explain (for example, an article about economic changes in Asia)
● to express (for example, a journal entry about falling in love)
● to persuade (for example, an editorial in favor of creating bike lanes on a city street)

Authors also have a purpose for selecting specific words as they craft phrases, clauses, and sentences. For example, an author who is writing instructions (to inform) may choose words that emphasize order and precision, while an author who is writing a mystery (to entertain) may select words that emphasize suspense.
Sometimes an author has more than one purpose for writing. Think about “The Human Story Machine.” Since it’s an autobiographical nonfiction piece, you know that one of its purposes is to inform. However, because it’s very engaging, you can conclude that it also has another purpose—to entertain.

Below is an example of a question about author’s purpose that you might find on the TAKS ELA test. Return to “Long Walk to Forever” on pages 11–19. Review paragraphs 16 and 80 and then answer the question below.

In paragraphs 16 and 80, the author uses the words rosy and red to describe Catharine’s complexion in order to show the reader how easily —

A her face gets sunburned
B emotions appear on her face
C she becomes ashamed
D Newt can make her angry

Choice B is correct. In the middle of the story, Catharine feels awkward when she realizes that her love for Newt shows on her face. The author chose the words red and rosy to emphasize this character trait. Choices A and C are incorrect because the text doesn’t indicate that Catharine gets sunburned or becomes ashamed. Choice D is incorrect; even though Catharine pretends to be angry at Newt, she really loves him.
Author’s Craft

Authors make deliberate choices in the words they use, the way they structure a piece of writing, and the tone they create in a selection. These choices are elements of the author’s craft and lead the reader to feel and react in ways that the author intends.

Here’s an example of a question about author’s craft similar to one you might see on the Grade 10 TAKS ELA test. Return to “Long Walk to Forever” on pages 11–19 and review paragraph 157. Then answer the question below:

The author uses four short sentences in paragraph 157 because —

A Newt is not willing to spend much energy pursuing Catharine
B he wants to emphasize the drama of the moment
C repetition is an important device in persuasive writing
D Catharine has always known that she is in love with Newt

Choice B is correct. The short sentences emphasize the importance of the moment. Choice A is not supported by the text. Newt has gone to a great deal of effort to talk to Catharine. Although repetition can be an important device in persuasive writing, “Long Walk to Forever” is not an example of persuasive writing, so Choice C is incorrect. Choice D is not supported by the text. Catharine does not know at first that she loves Newt.
Credibility of Information Sources

When you read an opinion piece in a newspaper, you know that you're reading one person's opinion. As a result, you may check the author's credentials at the bottom of the article to find out whether the person is a credible source. As you do this, you ask yourself, “Does the author's background make him or her an authority on this subject?”

When you check the credibility of information sources, you make a judgment—Is this source believable? To make this judgment, you might consider asking these questions:

- What are the author's motives for writing?
- What is the author's attitude toward the subject?
- What is the author's point of view on the subject?
- Does the author support opinions with sound and credible evidence?
- How current is the information he or she provides?

As you know, not all sources are reliable. One place where you might find unreliable sources is the Internet. When you visit a website for factual information, check its source before you begin reading. If it's “Pamela's Home Page,” skip it. If it's National Geographic, read on. Sites with Web addresses that end in the following are often reliable sources:

- .edu (education)
- .gov (government)
- .mil (military)

Here's an example of a question about credibility that you might see on the TAKS ELA test. Review “The Human Story Machine” on pages 20–22 and then answer the question below.

The author's observations about writing “instant novels” are credible because —

A he conducted careful research before he began writing the article
B he is the first person to write instant novels
C the article is based on his own life
D he has read many instant novels

Choice C is correct. The article is autobiographical; therefore, its source is reliable—the author tells about experiences he knows about firsthand. Choice A is incorrect since we know that the author didn't need to conduct research about his own firsthand experience. Nothing in the article supports Choice B or Choice D.
Modes of Persuasion

Persuasive text is a type of writing in which the author tries to convince you to think or act in a certain way. In addition to advertisements and opinion pieces in newspapers, you’ll find persuasive writing in speeches, books, and magazines—even movies.

Modes of persuasion are the various tools authors use to influence readers. Some of these modes, or forms, appeal to a reader’s powers of logic. Others appeal to a reader’s emotions.

Persuasive writing that appeals to a reader’s powers of logic usually

- states an issue and the author’s position
- gives opinions or claims that have supporting reasons or facts
- has a reasonable and respectful tone
- answers opposing views

Persuasive writing may use faulty reasoning. Such writing may include

- overgeneralization—This writing uses conclusions based on too little evidence. For example, “Two girls at school wore bell-bottoms yesterday. These bell-bottom pants are the style of the season. Everyone’s wearing them.”
- circular reasoning—This writing attempts to support an opinion by just repeating the opinion in different words. For example, “You should study hard because studying hard is something students should do.”
- faulty cause and effect—Writing that contains faulty cause-and-effect reasoning suggests that Event A caused Event B just because Event B happened after Event A. For example, “When we planted a flower garden in our yard, more cats began to visit. The cats must like the flowers.”
Persuasive writing that appeals to a reader’s emotions may try to convince the reader of a position based on

- **individual experience**—For example, a writer may try to convince his or her audience that smoking is bad by describing how smoking has affected the writer in a negative way.

- **universal experience**—For example, a writer may make an emotional appeal based on something that everyone has experienced. “Cell-phone use while driving should be illegal! We’ve all seen drivers not paying attention to the traffic while they chatter away.”

Persuasive writing that appeals to a reader’s emotions can sometimes use faulty or deceptive techniques. These can include

- **loaded language**—Persuasive writing often uses words and phrases that have a strong positive or negative connotation. For example, “The recipes in the cookbook are simply heaven.” Or in a speech a politician might describe his opponent’s plan (positive connotation) as a scheme (negative connotation).

- **bandwagon appeal**—This type of writing urges readers to do or believe something because everyone else does. For example, “All Westside voters support Proposition 3—you should, too!”

- **testimonials**—Testimonials use famous people to endorse a product or idea. For example, “Actor George Nelson wears Racers every day.”

Understanding modes of persuasion can help you evaluate information and make informed decisions.

**Understanding Ideas and Relationships in Media**

You have probably heard people blame the “media” for everything from too much violence in our cities to an increase in health problems. When people speak about media, they are referring to the variety of communication forms in our society today—television, radio, newspapers, magazines, and the Internet, for example. Except for radio, these forms all involve your visual sense, or sense of sight.

When you read a short story, you take in ideas as words on a page. The ideas may be clearly stated, and the author may explain how the ideas relate to one another.

A television ad, on the other hand, may dazzle you with colorful images in fast motion, pounding music, and hypnotic words spoken by a professional announcer. After the ad is over, it’s up to you to sort out the ideas and their meanings.
It’s just as important to think about ideas presented visually—to evaluate the information you are viewing for purpose, content, and quality—as it is to evaluate what’s on the printed page. To evaluate visual information, you can look for some of the same elements that you would look for in text, such as main idea, mood, theme, creator’s purpose, and organization.

When you view visual media, remember that you may be taking in several ideas at once—and quickly. Take time to identify each idea. See if you can find relationships among the ideas. Use your own good judgment. Learn to be a critical viewer.

Here’s an example of a question analyzing ideas in media that you might see on the TAKS ELA test. Review the Web page above and then answer the question below.

Which section of the website is most likely to contain advertisements?
A  Our Couple of the Week
B  What’s Your Story?
C  People Search
D  Vacation Deals
Choice D is the correct answer. You can tell that this section of the website may contain advertisements because it uses the word “Deals,” a loaded word. Choices A, B, and C seem to indicate sections of the site that offer additional information and stories. The words “most likely” in the question ask you to sift through the ideas and evaluate the best choice.

**Understanding the Purpose of Media**

The different forms of media are used to **entertain**, **inform**, and **persuade**. It’s not always easy, though, to tell the purpose of a media message.

Suppose you’re flipping through the pages of a magazine, and one page catches your eye. It appears to be an informative article with lots of text and few images. The title of the article is “New Exercise Program Breaks All Records.” Charts and graphs show the benefits of using the exercise program, and there is a photograph of exercise equipment. You begin reading and notice that the tone of the article is serious. But as you read carefully, you come across phrases such as “disastrous effects” and “amazing benefits.” Then you notice fine print at the bottom of the page that reads, “This is an advertisement.” Those words are the key that the purpose of the article is to persuade.

Here are some questions to ask yourself about a visual representation (or image) to discover its purpose:

- How is the message presented?
- Is the presenter an authority?
- What kind of language does the representation use?
- Does the representation present a balanced picture?
- What are the underlying values of the representation?
- What is the source of the information? Is it up-to-date?
The most important thing you should remember about analyzing a media image for its purpose is to trust your instincts. If you think the image is trying to sell you something, even an idea, it probably is.

Below is an example of a question about the purpose of media forms that you might see on the TAKS ELA test. Review the Web page on page 23. Then answer the question below.

What is the primary purpose of this website?
A  To persuade people to get married
B  To explain how to submit a story
C  To feature stories about how couples met
D  To provide vacation information

Choice C is the correct choice. You can tell that the site contains stories about how couples have met by looking at the photographs on the Web page and by reading the text. Choice A is incorrect because nothing on the Web page is about the benefits of marriage. Choices B and D are details that make up the Web page, but they do not state its purpose.
Finding the Main Point of a Media Message

You have learned to look for the gist or main idea in different types of text. You can also find the main point of a media image. However, finding a main point may sometimes be harder than finding out what a magazine article or encyclopedia entry is mostly about.

Media messages usually combine pictures and words. You can see these visual messages everywhere—on the Internet, on signs, even on cereal boxes. The images and words are selected carefully to pack a lot of ideas into a small space.

It is possible, though, to analyze media images—that is, to break them down into parts. Here are some tips for analyzing a media message to find its main idea:

- Study the visuals and text separately. Ask yourself what overall point each part of the image is making. Are the key points in each part the same?
- Look for the main idea behind the details.
- Try to summarize each part of the message. Do these summaries point to a main idea?
- Look for symbols in the image. Analyze what the symbols stand for.
Here's an example of a question about the main point of a media message that you might see on the TAKS ELA test. Review the Web page on page 23 and then answer the question below.

The stories on this website are primarily about —
A  second marriages  
B  love at first sight  
C  successful relationships  
D  celebrity couples

Choice C is the correct choice. The words and images on the Web page tell you that it is about couples and love. The photographs show that the stories are about successful relationships. Choices A and D are incorrect because they are not found on the Web page. Choice B is incorrect because it relates to only a single story on the Web page.

**Recognizing Persuasion in Media**

Just as authors use certain tools in persuasive writing, media writers use tools to persuade viewers. Many media messages are designed to persuade but are disguised as entertainment or information.

**Symbols**

A symbol is an object that stands for something beyond itself. Symbols are often used in persuasive media messages because they appeal to the emotions. For example, clasped hands can symbolize cooperation, or an owl can symbolize wisdom. Be alert for symbols—particularly in advertisements—that try to tap into your hopes, dreams, or fears.
Loaded Terms
Media messages often contain words or statements that are chosen to draw an emotional response from the viewer. These loaded terms urge a viewer to respond in a certain way—for example, “Only the coolest teens wear Relics T-shirts.”

I want to be cool.
I’ll buy a Relics T-shirt.

Here’s an example of a question about persuasion in media that you might see on the TAKS ELA test. Review the Web page on page 23. Then answer the question below.

Why do the creators of the website include pictures of hearts?
A  To help viewers print information from the website
B  To symbolize the website’s content
C  To connect viewers with vacation bargains
D  To characterize the couple of the week

Choice B is correct. The website creators include pictures of hearts because hearts symbolize love and romance, the theme of the website. Choice A is incorrect because there is no place on the Web page directing users to print anything. Choices C and D are incorrect because, even though viewers click a heart to see vacation deals and to read about the couple of the week, the hearts appear in other places as well.
In addition to the multiple-choice items for the Grade 10 TAKS ELA test, you will be asked to respond to several short-answer questions. Short-answer questions differ from multiple-choice questions in that they require you to write a short answer rather than simply select A, B, C, or D.

The short-answer questions on the Grade 10 ELA test

- address Objectives 2 and 3
- are based on the expository and literary selections
- may address one or both selections
- have many different possible answers

Short-answer responses may receive a score of 0 (insufficient), 1 (partially sufficient), 2 (sufficient), or 3 (exemplary).

When you take the Grade 10 ELA test, you will find that for each short-answer question, there are a number of lines on the answer document. If the question asks about one selection, five lines are provided. This number of lines means that your answers should not be very long—only a few sentences. If the question asks about both selections, eight lines are provided. These extra lines provide a little more space to compare selections.

**How Do You Answer a Short-Answer Question?**

You may be wondering how short-answer questions on a standardized test differ from the short-answer questions you have on classroom tests. Well, the answer is that they don’t. To answer the short-answer questions on the Grade 10 ELA test, you should use the same strategies that you would use for any question that requires a short written answer. In other words your answer must be clearly written, and you
must support your answer with evidence from the text. Examples of evidence include

- a direct quotation
- a paraphrase
- a specific synopsis or brief summary

Responding to short-answer questions on the ELA test may feel different from answering the same types of questions during an ordinary day at school. You may feel extra pressure during an exam. Here are some hints to help you relax and do your best on this part of the test. Many of these hints are useful for all parts of the TAKS ELA test.

- Take a deep breath and clear your mind. Then read the first question slowly and carefully. Make sure you understand what information the question is asking for.
- Think about how you could answer the question. Review the main points in your mind. You may want to make notes to use when writing your answer.
- Answer the question carefully and accurately. Do not write more information than the question calls for.
- Make sure that you support your answer with appropriate evidence from the selection or selections.
- Reread the question. Then review your answer. Make sure that your answer is complete and accurate.

Here are some examples of short-answer questions you might find on the Grade 10 ELA test. Return to “Long Walk to Forever” on pages 11–19. Review the story. Then read the question and sample responses below.

What is one conflict faced by Newt and Catharine in “Long Walk to Forever”? Support your answer with evidence from the selection.

**Score Point 0**

One conflict that might be faced is that if Catharine stays gone too long then Henry might come looking for her and if she gets caught with Newt then Henry might think that there is something going on.

There is no evidence in the story for this analysis, so it does not seem reasonable. In addition, no text support is offered.
One conflict faced by Newt and Catharine was when Catharine realized her love for Newt. Since she was already engaged to be married to Henry, she had to figure out what she was going to do. Was she going to go ahead and marry Henry or call off the wedding and marry Newt?

Score Point 1

One conflict faced by Newt and Catharine in "Long Walk to Forever" is that Newt loves Catharine but she is about to get married. Newt told her, "Remember how much I love you." She said, "What a crazy time to tell me you love me...my wedding is in one week."

Score Point 2

One conflict facing Newt and Catharine is her confusion. Her marriage is only a week away when she discovers she loves Newt. She feels panicked by Newt’s confessions of love and tries to deny they’re true, but then she realizes "that a woman can’t hide love." At the end she overcomes her confusion and runs back into Newt’s arms when he calls her name.

Score Point 3

Reasonable analysis. Two quotations from the characters are offered as text support.

High-level analysis. The writer provides both quoted and paraphrased text support.

The analysis is clear, but no text support is offered.
Now review “The Human Story Machine” on pages 20–22 before reading the question and sample responses below.

In “The Human Story Machine,” has Hurley fulfilled his dream of becoming a novelist? Explain your answer and support it with evidence from the selection.

**Score Point 0**

I think he didn’t, but he got another dream, and he liked that one better than his old dream.

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**Score Point 1**

Yes, I do believe that Hurley has fulfilled his dream of being a novelist due to the fact that he took an idea, started testing it, liked it, and has been writing his 60-second novels ever since.

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**Score Point 2**

In “The Human Story Machine,” Hurley has fulfilled his dream of becoming a novelist and is very successful. He is so successful in what he does that “at this point, there aren’t enough seats in Madison Square Garden to contain all the people he has written for.” (paragraph 18)

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The analysis is unclear and confusing. In addition, no text support is offered.

Good start on analysis, but clear evidence from the text is needed for a higher score.

Adds to analysis by commenting on Hurley’s success. Text support is in the form of a direct quote with paragraph reference.
Score Point 3

Even if not in the traditional sense of "novelist," Hurley has fulfilled his dream. By sitting on the sidewalk and waiting for his stories to walk up to him, Hurley defines being a novelist in a new way. He writes, "the entire direction of my life veered off road. I had no idea what I had discovered... but I could see that it worked."
Now review both “Long Walk to Forever” and “The Human Story Machine” before reading the question and sample responses below.

How does the idea of taking a risk apply to both “Long Walk to Forever” and “The Human Story Machine”? Support your answer with evidence from both selections.

**Score Point 0**

It’s hard to take risks because then you’re left with the consequences, but in the end, it’s all worth it. In the story “Long Walk to Forever,” he takes a risk and in the end it was worth it. The Human Story Machine also takes a risk and it is worth it.

**Score Point 1**

In “Long Walk to Forever,” the risk is that Catharine is dumping her husband-to-be for Newt without knowing if her life would have been better with Henry or if it would even last with Newt. In “The Human Story Machine,” the risk is that he takes up with Alice, a stranger he doesn’t even know, and ends up having a kid with her and living a happy life.
The idea of taking risks in both stories reveals to the reader that risk taking can be beneficial. Newt is "what they call A.W.O.L." and could face punishment in the stockades. He asks Catharine intrusive and at times offensive questions dealing with her marriage, and he even kisses her. His risk pays off at the end, though when "she ran to him, put her arms around him, could not speak." Hurley's idea of 60-second novels which another writer deemed "weird" eventually led to his marriage. This risk could have led to negative consequences, but it really paid off.

Score Point 2
In "Long Walk to Forever," Newt has run away from the army without telling anyone, just to meet Catharine. In paragraph 27, he says, "I'm what they call A.W.O.L." which is a military term for absent without leave. Hurley tries out his luck at making 60-second novels. If people don't like them or he isn't able to make them, people would forget him and his career would be over. For example in paragraph 9, people make fun of him and say, "what a gimmick."

Score Point 3
The idea of taking risks in both stories reveals to the reader that risk taking can be beneficial. Newt is "what they call A.W.O.L." and could face punishment in the stockades. He asks Catharine intrusive and at times offensive questions dealing with her marriage, and he even kisses her. His risk pays off at the end, though when "she ran to him, put her arms around him, could not speak." Hurley's idea of 60-second novels which another writer deemed "weird" eventually led to his marriage. This risk could have led to negative consequences, but it really paid off.
On Your Own

Now try these practice items. Then check your answers with the answer key and explanations beginning on page 78.

Use “Long Walk to Forever” on pages 11–19 to answer questions 1–8.

**Question 1**
In paragraph 83, the word *consternation* means—

A  happiness and relief
B  panic and fear
C  concern and doubt
D  surprise and dismay

**Answer Key: page 78**

**Question 2**
Paragraphs 132 through 137 are mainly about—

A  what happens while Newt is asleep
B  how much Catharine loves Newt
C  Catharine’s decision to wake Newt
D  where Catharine usually goes for a walk

**Answer Key: page 78**

**Question 3**
Why has Newt returned to his hometown?

A  To escape the army
B  To see his mother
C  To attend Catharine’s wedding
D  To talk with Catharine

**Answer Key: page 78**

**Question 4**
Why does the author have Catharine open the door with a bride’s magazine in her hand?

A  To show how much she wants to be a bride
B  To hint that she’s getting married soon
C  To indicate that she likes to daydream
D  To explain why she’s at home in the afternoon

**Answer Key: page 78**
Question 5
In what way does Newt change most in the story?
A He overcomes his reservations about expressing his feelings for Catharine.
B He begins to realize that Catharine doesn’t love him.
C He suddenly understands the consequences of going A.W.O.L.
D He admits that Henry Stewart Chasens is a better man than he is.

Question 6
Newt repeats the statement “One foot in front of the other—through leaves, over bridges” throughout the story. What does this quotation illustrate?
A Newt’s determination
B Catharine’s shyness
C Newt’s love of nature
D Catharine’s anger

Question 7
In paragraph 155, Newt stares hard at Catharine probably because —
A she has admitted her love for him
B he looks directly at people when saying good-bye
C Catharine’s face is so red that he is worried about her
D he wants to see whether she is telling the truth

Question 8
What does the sound of the police siren in paragraph 35 represent?
A The risk that Newt has taken to see Catharine
B The sorrow Catharine feels for getting Newt into trouble
C The humor of Newt’s predicament
D The confusion Catharine feels about marriage
Use “The Human Story Machine” on pages 20–22 to answer questions 9–16.

**Question 9**
In paragraph 17, the word *confection* means —
A mixture  
B length  
C nonfiction  
D interest

**Answer Key: page 78**

**Question 10**
Which element of paragraph 8 helps the reader understand the meaning of the word *circa*?
A 1983  
B 28-pound  
C 1953  
D 60-second

**Answer Key: page 78**

**Question 11**
The date April 24, 1983, is significant for the author because on that day he —
A met his future wife  
B joined a writers’ group  
C became the 60-second novelist  
D went to Madison Square Garden

**Answer Key: page 79**

**Question 12**
Hurley can be described as someone who —
A takes risks  
B doesn’t care about others  
C enjoys being alone  
D doesn’t listen well

**Answer Key: page 79**
Question 13
In paragraph 13, Hurley uses the metaphor “the entire direction of my life veered off-road” to describe—

A his fear of reading his work in public  
B the way he felt when he met Alice  
C his mood as he begins writing each day  
D the impact of writing his first 60-second novel

Answer Key: page 79

Question 14
How has being an instant novelist helped Hurley most in becoming a better writer?

A After 17 years his typing speed has increased.  
B Noise no longer distracts him when he writes.  
C He doesn’t have to make up his own plots.  
D He has been able to observe a great number of people.

Answer Key: page 79

Question 15
One way the reader can tell that Hurley is serious about writing is that he—

A owns a 28-pound typewriter  
B writes stories for his grandchildren  
C belongs to a writers’ group  
D remembers every one of his stories

Answer Key: page 79

Question 16
In paragraph 13, Hurley refers to the crowd as “the ultimate deadline” because—

A everyone is waiting to hear the story  
B no one will speak to him if he doesn’t finish the story  
C he continues to write stories so that everyone will applaud  
D he doesn’t like to be around people when he writes his instant novels

Answer Key: page 79
Question 17
The couples in “Long Walk to Forever” and “The Human Story Machine” probably believe that—
A  it’s possible to fall in love at first sight
B  they were meant to be together
C  they would have been happier with other people
D  relationships always proceed smoothly

Answer Key: page 79

Question 18
Kurt Vonnegut, Jr., and Dan Hurley both—
A  explain how much they want to write
B  persuade readers to avoid risks
C  point out the beauty of natural settings
D  describe the unpredictability of romance

Answer Key: page 79

Question 19
The section called “We Meet Again” probably features couples who—
A  met on blind dates
B  were separated for a time
C  lived a long time ago
D  fell in love immediately

Answer Key: page 79

Question 20
Where would you find information about former couples of the week?
A  Our Couple of the Week
B  More Stories
C  Couples Chat
D  Story Archives

Answer Key: page 79

Question 21
The photo for “More Stories” indicates that the section includes stories about—
A  weddings
B  older couples
C  active couples
D  families

Answer Key: page 79
Question 22
How does Newt use language to cover his shyness? Support your answer with evidence from the selection.

Question 23
What is one characteristic that makes Hurley a successful “human story machine”? Support your answer with evidence from the selection.
Question 24

Look at the last line from “The Human Story Machine”: “But then, no good story turns out the way you expect.” How does this idea apply to both “Long Walk to Forever” and “The Human Story Machine”? Support your answer with evidence from both selections.
Question 1 (page 71)
Choice D is correct. By using context, you can figure out that Catharine does not want Newt to know her true feelings. This context shows that consternation means “surprise and dismay.” Choices A, B, and C are not correct because they do not represent Catharine’s feelings.

Question 2 (page 71)
Choice A is correct. If you read this section, you see that it begins just as Newt falls asleep and ends when Catharine wakes him up. The paragraphs describe what happens during this time. Choices B and C are details in these paragraphs, but they do not describe what the section is mainly about. Choice D is not a detail from the story.

Question 3 (page 71)
Choice D is correct. This is why Newt has returned. Choices A, B, and C do not state the real reason that Newt returns to his hometown.

Question 4 (page 71)
Choice B is correct. The author uses this detail to characterize Catharine. She is holding a bride’s magazine because she is getting married in a week. Choices A, C, and D are not supported by information in the story.

Question 5 (page 72)
Choice A is correct. Paying attention to details that show how a character changes in a story is a key to understanding the story’s theme. When Newt is able to express his affection for Catharine, she recognizes that she would rather be with him than Henry. Choices B and D are not correct because they never happen in the story. Choice C is not correct because Newt knew the consequences of going A.W.O.L. all along.

Question 6 (page 72)
Choice A is correct. This question shows how dialogue can reveal character motivation. Newt is determined to approach Catharine and express his feelings for her, no matter the result. Choice B is incorrect because Catharine does not appear to be shy. Choice C is incorrect because the text never mentions that Newt loves nature. Choice D is incorrect because Catharine is angry at times, but Newt’s statement does not illustrate this.

Question 7 (page 72)
Choice D is correct. This question asks you to analyze a cause-and-effect relationship. Newt stares at Catharine to “read” her expression. Choice A is incorrect because Catharine has not admitted that she loves Newt. Choice B is not supported in the text. Choice C is incorrect because nothing in the text suggests that Newt is worried about Catharine’s face being red.

Question 8 (page 72)
Choice A is correct. This question asks you to make an inference. Newt makes a siren noise because he knows he will get into trouble when he returns to the army. Choice B is incorrect because Catharine isn’t responsible for Newt’s getting into trouble. Choice C is incorrect because nothing in the story suggests that Newt’s predicament is humorous. Choice D is incorrect because Catharine does not become confused until later in the story.

Question 9 (page 73)
Choice A is correct. The sentence says that Hurley’s stories are a combination of “fact, fiction, fable and bibliotherapy.” This context shows that confection means “mixture.” Choices B and D are not correct because they do not make sense in the context of the sentence. Choice C is not correct because it is one part of the “mixture.”

Question 10 (page 73)
Choice C is correct. The word circa is used in the story to indicate that the author’s typewriter dates from about 1953. Choice A is not correct because it is a date unrelated to the typewriter. Choice B is not correct because it describes the weight of the typewriter. Choice D is not correct because it describes the word novels.
Question 11 (page 73)
Choice C is correct. It is the date on which the author became a 60-second novelist. Choice A is not correct because the author met his wife after this date. Choice B is incorrect because the author was already a member of a writers’ group. The text does not indicate that the author went to Madison Square Garden, so Choice D is not correct.

Question 12 (page 73)
Choice A is correct. Hurley takes a risk by writing instant novels. He risks being ridiculed by people who do not like his stories or by people who think writing instant novels is a strange idea. Choices B, C, and D are not correct because nothing in the text supports these ideas.

Question 13 (page 74)
Choice D is correct. Writing his first 60-second novel changed the direction of Hurley’s life by bringing him a career, wife, and family. Choice A is not correct because the text does not indicate that Hurley is afraid to read his work in public. Choice B is incorrect because the author does not meet Alice at this time. Choice C is incorrect because it does not accurately define what the metaphor describes.

Question 14 (page 74)
Choice D is correct. Writers observe people and use their observations to develop characters. Choices A and B are not correct because this information is not present in the text. Choice C is not correct because although Hurley gets ideas for his stories from the people he interviews, he still must make up his own characters.

Question 15 (page 74)
Choice C is correct. The question asks you to infer that people who belong to writers’ groups want to improve their writing skills and are therefore “serious” about their writing. Choice A is not correct because it does not describe a way that an author would demonstrate being serious about writing. Choice B is not supported by information in the selection; Hurley does not yet have grandchildren. Choice D is incorrect because nothing in the text indicates that Hurley remembers all 25,000 of his stories.

Question 16 (page 74)
Choice A is correct. This question asks why the author chose certain words and phrases. Writers rarely have an audience as immediate as the crowds who wait to hear Hurley read a story seconds after he finishes it. Choice B is incorrect because this detail is not really part of the story. Choice C is not supported by information in the story. Choice D is incorrect because this information is not presented in the story. In fact, the reader can conclude that Hurley likes being around people as he writes.

Question 17 (page 75)
Choice B is correct. The question asks you to make an inference based on evidence included in both selections. Choice A is not correct because the stories are not about love at first sight. Choice C is not correct because Hurley is happy with his wife, and readers can predict that Catharine and Newt will be happy. Choice D is not correct because neither selection is about relationships that proceed smoothly.

Question 18 (page 75)
Choice D is correct. The question asks you to think about the writers’ reasons for writing. A theme of both selections is that romance can be unpredictable. Choice A is not correct because it applies only to Hurley. Choice B is not correct because neither selection is about avoiding risks. Choice C is not correct because neither selection is about nature.

Question 19 (page 75)
Choice B is correct. To answer this question, you must analyze the text and images on the Web page. Choices A, C, and D do not make as much sense.

Question 20 (page 75)
Choice D is correct. To answer this question, you must think about the text, especially the word archives. Choice A would not tell about former couples. Choice B and C would not tell about couples of the week.
Reading Answer Key

Question 21 (page 75)
Choice D is correct. The image is a picture of a family. This tells you that this section is not limited to stories about couples. Choices A, B, and D are not correct because they do not relate to the photograph.

Question 22 (page 76)
Sample Response: Newt uses irony and humor to avoid showing his feelings. When Catharine asks Newt why he left the Army without permission, he avoids telling her that he wants to marry her by responding, “I had to find out what your silver pattern is.”

Question 23 (page 76)
Sample Response: Although Hurley is creative, energetic, and persistent, it is his ability to observe his customers that makes him most successful. As he says in paragraph 17, “But before I type the first word, I give them something else: my ears, my eyes, my total, 200-percent attention.”

Question 24 (page 77)
Sample Response: The characters in both stories seem surprised by the way things turn out. Catharine professes her love for Henry and refuses Newt’s proposal until the very end, when “She ran to him, put her arms around him, could not speak.” Hurley had no idea how the “60-second novels” would change his life: “not only did my crazy idea to write stories on the street bring me a career, it brought me a wife and a family.”
The student expectations for Objectives 4 and 5 tell what students should be able to do to communicate thoughts and ideas through written expression.

As you know, writing skills are important for a variety of reasons.

- They are critical for success in school.
- They help you clarify and focus your ideas.
- They are linked to strong reading skills.
- They give you an advantage in the workplace.

To demonstrate your writing skills on the Grade 10 ELA test, you will respond to a writing prompt by writing a composition in standard English prose.

What Are the Writing Prompts Like?

The writing prompts for the Grade 10 composition are linked by theme to the reading selections on the test. If you choose, you may refer to any or both of the selections in your response, but you are not required to do so. The prompts are designed to give you great flexibility. You will choose your own organizational strategy. For example, you may decide to write a series of causes and effects in response to the prompt, while a classmate may write an essay organized by problem and solution. The prompts also allow you to choose your own purpose for writing. You may want to persuade the reader to see your point, for
example, while another student may choose to relate a personal experience. Read this sample prompt:

Write an essay explaining how each person is responsible for finding his or her own “happy ending.”

You can see that the above prompt is thematically linked to the selections “Long Walk to Forever” and “The Human Story Machine.” This thematic link gives you two choices when you begin writing. You may refer to the selections in your composition, or you may choose not to refer to them. If you choose the first option, you can use examples and details from the selections as evidence to support your answer. Be sure to provide more than just a plot summary.

**How Will My Composition Be Scored?**

On the prompt page of the TAKS ELA test, a box like the one below will appear. The points listed in the box will help you remember what to think about as you write.

**REMEMBER — YOU SHOULD**

- write about the assigned topic
- make your writing thoughtful and interesting
- make sure that each sentence you write contributes to your composition as a whole
- make sure that your ideas are clear and easy for the reader to follow
- write about your ideas in depth so that the reader is able to develop a good understanding of what you are saying
- proofread your writing to correct errors in spelling, capitalization, punctuation, grammar, and sentence structure

These points are the same ones that scorers will consider as they evaluate responses. As they read each response, scorers ask the following questions:

- Is the response about the assigned topic?
- Does the writing seem thoughtful and interesting?
- Do readers get a sense of who the writer is? Does the writing sound authentic and original?
Objectives 4 and 5

- How well does each sentence contribute to the composition?
- Is the relationship between ideas clear? Do the introduction and conclusion add depth? Is there a sense of completeness?
- Are the ideas clear and easy to follow?
- Is the composition well organized? Is the progression of thought smooth and controlled? Are transitions used effectively?
- Are the ideas developed fully and thoughtfully?
- Has the response been proofread carefully?
- Do errors in spelling, capitalization, punctuation, grammar, usage, or sentence structure make the composition confusing or difficult to read?
Sample Compositions

The following sample compositions were written in response to the prompt below. They illustrate typical responses at score points 1, 2, 3, and 4, with 1 being the lowest and 4 being the highest.

Write an essay explaining how each person is responsible for finding his or her own “happy ending.”

REMEMBER — YOU SHOULD

- write about the assigned topic
- make your writing thoughtful and interesting
- make sure that each sentence you write contributes to your composition as a whole
- make sure that your ideas are clear and easy for the reader to follow
- write about your ideas in depth so that the reader is able to develop a good understanding of what you are saying
- proofread your writing to correct errors in spelling, capitalization, punctuation, grammar, and sentence structure
Each person is responsible for finding his or her own "happy ending." There are many ways how each person is responsible for finding their own happy ending. I am even responsible for finding my own happy ending.

One way a person is responsible for finding his or her own happy ending is no one else could find your own happy ending. All people have their own happy endings. A lot of people keep their happy endings to themselves. Each person is responsible for finding his or her own happy ending by achieving your goals in life. No other person can do it for you unless you put a lot of effort into it.

Another way each person is responsible for finding his or her own happy ending is by achieving your goals in life. Once you have achieved your goals in life you then can be responsible for finding your own happy ending. Either to get married and have a family. What ever your happy ending is you have to have your life planned. Accomplishing your goals in life is basically what you have to do to find your own happy ending.

The last way each person is responsible for finding his or her own happy ending is how your life is going. If your life is going well you can be responsible for finding your own happy ending. If it is going bad you can still be responsible for finding your own happy ending. By staying out of trouble or making better achievements. Rich or poor everyone can be responsible for finding his or her happy ending.

In conclusion many people consider accomplishing their goals in life to be responsible for finding his or her own happy ending. Specific ways can find your own happy ending on responsibility. On the other hand good and better ways can find your own happy ending.
Everyone is responsible for finding their own “happy ending” to life. Attitude, personal decisions and choices, and inner determination are what people use to find their own true happiness in life.

Attitude is a key factor in finding happiness in life. If a person holds a pessimistic outlook towards life he or she is not allowing him or herself to find any happiness in life. Happiness is different for everyone. One must decide what happiness is to themself before they may expect to attain it. Dreams are personal goals set to reach happiness. One must believe in themselves and in their dreams to find happiness in life. Attitude is everything. To achieve happiness you must first believe.

Life is an outcome of a series of decisions. Life is ultimately determined by the daily choices one makes, as is happiness. One must decide what happiness is to him or her and choose how to obtain it. In “Long Walk to Forever” by Kurt Vonnegut Jr., Newt decided he must tell Catharine how he feels. By doing so Newt is choosing to find his own happiness. Life’s path is determined by the individual walking it. The determination of a person is very important to finding happiness. To succeed one must have great persistence and drive. In “Long Walk to Forever” Newt was successful in getting Catharine to show her feelings because he was so persistent. “One foot in front of the other – through leaves, over bridges.” To find true happiness one must not be willing to give up.

In conclusion, true happiness is found through attitude, decisions, and persistence. Therefore, each person is responsible for finding their own happy ending.
For as long as I can remember, I have heard that everyone is responsible for his/her own happiness. As I have gotten older I have come to believe that this is true. I have also come to believe that a person's attitude has a great deal to do with their happiness.

Being in high school, you meet a lot of diverse people. You meet athletes, patrons of the arts, the so-called overachievers, and the general slackers. Some of these people are happier than others. For instance, many athletes and artists are happy because they are doing what they love and they are able to share the experience with others. However, many of the so-called overachievers are unhappy because they spend so much time trying to achieve their goals that they are not having any fun and they are stressed out. These are the choices that different people have made and every case is different, but they have chosen what they want to do and be and therefore are responsible for where those choices have led.

Also, I believe that if you truly want to be happy you will be. It is all a matter of attitude. If you think about being depressed all of the time than you will be. If you do nothing to try to change this way of thinking, then you are responsible for your lack of happiness. However, if you think you are happy then you will be or if you aren't but you try to be positive things can turn around. It's just like Peter Pan says, "Think happy thoughts." They can get you through anything.

As you can see every person is responsible for their own happiness. Their actions, attitudes, and willfulness are ultimately the deciding factors in their happiness. Everyone can be happy. It is just a matter of trying.
The writer immediately engages the reader and maintains the connection throughout. Each sentence clearly contributes to the composition as a whole. The writer uses the metaphor of a story to organize the composition.

The writer takes risks to develop interesting ideas. The writer’s choice of words, phrases, and sentence structures enhances the communication of ideas and lets the reader really hear the writer’s voice.

Score Point 4—Highly Effective

Do you know what it means to "live happily ever after?" Most people don’t. It means, "live happily from then on." It surprises me how many people do it without understanding that it is in fact what they are doing, living happily ever after, that is. How does one do that, find a happy ending?

To begin with, your story is exactly that: yours. The beginning is none of your fault, but as the tale goes on and on, it becomes more and more your responsibility to decide largely what happens next, mostly because you can. You are capable of a wondrous thing, of making choices to determine what happens next. There’s only one problem about choices: it’s the same thing that makes them wonderful. Lean closer to the paper and I’ll whisper that dreaded word to you. Closer, please. Much better. Consequences.

Every option, action, thought, and choice has them. They may be good, they may be bad. The only thing they never are is avoidable. All those consequences pile up and wiggle around, affecting your life and changing the story and its ending. Your own choices determine whether your ending will be happy, not-so-happy, or put-it-away. Daddy, I don’t want to hear it anymore. How’d you like to hear someone say that about your story? You know, the one you write every minute of every day. To really write your life story, there’s something else you have to do: you alone are responsible for making your own choices. For some people, making choices is like breathing; habitual and somewhat necessary. For others, it’s like dancing: measured steps to complete it. For still others, making choices is like taking out the garbage: "Do I have to?" Either way, choices are yours: no one can make them for you any more than they can breathe for you. So make good choices with a tiny element of risk. It’s like a small dash of Tabasco sauce; it gives your life flavor. Write a good story. I look forward to reading your happy ending.
The Writing Process

Even the best writers don’t expect to produce a finished composition on their first attempt. They understand that writing is a process that involves several important steps.

Jin has written a response to the prompt about happy endings found on page 84. Let’s see how she took her composition through the following stages of the writing process:

✓ Prewriting
✓ Composing
✓ Revising
✓ Editing
✓ Publishing
Prewriting

Before Jin began her writing journey, she thought it would be helpful to have a road map to help guide her ideas. She used the graphic organizer below to organize her thoughts before she began composing.

Main Point
You have to work hard for a happy ending.

Detail
Searching for love

Detail
Making an A in history

Detail
You deserve it. Go for it!

Detail
Playing on the varsity team
**Composing**

Using her prewriting chart, Jin wrote the following rough draft. She simply tried to get her thoughts down on paper “roughly” in the order she wanted them. (In this step Jin could take initial risks and be creative in the way she presented her ideas.)

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Love is only a four letter word but it holds so much power. Many people say love is elusive and some say its where you least expect it but in the end aren’t you responsible for finding or not finding it? For me when I think of a happy ending I think of love. After all, aren’t some of the greatest fairytales like Snow White ended with love.

In the end you control your life, and you only get one. Make it good.
Revising

When Jin's rough draft was complete, she began revising. In this step she concentrated on her ideas. Were they interesting, clear, and fully developed for the reader? She did not worry about correcting spelling, punctuation, capitalization, or grammar errors. That would come later.

Love is only a four letter word but it holds so much power. Many people say love is elusive and some say it's where you least expect it but in the end aren't you responsible for finding or not finding it? For me when I think of a happy ending I think of love. After all, aren't some of the greatest fairytales like Snow White ended with love?

In this world we only have one life and many people want to end it with a happy ending. So, you would think with all these people looking for a happy ending we would have more. However, you also have to factor in the fact that most people just sit around waiting for their happy ending to find them. Hello, wake up! A happy ending is like anything else you want in life. For example, say you want an A in history you don't just sit in the back waiting for your A. You participate and study hard. Or say you want to make the varsity team. You don't stand against the wall and hope your coach see how good you are you go after it.

In the end you control your life, and you only get one. Make it good.

You turn in your homework complete and on time. You take responsibility for your work. The classroom isn't the only place hard work pays off.

So when you make your A or score the winning basket you know you deserve that happy ending because you've worked hard for it—you made it happen.

You practice your lay-ups, your dribbling, and your free-throws. Then you go to tryouts. Yes, it may be scary but you've worked hard and you know you're ready.
Editing

After Jin’s revision, she began the process of editing to locate and correct the errors in her writing that might interfere with her message. She used her dictionary often to help correct spelling errors.

In this world we only have one life and many people want to have a happy ending. So, you would think with all these people looking for a happy ending, we would have more of them. However, you also have to factor in the fact that most people just sit around waiting for their happy ending to find them. Hello—wake up! A happy ending is like anything else you want in life—you have to work for it.

Say you want an A in history, you don’t just sit in the back waiting for you’re A, you participate in class and study hard for tests. You turn in your homework complete and on time. You ask for help if you need it. You take responsibility for your work! The classroom isn’t the only place hard work pays off. If you want to make the varsity basketball team, you don’t stand against the wall and hope your coach sees how good you are. You practice your lay-ups, your dribbling, and your free-throws. Then you go to try-outs. Yes, it may be scary but you’ve worked hard and you know you’re ready.

So when you make your A or score the winning basket, you know you deserve that happy ending because you’ve worked hard for it—you made it happen. In the end you control your life, and you only get one. Make it good.
After Jin revised and edited her work, her composition was ready for the publishing phase. She copied her corrected version onto a clean sheet of paper, rereading it one final time.

Publishing

In this world we only have one life, and many people want to have a happy ending. So, you would think with all these people looking for a happy ending, we would have more of them. However, you also have to consider the fact that most people just sit around waiting for their happy ending to find them. Hello—wake up! A happy ending is like anything else you want in life—you have to work for it.

Say you want an A in history. You don’t just sit in the back waiting for your A, you participate in class and study hard for tests. You turn in your homework complete and on time. You ask for help if you need it. You take responsibility for your work.

The classroom isn’t the only place hard work pays off. If you want to make the varsity basketball team, you don’t stand against the wall and hope your coach sees how good you are. You practice your lay-ups, your dribbling, and your free-throws. Then you go to try-outs. Yes, it may be scary, but you’ve worked hard and you know you’re ready.

So when you make your A or score the winning basket, you know you deserve that happy ending because you’ve worked hard for it—you made it happen. In the end you control your life, and you only get one. Make it good.
On Your Own

Now you can try writing a composition using the prompt on the next page. Use the same writing process that Jin used when she wrote her composition. The following tips will help you remember the steps of the writing process.

✓ Prewrite
After you read the prompt, create a graphic organizer such as a word web, a cluster diagram, a chart, or an outline. You will find that putting your thoughts into a visual format will help you organize your ideas.

✓ Compose
After you have brainstormed ideas in the prewriting stage, you are ready to begin writing. Your first draft will probably be very rough. You should not expect your first efforts at writing to be perfect—in fact, the writing at this stage will be quite unpolished. Your main goal should be to get your ideas down on paper. Here are some guidelines for writing a rough draft:

- Decide on your purpose and audience before you begin.
- Allow plenty of space for later revisions. If you are using lined paper, you may want to write on every other line.
- Don’t worry if your paper is messy or if it contains mistakes.

✓ Revise
When most of your ideas are down on paper, your draft is complete. After you have taken a breath, reread your draft all the way through one time. You may want to add or delete words, sentences, or even paragraphs. You may want to make certain words more specific. Write your changes between the lines or in the margins. Don’t be shy about making big changes, such as rewriting the conclusion or moving a paragraph. As you revise, ask yourself these questions:

- Is my writing thoughtful and interesting?
- Am I sharing my ideas in my own way?
- Does each sentence contribute to my composition?
- Are my ideas clearly stated and easy to follow?
- Are my ideas developed in depth?
✓ **Edit**

Before you begin rewriting your composition, take a few minutes to proofread it. When you proofread, you add the final polish to your writing. Read through your paper and correct errors in spelling, capitalization, punctuation, grammar, usage, and sentence structure. Remember to use a dictionary.

✓ **Publish**

When you are convinced that your composition is complete and correct, copy it over as neatly as possible. When you have finished writing, reread your composition to make sure that you haven’t left anything out or made mistakes in copying.

**Sample Writing Prompt**

Here’s a prompt for you to write about on your own.

Write a composition explaining what can happen when a person acts impulsively.

The information in the box below will help you remember what you should think about when you write your composition.

**REMEMBER — YOU SHOULD**

- write about the assigned topic
- make your writing thoughtful and interesting
- make sure that each sentence you write contributes to your composition as a whole
- make sure that your ideas are clear and easy for the reader to follow
- write about your ideas in depth so that the reader is able to develop a good understanding of what you are saying
- proofread your writing to correct errors in spelling, capitalization, punctuation, grammar, and sentence structure
Prewriting
The clarity and effectiveness of a piece of writing are directly influenced by the writer’s organization of ideas, sentence structure, standard English usage, and mechanics. To write effectively, you must understand how these components work individually and together.

**Important Note**

The revising and editing section of the TAKS test will assess your ability to improve a piece of writing that could have been written by one of your classmates. You will analyze the writing in terms of its

- organization
- sentence structure
- standard English usage
- mechanics

This guide will offer instruction and review in each of these areas.

**Organization**

To communicate effectively, a writer must organize and develop ideas in a coherent way. This means that main points should be well supported, ideas should be presented in a logical sequence, transitions should connect ideas, and no extraneous sentences should be included.

**Supporting Sentences**

Imagine that you have been learning about the availability of water on Earth. You have learned some interesting facts, including this one:

**Drinkable water is hard to find.**

Now you want to write about this idea. What kind of sentences do you need? You need **supporting sentences** to tell more about this idea.
Look at the sentences below. Mark the sentences that can be used to support the idea that drinkable water is hard to find.

1. Although 70 percent of Earth's surface is covered with water, much of that water is not fit to drink.
2. Other planets in the solar system are made up mostly of rocks and gas.
3. Ocean water is full of salt and other substances that make it almost impossible to drink.
4. The tallest mountain on Earth is Mount Everest in the Himalayas.
5. Underground aquifers make up less than 1 percent of Earth's water, while lakes and rivers make up even less than that.
6. The water we drink comes from lakes, rivers, and underground sources.
7. When water is heated to a certain temperature, it turns into a gas.
8. The next time you drink a glass of water, savor it for the treasure it is.

Which sentences did you mark? If you marked sentences 1, 3, 5, 6, and 8, you have plenty of support to write a paragraph about drinkable water on Earth. Sentences 2, 4, and 7 do not support the idea that drinkable water is hard to find. Readers don't need to know about the composition of other planets or when water turns into a gas. They don't need to know about the tallest mountain on Earth, either. These sentences present extraneous ideas. Extrinsic ideas will confuse and distract your readers. They should not be included in your papers.
**Sequence/Progression**

You’ve identified some sentences that can be used to support the idea on page 102 and some sentences that are not directly related to it. How do you organize the ideas you have selected into a logical, coherent paragraph?

First you must put the supporting sentences in an order that your readers will be able to follow and understand.

Let’s start by writing the sentences you selected in the order they appeared on page 103.

(1) Drinkable water may be harder to find than you think.
(2) Although 70 percent of Earth's surface is covered with water, much of that water is not fit to drink.
(3) Ocean water is full of salt and other substances that make it almost impossible to drink.
(4) Underground aquifers make up less than 1 percent of Earth's water, while lakes and rivers make up even less than that.
(5) The water we drink comes from lakes, rivers, and underground sources.
(6) The next time you drink a glass of water, savor it for the treasure it is.

Read the paragraph aloud. Does it sound right? Are the sentences in a logical order? Since one of the sentences is out of place, the ideas do not flow logically. Which sentence is out of place in the paragraph above? Write the sentence on the lines below.

Sentence 4 talks about the percentage of Earth’s water that can be found in aquifers, lakes, and rivers. We don’t learn until sentence 5 that this is important because our drinking water comes from these places. This paragraph would make more sense if sentences 4 and 5 were switched.
Look at the paragraph now.

(1) Drinkable water may be harder to find than you think. (2) Although 70 percent of Earth's surface is covered with water, much of that water is not fit to drink. (3) Ocean water is full of salt and other substances that make it almost impossible to drink. (4) The water we drink comes from lakes, rivers, and underground sources. (5) Underground aquifers make up less than 1 percent of Earth's water, while lakes and rivers make up even less than that. (6) The next time you drink a glass of water, savor it for the treasure it is.

By switching the placement of these two sentences, you have improved the logical progression of thought in the paragraph. The paragraph sounds better now, but it still seems to need work. Have you ever finished writing and suddenly remembered a detail you forgot to include? Take a look at this sentence:

The four oceans—the Pacific, Atlantic, Indian, and Arctic—make up about 97 percent of the water on Earth.

If you wanted to add this idea to the paragraph, where would it most logically fit? Remember that it has to fit in with the progression of the other ideas in the paragraph. This sentence talks about how much water is in the oceans, so it should be near another sentence about oceans. Sentence 3 is about oceans. Would this new idea make more sense before or after sentence 3? It should precede sentence 3. Look at the paragraph with this sentence inserted before sentence 3.

(1) Drinkable water may be harder to find than you think. (2) Although 70 percent of Earth's surface is covered with water, much of that water is not fit to drink. **The four oceans—the Pacific, Atlantic, Indian, and Arctic—make up about 97 percent of the water on Earth.** (3) Ocean water is full of salt and other substances that make it almost impossible to drink. (4) The water we drink comes from lakes, rivers, and underground sources. (5) Underground aquifers make up less than 1 percent of Earth's water, while lakes and rivers make up even less than that. (6) The next time you drink a glass of water, savor it for the treasure it is.

The sentences now move in a logical progression, but they still do not flow smoothly. That's because there are no transitions to connect the ideas in this paragraph.
**Transitions**

Transitions alert your reader to what’s coming next and connect ideas together in a way that makes sense. Transitions may be words, phrases, or complete sentences. Some common transition words or phrases are listed below.

<table>
<thead>
<tr>
<th>For example,</th>
<th>In addition,</th>
</tr>
</thead>
<tbody>
<tr>
<td>However,</td>
<td>In fact,</td>
</tr>
<tr>
<td>Unfortunately,</td>
<td>In other words,</td>
</tr>
</tbody>
</table>

Look at the paragraph on the previous page. Where could you add transition words or phrases to make the paragraph flow more smoothly? Here are some suggestions:

(1) Drinkable water may be harder to find than you think.  
(2) Although 70 percent of Earth’s surface is covered with water, much of that water is not fit to drink.  
(3) The four oceans—the Pacific, Atlantic, Indian, and Arctic—make up about 97 percent of the water on Earth.  
(4) **Unfortunately**, ocean water is full of salt and other substances that make it almost impossible to drink.  
(5) The water we drink comes from lakes, rivers, and underground sources.  
(6) **However**, underground aquifers make up less than 1 percent of Earth’s water, while lakes and rivers make up even less than that.  
(7) The next time you drink a glass of water, savor it for the treasure it is.

**Important Note**

When you finish a piece of writing, ask yourself these questions:

- Have I given plenty of support for my ideas?
- Have I presented my ideas in a logical sequence?
- Have I used transitions to connect my ideas?

If you can answer yes to all these questions, you have probably generated a well-organized piece of writing.
Sentence Structure

Complete Sentences
The following are examples of complete sentences. The subject of each sentence is underlined once, while the verb is underlined twice.

- Two boys and a dog dash quickly through the woods in the moonlight.
- Covered from head to toe with mud, Alfred needed a good bath.

In the first sentence the subject comes at the beginning of the sentence, but that is not always the case. Notice that the subject in the second sentence comes in the middle.

Sentence Fragments
A fragment is a group of words that doesn't express a complete thought. Usually a fragment is missing either a subject or a verb, but a fragment can still be incomplete even if it has both a subject and a verb. Look at these sentence fragments:

- A strange box in a deep hole in the middle of the park.
- Was excited to find family mementos from more than a century ago.
- To a local museum, where they will be displayed for the public.

Since sentence fragments state incomplete thoughts, each of the fragments above must be missing something. What is each fragment missing? How can the fragments be corrected?

- A strange box was discovered in a deep hole in the middle of the park.

In the first fragment the verb was missing. By adding the verb was discovered, we make this fragment a complete sentence.
Objective 6

The investigator was excited to find family mementos from more than a century ago.

In the second fragment the subject was missing. By adding the subject the investigator, we make this fragment a complete sentence.

The mementos were donated to a local museum, where they will be displayed for the public.

The third fragment didn’t have a subject or a verb in the main clause. By adding the subject the mementos and the verb were donated, we make this fragment a complete sentence.

Important Note

People do not always speak in complete sentences. They can use their hands, vocal inflections, and facial expressions to communicate meaning. When you write, however, you have only the words on the page with which to communicate. That’s why you must use complete sentences. You need to be sure your readers will understand what you are trying to say.

Run-on Sentences

Whereas a sentence fragment is missing something, a run-on sentence has too much of something. A run-on sentence has too many subjects and predicates. A run-on sentence consists of two or more complete ideas put together without the correct punctuation or capitalization. Run-on sentences are confusing because readers cannot tell where one thought ends and another one begins.

Look at this run-on sentence:

Jake went to the mall to buy a new video game it was called Mysteries of the Deep.

The run-on sentence above is really two complete ideas. One idea is about Jake; the other is about the video game. Here’s one way to correct the run-on:

Jake went to the mall to buy a new video game. It was called Mysteries of the Deep.
It's often more effective to combine the ideas in a run-on sentence. Here's a way to combine the ideas in the run-on sentence about Jake:

Jake went to the mall to buy a new video game called Mysteries of the Deep.

When the ideas in a run-on are closely connected, you can also use a semicolon to correct the run-on.

Jake went to the mall to buy a new video game; it was called Mysteries of the Deep.

Try It

Look at the following sentences. Can you find some run-on sentences? Mark each run-on.

_____ 1. We went to the park to watch the play the performance was to begin at dark.

_____ 2. The sun went down, the curtain opened, and the audience cheered.

_____ 3. Max stared blankly at the crowd he had forgotten his lines.

_____ 4. The director gave him a cue, and the rest of the production was magnificent.

_____ 5. I think I'll try out for a part next year being onstage looked like fun.

Did you identify sentences 1, 3, and 5 as run-on sentences? How can you correct these run-ons? Remember that you can always rewrite a run-on as two separate sentences, but sometimes it's more effective to use a semicolon or find a way to combine the ideas.
**Awkward Sentences**

Some sentences are complete but still confusing to readers because the ideas are not expressed clearly. This kind of sentence is called an *awkward* sentence.

Ryan had to transport the equipment, so his mother let him take it to the baseball field in her truck, which she let him borrow.

Because of the way the sentence in the box is written, the reader has to work harder than necessary to figure out exactly what the writer means.

- Did Ryan transport the equipment before he went to the field?
- Who is borrowing a truck?
- Whose truck is being borrowed?

Think about the ideas in the sentence above. How can you rewrite the sentence so that its meaning is clear and it's easier to read? Here is one way:

Ryan’s mother let him borrow her truck so that he could transport the equipment to the baseball field.

**Misplaced Modifiers**

A *modifier* is a word or phrase that adds detail to the meaning of another word or phrase. Some sentences are confusing because a modifier is in the wrong place.

I read about some Arctic explorers who got lost in a library book.

Did the explorers really get lost in a library book? Of course not, but that’s what the sentence says. The phrase *in a library book* is supposed to tell more about where *I read*, not about where *some Arctic explorers got lost*.

Look at the corrected sentence below.

I read in a library book about some Arctic explorers who got lost.

Now the modifier is in the right place.
Avoiding Redundancy

A redundant sentence is a sentence that repeats information. Look at this sentence.

Sweltering in the heat, the men decided to go inside and cool off where it was cool.

This sentence is poorly written because it says the same thing twice. We already know it was cool inside because the men were going there to cool off. This sentence can be rewritten in two different ways:

- Sweltering in the heat, the men decided to go inside and cool off.
- Sweltering in the heat, the men decided to go inside where it was cool.

Important Note

When people speak, they often repeat unnecessary information. That's because they don't have the opportunity to review and edit what they say. When you write, you should always take the time to reread what you have written. As you reread, remember to delete information you have repeated unnecessarily.

Try It

The sentence below has a misplaced modifier. Rewrite the sentence so that its meaning is clear.

Lina and her sister heard the howl of the wolf shivering under their covers.

Answer Key: page 149
Combining Sentences

Sometimes you write complete sentences that aren’t awkward or redundant but still need to be revised. That’s because they contain connected ideas that would make more sense combined. Look at the sentences below.

1. Alex looked out the window at the snow-covered ground.
2. He knew that today’s game would be canceled because of snow.

These sentences are complete, but they sound choppy. Here is one way to combine them:

Looking out the window at the snow-covered ground, Alex knew that today’s game would be canceled.

The subjects in sentences 1 and 2 (Alex and He) have been combined into one subject (Alex). The predicate in the first sentence has been turned into a participial phrase. Also, a phrase that was redundant (because of snow) has been deleted.

Can you think of another way to combine sentences 1 and 2 in the box above? Write your sentence on the lines below.

Try It

Look at the sentences below and draw a line through information that is redundant and should be deleted.

1. When school was out for the summer, Tyler got a job at the car wash as soon as school was over.
2. Our history homework is due at the beginning of the period on Friday as soon as class begins.
3. Orlando, the captain of the baseball team, headed straight for center field because he was the team captain.

Answer Key: page 149
Parallelism
When you combine sentences in your writing, you need to make sure that the ideas in the new sentence are parallel. This means that the sentence contains the same forms of the subject and verb. Combined sentences that aren’t parallel are confusing. Read these sentences.

Jenna likes to water-ski with her friends. Jogging is also something she likes to do with her friends.

Look at the next sentence. Is this an effective way to combine the sentences from the box?

Jenna likes to water-ski and jogging with her friends.

The new sentence sounds wrong because the ideas are not parallel. How could you make this sentence parallel? Here are two ways:

Jenna likes water-skiing and jogging with her friends.
Jenna likes to water-ski and jog with her friends.

There are many different reasons and ways to combine sentences. Look at the examples below. Notice why and how the sentences are combined. The best way to combine the sentences in each box is marked with a ✓.

A Subject Is Repeated

Choppy: Eating at restaurants is fun. Eating at restaurants is easy. Eating at restaurants can be expensive.

Combined but redundant and a run-on: Eating at restaurants is fun and easy, eating at restaurants can also be expensive.

✓ Combined and parallel: Eating at restaurants is fun and easy, but it can also be expensive.
Objective 6

Words Are Repeated

**Choppy:** The mongoose slipped quietly into the cobra's hole. At the same time the cobra slithered out the other side of its hole.

**Combined but inaccurate:** The mongoose slipped quietly into the cobra's hole since the cobra slithered out the other side of its hole.

✓ **Combined and accurate:** As the mongoose slipped quietly into the cobra's hole, the cobra slithered out the other side.

Something Changes Between Sentences

**Choppy:** An elaborate sand castle stands proudly near the dunes. The sand castle is washed away by the tide.

**Combined but wordy:** An elaborate sand castle stands proudly near the dunes until the sand castle is washed away by the tide.

✓ **Combined and less wordy:** An elaborate sand castle stands proudly near the dunes until it is washed away by the tide.

Something Makes Another Thing Happen

**Choppy:** I missed the bus. My father picked me up after practice.

**Combined but awkward:** I missed the bus after practice that my father picked me up from.

✓ **Combined and clear:** I missed the bus, so my father picked me up after practice.

Something Happens Before Something Else

**Choppy:** Ryan can apply for a job as a lifeguard. He has to take a lifesaving course first.

**Combined but unparallel:** Before Ryan can apply for a job as a lifeguard, a lifesaving course has to be taken.

✓ **Combined and parallel:** Before Ryan can apply for a job as a lifeguard, he has to take a lifesaving course.
Try It

Now look at the sentences below. Combine the sentences on the lines provided.

1. Maria wrote a short story. It was about a family that immigrated to this country in the 1800s.

   _____________________________________________________________

   _____________________________________________________________

   _____________________________________________________________

2. Riley applied for a job. The store manager told him that he needed more experience.

   _____________________________________________________________

   _____________________________________________________________

   _____________________________________________________________

3. Jessie was running for home plate. She slipped and scraped her knee.

   _____________________________________________________________

   _____________________________________________________________

   _____________________________________________________________

4. I worked at my dad's office all summer. I saved enough money to buy a new computer.

   _____________________________________________________________

   _____________________________________________________________

   _____________________________________________________________

5. Felicia and Sam ate lunch at Ratliff Park. They played basketball at the park, too.

   _____________________________________________________________

   _____________________________________________________________

   _____________________________________________________________

Answer Key: page 149
Standard English Usage

Imagine you are at a restaurant and have ordered a delicious dish of grilled fish. When your meal is served, you receive a steaming plate of macaroni and cheese instead. It may still be food, but it’s not what you ordered. A similar thing happens when you write without following the rules of standard English. You may still be writing sentences, but they don’t accurately convey your message.

Subject-Verb Agreement

Remember that every sentence must have a subject and a verb. Subjects and verbs must agree in number. This means that when you have a singular subject, you must have a singular verb. Plural subjects require plural verbs.

Look at the sentences below.

| Delbert rides the bus to school on Fridays. |
| Caleb, Shelly, and Simone ride the bus to school every day. |

The first sentence has a singular subject (Delbert) and a singular verb (rides). This singular verb ends in -s, which is true of many singular verbs. The second sentence has a plural subject (Caleb, Shelly, and Simone) and a plural verb (ride).
Study the singular and plural subjects and verbs below.

| A singular subject always takes a singular verb. | Nathan is my friend. |
| A plural subject always takes a plural verb. | Nathan and Brad are my friends. |
| A singular pronoun always takes a singular verb. | Each of the boys runs track. |
| A subject and a verb always agree, regardless of what comes between them. | The coach, tired from working so many long nights, wasn’t at school today. |
| A subject and a verb always agree, even if the verb comes before the subject in the sentence. | In the classroom are two new students. |

**Try It**

Read the sentences below and think about subject-verb agreement. Fill in each blank with the correct verb form.

1. Earth ________ on its axis once every 24 hours.
   (rotate, rotates)

2. Writing in a journal ________________ a calming effect on Steve.
   (has, have)

3. Tree leaves ________________ color as the weather turns colder.
   (change, changes)

4. Danielle and Scott ________________ together to make dinner.
   (work, works)

5. Taking a walk with my neighbors ________________ me for the rest of the night.
   (refresh, refreshes)
Verb Tense

Verb tense tells when the action in a sentence takes place.

<table>
<thead>
<tr>
<th>Tense</th>
<th>When</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>Now</td>
<td>Jason washes his car.</td>
</tr>
<tr>
<td>Past</td>
<td>Before now</td>
<td>Jason washed his car yesterday.</td>
</tr>
<tr>
<td>Future</td>
<td>After now</td>
<td>Jason will wash his car tomorrow.</td>
</tr>
</tbody>
</table>

The past tense of a verb is usually formed by adding -ed, but some verbs are different. These are called irregular verbs. Here are some examples of irregular verbs:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>drink</td>
<td>drank</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
</tr>
<tr>
<td>throw</td>
<td>threw</td>
</tr>
</tbody>
</table>

Try It

Some writers make mistakes because they use incorrect past-tense forms of verbs. Look at the following paragraph. Circle any verbs that have not been formed correctly.

Yesterday we waked up, eated breakfast, and driven straight to the bus station. My art class was meeting at the art museum downtown. Our teacher wanted to show us some great artists' masterpieces. After viewing the remarkable art, we returned to school and maked paintings of our own. They have hanged in the school hallway ever since.

What are the correct forms of the verbs you circled? Write them on the lines below.

Answer Key: page 149
Faulty Tense Shifts

When we talk, we may shift from one tense to another without confusing our listeners. When we write, however, changing from one tense to another can cause a lot of confusion. Read the sentences in the box.

Yesterday Kylie comes by the house after she ran at the track. She is working hard every day because she had wanted to make the track team. “Are you ready for tryouts?” I asked.

She shook her head and smiles at me. “Not quite,” she answers, “but I am by the end of next week.”

Can you count the number of times the tense shifts in the sentences above? In the first sentence *Yesterday* signals past tense, but it is followed by the present-tense verb *comes*. Then the writer shifts between present and past tense in the next four sentences. In the last sentence the writer is talking about something that will happen next week, but she writes in the present tense.

When you write, you should shift tenses only if you have a good reason to do so. Here is the same paragraph written correctly:

Yesterday Kylie *came* by the house after she ran at the track. She *has been* working hard every day because she *wants* to make the track team. “Are you ready for tryouts?” I asked.

She shook her head and *smiled* at me. “Not quite,” she *answered*, “but I *will be* by the end of next week.”

Because this event happened in the past, most of the paragraph is now in the past tense. The verb *wants* is in the present tense because making the track team is an ongoing desire that Kylie has. The verb *will be* is in the future tense because this sentence is talking about something that will happen in the future.
Pronoun-Antecedent Agreement

Just as a verb must agree with its subject, a pronoun must agree with the noun it is replacing. A pronoun is a word used in place of a noun. Some examples of pronouns are I, she, him, we, myself, and your. The number and gender of the pronoun depend on its antecedent, or the noun it is replacing.

Look at this sentence.

After the buyer purchased the set of dishes, they noticed a chip in one of the plates.

This sentence is incorrect because the pronoun and its antecedent do not agree in number. There is only one buyer, but the pronoun they stands for more than one person.

Now look at this sentence.

Mr. Myers delivered the package at the last stop on her route.

This sentence is incorrect because the pronoun and its antecedent do not agree in gender. Mr. Myers is a male, but the pronoun her refers to a female.

Try It

Read these sentences. Circle the verb form that will make the verb tenses in each sentence consistent.

1. At the basketball game I buy/bought popcorn and shared it with my cousin.

2. Mitch and Rosa left the canoe on the bank and swam/had swum across the stream.

3. The fan in my room is broken and needed/needs to be repaired.

4. After school I usually feed/fed the dog and load the dishwasher.

Answer Key: page 149
Pronoun Case

When you use pronouns, you must also be sure to use them in the correct case, or form. For example, when you’re talking about yourself, there are five different pronouns you can use in four different cases.

- **I**  Nominative case—used as the subject
- **me**  Objective case—used as the direct object, indirect object, or object of a preposition
- **my, mine**  Possessive case—used to show ownership
- **myself**  Reflexive case—used to refer back to the subject of a verb or to add emphasis

In these sentences the writer uses four different pronouns to refer to himself, but each pronoun is used correctly. That’s because the pronouns are used in different ways in the sentences. Therefore, different cases are required.

Now look at this sentence.

> Jester and Delilah had a surprise for my twin sister and I.

This sentence sounds very formal, and some people would say it is correct. However, look at the pronoun *I*. Is it used as the subject? No. It’s the object of the preposition *for*, so *I* is not the correct pronoun to use. The sentence should read as follows:

> Jester and Delilah had a surprise for my twin sister and me.

**Important Note**

When you have a noun and a pronoun used in the same way in a sentence, taking out the noun and leaving just the pronoun can sometimes help you decide which case the pronoun should take. For example, *Jester and Delilah had a surprise for my twin sister* and *me.*
Try It

Think about what you have reviewed regarding pronoun-antecedent agreement and pronoun case. Select the correct pronoun for each sentence below:

1. It is important for students to return to their/them seats before Mrs. Taylor gets here.

2. The class will discuss international law and their/its relevance in today's world.

3. A note taker will record the opinions that are expressed, and it/they will be compiled into a document for everyone to read.

4. Students will form teams so that we/they can analyze the information and draw conclusions about them/it.

Answer Key: page 149
Clear Pronoun Reference

Sometimes a reader may be unsure which noun or noun phrase a pronoun is meant to replace. Look at the sentence below.

What does the pronoun *it* in the second sentence refer to?

- Buying a car?
- Saving money?
- Comparing prices?

This sentence is confusing because the pronoun *it* could refer to three different noun phrases. How can you rewrite this sentence to make its meaning clearer? It depends on what the writer is trying to say, but here are a couple of ways the sentence can be rewritten:

- Buying a car requires saving money and comparing prices. *It* can be scary without guidance.
- Buying a car requires saving money and comparing prices. Without guidance, all these things can be scary.
Double Indicators

Remember that a pronoun is used only in place of a noun, not in addition to a noun. Writers sometimes confuse their readers by using pronouns when they are not necessary. Look at the sentence below.

Jamal and Justine they were late to school yesterday.

What nouns does the pronoun they refer to in this sentence? It refers to Jamal and Justine, but because it comes right after their names, this pronoun isn’t necessary. To clarify this sentence, you need to delete either the names or the pronoun.

Correct Word Choice

When you write, you must also be careful to choose the correct words. Some words sound almost the same but have different spellings and meanings. Here are some examples:

<table>
<thead>
<tr>
<th>then/than</th>
<th>except/accept</th>
<th>formally/formerly</th>
</tr>
</thead>
<tbody>
<tr>
<td>are/our</td>
<td>loose/lose</td>
<td>quiet/quite</td>
</tr>
</tbody>
</table>

Homonyms are words that sound exactly alike but have different spellings and meanings. Here are some common homonyms:

| your/you’re | right/write   | principal/principle |
| two/too/to  | board/bored   | piece/peace         |
| there/their/they’re | who’s/whose | waste/waist        |

Try It

Look at these sentences.

It’s important to choose a course of study that interests you when you are planning your future. Otherwise you may get bored and lose focus in the years ahead.

Can you identify places where incorrect words have been used in these sentences? Rewrite the sentences correctly on the lines below.

Answer Key: page 149
Informal Language

Sometimes you might write a sentence that sounds correct but isn’t clear. This often occurs when people write as they would speak.

- **You might say:** The newspaper guy wrote a whole bunch of stuff about how the city’s traffic is messed up.
- **You should write:** The newspaper reporter wrote a long article about the city’s traffic problems.

**Try It**

Write a sentence you would say if you were talking to your friends. Then write the same idea in the way you would need to write it in a composition for school. Note the differences.

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Confusing Parts of Speech

Choosing the right word to use also depends on what the word will be doing in the sentence. Will it serve as a noun, a verb, an adjective, or an adverb?

Look at this sentence.

> Before purchasing carpet, you need an exact measured of the room.

How is *measured* being used in this sentence? It is something you need before you can purchase the carpet. Since it is a thing, it needs to be a noun, so *measured* can’t be right. *Measured* is a verb. Think about other forms of this word: *measure, measuring, measurement*. Which form would be the best choice for this sentence? *Measurement* is the best choice because it is a noun.

Look at this sentence.

> Mrs. Li’s ____________ with the new student convinced us that she would be fair.

What kind of word needs to go in the blank? Should it be a noun, a verb, an adjective, an adverb, or a pronoun? We are talking about one of Mrs. Li’s qualities, so this blank requires a noun. Which of the following words could go in the blank—*gentle, gently, gentler,* or *gentleness*? The word *gentleness* is a noun, so it is the best choice.
Adjectives Versus Adverbs

What is the difference between an adjective and an adverb? Both words are used to describe, but an adjective describes a noun or a pronoun, while an adverb describes a verb, an adjective, or another adverb. Look at the ways adjectives and adverbs are used in the sentences below.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
<th>How are they used in a sentence?</th>
<th>What modifies what?</th>
</tr>
</thead>
<tbody>
<tr>
<td>deep</td>
<td>very</td>
<td>Brian dug a very deep hole.</td>
<td>Very modifies deep. Deep modifies hole.</td>
</tr>
<tr>
<td>beautiful</td>
<td>uncommonly</td>
<td>The divers found an uncommonly beautiful stone.</td>
<td>Uncommonly modifies beautiful. Beautiful modifies stone.</td>
</tr>
<tr>
<td>patient</td>
<td>usually</td>
<td>He usually tries to be a patient person.</td>
<td>Usually modifies tries. Patient modifies person.</td>
</tr>
<tr>
<td>courteous</td>
<td>quietly</td>
<td>The courteous guest quietly entered the room.</td>
<td>Courteous modifies guest. Quietly modifies entered.</td>
</tr>
<tr>
<td>brave</td>
<td>cautiously</td>
<td>The brave firefighter cautiously lowered the ladder.</td>
<td>Brave modifies firefighter. Cautiously modifies lowered.</td>
</tr>
</tbody>
</table>

Try It

Look at the sentences below. Decide whether each blank needs an adjective or an adverb. Then write the correct word in the blank.

1. With his ___________________ study complete, Hyram was (independent, independently) finally able to relax.
2. Skating ___________________ across the ice, Dana began (graceful, gracefully) her routine.
3. Looking forward to a new year, Elliot ___________________ (eager, eagerly) joined the debate team.
Mechanics

When you express your ideas in writing, it is important to use not only the appropriate words, phrases, and sentences, but also the correct mechanics of standard English. Mechanics include punctuation, capitalization, and spelling. Applying these skills correctly will help your readers understand what you are trying to communicate.

Punctuation

Punctuation refers to the marks writers use to show readers when a sentence ends, how a sentence should be read, when a pause is necessary, and when a person is speaking. Correct punctuation guides a reader through a piece of writing. Incorrect punctuation, on the other hand, can cause great confusion.

End Punctuation

Every sentence must end with some form of punctuation.

- A statement ends with a period. (*Last night’s homecoming game had to be postponed because of lightning.*)

- An exclamatory sentence ends with an exclamation point. (*Watching the meteor shower from Deborah’s balcony was absolutely breathtaking!*)

- A direct question ends with a question mark. (*Where will Brian work when the construction project on Baker Street is finished?*)
Objective 6

Commas

Commas separate items and help readers know when to pause. Commas can be used

- to set off quotation marks (The teacher stressed, “Review your papers carefully before you turn them in.”)
- between items in a series (The vendors at the game served grilled hot dogs, roasted corn, and bottled water)
- between independent clauses joined by a coordinating conjunction (such as and, but, and or) in a compound sentence (Pauline wrote an essay, but she forgot to turn the assignment in.)
- between coordinate adjectives (Jessie lay in her hammock under the glowing, gigantic moon.)
- to separate nonessential clauses (I opened the window, which had been closed last night, to let in a light breeze.)
- after nonrestrictive appositives (Kylie, the woman who lives in the apartment next door to us, knew how to fix our leaky faucet.)
- after an introductory participial phrase (Returning home from the county fair, Jed and Billy decided to take an unusual shortcut.)
- after an introductory subordinate clause (Because I’m interested in astronomy, I’m thinking of visiting Johnson Space Center in Houston.)
- to set off a city and state (We lived in Dallas, Texas, for two years.)
- to set off a date and year (My internship begins on August 23, 2003, and continues for six months.)
Semicolons, Colons, and Apostrophes

Semicolons and colons are not used as often as commas, but they are still important. Semicolons are used to

- separate parts of a compound sentence when no conjunction is used (Darren looked into the catfish bucket; he couldn’t believe the size of the fish he had caught.)

- separate items in a series that already contains commas (The debate club decided that it would hold meetings on January 10, 2003; February 2, 2004; January 18, 2005; and February 6, 2006.)

Colons are used

- to set off an explanation or example that follows an independent clause (There are nine planets in our solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, Uranus, and Pluto.)

- in time descriptions (The school bell always rang at exactly 3:30 in the afternoon.)

Apostrophes are used to

- show possession (Link’s hamster could run much faster than Huang’s turtle.)

- create contractions (The mall isn’t open until noon on Sundays.)

Try It

Look at the paragraph below. Where are commas, semicolons, colons, and apostrophes needed? Insert the proper punctuation marks.

In Yuma Arizona today’s high temperature was 109 degrees four degrees above normal. Temperatures have been equally uncomfortable all week 103 degrees 104 degrees 100 degrees and 105 degrees. One local businessman said Wed move to Phoenix but the weather isn’t much cooler there. For Yuma residents the news doesn’t get any better next week no rain is expected until Saturday.
Quotation Marks

Quotation marks (" ") are used within a piece of writing to show that a person is speaking. When you use quotation marks, you must follow certain punctuation and capitalization rules. Look at the quotation marks in the sentences below. Pay attention to the punctuation and capitalization.

Look at the first sentence. When the speaker is identified before the quotation, a comma is used before the opening quotation marks. The first word of the quotation is capitalized. Correct end punctuation is used before the closing quotation marks.

Now look at the second sentence. When a quotation comes before the speaker is identified, the first word of the quote is still capitalized. A comma, question mark, or exclamation point is used before the closing quotation marks. Then a period is used at the end of the sentence.

Now look at the third sentence. This sentence is a little different. Part of the quotation comes before the speaker is identified, and part comes after. The first word of the quotation is capitalized, and a comma is used before the first closing quotation marks. Then another comma is used before the second opening quotation marks. Since the rest of the quote is still part of the sentence, a capital letter is not used when the quote is reopened. Correct end punctuation is used at the end of this sentence, just before the second closing quotation marks.

Try It

Think about what you have learned. Rewrite the sentences below, using quotation marks and correct end punctuation.

1. Hyacinth said Go across the street and stand under that lamp

2. Are you planning to attend the family reunion his cousin asked

3. Look out the policeman shouted I see another tornado coming in from the east

Answer Key: page 149
Capitalization

Some words in the English language need to begin with a capital letter. You know to capitalize the first word in a sentence, and you just reviewed capitalizing the first word in a direct quotation. Proper nouns and proper adjectives are other words that must begin with capital letters.

- Proper nouns name specific people, places, and things (Mount Rushmore, the Dead Sea, the White House, South Dakota).
- Proper adjectives are adjectives that are formed from proper nouns (the French countryside, English literature, Italian dressing).

If you can learn to recognize proper nouns, proper adjectives will be easy to identify, too. Look at the chart below.

<table>
<thead>
<tr>
<th>Common Noun</th>
<th>Proper Noun</th>
<th>Proper Adjective (with a noun it might modify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>country</td>
<td>Brazil</td>
<td>Brazilian coffee</td>
</tr>
<tr>
<td>country</td>
<td>England</td>
<td>English tea</td>
</tr>
<tr>
<td>continent</td>
<td>Africa</td>
<td>African music</td>
</tr>
</tbody>
</table>

Try It

Read the paragraph below. Circle the proper nouns and proper adjectives that need to be capitalized.

On a recent trip to Houston, Lisa ate pizza in an Italian restaurant. Then she met her friend Sue at the mall on West Street. While there, she bought some French perfume as a gift for her mother. Before leaving the mall, the girls entered a contest to win a European vacation. Lisa decided that the trip to Houston was even more fun than her trip to the beach last year.
Spelling

It is important to spell words correctly so that readers will know what you are trying to say. The chart below shows some rules to help you spell English words.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>When a word ends in a short vowel followed by one consonant, double the consonant before adding a suffix that starts with a vowel.</td>
<td>compel + -ing = compelling split + -ing = splitting snap + -ing = snapping</td>
</tr>
<tr>
<td>When a word ends in a silent -e, drop the -e before adding a suffix that starts with a vowel.</td>
<td>inhale + -ing = inhaling assure + -ance = assurance trudge + -ed = trudged</td>
</tr>
<tr>
<td>When a word ends in -y, change the -y to -i before adding a suffix that starts with a vowel.</td>
<td>victory + -ous = victorious slippery + -est = slipperiest supply + -ed = supplied</td>
</tr>
<tr>
<td>When a word contains the letters i and e together, the rule is “i before e, except after c or when sounding like ‘a’, as in neighbor and weigh.”</td>
<td>thief, chief (i before e) deceive, ceiling (after c, so it's ei) sleigh, reign (sounds like “a,” so it's ei)</td>
</tr>
</tbody>
</table>

Sight Words

For many English words there are no spelling rules to help you. You simply have to practice and remember the letter patterns in these words. Here are some examples:

character dialogue assignment knowledge occasionally thorough separate exaggerate proportion medieval

Important Note

When you are unsure of a word's spelling, use a dictionary to double-check. The more times you see and write a word correctly, the more likely you are to eventually remember it. Remember, however, you will not be able to use a dictionary on the revising and editing section of the Grade 10 ELA TAKS test.
Revising and Editing a Paper

Now that you have reviewed the concepts that must be considered when you are trying to improve the clarity and effectiveness of a piece of writing, you are ready to help a fellow student revise and edit his paper.

The paper on the next two pages was written by a 10th grader named Alex. Read Alex's paper and ask yourself these questions:

- **How well has Alex organized his paper?** Do his ideas flow logically from one to the next? Does he need to include additional details to support any of his ideas? Does he need to add transition words or phrases to connect any of his ideas? Does he need to remove any extraneous sentences?

- **Are Alex's sentences clear and complete?** Does the paper contain any fragments or run-ons? Are any of Alex's sentences awkward or redundant? Are there places where Alex needs to combine ideas?

- **Has Alex followed the rules of standard English?** Does each verb agree with its subject? Are his verbs in the correct tense? Has he used homonyms and pronouns correctly? Does he have any double negatives in the paper?

- **Has Alex made punctuation, capitalization, or spelling errors?** Does each sentence, proper noun, proper adjective, and direct quotation start with a capital letter? Are his commas, semicolons, colons, apostrophes, and quotation marks used correctly? Are all his words spelled correctly?

As you read Alex's paper, you may come to some words or sentences that you think he should change. When this happens, write notes in the margin to tell what is wrong and how you would fix it. When you are finished, look at pages 136–139.
(1) When my application for an internship at the local hard-rock radio station was excepted, I was overjoyed. (2) My friends would be flipping burgers at a fast-food restaurant all summer, but I was going to be a disc jockey, a real DJ. (3) I would use my best DJ voice I would be admired by millions of fans. (4) In no time I would be on my way to fame and fortune.

(5) It didn’t take me long to learn that working in radio was not exactly the way I had pictured it. (6) In the movies, radio stations are always situated in gigantic impressive structures in the middle of bustling cities. (7) The radio station where I worked was located in a lonely-looking building on the edge of town. (8) Only the 361-foot antenna made it look at all unusual. (9) The boss explained that the large antenna was necessary for broadcasting at 680,000 megahertz. (10) I tried to look interested as she explained frequency and other electrical terms, but all I really wanted to do was meet the DJs.

(11) I was finally introduced to the DJs I had idolized for years. (12) I was shocked. (13) For some reason I had pictured DJ Kirk Krimon as the kind of person who might star in an action movie, but he didn’t look much like a motion-picture star. (14) He told me that when he began in radio, disc jockeys played music on vinyl records, not on compact discs; that really made him seem old.

(15) I didn’t have much chance to be disappointed in my DJ heroes, though, because I almost never saw him. (16) My job was to run the station from midnight to 6:00 A.M., and all the DJs worked
during the day. (17) They recorded their shows, and I just played tapes of their voices and song choices. (18) Between tapes I plugged in recorded commercials. (19) My favorite commercial was one about a new video game. (20) Three times a night I got to talk on the air for 10 seconds—but only to read the call letters, the four-letter name that the Federal Communications Commission had assigned to the station. (21) I never even got to say my own name! (22) Maybe I'll try flipping burgers next summer.
How Should Alex Revise His Paper?

Sentence 1
Did you find anything that you wanted to change in sentence 1? Look again at the sentence.

When my application for an internship at the local hard-rock radio station was excepted, I was overjoyed.

Did Alex use correct words in this sentence? Look at the word excepted. Is this what Alex meant to say? No. Excepted comes from the word except, which means “to leave out or exclude someone or something.” That’s not what Alex is trying to say. The word Alex is trying to use is the word accepted. Alex needs to change this word.

Sentence 3
What about sentence 3? Did you mark anything here? Read the sentence again.

I would use my best DJ voice I would be admired by millions of fans.

The sentence is a run-on. There is nothing to connect or separate the two complete sentences. What would be the most effective way to correct this run-on?

- I would use my best DJ voice, I would be admired by millions of fans.
- I would use my best DJ voice, which is admired by millions of fans.
- I would use my best DJ voice and be admired by millions of fans.

The first choice is incorrect because just adding a comma doesn’t correct a run-on. This is still two sentences without the proper punctuation or capitalization.

The second choice is incorrect because the meaning of the original second sentence has been changed. The original sentence doesn’t say that the writer’s DJ voice is admired by millions of fans. The sentence says that the writer himself would be admired by millions of fans.

The third choice is correct. The word and is used to connect the two sentences. To avoid redundancy, the subject I and verb would are used only once.
Sentence 6
Did you notice a mechanics error in sentence 6? Study the sentence again.

*In the movies, radio stations are always situated in gigantic impressive structures in the middle of bustling cities.*

Is there a capitalization mistake? Is a word misspelled? Is a punctuation mark missing?

Look at the words *gigantic impressive*. These are coordinate adjectives. Both words are modifying the word *structures*, and they are equally important. A comma should be used to separate coordinate adjectives. The sentence should read as follows:

*In the movies, radio stations are always situated in gigantic, impressive structures in the middle of bustling cities.*

Sentence 9
What about this sentence? What is wrong here?

*The boss explained that the large antenna was necessary for broadcasting at 680,000 megahertz.*

Do any of the words in this sentence look odd to you? Look again at the boldfaced word. Is it spelled correctly? It doesn’t look right, does it? *Necessary* is the correct way to spell this word.

Sentences 11 and 12
What did you think about these two sentences?

*I was finally introduced to the DJs I had idolized for years. I was shocked.*

Both sentences are grammatically correct, but the second sentence sounds a little choppy. How can you combine sentences 11 and 12?

- *When I was finally introduced to the DJs I had idolized for years, I was shocked.*
- *Finally introduced to the DJs I had idolized and shocked for years.*
- *I was finally introduced to the DJs I had idolized for years, I was shocked.*

The first choice is a clear and complete sentence. *When* connects the two ideas, and it seems like an appropriate connection. Let’s read the other two choices to be sure this is the best one.
The second choice can't be right. It's a fragment, and it's also inaccurate. The writer had idolized the DJs for years, but he hadn't shocked them.

The third choice is incorrect because the two sentences were put together with only a comma between them. Two sentences cannot be combined just by putting a comma between them. That will always create a run-on.

The first choice is the best way to combine sentences 11 and 12.

Sentence 13
There's nothing wrong with sentence 13, but what if you wanted to add a little more detail to develop this idea further? Which of these ideas could logically follow sentence 13?

- He had worked nights at a warehouse when he was younger.
- Later I saw a picture of him on the wall in the hallway.
- He looked more like a friend that my dad would bring home.

Think about sentence 13. Alex wrote that Kirk Krimson didn't look much like a motion-picture star. If Alex wanted to develop this idea further, what would he need to write more about? He'd need to write more about what Kirk Krimson looked like.

Look at the first two choices. The facts that Kirk Krimson worked at a warehouse and that his picture was in the hallway don't tell anything more about how he looked. The third choice says that he looked like a friend the writer's father would bring home. That tells more about what Kirk Krimson looked like, so the third idea is the one that could logically follow sentence 13.

Sentence 15
Did you find a mistake in sentence 15? If not, read the sentence again.

I didn't have much chance to be disappointed in my DJ heroes, though, because I almost never saw him.

Does this sentence sound right? Did Alex follow the rules of standard English? Look at the pronoun him. What noun does this pronoun refer to? Whom did the writer almost never see? The writer is talking about his DJ heroes, but him is a singular pronoun. It can refer to only one person. The writer needs a plural pronoun to refer to the noun heroes. This is how the sentence should read:

I didn't have much chance to be disappointed in my DJ heroes, though, because I almost never saw them.
Sentence 19

Did anything seem odd about this sentence? Read the last paragraph again and pay careful attention to sentence 19.

What did you notice? Did you identify sentence 19 as an extraneous sentence? This sentence should be deleted because it does not fit in the logical progression of the paragraph. This paragraph is about what the writer did during his shift on the radio. Even though he mentions the fact that he played recorded commercials during his shift, the writer's favorite commercial is not important.
How Does TAKS Test the Skills You Have Been Reviewing?

On the English Language Arts (ELA) test, you will be asked to review some passages created to look like student writing. The passages will contain mistakes. You will need to study the passages and decide how each one should be corrected and improved. Remember, you will not be able to use a dictionary on this part of the test.

The passages on the following pages are like the ones you will see on a real TAKS test. As you read each passage, think about what needs to be changed.

**Important Note**

- Read the first passage and think about how you would correct and improve it.

- Look at the first question and the corresponding answer choices. Decide which answer choice is correct and mark it. Read the rest of the questions and mark an answer for each one.

- Look at pages 150–151 of the Answer Key. Compare your answers to the answers given there. Read the explanation next to each answer choice. These explanations will help you understand why one choice is correct and the others are not.

- Read the second passage and answer the corresponding questions.

- Return to the Answer Key and look at pages 151–153. Compare your answers to the answers given there.
Revising and Editing: Practice Passage 1 and Questions

Tanisha has written this story for a creative writing assignment. As part of a peer-editing conference, you have been asked to read the story and think about the changes you would make. When you finish reading, answer the questions that follow.

Star Party

(1) The sun was just beginning to set as members of the Washington High School astronomy club climbed out of the van in front of the visitors’ information center. (2) The rugged peaks surrounding them seemed to be from another planet. (3) The students were accustomed to the flat southeast Texas landscape that they had left the day before. (4) Soon, for example, they would be seeing real planets at their own private star party. (5) They were excited to be at the McDonald Observatory in the mountains of west Texas, which is perched on a summit.

(6) Steve, a volunteer staff member, greeted the students and their sponsors. (7) He began the program by pointing out the planets, stars, and constellations that can be seen by the naked eye. (8) He used a bright flashlight. (9) One group of stars were especially brilliant that evening.

(10) “This is one of the best spots in North America for an observatory,” Steve told the group. (11) “Astronomers from all over the world come to use our telescope. (12) We’re at an altitude of nearly 7,000 feet, and the nearest large city is about 150 miles away, making the night sky here more dark than in almost any other place in the United States. (13) In this climate the night sky doesn’t get its view distorted by moisture in the air because the air contains little of it. (14) In addition, we are located close enough to the equator to view many astronomical objects that can’t be seen farther north.
(15) So you can see why our observatory is such an excellent place for star parties.

(16) Then came the best part of the star party. (17) Aided by Steve and other volunteers, they peered through several telescopes for a closer look at the stars and planets. (18) Exclamations of surprise and wonder echoed throughout the room. (19) Many students said that it was almost like being in outer space. (20) This was the first time the club had visited this observatory. (21) On the way back to their lodging in nearby Fort Davis, the club members decided to call themselves the Mountain Astronauts.
Question 1
What change, if any, should be made in sentence 2?
A Change *peaks* to *peeks*
B Change *surrounding* to *surrounding*
C Insert a comma after *them*
D Make no change

Question 2
What transition should replace *for example* in sentence 4?
A however
B consequently
C therefore
D nevertheless

Question 3
What revision, if any, should be made in sentence 5?
A They were excited to be at the McDonald Observatory in the mountains of west Texas, which is perched on a summit.
B They were excited to be at the McDonald Observatory in the mountains of west Texas, it is perched on a summit.
C They were excited to be at the McDonald Observatory, which is perched on a summit in the mountains of west Texas.
D No revision is needed.

Question 4
What is the most effective way to combine sentences 7 and 8?
A He began the program by pointing out the planets, stars, and constellations with a bright flashlight that can be seen by the naked eye.
B He began the program and used a bright flashlight and pointed out the planets, stars, and constellations that can be seen by the naked eye.
C He began the program by pointing out the planets, stars, and constellations that can be seen by the naked eye, he used a bright flashlight.
D He began the program by using a bright flashlight to point out the planets, stars, and constellations that can be seen by the naked eye.

Question 5
What change, if any, should be made in sentence 9?
A Insert *they* after *stars*
B Change *were* to *was*
C Change *especially* to *especialy*
D Make no change

Question 6
What change should be made in sentence 12?
A Change *We're* to *Were*
B Delete the comma after *away*
C Change *more dark* to *darker*
D Change *than* to *then*
**Question 7**
What is the most effective way to rewrite the ideas in sentence 13?

A. In this climate the night sky doesn’t get its view distorted by moisture in the air, the air contains little of it.
B. The air in this climate contains little moisture to distort the view of the night sky.
C. Because the air in this climate contains little moisture. It doesn’t distort the view of the night sky.
D. Containing little moisture, the air in this climate doesn’t get its view distorted by the night sky.

**Question 8**
What change, if any, is needed in sentence 15?

A. Change our to are
B. Change is to was
C. Insert quotation marks after the period
D. Make no change

**Question 9**
The meaning of sentence 17 can be clarified by changing *they* to —

A. we
B. the volunteers
C. Steve
D. the members of the astronomy club

**Question 10**
What is the most effective way to improve the organization of the last paragraph (sentences 16–21)?

A. Delete sentence 16
B. Switch sentences 16 and 19
C. Delete sentence 20
D. Move sentence 21 to follow sentence 16
Revising and Editing: Practice Passage 2 and Questions

As part of a biology project, Elizabeth wrote this paper about Jane Goodall. She wants you to read the report and suggest how she might correct and improve it. When you have finished reading, answer the questions that follow.

Living with the Chimps

(1) When a little girl was just two years old, her father gave her a toy chimpanzee named Jubilee. (2) The chimp became one of the girl's most treasured possessions. (3) In later years she read books about animals, including *The Story of Dr. Dolittle*, *Tarzan of the Apes*, and *The Jungle Book*. (4) She dreamed of someday living with and to write about animals. (5) That young girl was Jane Goodall, and her dream became a reality. (6) Today Goodall is one of the world's leading primatologists, which means that she may know more about chimpanzees than anyone else on the planet.

(7) In those days a young single woman didn't travel into the jungle, but that didn't stop Goodall. (8) Goodall, who was born in London in 1934, traveled to the banks of Lake Tanganyika in East Africa in 1957. (9) A friend had invited her on the journey, and she was eager to see the wild animals she had read about. (10) Goodall was excited by what she experienced and learned on her trip, she soon realized that she had found her life's work. (11) Three years later she met world-renowned anthropologist and paleontologist Louis Leakey. (12) Leakey hired her as his assistant and gave her the opportunity to help him with an in-depth study of wild chimpanzees.

(13) For the next few decades, Goodall spent her time in the jungle becoming a part of the chimpanzees' lives. (14) She started by observing them from afar through binoculars. (15) As the chimpanzees grew to accept her presence, she moved in closer. (16) She watched
the primates carefully. (17) Recording information about their actions and relationships. (18) She was amazed at the similarities she saw between man and chimpanzee. (19) She made a number of surprising discoveries regarding the animals, including their ability to make and use tools.

(20) During those years Goodall returned from the jungle to earn an advanced degree from Cambridge university. (21) She also established the Gombe Stream Resource Centre and the Jane Goodall Institute, both are dedicated to providing support for chimpanzee research. (22) She wrote many books and articles about her work and campaigned to help protect the natural environment of the chimpanzee. (23) Today Goodall tours the world and talks about her experiences. (24) Each time she returns home, a familiar face is there waiting for her—Jubilee, her oldest companion and the one who may have helped spark her life’s passion.
Question 11
What revision, if any, should be made in sentence 4?

A  She dreamed of someday living with and writing about animals.
B  She dreamed of someday living with animals. To also write about the animals.
C  She dreamed of someday living with animals, she wanted to write about them.
D  No revision is needed.

Answer Key: page 151

Question 12
What change, if any, should be made in sentence 6?

A  Change world’s to worlds’
B  Delete the comma after primatologists
C  Change then to than
D  Make no change

Answer Key: page 151

Question 13
What is the most effective way to improve the organization of the second paragraph (sentences 7–12)?

A  Switch sentences 7 and 8
B  Delete sentence 11
C  Switch sentences 11 and 12
D  Move sentence 12 to follow sentence 8

Answer Key: page 152

Question 14
What revision, if any, is needed in sentence 10?

A  Goodall was excited by what she experienced and learned on her trip. And soon realized that she had found her life’s work.
B  Excited by what she experienced and learned on her trip, Goodall soon realized that she had found her life’s work.
C  Excited by what she experienced and learned on her trip, Goodall soon realized that she had found her life’s work.
D  No revision is needed.

Answer Key: page 152

Question 15
What change, if any, is needed in sentence 13?

A  Change spent to spends
B  Change chimpanzee’s to chimpanzees’
C  Change lives to lifes
D  Make no change

Answer Key: page 152

Question 16
How should sentences 16 and 17 be revised?

A  She watched the primates carefully because they were recording information, and it was about their actions and relationships.
B  She watched the primates carefully, she recorded information about their actions and relationships.
C  She watched the primates carefully, recording information about their actions and relationships.
D  No revision is needed.

Answer Key: page 152
Question 17
Which of these ideas could best be added after sentence 19?
A  Isn’t it astonishing that chimpanzees can use tools?
B  She was surprised at some of the discoveries she made.
C  Tools can be made from many different materials.
D  This information changed the way the world viewed primates.

Question 18
What change, if any, should be made in sentence 20?
A  Insert it was after jungle
B  Insert a comma after degree
C  Change university to University
D  Make no change

Question 19
What change, if any, should be made in sentence 21?
A  Change Institute to institute
B  Change the comma to a semicolon
C  Change providing to provideing
D  Make no change

Question 20
What change, if any, should be made in sentence 24?
A  Change familiar to familar
B  Change there to their
C  Change and to it is
D  Make no change
Answers to “Try It” Activities

Page 109
Possible Answers:

1. We went to the park to watch the play. The performance was to begin at dark.

3. Max stared blankly at the crowd because he had forgotten his lines.

5. I think I’ll try out for a part next year; being onstage looked like fun.

Page 111
Shivering under their covers, Lina and her sister heard the howl of the wolf.

Page 112
Possible Answers:

1. Delete the clause as soon as school was over.

2. Delete the clause as soon as class begins.

3. Delete the clause because he was the team captain.

Page 115
Possible Answers:

1. Maria wrote a short story about a family that immigrated to this country in the 1800s.

2. When Riley applied for a job, the store manager told him that he needed more experience.


4. By working at my dad’s office all summer, I saved enough money to buy a new computer.

5. Felicia and Sam ate lunch and played basketball at Ratliff Park.

Page 117
rotates, has, change, work, refreshes

Page 118
Incorrect verb forms: waked, eated, drove, maked, have hanged
Correct verb forms: woke, ate, drove, made, have hung

Page 120
bought, swam, needs, feed

Page 122
their, its, they, they, it

Page 124
It’s important to choose a course of study that interests you when you’re planning your future. Otherwise you may get bored and lose focus in the years ahead.

Page 126
independent, gracefully, eagerly

Page 129
In Yuma, Arizona, today’s high temperature was 109 degrees, four degrees above normal. Temperatures have been equally uncomfortable all week: 103 degrees, 104 degrees, 100 degrees, and 105 degrees. One local businessman said, “We’d move to Phoenix, but the weather isn’t much cooler there.” For Yuma residents the news doesn’t get any better next week; no rain is expected until Saturday.

Page 130
1. Hyacinth said, “Go across the street and stand under that lamp.”

2. “Are you planning to attend the family reunion?” his cousin asked.

3. “Look out!” the policeman shouted. “I see another tornado coming in from the east!”

Page 131
On a recent trip to Houston, Lisa ate pizza in an Italian restaurant. Then she met her friend Sue at the mall on West Street. While there, she bought some French perfume as a gift for her mother. Before leaving the mall, the girls entered a contest to win a European vacation. Lisa decided that the trip to Houston was even more fun than her trip to the beach last year.
“Star Party”

Question 1 (page 143)
Spelling
A Incorrect. The word *peak* is used to refer to the pointed summit of a mountain. The word *peek* means “to take a quick look at something.”
B Correct. The word *surrounding* needs two *r*’s.
C Incorrect. There is no reason to insert a comma here.
D Incorrect. This sentence contains a spelling mistake.

Question 2 (page 143)
Transition
A Correct. This transition shows a contrast between what they were seeing upon their arrival and what they would be seeing very soon.
B Incorrect. This transition suggests that something was happening as a result of something else.
C Incorrect. This transition also suggests a cause-and-effect relationship that has not been established.
D Incorrect. This transition suggests that one thing happens in spite of another, but no relationship of this kind has been described.

Question 3 (page 143)
Misplaced Modifier
A Incorrect. This answer choice contains a sentence fragment (*Which is perched on a summit*).
B Incorrect. This answer choice is a run-on sentence because it is two complete sentences separated by only a comma.
C Correct. This answer choice is a clear, complete sentence.
D Incorrect. This sentence needs to be revised because it contains a misplaced modifier. The phrase *which is perched on a summit* incorrectly modifies the noun *west Texas*.

Question 4 (page 143)
Sentence Combining
A Incorrect. This answer choice is awkward and inaccurate. It says that the bright flashlight can be seen by the naked eye, which wasn’t the intended meaning.
B Incorrect. This answer choice is redundant because it says Steve began the program and used a bright flashlight and pointed out the planets. An effective sentence does not use only the word *and* to connect a series of ideas.
C Incorrect. This answer choice is a run-on sentence because it is two complete sentences separated by only a comma.
D Correct. This answer choice is a clear, complete sentence that accurately reflects the information given in the two original sentences.

Question 5 (page 143)
Subject-Verb Agreement
A Incorrect. There is no reason to add a pronoun right after the noun it refers to. This would be a double indicator.
B Correct. The subject is *one group of stars*. The main noun is *group*, which is a collective noun. Collective nouns are considered singular, so you need the singular verb *was*.
C Incorrect. The word *especially* is spelled correctly in the passage.
D Incorrect. This sentence contains a usage mistake.

Question 6 (page 143)
Adjective/Adverb
A Incorrect. The writer is trying to say *we are*, so the correct word is the contraction *we’re*.
B Incorrect. The comma after *away* is needed because the phrase that follows is a participial phrase.
C Correct. The sky at the center is being compared to the sky in other places, so a comparative adjective needs to be used. The comparative form of the word *dark is darker*.
D Incorrect. A comparison is being made, so *than* is the correct word.
Question 7 (page 144)

**Awkward Sentence**

A Incorrect. This answer choice is still awkward, and it’s also a run-on sentence, two complete sentences separated by only a comma.

B Correct. This answer choice is a clear, complete sentence.

C Incorrect. This answer choice contains a fragment (*Because the air in this climate contains little moisture*).

D Incorrect. This answer choice is awkward, and it’s inaccurate. It suggests that the night sky is what does the distorting.

Question 8 (page 144)

**Quotation Marks**

A Incorrect. The phrase is *our observatory*. A possessive pronoun is needed, so *our* is the correct word, not *are*.

B Incorrect. Steve has been talking to the group in the present tense. It wouldn’t make sense to suddenly shift to past tense.

C Correct. This is the end of the words said by staff member Steve. Quotation marks should be used to close the quote.

D Incorrect. There is a punctuation mistake in this sentence. Quotation marks are missing.

Question 9 (page 144)

**Indefinite Reference**

A Incorrect. *We* is still a pronoun. It does not clarify whom the sentence is about. Also, *we* is in the first person. The author has not been writing in the first person.

B Incorrect. It doesn’t make sense that the volunteers would be doing the peering. Furthermore, if that noun were used, the sentence would become redundant.

C Incorrect. Steve isn’t going to aid himself.

D Correct. This is the answer that makes sense based on the context of the paragraph and the rest of the story. Members of the astronomy club would be the ones peering through the telescopes since they were the ones on the field trip.

Question 10 (page 144)

**Extraneous Sentence**

A Incorrect. This is the opening sentence of the last paragraph, and it states the paragraph’s main idea.

B Incorrect. It wouldn’t make sense to describe what the students did and then write *then came the best part of the star party*.

C Correct. This sentence does not fit in the logical progression of the rest of the paragraph.

D Incorrect. The students wouldn’t have gone back to their lodging before they looked through the telescopes.

Question 11 (page 147)

**Parallelism**

A Correct. This is a clear, complete sentence, and the ideas are expressed in a parallel way.

B Incorrect. This answer choice includes a sentence fragment (*To also write about the animals*).

C Incorrect. This answer choice is a run-on sentence because it is two complete sentences separated by only a comma.

D Incorrect. The ideas in the original sentence are not expressed in a parallel way. The phrases *living with* and *to write about* need to be parallel.

Question 12 (page 147)

**Word Usage**

A Incorrect. The noun *world* is singular, so the possessive is formed by adding *’s*.

B Incorrect. The comma is used to separate the relative clause from the main clause.

C Correct. The writer is making a comparison, so *than* is the correct word to use.

D Incorrect. There is a usage error in this sentence.
Revising and Editing Answer Key

Question 13 (page 147)
Sequence/Progression
A Correct. Sentence 7 starts with the words *in those days*. Sentence 8 needs to come first so that the reader knows what days the writer is referring to.
B Incorrect. Sentence 11 can’t be deleted because then readers wouldn’t know who Leakey is when he is mentioned in sentence 12.
C Incorrect. The writer needs to tell readers who Leakey is before telling that he hired Goodall to serve as his assistant.
D Incorrect. Sentence 12 can’t be moved. It should follow sentence 11 since they both talk about Goodall’s involvement with Leakey.

Question 14 (page 147)
Run-on Sentence
A Incorrect. This answer choice contains a fragment (*And soon realized that she had found her life’s work*).
B Incorrect. This answer choice contains a fragment (*Excited by what she experienced and learned on her trip*).
C Correct. This answer choice is a clear, complete sentence.
D Incorrect. The sentence in the passage is a run-on because it is two complete sentences separated by only a comma.

Question 15 (page 147)
Apostrophe
A Incorrect. The passage is in the past tense, so there is no reason to shift tenses in this sentence.
B Correct. This sentence refers to many chimpanzees, not just one. The apostrophe should follow the *s*.
C Incorrect. The plural form of *life* is formed by changing the *f* to a *v* and then adding -*s*. The word is spelled correctly in the passage.
D Incorrect. There is a punctuation mistake in this sentence.

Question 16 (page 147)
Fragment
A Incorrect. This answer choice is awkward and inaccurate. It suggests that the primates were recording information.
B Incorrect. This answer choice is a run-on because it is two complete sentences separated by only a comma.
C Correct. This answer choice is a clear, complete sentence.
D Incorrect. Sentences 16 and 17 should be combined because sentence 17 is a fragment.

Question 17 (page 148)
Supporting Sentence
A Incorrect. This is an opinion that doesn’t belong in this type of paper.
B Incorrect. This statement repeats what was already said in sentence 19.
C Incorrect. This paragraph is about what Goodall learned about the chimps. It doesn’t really matter that tools can be made from many materials.
D Correct. This sentence supports sentence 19 because it tells an effect of Goodall’s discoveries.

Question 18 (page 148)
Capitalization
A Incorrect. If you insert *it was* after *jungle*, you will create a run-on.
B Incorrect. There is no reason to insert a comma before the prepositional phrase in this sentence.
C Correct. Cambridge University is the name of a specific university, so it is a proper noun that must be capitalized.
D Incorrect. There is a capitalization mistake in this sentence.
Question 19 (page 148)

Semicolon

A Incorrect. The Jane Goodall Institute is the name of a specific institute, so it is a proper noun and must be capitalized.

B Correct. The sentence in the passage is a run-on because it is two complete sentences separated by only a comma. One way to correct a run-on is to put a semicolon between the two sentences.

C Incorrect. The word provide ends in a silent -e. When a word ends in a silent -e, you drop the -e before adding -ing.

D Incorrect. There is a punctuation mistake in this sentence.

Question 20 (page 148)

Make No Change

A Incorrect. The word familiar is spelled correctly in the passage.

B Incorrect. The correct homonym is used in the passage. The writer is referring to a place, so there is correct. The word their is used to show ownership.

C Incorrect. Changing and to it is would create a run-on.

D Correct. This sentence does not need to be changed.
Overview of the Texas Assessment of Knowledge and Skills (TAKS) Tests

The TAKS tests are administered throughout the state of Texas to measure academic achievement. Satisfactory performance on the Grade 11 exit level TAKS tests is a requirement for receiving a high school diploma. The Grade 10 TAKS tests are designed so that your scores should indicate how prepared you are to take the Grade 11 tests. All questions on the social studies TAKS tests use the multiple-choice format.

Purpose of This Book

This study guide is designed to help strengthen your understanding of the knowledge and skills tested on the Grade 10 TAKS tests. It does not discuss every topic eligible for testing. This study guide provides you with information about broad concepts and skills that may be tested. Sample test questions and practice test questions provide insight into the kinds of questions you may be required to answer on the actual test. This study guide is organized into two sections: English language arts and social studies. This is the social studies section.

Organization of the Social Studies Section

The social studies section of this study guide is organized according to the five objectives that make up the social studies TAKS assessments.

- The first part covers Objective 1, which requires you to demonstrate an understanding of issues and events in U.S. history. This objective includes topics such as important dates in early American history and the roles that George Washington and Thomas Jefferson played in the American Revolution.

- The second part covers Objective 2, which requires you to demonstrate an understanding of geographic influences on historical issues and events. This objective includes topics such as how maps, charts, and graphs communicate geographic information and how geographic factors influenced major events in world history.

- The third part covers Objective 3, which requires you to demonstrate an understanding of economic and social influences on historical issues and events. This objective includes topics such as the main characteristics of different economic systems and the social and economic consequences of major turning points in world history.

- The fourth part covers Objective 4, which requires you to demonstrate an understanding of political influences on historical issues and events. This objective includes topics such as the development of representative government in colonial America and fundamental principles of the U.S. Constitution and the Bill of Rights.

- The fifth part covers Objective 5, which requires you to use critical-thinking skills to analyze social studies information. This objective includes topics such as how to interpret written and visual sources of social studies information.
Introduction

In addition, throughout this guide you will find activities and sample questions that will help you strengthen your knowledge and skills in social studies.

**World Studies Questions**

Many of the questions on the Grade 10 TAKS test are designed to assess your mastery of world studies, or important skills and concepts that are taught in both world geography and world history courses in Texas high schools. If you have taken only one of these courses, don’t worry; the questions are designed so that a student who has taken either world geography or world history should have had a chance to learn the skills and information necessary to answer the questions correctly. You can find more information about how world studies questions are designed in the *TAKS Information Booklet for Social Studies* (see below).

**Finding More Information About Social Studies**

To refresh and add to your knowledge of social studies even further, you may want to review your social studies textbooks and class notes. You can also find interesting and helpful information in your school or local library and on websites on the World Wide Web. Additionally, the Texas Education Agency has published the *TAKS Information Booklet for Social Studies* that contains useful information about the tests and more sample questions. You can find a copy of the information booklet at your school or on the TEA website (www.tea.state.tx.us).
Objective 1

The student will demonstrate an understanding of issues and events in U.S. history.

What Major Events Led to the Founding and Growth of the United States?

The early history of the United States of America is an interesting story. The American Revolution, which began in 1775, pitted American colonists against Great Britain, one of the world’s mightiest military powers. The Declaration of Independence, written in 1776, listed the reasons why the colonists were no longer willing to live under British rule. It also expressed colonists’ desire for a democratic, representative government. After several years of warfare, the colonists defeated the British army.

Following this victory, the United States created a government based on a document called the Articles of Confederation. This system of government had several problems, and after a few years people decided it needed to be changed. Americans created a new set of laws, the U.S. Constitution, in 1787. They then elected and inaugurated their first president, George Washington. The Constitution established the basic structure and purpose of the U.S. government. For instance, it established the three branches of the federal government—executive, legislative, and judicial. It also guaranteed citizens specific freedoms through the Bill of Rights, which was ratified in 1791. Less than a century after the Constitution was created, however, the issues of slavery and states’ rights divided the North and the South. No compromise was found to settle these disagreements, and from 1861 to 1865, the United States fought a bloody civil war.

The following paragraphs go into more detail about the information you need to know to answer questions based on Objective 1.

Courtesy of the Office of the Architect of the Capitol, Washington, D.C. 

The Constitutional Convention, 1787
**Important Dates**

Objective 1 requires you to answer questions about the significance of the following dates in American history: 1776, 1787, and 1861–1865. While many different events occurred during these three time periods, you will be tested on only the most important ones. Examine the graphic organizer below to see these events:

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1776</strong></td>
<td>- The Declaration of Independence is signed on July 4.</td>
</tr>
<tr>
<td><strong>1861–1865</strong></td>
<td>- Southern states establish the Confederate States of America (1861).</td>
</tr>
<tr>
<td></td>
<td>- Abraham Lincoln is inaugurated as president of the United States (1861).</td>
</tr>
<tr>
<td></td>
<td>- Confederate forces bombard Fort Sumter in South Carolina, marking the beginning of the Civil War (1861).</td>
</tr>
<tr>
<td></td>
<td>- President Lincoln issues the Emancipation Proclamation, which frees slaves in areas controlled by the Confederacy (1863).</td>
</tr>
<tr>
<td></td>
<td>- The Union army wins the Battle of Gettysburg in Pennsylvania (1863).</td>
</tr>
<tr>
<td></td>
<td>- Confederate general Robert E. Lee surrenders to Union general Ulysses S. Grant at Appomattox Court House, Virginia (1865).</td>
</tr>
<tr>
<td></td>
<td>- President Lincoln is assassinated in Washington, D.C. (1865).</td>
</tr>
</tbody>
</table>
After you have studied the graphic organizer on the previous page, ask yourself, “What was the significance of each of these time periods?” For instance, you should remember that the signing of the Declaration of Independence in 1776 marked the formal beginning of the United States as a country. You should also remember that the Constitution, which was drafted in 1787, created the basic structure of the government of the United States. This basic structure remains in place today. Finally, you should remember that the Civil War, perhaps the greatest test that the U.S. government ever faced, was fought from 1861 to 1865.

Now let’s look at a practice question that asks about some of the information you just read.

Which of the following events occurred in 1861?

A The issue of the Emancipation Proclamation  
B The attack on Fort Sumter  
C The Battle of Gettysburg  
D The assassination of President Abraham Lincoln

Explanation of answer choices

A Incorrect. President Abraham Lincoln issued the final version of the Emancipation Proclamation on January 1, 1863.

B Correct. The first military engagement of the Civil War began on April 12, 1861, when Confederate cannons began firing on Fort Sumter. Fort Sumter was a Union outpost in the harbor of Charleston, South Carolina. The Union commander of the fort surrendered the next day because of a lack of supplies.

C Incorrect. The Battle of Gettysburg, a turning point of the Civil War, was fought in July 1863.

D Incorrect. President Lincoln was shot while watching a play in Washington, D.C., on April 14, 1865. He died the next day.
Objective 1

George Washington and Thomas Jefferson

Objective 1 also requires you to be aware of the roles that George Washington and Thomas Jefferson played during the Revolutionary era. In order to determine what you know about these two men, match each of the following accomplishments with either 1) George Washington or 2) Thomas Jefferson:

A  Wrote the first draft of the Declaration of Independence in 1776
B  Served as commander in chief of the Continental army during the American Revolution
C  Defeated the British general Cornwallis in the Battle of Yorktown
D  Served as minister to France from 1785 to 1789
E  Served as the third president of the United States
F  Encouraged the United States to stay neutral during the French Revolution
G  Sent negotiators to arrange the Louisiana Purchase in 1803
H  Served as the first president of the United States


George Washington's leadership during the American Revolution made him a popular figure even before he was elected president.
How did you do on this brief quiz? To refresh your memory about the contributions of George Washington and Thomas Jefferson, read the following biographical information.

George Washington was selected by the Second Continental Congress to serve as commander in chief of the Continental army in 1775. His troops defeated the British army in the Battle of Trenton in 1776 and in the Battle of Princeton in 1777. Later in 1777 Washington was forced to withdraw from Philadelphia. He established a winter camp at Valley Forge, Pennsylvania. While there he and his troops endured hardships, including food shortages and brutal weather. Washington went on to defeat the British general Cornwallis in the last major battle of the American Revolution, the Battle of Yorktown, in 1781. He then served as the first president of the United States from 1789 to 1797. During his two terms as president, Washington supported making the federal government responsible for state war debts and encouraged the United States to avoid becoming overly involved in foreign affairs. He also called out militias in 1794 to stop a riot by angry farmers, known as the Whiskey Rebellion, in western Pennsylvania. Washington died in 1799.

Thomas Jefferson was a member of the Second Continental Congress and wrote the first draft of the Declaration of Independence in 1776. He also served as the governor of Virginia from 1779 to 1781 and as the U.S. minister to France from 1785 to 1789. When Jefferson returned from France, he served as secretary of state under President Washington and later ran for president against John Adams in 1796. After narrowly losing this election, Jefferson became the vice president, in keeping with the procedure for presidential elections at the time. Jefferson won the presidential election of 1800 and served two terms in office, from 1801 to 1809. As president, Jefferson authorized diplomats to negotiate the Louisiana Purchase in 1803 and sent the Lewis and Clark expedition to explore the newly acquired territory. After leaving office, Jefferson founded the University of Virginia. He died on July 4, 1826, the 50th anniversary of the signing of the Declaration of Independence.
From the Articles of Confederation to the U.S. Constitution

Objective 1 also requires you to know about a document called the Articles of Confederation. The Articles of Confederation were approved by Congress in 1777. The document was the first national constitution of the United States. By 1781 it had been ratified by all 13 states and was the law of the land. The Articles created a single national governing body called the Confederation Congress. Each state had one vote in the Confederation Congress and was required to contribute money to the national treasury. Congress had the power to make laws and treaties with the approval of nine of the 13 states. However, the Articles had a number of weaknesses that kept the Confederation Congress from governing the nation effectively. These weaknesses included the following:

- the inability of Congress to amend the Articles without the approval of all 13 states
- the lack of an executive branch
- the inability of Congress to regulate trade between the states
- the inability of Congress to impose taxes

By 1787 many Americans had become dissatisfied with the way the national government functioned under the Articles of Confederation. On May 25, 1787, the Constitutional Convention was convened in Philadelphia to revise the Articles. However, the result of this convention was the creation of an entirely new document: the U.S. Constitution.
Now let’s look at a practice question that asks about some of the information you just read.

Which of the following powers was granted to the national government under the Articles of Confederation?

A  The power to make laws
B  The power of the executive branch to veto legislation
C  The power to tax
D  The power to control trade between the states

**Explanation of answer choices**

A  Correct. Under the Articles of Confederation, the Confederation Congress possessed the power to make laws with the approval of nine of the 13 states.

B  Incorrect. Under the Articles of Confederation, there was no separate executive branch. The national government consisted of the Confederation Congress, in which each of the 13 states had a single vote.

C  Incorrect. Under the Articles of Confederation, the national government could not impose taxes.

D  Incorrect. Under the Articles of Confederation, the national government could not control trade between the states.
The Creation of the U.S. Constitution

Finally, Objective 1 requires you to demonstrate your knowledge about the creation of two important documents—the Constitution and the Bill of Rights—and to demonstrate your understanding of how these documents address the complaints listed in the Declaration of Independence. As you just read, the Constitution of the United States was created during the Constitutional Convention of 1787. However, this document could not become law until nine of the 13 states ratified, or approved, it. During the months that followed the submission of the Constitution to Congress, Americans were divided over whether to support ratification. Those who supported the Constitution were known as Federalists. Others who argued against its ratification were called Anti-Federalists. Federalists favored the concept of a relatively strong national government. Anti-Federalists believed that the Constitution gave too much power to the national government and took too much power away from the states. Anti-Federalists also called for more specific protections of individual rights. After much negotiation a number of Anti-Federalists finally agreed to approve the Constitution. By 1788 nine states had ratified it. In April of the next year, George Washington was inaugurated as the first president of the United States, and the First Congress met.

One of the goals of the Constitution was to address grievances that were listed in the Declaration of Independence. As you will review in the section on Objective 4, the Declaration of Independence presented a long list of complaints about the British government’s mistreatment of American colonists. The Constitution incorporated a number of measures designed to keep the new government from committing similar abuses. For example, the colonists had complained that the British had limited their right to trial by jury. The Sixth Amendment to the Constitution, which is part of the Bill of Rights, specifically gives people accused of a crime the right to a jury trial. You will learn much more about the Constitution and the Bill of Rights in the section on Objective 4.
**Review Activity**
This activity will help you review several important pieces of information related to Objective 1. In the column on the left are colonists' complaints about British rule, as stated in the Declaration of Independence. In the column on the right are provisions in the Constitution and Bill of Rights that were designed to keep the U.S. government from committing those same abuses. Match each grievance with its remedy. If you need more information to complete this activity, you may want to consult a U.S. history textbook.

<table>
<thead>
<tr>
<th>Grievances</th>
<th>Remedies in the Constitution and Bill of Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “He [King George III] has made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries.”</td>
<td>___ A. Soldiers cannot be quartered without consent in people's homes during times of peace. (Third Amendment)</td>
</tr>
<tr>
<td>2. “He has refused his assent to laws, the most wholesome and necessary for the public good.”</td>
<td>___ B. Congress has the power to collect revenue. (Article I, Section 8)</td>
</tr>
<tr>
<td>3. “He has kept among us, in times of peace, standing armies without the consent of our legislatures.”</td>
<td>___ C. Congress can override a presidential veto. (Article I, Section 7)</td>
</tr>
<tr>
<td>4. “…depriving us in many cases, of the benefits of trial by jury…”</td>
<td>___ D. Judges’ salaries cannot be cut during their term in office. (Article III, Section 1)</td>
</tr>
<tr>
<td>5. “…imposing taxes on us without our consent…”</td>
<td>___ E. A person accused of a crime has the right to a speedy and public trial by jury. (Sixth Amendment)</td>
</tr>
</tbody>
</table>

Objective 1

Now It's Your Turn

Question 1
Which of the following was written primarily by Thomas Jefferson?

A  The Federalist Papers
B  Common Sense
C  The Declaration of Independence
D  The U.S. Constitution

Question 2
What was George Washington's official title during the American Revolution?

A  Commander in chief of the Virginia forces
B  Member of the Virginia House of Burgesses
C  Commander in chief of the Continental army
D  President of the United States

Question 3
The main purpose of the Bill of Rights was to —

A  protect citizens from possible abuses by the national government
B  list the American colonists' objections to British rule
C  establish the three separate but interrelated branches of the federal government
D  abolish the slave trade
Question 4
Which of the following statements about the Declaration of Independence is true?

A The Declaration of Independence supported the idea of giving unlimited power to the king.
B The Declaration of Independence established the basic structure of the U.S. government.
C The Declaration of Independence marked the establishment of the United States as an independent country.
D The Declaration of Independence was the second major document issued by the United States as an independent nation.

Answer Key: page 234

Question 5
In which year did the Civil War end?

A 1787
B 1803
C 1861
D 1865

Answer Key: page 234

Question 6
Which of the following was a major weakness of the Articles of Confederation?

A The individual states were not given enough authority.
B The U.S. government set taxes unbearably high.
C The Articles were never ratified by all 13 states.
D The national government was not given enough authority.

Answer Key: page 234
Objective 2

The student will demonstrate an understanding of geographic influences on historical issues and events.

How Has Geography Influenced Events in World History?

You open your mailbox to find a thick manila envelope, and on the back is a picture of a man on a bicycle holding up his arms triumphantly. You raise the envelope high in the air and exclaim, “It’s finally here—my registration for the Louisiana Classic Bike Race is finally here!” As you turn around to go back inside your house, a thought suddenly flashes across your mind: “Wait a minute! This race is in Shreveport, Louisiana, and I’ve never been outside Texas in my life!” Then, just as quickly, a calming thought comes to you: “I’m sure they have enclosed a map.”

Why do maps provide us with a sense of assurance? Mainly, it’s because they use pictures to show us where we are and where we are going. If we study a map closely, we can tell the exact distance between our point of departure and our destination, as well as many other important pieces of information. Just as maps are useful in our daily lives, they can also enhance our understanding of history and geography. Geography is the study of Earth and its features and the ways in which humans interact with their environment.

Understanding Maps, Tables, and Graphs

Maps come in a variety of sizes, colors, and patterns. Some maps will show areas that you will recognize right away. Other maps might show areas that you are not familiar with. The first step in examining any map is to look at the title. In most cases the title will tell you what the map is trying to show you—the purpose of the map. Next, look at the map’s key. This is an explanation of the symbols that are used in the map. There may also be labels on the map itself. Common examples of things that may be labeled are the names of countries, cities, rivers, and mountains.

Many maps contain a scale. A scale defines the relationship between distance on a map and actual distance on Earth. The scale can be expressed in several ways. The simplest way states the relationship in written form, such as “1 inch equals 1 mile,” which means that one inch on the map represents one mile in actual distance. The scale can also be shown graphically or as a ratio. The line below the ratio can be used like a ruler to determine the distance between two points on the map. You might want to practice this skill by using the scale on a road map.
Many maps are marked with lines of latitude and longitude, which form an imaginary grid to describe the location of points on Earth. The following boxes contain more information about lines of latitude and longitude.

**Latitude lines** (also called parallels) run east to west. Latitude lines measure a location's distance from 0 to 90 degrees north or south of the equator. The equator is located at 0 degrees, the South Pole is at 90 degrees south (90˚ S), and the North Pole is at 90 degrees north (90˚ N). The half of the Earth that is north of the equator is the Northern Hemisphere. The half that is south of the equator is the Southern Hemisphere.

**Longitude lines** (also called meridians) run north to south. Longitude lines measure the distance east or west of a line known as the prime meridian, which is located at 0 degrees longitude and runs through Greenwich, England. Longitude lines are numbered from 0 to 180 degrees both east and west of the prime meridian. Since the prime meridian is 0 degrees longitude, the line on the opposite side of the globe is 180 degrees longitude. The half of the Earth that is west of the prime meridian is the Western Hemisphere. The half that is east of the prime meridian is the Eastern Hemisphere.
Objective 2

Study the features of the maps on this and the next page.
Like maps, tables and graphs are often used to present geographical information. Tables present data in the form of words and numbers, usually organized into a grid of columns and rows. Graphs present data in the form of lines, bars, or circles to make the information easier to understand. Although tables and graphs are different from maps, all three serve the same basic purpose: to communicate information visually. They can even be used to show the same information in different formats.
Maps, tables, and graphs are especially useful for demonstrating connections between geography and history.

- They can show how Earth’s physical features have affected human activities. For example, a map is a good way to show how access to water sources has influenced the location of cities.

- They can show how human geographic factors have affected historical processes and events. For example, a line graph that shows the volume of U.S. exports during the 1910s and 1920s can be used to show how the opening of the Panama Canal affected the U.S. economy.

- They can show how changes in technology have affected the ways people live and work. For example, a table can be used to list different inventions and discoveries related to farming, when each occurred, and how each changed the way farmers grow their crops.

The first two skills that Objective 2 asks you to demonstrate are closely related. First, you should be able to understand how maps, tables, and graphs represent geographic information. Second, you should be able to answer questions about history and geography by interpreting these graphics.

Examine the graph below. The first thing you should look at is the title, which tells you the subject of the graph. This graph is titled “World Population Growth: 1950–2050.”

After reading the title of a graphic, you should look for any labels or symbols. These are also important tools for understanding the graphic. The vertical axis of this graph is labeled “Population (billions),” and the horizontal axis is labeled “Year.” These labels, along with the title, tell you that the graph will show the population of the world over a 100-year span. Because part of that time span is in the future, you can conclude that part of the graph shows an estimate, or projection, of world population.
Finally, look at the diagonal line on the graph. You can tell that the line generally goes up from left to right. From this you can deduce that world population has increased and is expected to keep increasing in the future. Congratulations! You have just demonstrated the first skill for Objective 2.

To practice this skill, examine the graph and write down the approximate increase in the world population between 1980 and 2000 and the projected increase between 2000 and 2020. Estimate your answers to the nearest tenth of a billion. Then write a sentence describing the pattern or trend you see when comparing the growth in those two 20-year spans.

Geographic Influences on Historical Events

Objective 2 also requires you to understand how Earth’s physical features have affected important events in world history, such as the migration of large groups of people. Practicing this skill will require you to study the map below, which shows the forced migration of Cherokee Indians in 1838–1839, known as the Trail of Tears.

The Trail of Tears, 1838–1839

Several geographic factors were important in the events surrounding the Trail of Tears. The Cherokee homelands in the southeastern United States included fertile farmland, and many Americans wanted to settle there. When gold was found in the region in 1830, Americans put even more pressure on the U.S. government to open these lands to white settlement. That same year the U.S. government passed the Indian Removal Act. This act called for Native Americans living east of the Mississippi River to be relocated to lands in the West.

Some Native American groups moved voluntarily, but others resisted. Beginning in 1838, the U.S. Army forced more than 15,000 Cherokee to move from their homelands to Indian Territory in what is now Oklahoma. It was a journey of more than 1,000 miles. Much of this journey took place in winter. The Cherokee did not have enough food or clothing, and during the trip thousands died from exhaustion, disease, and exposure. This event became known as the Trail of Tears.

Notice how the map presents some important facts surrounding the Trail of Tears. For example, you can see how far the Cherokee were forced to travel. To understand how geographic features affected the movement of the Cherokee, look at the four routes shown on the map. Three of them required the Cherokee to cross at least two major rivers, including the Mississippi River. How might these rivers have added to the hardships faced by the Cherokee as they traveled from their homelands to Indian Territory?

Answer: The depth, width, and current of the rivers posed severe dangers to the Cherokee who were forced to cross them. Because most of the journey took place in winter, ice floes often made crossing the rivers even more difficult. The Cherokee who traveled the longest of the four routes—the one that followed the Tennessee, Ohio, and Mississippi rivers—encountered some of the most dangerous conditions. The depth and current of the rivers posed severe dangers to the Cherokee.
The Columbian Exchange

Objective 2 also requires you to understand how human activities have affected the physical environment. A good example is the Columbian Exchange, or the transfer of plants, animals, diseases, and cultures between Europe, Asia, and Africa (the Old World) and North and South America (the New World). This exchange started with the journey of Christopher Columbus to the Americas in 1492 and continued in the years that followed. The table below shows where some plants and animals that were part of the Columbian Exchange originated.

<table>
<thead>
<tr>
<th>The Americas (New World)</th>
<th>Europe, Asia, and Africa (Old World)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Animals</strong></td>
<td><strong>Animals</strong></td>
</tr>
<tr>
<td>• gray squirrels</td>
<td>• chickens</td>
</tr>
<tr>
<td>• guinea pigs</td>
<td>• cows</td>
</tr>
<tr>
<td>• hummingbirds</td>
<td>• goats</td>
</tr>
<tr>
<td>• potato beetles</td>
<td>• hogs</td>
</tr>
<tr>
<td>• turkeys</td>
<td>• horses</td>
</tr>
<tr>
<td><strong>Food Plants</strong></td>
<td><strong>Food Plants</strong></td>
</tr>
<tr>
<td>• avocados</td>
<td>• potatoes</td>
</tr>
<tr>
<td>• beans</td>
<td>• pumpkins/ squash</td>
</tr>
<tr>
<td>• cocoa beans</td>
<td>• sweet potatoes</td>
</tr>
<tr>
<td>• corn</td>
<td>• tomatoes</td>
</tr>
<tr>
<td>• peanuts</td>
<td>• vanilla beans</td>
</tr>
<tr>
<td>• peppers</td>
<td>• wild rice</td>
</tr>
<tr>
<td>• pineapples</td>
<td>• okra</td>
</tr>
<tr>
<td><strong>Other Plants</strong></td>
<td><strong>Other Plants</strong></td>
</tr>
<tr>
<td>• cotton</td>
<td>• marigolds</td>
</tr>
<tr>
<td>• marigolds</td>
<td>• tobacco</td>
</tr>
</tbody>
</table>

The table lists various plants and animals transferred during the Columbian Exchange, showing the origins of these species in different regions of the world.
The Columbian Exchange dramatically changed the way people lived. For example, the food crops introduced into Europe and Asia from the New World, such as beans and potatoes, improved nutrition for the people living there and helped support larger populations. European settlers in turn brought many new breeds of animals to the Americas. The introduction of horses to the Great Plains transformed native societies in that area, changing hunting methods and increasing mobility.

Like certain plants and animals, smallpox and several other diseases that were common in Europe were unknown in the New World before the Columbian Exchange began. People living in the Americas had no immunity to these diseases. This made the diseases much deadlier; they spread quickly and killed millions of people. This population loss made it much easier for Europeans to conquer and colonize North and South America. Of course, humans also spread from place to place as part of the Columbian Exchange, bringing with them their technology, languages, religions, and cultures. For example, the Spanish language spread through much of the Americas as a result of the Columbian Exchange.

The Columbian Exchange is an example of spatial diffusion. Spatial diffusion is the process of people, things, or ideas spreading through geographic space. The spread of a disease, the growth of a city, and the transfer of a new invention from one society to another are all examples of spatial diffusion.
Technological Innovations

Finally, Objective 2 requires you to understand how major technological innovations have changed the ways people interact with their physical environment. The word technology may make you think of relatively recent inventions such as the computer. However, technological innovations include any use of knowledge that gives humans new capabilities. Two very old examples of technology are fire and stone tools. Fire helped people live in colder places, cook their food, and protect themselves from animals. Stone tools helped people hunt, carve wood, and process new kinds of food. These are all ways in which technology changed how humans interacted with their environment.

Technology can come in the form of a device, such as the automobile, or a new method or process, such as the assembly line. Automobiles, which engineers learned to build quickly and cheaply on assembly lines in the early 1900s, gave people greater freedom to travel. This led people to modify the physical environment by building highways. Cars needed gasoline, which is made from oil. The need for oil led people to build more oil wells, refineries, and pipelines.

Vast amounts of steel, rubber, glass, and other raw materials were also needed to build cars. Producing, processing, and transporting these materials led people to modify the environment even more. A completely new kind of business, the gas station, was suddenly needed as well, and thousands of such stations sprang up across the United States.

Of course, new technology doesn't change only the landscape. It changes societies, too. It is estimated that the average American in 1900 traveled about 1,200 miles in his or her lifetime. By 2000, the average American adult traveled about 12,000 miles by automobile every year. The automobile gave Americans a new sense of mobility and freedom that affected our nation's culture and economy in many ways.
Now let’s look at a practice question that asks about some of the information you just read.

The introduction of the automobile to U.S. society in the early 20th century —

A led to a shortage of coal
B opened the western United States for settlement
C played a major role in making oil a highly valuable resource
D helped create a unified national economy in the United States

Explanation of answer choices

A Incorrect. Automobiles were not powered by coal, and there was no shortage of coal at that time.
B Incorrect. The western United States had been opened for settlement in the 1800s. The steamboat and the railroad had contributed to this process.
C Correct. The spread of gasoline-powered automobiles increased the demand for oil, making it more valuable. Major discoveries of oil helped provide a steady supply of inexpensive gasoline.
D Incorrect. The spread of railroads and canals in the 1800s had already helped create a unified national economy in the United States.
Review Activity

Graph the statistical data in the table below on the axes provided. Once you have plotted the data, describe the overall trend you see in the graph on the lines below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fuel (billions of gallons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>129</td>
</tr>
<tr>
<td>1992</td>
<td>133</td>
</tr>
<tr>
<td>1993</td>
<td>137</td>
</tr>
<tr>
<td>1994</td>
<td>141</td>
</tr>
<tr>
<td>1995</td>
<td>144</td>
</tr>
<tr>
<td>1996</td>
<td>147</td>
</tr>
<tr>
<td>1997</td>
<td>150</td>
</tr>
<tr>
<td>1998</td>
<td>155</td>
</tr>
<tr>
<td>1999</td>
<td>161</td>
</tr>
<tr>
<td>2000</td>
<td>162</td>
</tr>
</tbody>
</table>

Source: Federal Highway Administration
Objective 2

Now It’s Your Turn

Question 7
Which of these best describes how transcontinental railroad systems affected the U.S. economy?

A  U.S. industrial production decreased because people were traveling more.
B  U.S. industrial production increased, and agricultural production decreased.
C  Many industries failed because the cost of shipping goods by train was too high.
D  Farming, ranching, and mining grew rapidly in western areas.

Question 8
Most scientists believe that the Bering land bridge —

A  was a barrier that prevented people and animals from moving into North America
B  allowed people to migrate from Asia to North America thousands of years ago
C  connected Southeast Asia and the island of Sumatra
D  was constructed by early humans using simple levers, ramps, and pulleys
Use the information in the table and your knowledge of social studies to answer the following question.

**Question 9**

Which of the following conclusions is supported by this table?

A. The majority of Americans were migrating eastward in 1890.
B. Massachusetts had a larger population than California in 1890.
C. Westward migration was not an important trend in 1890.
D. New York had a smaller population than Pennsylvania in 1890.

### Selected State Populations, 1890

<table>
<thead>
<tr>
<th>State</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>1,208,130</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>2,238,943</td>
</tr>
<tr>
<td>New York</td>
<td>5,997,853</td>
</tr>
<tr>
<td>Oregon</td>
<td>313,767</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>5,258,014</td>
</tr>
<tr>
<td>Utah</td>
<td>207,905</td>
</tr>
<tr>
<td>Washington</td>
<td>349,390</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau

**Question 10**

In recent decades English has become increasingly popular as a second language around the world. This process —

A. is mostly a result of the immigration of U.S. and British citizens to other countries
B. is partly a result of the popularity of U.S. and British movies, television, and radio
C. is the first known example of a language spreading to new areas
D. has been limited to the countries that once made up the British Empire
Use the map and your knowledge of social studies to answer the following question.

Question 11
According to the map, what formed the western boundary of the 13 colonies?

A  The Atlantic Ocean
B  Lake Erie and Lake Ontario
C  French territory
D  The Proclamation Line of 1763

Answer Key: page 235
Question 12

According to the map, the opening of the Panama Canal —

A. shortened the water route from New York to Panama
B. allowed ships to sail around the tip of South America faster and more safely
C. shortened the water route from New York to San Francisco
D. allowed people to travel by water from San Francisco to Panama
Use the map and your knowledge of social studies to answer the following question.

**Question 13**
According to the map, which statement about China’s population is true?

A. Eastern China is the most densely populated part of the country.
B. Most of southern China is uninhabited.
C. China’s population has decreased rapidly in the past 100 years.
D. China does not have enough resources to support its large population.
Question 14

How was Napoleon's invasion of Russia in the early 1800s affected by geography?

A  Russia's natural resources provided Napoleon's forces with adequate food and supplies.

B  Russia's vastness and cold winter weather made supplying Napoleon's troops difficult.

C  Russia's mountains allowed for frequent and devastating surprise attacks.

D  Russia's rivers allowed Napoleon's troops to move quickly to Moscow by boat.
Objective 3

The student will demonstrate an understanding of economic and social influences on historical issues and events.

How Have Economic and Social Factors Affected Events in World History?

Living in the United States, we’re used to a wide range of choices when we shop. Think of your last trip to the grocery store. Most likely there were hundreds of different products on the shelves. As part of our economic system, we have the freedom to choose what to buy. The companies that make those products understand this. They use colors, flavors, styles, sizes, price, and many other special features to try to get people to choose their product instead of another brand. Now imagine what it would be like in a country where the government sets rules about what products companies can make, how many they can sell, and how much money they can charge. Do you see why this would probably lead to limited choices for the people in that country?

This is just one example of how economics—in this case, a country’s economic system—affects different aspects of people’s lives.

Objective 3 tests your knowledge of the influence of both economic and social factors on world geography and world history. To demonstrate this knowledge, you must be able to do three basic things. First, you must be able to identify and compare the major characteristics of different economic systems. Second, you must be able to analyze economic and social data to compare the standard of living in nations with different economic systems. Third, you must be able to identify some major turning points in world history and describe their economic, social, and political consequences.

The following paragraphs will go into more detail about the information you need to know to answer questions based on Objective 3.
Economic Systems

Objective 3 requires you to identify and compare the characteristics of different economic systems. To do this, you need to be familiar with three basic types of economic systems: traditional, command, and market.

The oldest and simplest of the three economic systems is the traditional economic system.

**Characteristics of a Traditional Economic System**

- **Simple economic activity:** Traditional economies are based on simple economic activities such as farming or hunting and gathering.

- **Reliance on custom and tradition:** Traditional economies are based on customs passed down from generation to generation. These economies undergo very little change over time.

- **Technology:** Traditional economies rely on simple technology such as the horse and plow. Few technological changes occur in traditional economies over time.

- **Family labor and gender roles:** Traditional economies often rely on the labor of the entire family. Men and women usually have distinct economic roles.

- **Examples:** Traditional economies are becoming less common but can still be found in some parts of Africa, Asia, and South America.

In some parts of the Middle East, families in traditional economies still make a living by herding livestock.
The other two basic types of economic systems are the command economic system and the market, or capitalist, economic system. Command and market economies are more complex than traditional economies. They are also less dependent on the customs and traditions of earlier generations and adapt to changing circumstances more easily than traditional economies do. While these two systems are different from traditional economic systems, they are different from each other as well.

**Characteristics of a Command Economic System**

- **Government ownership of economic resources**: In a command economy the government or some other central authority owns most economic resources, such as factories and farms.

- **Government control of economic resources**: In a command economy the government decides how goods and services are produced and distributed. For example, the government decides how many units of a certain product should be made.

- **No profit motive and no business competition**: In a command economy businesses are not run for the purpose of making a profit. As a result, there is little or no competition between businesses.

- **Reduced individual economic freedom**: Individuals in a command system have little economic freedom because the government controls the economy. For example, people who sell goods do not have the freedom to set prices.

- **Examples**: Historical examples of countries with command economies include the Soviet Union and Soviet-bloc countries during the Cold War. Today command economies are less common than market economies. Present-day examples of countries with command economies include Cuba and North Korea.

Government control of the former Soviet Union’s command economy often led to shortages of food and consumer goods.
Characteristics of a Market (Capitalist) Economic System

- **Individual ownership of economic resources**: In a market economy individuals or corporations—not the government—own most economic resources, such as factories and farms.

- **Individual control of economic resources**: In a market economy individuals decide how goods and services are produced and distributed. Usually these decisions are made in an attempt to maximize profits.

- **Profit motive and business competition**: In a market economy businesses are run for the purpose of making a profit. As a result, they compete with one another to supply the goods and services that consumers demand.

- **Significant individual economic freedom**: Individuals in a market system have significant economic freedom because they make their own economic decisions. For example, they can decide where to work and what goods and services to buy.

- **Examples**: Today most developed countries, such as the United States and Japan, have market-based economies.

In a market economy customers are free to choose what products to buy. The choice can be based on factors such as price, selection, and quality.
Objective 3 also requires you to compare the methods that people use to produce goods in different economic systems. The most important production methods are subsistence agriculture, market-oriented agriculture, cottage industry, and commercial industry. Here is a summary of the main characteristics of each type of production.

Methods of Production

- **Subsistence agriculture**: Subsistence agriculture involves farming for home use instead of for the market. A farmer who practices subsistence agriculture produces all or almost all the goods his or her family needs, with little or nothing left over to sell. Subsistence agriculture is most commonly associated with traditional economic systems.

- **Market-oriented agriculture**: Market-oriented agriculture involves the production of farm goods for sale on the commercial market instead of for home use. Market-oriented agriculture is associated with both market and command economic systems.

- **Cottage industry**: Cottage industry is also known as home industry. In a cottage-industry system, goods are produced in people's homes, often by adults and older children working together. The goods they produce are then sold. Cottage industry typically involves the use of simpler equipment and manufacturing techniques than commercial industry does. Cottage industry is most associated with traditional economic systems.

- **Commercial industry**: Commercial industry involves the large-scale production of goods. Goods are usually produced in factories with machinery and a large number of workers. Commercial industry is a more complex production method than cottage industry. Commercial industry is associated with both market and command economic systems.

Cottage industry is still practiced in many parts of the world. This Iranian woman is weaving a traditional carpet by hand.
Now let’s look at a practice question that asks about some of the information you just read.

An economic system in which most of the means of production, such as factories and farms, are owned by individuals or corporations is known as —

A  a capitalist system  
B  a command system  
C  a subsistence-agriculture system  
D  a mass-production system

Explanation of answer choices

A  Correct. In a capitalist, or market, system, most factories and farmland are owned by individuals or corporations.

B  Incorrect. In a command system the government controls most of or all the means of production.

C  Incorrect. Subsistence agriculture is a system in which a farmer produces enough food for his or her family, with little or nothing left over for sale.

D  Incorrect. Mass production is a method of large-scale manufacturing.

Analyzing Social and Economic Data

Objective 3 also requires you to use social and economic data to compare the levels of development and the standard of living of countries with different economic systems. Let’s begin by defining the term standard of living and discussing its relationship to a country’s level of development. Standard of living generally relates to the overall quality of life among the citizens of a country. A major component of a country’s standard of living is the amount and quality of goods and services available to its people. Standard of living also includes factors such as the availability of public services and the quality of the environment.

Level of development is a measurement of how advanced a country’s overall economy is. Economic development usually includes industrialization and the establishment of a well-educated, technically skilled workforce. Countries are often described as “developed” or “developing.” In general, developed countries have a higher standard of living than developing countries do.
Here are some basic types of statistical data that can be used to determine a country's level of development and standard of living.

<table>
<thead>
<tr>
<th>Type of Data</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gross domestic product (GDP) per capita</strong></td>
<td>GDP per capita is the yearly value of a country's total output of goods and services divided by the number of people living in the country. (Per capita means “per person.”) Developed countries have higher GDPs per capita than developing countries. You will also see that some sources refer to gross national product (GNP) per capita. This statistic is very similar to GDP per capita, except GNP per capita includes the income a country's citizens gain from investments abroad.</td>
</tr>
<tr>
<td><strong>Per capita income</strong></td>
<td>Per capita income is the average yearly income of a country's inhabitants. Developed countries have higher per capita incomes than developing countries.</td>
</tr>
<tr>
<td><strong>Population growth</strong></td>
<td>Population growth is the ratio of births to deaths in a country per year. Developed countries usually have lower rates of population growth than developing countries.</td>
</tr>
<tr>
<td><strong>Literacy rates</strong></td>
<td>A country's literacy rate is the percentage of its population that can read and write. Developed countries generally have more-extensive educational facilities, and therefore higher literacy rates, than developing countries.</td>
</tr>
<tr>
<td><strong>Percentage of workforce engaged in agriculture and mining</strong></td>
<td>Because developed countries are usually more industrialized and produce a greater variety of goods and services than developing countries, a smaller percentage of their workforces are employed in agriculture and mining.</td>
</tr>
<tr>
<td><strong>Life expectancy</strong></td>
<td>Life expectancy refers to the average life span of a country's inhabitants. Because they usually have access to better nutrition and health care, people in developed countries usually have longer life expectancies than people in developing countries.</td>
</tr>
</tbody>
</table>
Now let’s look at a practice question that asks about some of the information you just read.

Use the information in the table and your knowledge of social studies to answer the following question.

**Selected Data for Four Asian Countries**

<table>
<thead>
<tr>
<th>Country</th>
<th>GDP per Capita</th>
<th>Life Expectancy (years)</th>
<th>Literacy Rate</th>
<th>Population-Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kazakhstan</td>
<td>$5,900</td>
<td>63</td>
<td>98%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Pakistan</td>
<td>$2,100</td>
<td>62</td>
<td>43%</td>
<td>2.1%</td>
</tr>
<tr>
<td>South Korea</td>
<td>$18,000</td>
<td>75</td>
<td>98%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Uzbekistan</td>
<td>$2,500</td>
<td>64</td>
<td>99%</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

Source: CIA World Factbook, 2002

Which of the four countries listed in the table most likely has the highest standard of living?

A  Kazakhstan  
B  Pakistan  
C  South Korea  
D  Uzbekistan

**Explanation of answer choices**

A  Incorrect. While Kazakhstan does have a high literacy rate and low population growth, its low GDP per capita and low life expectancy indicate a low standard of living.

B  Incorrect. Pakistan has a low GDP per capita, life expectancy, and literacy rate and a high rate of population growth. These traits indicate a low standard of living.

C  Correct. South Korea’s relatively high GDP per capita, life expectancy, and literacy rate and its low rate of population growth indicate that it has the highest standard of living of the countries in the table.

D  Incorrect. While Uzbekistan does have a high literacy rate, its low GDP per capita and life expectancy and high rate of population growth indicate a low standard of living.
Objective 3

Turning Points in World History

Finally, Objective 3 requires you to identify some major turning points in world history and describe their economic, social, and political consequences. You will be tested only on events and processes that had a major impact on world history. The information that follows will help you become familiar with many of these events and processes.

- **Agricultural revolution (ca. 8000–5000 B.C.):** The agricultural revolution refers to the time period when humans first domesticated plants and animals. Scientists believe this process occurred independently in several different parts of the world. The agricultural revolution allowed people to switch from hunting and gathering for their food to farming and herding.

- **Origin of civilizations (ca. 3500 B.C.):** The establishment of farming and herding societies in river valleys encouraged the development of civilizations. The main characteristics of civilizations include cities, commercial activity, written language, and complex forms of government and religion.

- **The classical period (ca. 1000 B.C.–A.D. 500):** The classical period refers to the development and expansion of very large civilizations. Examples include ancient China, ancient Greece, and the Roman Empire. The main characteristics of the classical civilizations were extensive trade networks, expansion through military conquest, and the emergence of many of the world's major religions, including Judaism, Christianity, Hinduism, and Buddhism.

- **The development of complex societies in the Americas (ca. A.D. 300–1535):** Over the span of this period, several highly advanced societies rose and fell in the Americas. The most well known of these groups are the Maya and Aztec, who inhabited parts of Mexico and Central America, and the Inca of South America. Achievements of these societies included systems of writing, highly accurate calendars, far-reaching trade networks, densely populated cities, and massive stone buildings.

- **The Middle Ages (ca. A.D. 450–1450):** Following the fall of the Roman Empire, Europe entered the Middle Ages. During much of the Middle Ages, the main political and economic system of political power in Europe was feudalism. Under feudalism, monarchs and landowning nobles depended on each other for political, economic, and military support. The Roman Catholic Church also played a major role in European politics and society. During this same time period, the religion of Islam emerged and spread rapidly through Southwest Asia, North Africa, and parts of Europe. Beginning around 1100, European Christians engaged in the Crusades, a series of wars to recapture Jerusalem from Islamic control. Another major event during the Middle Ages was the spread of bubonic plague. Approximately one-third of Europe's population died of this disease in the mid-1300s.
● **The Renaissance (ca. A.D. 1300–1600):** As the Middle Ages ended, Europe gradually entered the Renaissance, a word that means “rebirth.” Renewed interest in classical Greek and Roman knowledge sparked many advances in the arts and sciences. During the Renaissance political power in many parts of Europe shifted from nobles to centralized governments, headed by national monarchs. At the same time, the growth of international trade encouraged the exchange of goods and ideas among many different parts of the world.

● **Protestant Reformation (ca. 1500–1650):** The Protestant Reformation began as a movement to reform the Roman Catholic Church in Europe. The most lasting impact of the Reformation was the founding of a new form of Christianity known as Protestantism. The Reformation was related to the scientific revolution, which encouraged people to question long-held beliefs; the invention of the printing press, which allowed ideas to spread quickly in written form; and the colonization of the Americas, which was motivated in part by competition between Catholic and Protestant countries.

● **Scientific revolution (ca. 1500–1700):** During this period a surge of scientific discoveries occurred in Europe. These discoveries were made in fields such as astronomy, physics, and biology. The scientific revolution helped lead to other major turning points in world history, such as the Industrial Revolution.

● **Age of exploration and colonization (ca. 1450–1900):** During this period Europeans explored the world and conquered major portions of it. In the beginning their main goal was to find a trade route to Asia. Later they explored and set up colonies in North and South America to gain wealth and convert native peoples to Christianity. Europeans also sailed into the Pacific and Indian Oceans and explored parts of Asia, Australia, and Africa. Colonizers established European-style governments and economies around the world. In many regions colonization caused major disruptions to existing societies and led to war and oppression. One such effect of colonization was the Atlantic slave trade, in which millions of Africans were enslaved and transported across the Atlantic Ocean to work on plantations in the Americas and the Caribbean region.

● **Industrial Revolution (ca. 1750–1900):** The Industrial Revolution refers to the shift from agricultural production to industrial production that originated in Great Britain and then spread to the United States and much of Europe. The main causes of this shift were the development of steam-powered machinery and the factory system. The Industrial Revolution had many lasting effects, including the rapid growth of cities and increased global trade.
Objective 3

- **Age of democratic revolution (ca. 1750–present):** The age of democratic revolution refers to the rise of democracy, a political system based on the ideal of government by the people. The age of democratic revolution began with the American and French Revolutions and then spread through much of Europe and the Americas. Democracy continues to be a powerful force in many parts of the world today.

- **The era of world wars (1914–1945):** World War I and World War II were major turning points of the 20th century. World War I led to the end of several European monarchies. It also helped lead to the Russian Revolution, which established the communist-led Union of Soviet Socialist Republics, or Soviet Union. The political settlements following World War I helped promote the principle of self-determination, or the right of groups of people to create their own nations. World War II was fought between an alliance of totalitarian countries (Germany, Japan, and Italy) and an alliance led by the United States, Great Britain, and the Soviet Union. The defeat of the totalitarian alliance took almost six years and cost approximately 50 million lives. Both world wars spurred many technological breakthroughs, including radar, jet aircraft, antibiotics, guided rockets, and nuclear weapons.

- **The Cold War (1945–1991):** The United States and the Soviet Union emerged from World War II as the world’s strongest nations—the superpowers. The two sides had completely different political and economic systems, and each side tried to increase its global influence and undermine the power of the other. Throughout the Cold War, the superpowers avoided open warfare because each side feared the terrible effects of nuclear weapons. The Cold War ended when the people of Eastern Europe overthrew their communist governments and the Soviet Union broke apart into 15 independent countries.
Review Activity

Use the data in the table to answer the questions below.

<table>
<thead>
<tr>
<th>Country</th>
<th>GDP per Capita</th>
<th>Life Expectancy (years)</th>
<th>Literacy Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belarus</td>
<td>$8,200</td>
<td>68</td>
<td>98%</td>
</tr>
<tr>
<td>Denmark</td>
<td>$28,000</td>
<td>77</td>
<td>100%</td>
</tr>
<tr>
<td>Hungary</td>
<td>$12,000</td>
<td>72</td>
<td>99%</td>
</tr>
<tr>
<td>Ukraine</td>
<td>$4,200</td>
<td>66</td>
<td>98%</td>
</tr>
</tbody>
</table>

1. Rank the countries from highest to lowest according to their GDP per capita.

   1. Denmark, Hungary, Belarus, Ukraine

2. Rank the countries from highest to lowest according to their life expectancies.

   2. Denmark, Hungary, Belarus, Ukraine

3. Rank the countries from highest to lowest according to their literacy rates.

   3. Denmark, Hungary, Belarus and Ukraine (tied)

4. Using the statistics in the table and your own judgment, rank the four countries in overall standard of living. Then write a short paragraph explaining how you used the different statistical rankings to arrive at your conclusion.

   You should have ranked Denmark highest, Hungary second, Belarus third, and Ukraine fourth. Your paragraph should explain how GDP per capita, life expectancy, and literacy rate all provide clues about the overall quality of life in the different countries.
Question 15
A farmer who produces crops to feed his or her family with little left over for sale is engaging in —
A  cottage industry
B  commercial agriculture
C  division of labor
D  subsistence agriculture

Question 16
Eastern Europe's economies and governments have followed which general trends since the early 1990s?
A  Toward market economies and communist governments
B  Toward command economies and more-democratic governments
C  Toward command economies and military dictatorships
D  Toward market economies and more-democratic governments

Question 17
An economic system in which all the means of production, such as factories and farms, are owned by the government is known as —
A  a capitalist system
B  a command system
C  a subsistence-agriculture system
D  a democratic system
Question 18
Which of the following is a major contributor to urbanization in developing countries?

A Most governments encourage their citizens to move to cities, where people can be governed more efficiently.

B On average, industrial workers earn more than farmers do, and most industries are located in cities.

C Demand for food is decreasing, so there is less reason for farmers to stay in rural areas.

D Many rural residents do not have enough formal education to become farmers, so they move to cities.

Answer Key: page 236

Question 19
Which of the following contributed to the Protestant Reformation?

A Several European countries established colonies in the Americas.

B The printing press encouraged the rapid spread of ideas.

C The Industrial Revolution changed the way goods were manufactured.

D The first European cities along the Mediterranean coast developed.

Answer Key: page 236

Question 20
The Industrial Revolution began in —

A France

B Italy

C Russia

D Great Britain

Answer Key: page 237
Use the information in the table and your knowledge of social studies to answer the following questions.

### Selected Indicators of Standard of Living for Four Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>GDP per Capita</th>
<th>Unemployment Rate</th>
<th>Life Expectancy (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uruguay</td>
<td>$9,200</td>
<td>15%</td>
<td>76</td>
</tr>
<tr>
<td>Guyana</td>
<td>$3,600</td>
<td>9%</td>
<td>63</td>
</tr>
<tr>
<td>Chile</td>
<td>$10,000</td>
<td>10%</td>
<td>76</td>
</tr>
<tr>
<td>Colombia</td>
<td>$6,300</td>
<td>17%</td>
<td>71</td>
</tr>
</tbody>
</table>

Source: CIA World Factbook, 2002

**Question 21**

According to the information in the table, which country has the lowest standard of living?

A. Uruguay  
B. Guyana  
C. Chile  
D. Colombia

**Answer Key: page 237**

**Question 22**

If the gross domestic product (GDP) per capita rose steadily in all four countries over several years, which of the following would be the most likely result?

A. The life expectancy in Guyana would increase.  
B. The unemployment rate in Chile would increase.  
C. The standard of living in Colombia would decrease.  
D. The life expectancy in Colombia would decrease.

**Answer Key: page 237**
Objective 4

The student will demonstrate an understanding of political influences on historical issues and events.

On What Fundamental Principles Is Our Government Based?

When we read about a presidential election or see a news report about a Supreme Court decision, sometimes we wonder about the structure and function of our national government. Studying the early political history of the United States can help us better understand our government. We should look at the American Revolution, the Declaration of Independence, the Articles of Confederation, the U.S. Constitution, and the Bill of Rights. We should also study early challenges to the authority of the national government, such as the Nullification Crisis and the Civil War. By learning more about these important documents and events, we will gain a deeper knowledge about political influences on historical issues and events.

The Growth of Representative Government

Objective 4 requires you to know how representative government developed in the colonial period. This process began long before the United States became independent. Many settlers originally came to the colonies in search of greater freedom, particularly religious freedom. Another factor contributing to the development of democracy was a European philosophical movement known as the Enlightenment. This movement began in Europe during the 1700s and encouraged the use of reason to make government and society better. The ideas of the Enlightenment, which included free speech and representative government, were a major influence on American political leaders before and after the American Revolution.

Of course, most of the colonists were familiar with the British system of government. Under this system, British citizens were represented by an elected legislature called the House of Commons. The colonists wanted to carry on this tradition of democracy in North America. Each colony established its own government with a legislative assembly that was elected by property-owning male colonists. These assemblies played an important political role in the colonies, but their power was limited. The distance from Great Britain was too great for the king to govern the colonies on a day-to-day basis. As a result, most colonies had a governor who was appointed by the king to manage everyday affairs. In this way colonial governments combined democracy with monarchy, much as Parliament and the king shared power in Great Britain.
The Declaration of Independence

Objective 4 also requires you to know the fundamental principles of the Declaration of Independence. In June 1776—more than a year after the Battles of Lexington and Concord—the Second Continental Congress appointed a five-person committee to write a formal statement of independence from Great Britain. Thomas Jefferson was the main author of this first draft. The Continental Congress made some changes to the draft, and a final document was prepared. On July 4, 1776, many members of Congress signed the final version of the Declaration of Independence, making it official. This is why we celebrate the Fourth of July as Independence Day.

The Declaration of Independence has three main sections. The first section asserts that people create governments to secure their unalienable rights. These rights include a person's entitlement to life, liberty, and the pursuit of happiness. The first section also asserts that if a government fails to guarantee these rights to its people, then it is the “right of the people to alter or to abolish it, and to institute new government.”

The second section of the Declaration of Independence accuses King George III, the monarch of Great Britain in 1776, of failing to uphold the unalienable rights of the colonists. The specific grievances that the document levels against the king include the following:

- Imposing taxes on colonists without their approval
- Forcing colonists to house British soldiers during peacetime
- Denying colonists the right to a trial by jury in many cases
- Preventing colonists from trading with nations other than Great Britain
- Denying colonists legislative representation in Parliament

The final section of the Declaration of Independence announces that the American colonies are officially free and independent of Great Britain. To this day the Declaration of Independence is one of the world's most influential and widely known political documents.
The U.S. Constitution

As you read in the section on Objective 1, the first constitution of the United States was a document called the Articles of Confederation. This document called for a weak national government, leaving a great deal of power to the states. By 1787 many of the nation’s political leaders had decided that government under the Articles of Confederation was not working and that changes needed to be made. Objective 4 requires you to demonstrate knowledge of the document that replaced the Articles of Confederation—the U.S. Constitution.

Congress meets in the U.S. Capitol. Which branch of the federal government is Congress part of?
The U.S. Constitution provides for **popular sovereignty**, a principle that ensures that the people hold the final authority in all matters. To make this principle workable on a day-to-day basis, the Constitution also provides for **republicanism**—a form of government in which the people elect representatives to create and enforce laws. To understand in more depth how the republican government of the United States operates, study the constitutional principles described below.

- **Limited government:** The Constitution grants a variety of powers to the national and state governments, but it also places limits on those powers. For example, state governments are specifically not allowed to coin their own money or enter into treaties with foreign countries. In addition, the Tenth Amendment to the Constitution limits the power of the federal government by reserving to the states and the people all powers not specifically granted to the federal government.

- **Federalism:** Federalism is the division of power between the national and state governments. The Constitution states which powers are delegated exclusively to the federal government, such as the right to maintain an army and navy. Other powers, such as the authority to establish schools, are reserved to the states. Some powers, such as the power to operate court systems, are assigned to both the national and state governments. These are known as **concurrent**, or shared, powers.

### The Federal System Under the U.S. Constitution

**Powers Delegated to the National Government**
-宣战争
-维持武装部队
-调节各州和与外国的贸易
-接纳新州
-维持邮政
-制定标准的重量和度量
-铸造货币
-制定外交政策
-制定必要的法律来执行委托的权力
-维持法律与秩序
-征税
-借债
-授权银行
-建立并维护司法系统
-为公共福利提供

**Powers Reserved to the States**
-建立和维护学校
-建立地方政府
-制定有关州的法律
-制定商业与司法
-制定有关婚姻的法律
-提供公共安全

**Powers Shared by Both the National and State Governments**
-维持法律和秩序
-征税
-借贷
-授权银行
-建立并维护刑事司法系统
-为公共福利提供
Separation of powers: This term describes the division of the national government into the legislative, executive, and judicial branches. The legislative branch—Congress—is in charge of making laws. The executive branch—the president and the agencies under his control—enforces those laws. The judicial branch—the system of federal courts, including the U.S. Supreme Court—interprets laws.

The Supreme Court Building faces the U.S. Capitol. Which branch of the federal government is the Supreme Court part of?
Objective 4

- Checks and balances: This system in the Constitution provides ways for each branch of the national government to check, or restrict, the actions of the other two branches. For instance, the executive branch can check the power of the legislative branch through the president's ability to veto laws passed by Congress.

Checks and Balances in the Federal Government

**Executive Branch**
- May veto bills
- May adjourn Congress in certain situations

**Legislative Branch**
- May override vetoes
- May impeach the president
- Controls funding for presidential initiatives
- May reject treaties
- May reject appointments by the executive branch

**Legislative Branch**
- May impeach federal judges
- May propose amendments to the Constitution to counteract judicial decisions

**Judicial Branch**
- May declare laws unconstitutional

**Executive Branch**
- Appoints judges
- May pardon individuals convicted of a federal crime

**Judicial Branch**
- May declare executive actions unconstitutional
- Lifetime appointment frees judges from presidential control
• **Individual rights**: The Constitution contains many crucial guarantees for the protection of individual rights, or civil liberties. Many of these individual rights are specified in the Bill of Rights, which you will read about next.

**The Bill of Rights**

As we discussed in the section on Objective 1, not all 13 states immediately ratified the U.S. Constitution. Some states refused to accept the document at first because they thought it did not address the issue of individual rights strongly enough. Eventually, an agreement was made to add 10 amendments that would specifically protect the rights of individuals from abuses by the national government. These states then ratified the Constitution. Objective 4 requires you to know the basic principles of these 10 amendments, collectively known as the Bill of Rights.

**Basic Principles of the Bill of Rights**

1. Freedom of speech, press, religion, assembly, and the right to petition the government
2. The right to bear arms
3. The guarantee that civilians will not be forced to house soldiers
4. Protection against unreasonable searches by law-enforcement officers
5. The right of a person under arrest to know why he or she has been arrested and to refuse to testify against himself or herself in a court of law
6. The right to a speedy and public trial by a jury of one’s peers in criminal cases
7. The right to a trial by jury in civil cases involving substantial amounts of money
8. Protection against excessive bail and cruel and unusual punishment
9. The guarantee that rights not specifically listed in the Constitution are not automatically denied to the people
10. The guarantee that the people and the states are to keep powers not specifically granted to the federal government
Now let’s look at a practice question that asks about some of the information you just read.

Which of the following statements is supported by the Bill of Rights?

A  People who have been convicted of a crime have given up all their rights.

B  People have the right to speak freely and gather peacefully in public places.

C  Government officials have the right to search people’s homes and seize their property for any reason.

D  People who are not in the military do not have the right to own weapons.

Explanation of answer choices

A  Incorrect. The Eighth Amendment prohibits cruel and unusual punishment for people convicted of crimes.

B  Correct. Freedom of speech and assembly are guaranteed in the First Amendment.

C  Incorrect. The Fourth Amendment protects people from unreasonable search and seizure.

D  Incorrect. The Second Amendment states that people have the right to keep and bear arms.
The Nullification Crisis

Finally, Objective 4 requires you to understand some major disputes that arose between southern states and the national government over the principle of federalism. These disputes involved differing views of states’ rights, or the idea that states had the right to limit the power of the national government. The first of these disagreements was the Nullification Crisis, which began in 1832 after the United States imposed a tariff, or import tax, on manufactured goods. The tariff, which had the effect of raising prices for consumers, was supposed to encourage Americans to buy American-made manufactured products instead of foreign-made products. This was good news for manufacturers, who were mostly located in the Northeast. On the other hand, because there were few manufacturers located in the South, southerners felt they were being unfairly forced to pay for something that benefited only northerners. Feeling betrayed, southerners became angry.

In 1832 political leaders from South Carolina declared that they did not have to obey a federal law they did not support. They announced that South Carolina would nullify, or refuse to accept, the federal tariff. They even threatened to secede, or break away from, the United States over this issue. President Andrew Jackson threatened to use military force if South Carolina tried to secede from the Union. However, a compromise was reached, and both sides backed down. Congress passed a lower tariff, and South Carolina repealed its decree nullifying the federal law.
Controversy about the division of power between the federal and state governments resulted in another crisis in 1860. Abraham Lincoln, running for president under the banner of the Republican Party, stated his intention to prevent slavery from spreading to any new territories. Southerners suspected that Lincoln would try to eliminate slavery in the South as well. Lincoln won the election, and even before he was sworn in, seven southern states announced their secession from the Union. These states, which were soon joined by four more, declared themselves a new country. They formed the Confederate States of America, often called the Confederacy. The constitution for this new country asserted that states would possess greater power than the national government and that slavery would remain lawful. This time there was no room for compromise with the U.S. government, and it took years of war to finally settle the issue. The remaining states of the United States, known as the Union, eventually defeated the Confederacy. The Union’s victory in the Civil War made it clear that the federal government would assert its power over state governments. It also ensured that no state could secede from the Union in the future.
After the Civil War ended, there was still the question of how the southern states should be brought back into the Union. Over time they were allowed to rejoin, but first they were required to agree to the conditions of the 13th, 14th, and 15th Amendments to the U.S. Constitution. These amendments officially ended the institution of slavery, guaranteed equal protection of the laws to African Americans, and gave African American men the right to vote.

The Reconstruction Amendments

<table>
<thead>
<tr>
<th>13th Amendment (1865)</th>
<th>14th Amendment (1868)</th>
<th>15th Amendment (1870)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Abolishes slavery in the United States</td>
<td>• Declares that all persons born in the United States are citizens</td>
<td>• States that citizens cannot be denied the right to vote because of “race, color, or previous condition of servitude”</td>
</tr>
<tr>
<td></td>
<td>• States that all citizens are guaranteed equal protection of the laws</td>
<td></td>
</tr>
</tbody>
</table>

The U.S. Congress commissioned the creation of the Lincoln Memorial in Washington, D.C., in 1922.
The main purpose of the 13th, 14th, and 15th Amendments to the U.S. Constitution was to —

A. prevent state governments from limiting the rights of African Americans
B. establish freedom of speech and religion and the right to peaceable assembly
C. give the right to vote to women
D. protect individuals who have been arrested from illegal searches, excessive bail, and cruel and unusual punishment

**Explanation of answer choices**

**A. Correct.** The main purpose of the 13th (1865), 14th (1868), and 15th (1870) Amendments to the U.S. Constitution was to protect the rights of former slaves in southern states following the Civil War. The 13th Amendment prohibits slavery in the United States. The 14th Amendment prohibits states from denying any individual equal protection under the law. The 15th Amendment keeps states from denying any person the right to vote based on race, color, or previous condition of servitude.

**B. Incorrect.** The First Amendment guarantees these rights for U.S. citizens.

**C. Incorrect.** The 15th Amendment ensured that African American men had the right to vote. The 19th Amendment (1920) gave women the right to vote.

**D. Incorrect.** The Fourth Amendment provides protection against illegal searches. The Eighth Amendment prohibits cruel and unusual punishment and excessive bail.
Review Activity

The First Amendment to the U.S. Constitution

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Of the amendments in the Bill of Rights, the First Amendment may be the most well known. In your own words, describe what the First Amendment guarantees. Then explain why this amendment was added to the U.S. Constitution and why it is important. You may first want to look at resources on the First Amendment, such as a U.S. history textbook.
Question 23
The governments of the 13 colonies varied, but most featured an assembly that —

A was appointed by the king
B had seized power by force
C was elected by eligible colonists
D had no real authority

Question 24
What does the U.S. Constitution specify in regard to representation in the two houses of Congress?

A Each state sends legislators to both houses of Congress, with the number of legislators sent to each house based on the state’s population.
B The president assigns each state the number of legislators it can send to each house of Congress.
C The number of legislators each state sends to one house of Congress is based on population, while in the other house each state has two legislators.
D Each state sends two legislators to one house of Congress and one legislator to the other house.

Question 25
Which of the following statements about the 13th Amendment is true?

A It requires that white and African American students be allowed to attend the same schools.
B It outlaws the mistreatment of slaves.
C It bans the institution of slavery.
D It gives African Americans the right to serve in the armed forces.
Question 26
What event came to be known as the Nullification Crisis?

A South Carolina refused to accept a tariff passed by Congress and threatened to secede.
B The United States threatened to use military force to prevent European countries from setting up colonies in the Americas.
C Several southern states broke away from the United States and formed their own government.
D Several states refused to ratify the U.S. Constitution, leaving them without a government until terms could be agreed to.

Question 27
Which is the clearest example of your unalienable rights being violated?

A The price of a ticket at your favorite movie theater goes up by a dollar.
B You do not get into the college that you wanted to attend.
C You are put in jail without being accused of a crime.
D A tree falls onto your car during a storm and destroys it.
Use the excerpt and your knowledge of social studies to answer the following question.

Question 28

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

From which of the following is the text above taken?

A  The Preamble to the U.S. Constitution
B  The Magna Carta
C  The Declaration of Independence
D  The First Amendment to the U.S. Constitution

Answer Key: page 238

Question 29

Which statement best explains why freedom of speech and freedom of the press are important in a democratic society?

A  These freedoms lead to competition among newspapers and other media, which creates jobs and increases commerce.
B  These freedoms allow government leaders to speak to the public.
C  These freedoms give everyone the right to express and debate opinions on any subject.
D  These freedoms allow people to be entertained by movies, books, and magazines.

Answer Key: page 238
Question 30
Which of the following would be a violation of freedom of speech and freedom of the press, which are protected by the First Amendment to the U.S. Constitution?

A Congress places a ban on a controversial book.
B A mother forbids her child to read a book with mature themes.
C A man buys a book he strongly disagrees with and burns it in his front yard.
D A store owner chooses not to sell a popular book.

Use the excerpt and your knowledge of social studies to answer the following question.

Question 31

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall deny to any person within its jurisdiction the equal protection of the laws.

This excerpt is taken from the —

A Emancipation Proclamation
B Declaration of Independence
C 14th Amendment
D First Amendment
Objective 5

The student will use critical-thinking skills to analyze social studies information.

What Skills Do You Need to Study History?

Historians are like detectives. Detectives piece together clues to solve crimes and catch criminals. Historians analyze clues to learn about what happened in the past. Objective 5 tests your ability to use some of the same critical-thinking skills that historians use. The following paragraphs go into more detail about the information and skills you need to answer questions based on Objective 5.

Understanding Sources

In order to answer questions based on Objective 5, you must understand the difference between primary and secondary sources. A source is any item a historian uses to learn about and interpret the past. Examples of sources include letters, court records, statistics, maps, photographs, and the work of other historians. Sources can be organized into two main categories—primary and secondary.

A primary source is something made at or near the time of a historical event by someone close to the event. Primary sources are usually written records of some kind, but they can also be other types of evidence, such as photographs, songs, and posters. Physical objects from the period under study, such as a Revolution–era musket, can also be primary sources. An 1850s newspaper article describing working conditions in a factory is an example of a primary source on the impact of the Industrial Revolution on workers’ lives. Primary sources about African Americans living in the South during Reconstruction might include census records, photographic images, letters, and diaries. Remember, primary sources are items created during or around the time of an event by someone who observed the event firsthand.

Historians also use secondary sources to understand the past. A secondary source is a secondhand description or interpretation of an event that is created after some time has passed. Secondary sources are based mainly on evidence found in primary sources, although they can also be based on other secondary sources. Examples of secondary sources include a recently published history of the American Revolution, a documentary film on the history of baseball, an encyclopedia article on the Civil War, and a map or table based on statistical information collected by a government agency.
The differences between primary and secondary sources are outlined below.

**Differences Between Primary and Secondary Sources**

<table>
<thead>
<tr>
<th>I. Primary Sources</th>
<th>II. Secondary Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Definition: an item made at or near the time of a historical event by someone who observed the event firsthand</td>
<td>A. Definition: an item that provides a secondhand interpretation of an event after some time has passed</td>
</tr>
<tr>
<td>1. Usually a written record</td>
<td>1. Often based on primary sources</td>
</tr>
<tr>
<td>2. Can also include visual evidence and physical objects</td>
<td>2. Can also use other secondary sources</td>
</tr>
<tr>
<td>B. Examples: newspaper articles, census records, letters, diaries, photographs, maps, and sound recordings</td>
<td>B. Examples: history books, reference books, maps, and tables based on other sources</td>
</tr>
</tbody>
</table>

**Identifying Point of View and Bias**

You will need to be able to use different critical-thinking skills to analyze primary and secondary sources. First, you will need to be able to recognize the point of view expressed in a primary source. Participants in historical events naturally have different points of view, or opinions, on the causes and meanings of events. For instance, suppose you were examining primary sources to determine the causes of the Civil War. An 1861 editorial from a southern newspaper might state that the main cause of the Civil War was the threat to states’ rights posed by Abraham Lincoln’s election to the presidency. On the other hand, a diary written by a Union soldier might state that the main cause of the Civil War was the institution of slavery. You should be able to determine a primary source’s point of view and analyze why participants in a historical event differed in their opinions on the event’s causes or meaning.
Another skill that will help you analyze sources is the ability to recognize bias in a primary or secondary source. A source is biased if it supports its point of view by using prejudices, stereotypes, or distortions of facts. A biased source is usually one-sided. Bias can be used to describe a person or event in either a positive or negative way. Bias can be found in all types of sources.

To practice looking for bias, let’s analyze a short excerpt from a historical document. The following text comes from Georgia’s declaration of the reasons why it was seceding from the Union in 1861. The first step in determining bias in a written excerpt is to look at the author, time, and place of the excerpt. In this case, knowing what the document is and when it was written will give you an important clue about the point of view of the authors even before you begin reading.

We had acquired a large territory by successful war with Mexico; Congress had to govern it; how, in relation to slavery, was the question then demanding solution…. Northern anti-slavery men of all parties asserted the right to exclude slavery from the territory by Congressional legislation and demanded the prompt and efficient exercise of this power to that end. This insulting and unconstitutional demand was met with great moderation and firmness by the South…. The case of the South was impregnable [unbeatable]. The price of the acquisition was the blood and treasure of both sections—of all, and, therefore, it belonged to all upon the principles of equity and justice.

— Georgia’s Declaration of Causes, Jan. 29, 1861

Source: U.S. Historical Documents Archive

In the excerpt, the authors strongly disagree with the North’s belief that slavery should not be allowed in the western territories. Phrases such as “asserted the right” and “insulting and unconstitutional” are used to describe the position of anti-slavery politicians. On the other hand, the pro-slavery position is described as one of “moderation and firmness.” Which position do you think the authors of this document held?

The authors base the argument for slavery in the territories on the fact that southerners, along with northerners, had fought in the Mexican War, and therefore southerners had the right to settle with their slaves in the new territories.
Interpreting Maps, Tables, and Graphs

Objective 5 also requires you to interpret information from maps, tables, and graphs. You may want to review the section on Objective 2, which discusses some of the ways maps and graphs can help you learn about history and geography.

A graph is a visual representation that shows connections and relationships in a set of data. Two common types of graphs are bar graphs and circle graphs. A bar graph plots data along two perpendicular lines, or axes. Examine the bar graph below, which shows the gross national product (GNP) per capita of selected countries in 1999. As you learned in Objective 3, GNP per capita is the total value of goods and services created by a country's citizens in a year, divided by the number of citizens.

**GNP per Capita of Selected Countries, 1999**

The horizontal axis of the graph is labeled with the names of different countries. The vertical axis of the graph shows GNP per capita. Each bar on the graph shows the GNP per capita of a country listed on the horizontal axis. For example, the second bar on the graph shows the GNP per capita of the United States, which was about $32,000.

The information on the graph can be used for a variety of purposes. For instance, you could use the graph to help compare the countries' standards of living. (You may remember from Objective 3 that GNP per capita is an important indicator of standard of living.) Which of the countries on this graph most likely has the lowest standard of living?

*Answer: New Zealand*
A circle graph is another way to show data. A circle graph resembles a pie cut into pieces. Each slice of the pie represents a percentage of the whole. The circle graph below shows the countries of origin of immigrants living in Chicago in 1910.

**Origin of Chicago's Immigrant Population, 1910**

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ireland</td>
<td>8.4%</td>
</tr>
<tr>
<td>England</td>
<td>3.6%</td>
</tr>
<tr>
<td>Germany</td>
<td>23.3%</td>
</tr>
<tr>
<td>Poland</td>
<td>16.1%</td>
</tr>
<tr>
<td>Scandinavia</td>
<td>11.0%</td>
</tr>
<tr>
<td>Italy</td>
<td>5.8%</td>
</tr>
<tr>
<td>Other</td>
<td>31.8%</td>
</tr>
</tbody>
</table>

According to the graph, about 8 percent of Chicago's immigrant population in 1910 was from Ireland. Now use the graph to identify the percentage of Chicago's immigrant population that was from Germany.

Answer: About 23%.
As with graphs, people use maps to organize and display historical data. There are many different types of maps, but most show the economic, political, geographic, or social characteristics of a specific area. For instance, some maps show the location of cities or mountain ranges, while others may illustrate where certain economic activities, such as cotton farming or automobile manufacturing, take place. You may sometimes see two maps placed side by side for comparison. This can be a good way to show change over time in one area, or to show how two regions are similar or different.

The map below shows a somewhat simplified version of trade patterns between Europe, Africa, the Americas, and the Caribbean region during the early stages of the Atlantic slave trade.
The box in the bottom left corner of the map is the key, or legend. You learned in the section on Objective 2 that the key explains the meanings of the symbols used on the map. This map has a relatively simple key: the arrows show the directions in which slaves, sugar, and manufactured goods were transported. Now look at the map. As you can see, goods manufactured in Europe were transported to Africa, where they were traded for slaves. Slaves were then transported to Brazil and islands in the Caribbean before being sold or traded for sugar. Sugar was then shipped to Europe. Can you see why this trade network is sometimes called the triangular trade?

Now let’s look at a practice question that asks about some of the information you just read.

Use the map and your knowledge of social studies to answer the following question.

Which statement describes Europe’s role in the Atlantic slave trade, according to information on the map?

A Europe imported slaves and exported sugar.

B Europe imported sugar and exported manufactured goods.

C Europe imported slaves and exported manufactured goods.

D Europe imported manufactured goods and exported sugar.

Explanation of answer choices

A Incorrect. The map does not show that slaves were transported to Europe, and it shows that sugar was shipped to, not from, Europe.

B Correct. Europe was a center of manufacturing and had a great demand for sugar. The map shows that Europe imported sugar and exported manufactured goods.

C Incorrect. The map does show that Europe exported manufactured goods, but it also shows that slaves were transported to Brazil and the Caribbean, not to Europe.

D Incorrect. The map shows that Europe was exporting manufactured goods, not importing them, and was importing, not exporting, sugar.
**Review Activity**

Look at the data in this table:

<table>
<thead>
<tr>
<th>Spring Fish Catch (pounds)</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>Three-Month Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halibut</td>
<td>100</td>
<td>50</td>
<td>50</td>
<td>200</td>
</tr>
<tr>
<td>Tuna</td>
<td>50</td>
<td>25</td>
<td>100</td>
<td>175</td>
</tr>
<tr>
<td>Herring</td>
<td>50</td>
<td>25</td>
<td>150</td>
<td>225</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
<td>300</td>
<td>600</td>
</tr>
</tbody>
</table>

There are several ways this data could be represented graphically. A circle graph would be useful for comparing the amounts of different kinds of fish caught in one month. Take the data for March and convert them into a circle graph using the circle at the lower left. This “pie” will have three “slices.” Be sure to label each “slice” and write “Total catch = 200 pounds” underneath the graph.

Next, use the axis below to create a bar graph showing the different amounts of tuna caught during the three months. Label the vertical axis “Pounds” and make marks for 25, 50, 75, and 100 pounds. Label the horizontal axis with the months. Then draw bars to represent the amount of tuna caught in each month. What would be the best title for this graph?

Finally, use the circle at the lower right to create another circle graph that shows how much of the spring catch was caught during each month. Title the graph “Spring Fish Catch by Month.” Each “slice” of the graph will represent the amount of fish of all kinds caught in each month. Label each segment with the month it represents. The circle as a whole will represent the three-month total (600 pounds).
Now It’s Your Turn

Use the graphs and your knowledge of social studies to answer the following question.

Manufacturing as a Percentage of Gross Domestic Product (GDP)

<table>
<thead>
<tr>
<th></th>
<th>1945</th>
<th></th>
<th>1960</th>
<th></th>
<th>1980</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>24.7</td>
<td>Brazil</td>
<td>23.3</td>
<td>Chile</td>
<td>25.8</td>
</tr>
<tr>
<td>Brazil</td>
<td>17.2</td>
<td>Chile</td>
<td>23.1</td>
<td>Colombia</td>
<td>16.4</td>
</tr>
<tr>
<td>Columbia</td>
<td>10.5</td>
<td>Mexico</td>
<td>19.1</td>
<td>Argentina</td>
<td>18.4</td>
</tr>
<tr>
<td>Mexico</td>
<td>24.7</td>
<td>Argentina</td>
<td>22.3</td>
<td>Brazil</td>
<td>30.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chile</td>
<td>18.2</td>
<td>Colombia</td>
<td>24.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mexico</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Oxford Atlas of World History

Question 32

According to the graphs, the manufacturing sector of which Latin American country grew the most as a percentage of GDP from 1945 to 1980?

A  Argentina  
B  Brazil  
C  Colombia  
D  Mexico
Use the map and your knowledge of social studies to answer the following question.

**Tsetse Flies in Africa**

Approximate range of tsetse flies carrying sleeping sickness

**Question 33**

Tsetse flies carry the deadly disease known as sleeping sickness. Based on the map, what can you conclude about the geographic distribution of tsetse flies in Africa?

A  Tsetse flies are found in inland areas but not in coastal areas.
B  Tsetse flies migrate with the seasons over a range of several hundred miles.
C  Tsetse flies are found mostly in the area between the 15th parallels north and south of the equator.
D  Tsetse flies are found throughout the continent of Africa.

Answer Key: page 239

Courtesy of Richard C. Hunt, M.A., Ph.D.
Use the maps and your knowledge of social studies to answer the following question.

European Industrialization in 1860

European Industrialization in 1913

Question 34

Which European country had the greatest growth in industrial output per capita from 1860 to 1913?

A  United Kingdom
B  Portugal
C  Norway
D  Germany

Answer Key: page 239
Use the table and your knowledge of social studies to answer the following questions.

**Saudi Arabia: Facts and Statistics**

| Location: | Middle East, bordering the Persian Gulf and the Red Sea |
| Climate:  | Harsh, dry desert with great extremes of temperature |
| Natural resources: | Petroleum, natural gas, iron ore, gold, copper |
| Land use: | Arable land: 2%  
Permanent crops: 0%  
Permanent pastures: 56%  
Forests and woodland: 1%  
Other: 41% |
| Natural hazards: | Frequent sand and dust storms |
| Current environmental issues: | Desertification; depletion of underground water resources; a lack of permanent bodies of fresh water, prompting the development of seawater desalination facilities; coastal pollution from oil spills |

Source: CIA World Factbook, 2001

**Question 35**

Based on the information about Saudi Arabia in the table above, it can be concluded that —

A agriculture is a major part of the country's economy  
B wood is one of the country's major exports  
C the country has no access to seaports  
D the country receives small amounts of rain

**Question 36**

According to the table, what problem occurs along Saudi Arabia's coast?

A Oil spills are a source of pollution.  
B There are not enough desalination plants to meet demand.  
C Frequent hurricanes cause heavy damage.  
D Gold and copper mines are a major source of pollution.
Objective 5

Question 37
Which of the following events was most beneficial to U.S. commerce and defense at the time it occurred?

A  The opening of the Panama Canal
B  The invention of the steam engine
C  The opening of the Suez Canal
D  The invention of the submarine

Question 38
Which of the following sources would be most useful in comparing the size of the U.S. military during the War of 1812 to the size of the U.S. military during the Mexican War?

A  The diary of a U.S. soldier who fought in the Mexican War
B  The personal website of an amateur historian
C  Copies of newspapers published during the War of 1812
D  A government website with statistics about the U.S. military budget from 1800 to the present
Use the map and your knowledge of social studies to answer the following question.

**Question 39**

Several countries around the Persian Gulf are leading exporters of oil. All oil tankers passing out of the Persian Gulf must pass through —

A  the Suez Canal  
B  the Caspian Sea  
C  the Red Sea  
D  the Strait of Hormuz
Objective 5

Use the map and your knowledge of social studies to answer the following questions.

**Japanese Conquests in Asia, 1928–1942**

**Question 40**
According to the map, which of the following areas were under Japanese control in 1933?

A. Thailand and Mongolia  
B. Korea and Manchuria  
C. Taiwan and Burma  
D. French Indochina and India

**Question 41**
Which of the following conclusions can be drawn from this map?

A. Japan occupied French Indochina after taking control of Manchuria.  
B. The Japanese army treated the people they conquered with brutality.  
C. Japan took over these areas because it needed new sources of oil.  
D. Japan eventually took over all of China.
Use the excerpt and your knowledge of social studies to answer the following question.

Everything is Quiet here Except that the Rebs Still continue to Come in & Surrender themselves & take the Oath. There is no Rebs of any Consequence North of the Arkansas River & West of the Miss River now, They having all or nearly So Come in to our Forces & Taken the Oath.

— Newton Scott

Question 42
The excerpt above was most likely written by —

A  a Union soldier in the Civil War
B  a Confederate soldier in the Civil War
C  an American soldier in the Revolutionary War
D  a Confederate army nurse

Answer Key: page 240
**Objective 1**

**Question 1 (page 166)**

A Incorrect. *The Federalist Papers* were written by Alexander Hamilton, James Madison, and John Jay. These essays were intended to generate support for the new U.S. Constitution.

B Incorrect. In 1776 Thomas Paine wrote a political pamphlet titled *Common Sense*. It encouraged American colonists to rebel against British rule.

C Correct. In June 1776 the Continental Congress appointed a committee to write a document listing colonial grievances and declaring the colonies’ independence from British rule. Thomas Jefferson, a member of the committee, wrote the first draft and submitted it to Congress. The Continental Congress then debated and amended the draft. The Declaration of Independence was approved on July 4, 1776.

D Incorrect. Delegates from 12 of the 13 states met in Philadelphia from May 25 to September 17, 1787, and designed the U.S. Constitution. Jefferson was not present because he was serving as a diplomat in France.

**Question 2 (page 166)**

A Incorrect. Washington was an officer in the Virginia militia during the French and Indian War in the 1750s, before the Revolution.

B Incorrect. Washington served in the Virginia House of Burgesses from 1759 to 1774, before the Revolution.

C Correct. Washington was selected to serve as the commander in chief of the Continental army by the Second Continental Congress in 1775.

D Incorrect. Washington served as the first president of the United States from 1789 to 1797, after the Revolution.

**Question 3 (page 166)**

A Correct. The Bill of Rights consists of the first 10 amendments to the U.S. Constitution. These amendments protect individual rights from government abuses.

B Incorrect. The Declaration of Independence describes the grievances of American colonists against British rule.

C Incorrect. The basic structure of the U.S. government is established in the first three articles of the Constitution, not the Bill of Rights.

D Incorrect. The importation of slaves was banned by Congress in 1808. The trading of slaves among southern states continued through the Civil War.

**Question 4 (page 167)**

A Incorrect. The signers of the Declaration of Independence were influenced by the Magna Carta, which limited the power of the monarchy.

B Incorrect. The U.S. Constitution established the basic structure of the U.S. government.

C Correct. When fighting first began between the colonists and British troops in 1775, the colonists claimed that they were fighting for their rights as British subjects. By 1776, however, colonists increasingly felt they had to break away and become independent. The Declaration of Independence marked the formal separation of the colonies from the British Empire.

D Incorrect. The Declaration of Independence formally created the United States as an independent country, so it could not have been the second major document issued by the United States.

**Question 5 (page 167)**

A Incorrect. The Constitutional Convention took place in 1787.

B Incorrect. The United States purchased the Louisiana Territory from France in 1803.

C Incorrect. The Civil War began in 1861 with the Confederate attack on Fort Sumter.

D Correct. The Civil War ended in 1865 with the Union’s victory over the Confederacy.

**Question 6 (page 167)**

A Incorrect. Under the Articles of Confederation, the states had a great deal of authority.

B Incorrect. The Articles did not give the U.S. government the power to tax.

C Incorrect. By 1781 the Articles of Confederation had been ratified by all 13 states.

D Correct. The Articles gave the national government little authority compared to the states. The need to correct this weakness led to the Constitutional Convention in 1787.
**Review Activity (page 179)**

**Estimated U.S. Fuel Consumption**

Answer: The graph rises from left to right, showing that U.S. fuel consumption increased steadily between 1991 and 2000.

**Question 7 (page 180)**

A Incorrect. Railroads made travel faster and easier, but this did not cause industrial production to decrease.

B Incorrect. Industrial production increased, but agricultural production increased as well.

C Incorrect. Many industries expanded because railroads made transporting goods cheaper and faster.

D Correct. The ability to ship products to markets cheaply and quickly by rail created a boom in these economic sectors.

**Question 8 (page 180)**

A Incorrect. The table does not provide information about migration patterns.

B Correct. The table shows that Massachusetts had a larger population than California in 1890.

C Incorrect. The table does not provide information about the importance of westward migration.

D Incorrect. The table shows that New York had a larger population than Pennsylvania in 1890.

**Question 9 (page 181)**

A Incorrect. The Bering land bridge was not a barrier, and it allowed people and animals to cross. Today this strip of land is submerged under the water of the Bering Strait.

B Correct. Scientists believe prehistoric people crossed the Bering land bridge from Asia to North America. These migrations probably happened between 12,000 and 20,000 years ago.

C Incorrect. The Strait of Malacca separates the Malay Peninsula and the island of Sumatra.

D Incorrect. The Bering land bridge was a natural land feature, not made by humans.

**Question 10 (page 181)**

A Incorrect. The number of U.S. and British citizens who have moved to foreign countries in recent decades has been relatively small. This has had little impact on the popularity of English as a second language around the world.

B Correct. U.S. and British media make the English language available and attractive to millions of people.

C Incorrect. There are many known examples of languages spreading to new areas.

D Incorrect. English is a popular second language in many countries that were never part of the British Empire.

**Question 11 (page 182)**

A Incorrect. The map shows that the Atlantic Ocean formed the eastern boundary of the 13 colonies.

B Incorrect. The map shows that Lake Erie and Lake Ontario did not serve as the western boundary of the 13 colonies at this time.

C Incorrect. No French territory is shown on the map.

D Correct. The map shows that the Proclamation Line of 1763 served as the western boundary of the 13 colonies.

**Question 12 (page 183)**

A Incorrect. The Panama Canal did not shorten the water route from New York to Panama.

B Incorrect. The Panama Canal did not make the passage around South America faster or safer; it made it unnecessary for many ships.

C Correct. Before the completion of the Panama Canal, ships had to sail around the southern tip of South America to go from the Atlantic coast to the Pacific coast.

D Incorrect. It was possible to sail from San Francisco to Panama before the Panama Canal was completed.
Social Studies Answer Key

Question 13 (page 184)
A  Correct. The map shows that eastern China is more densely populated than the rest of China.
B  Incorrect. The map shows that most of southern China is inhabited.
C  Incorrect. The map shows only population density. It provides no information about population levels over time.
D  Incorrect. The map does not show information about China’s resources.

Question 14 (page 185)
A  Incorrect. Napoleon’s troops were not able to gather enough food in Russia to support themselves, partly because the Russians burned their fields and homes as they retreated.
B  Correct. Napoleon’s troops captured Moscow, but they ran short of supplies and had to retreat in harsh winter conditions.
C  Incorrect. Mountains were not a major factor in Napoleon’s campaign.
D  Incorrect. Napoleon’s army did not travel by boat but marched overland to Moscow.

Question 15 (page 198)
A  Incorrect. Cottage industry involves individuals making goods at home, not farming.
B  Incorrect. In commercial agriculture a farmer grows crops exclusively to sell, using the money earned to buy food and supplies for his or her family.
C  Incorrect. Division of labor is a way to split jobs among different people to increase efficiency.
D  Correct. In subsistence agriculture a farmer produces enough food for his or her family, with little or nothing left over for sale.

Question 16 (page 198)
A  Incorrect. The trend has been toward market economies and away from communist governments in Eastern Europe.
B  Incorrect. In general, economic reforms and democracy have advanced together.
C  Incorrect. Most of these countries have replaced their command economies and military dictatorships with market economies and more-democratic governments.
D  Correct. Most countries in Eastern Europe have moved toward freer markets and democracy.

Question 17 (page 198)
A  Incorrect. In a capitalist system most factories and farms are owned by individuals or corporations, not by the government.
B  Correct. In theory the citizens in a command system should share property equally. In practice this means the government controls all or most of the means of production.
C  Incorrect. Subsistence agriculture is a system in which a farmer produces enough food for his or her family, with little or nothing left over for sale. It is not related to government ownership of the means of production.
D  Incorrect. Democracy, which is government by the people, is a political system. It is not an economic system.

Question 18 (page 199)
A  Incorrect. Most governments have not encouraged urbanization. In fact, in some countries urbanization has occurred despite government efforts to block or slow it.
B  Correct. Wages in industry are generally higher than those in farming. Industries tend to locate in cities, and the jobs they offer there tend to attract people from rural areas.
C  Incorrect. The population in most developing countries is increasing, so demand for food tends to increase. However, technological changes such as tractors and chemical fertilizers have made farmers more productive. This reduces the number of farmers needed in the countryside.
D  Incorrect. Many rural residents in developing countries do not have formal education, but they can learn how to farm.

Question 19 (page 199)
A  Incorrect. Although the age of colonization began at about the same time as the Reformation, colonization did not contribute to the Reformation.
B  Correct. The invention of the printing press in the mid-1400s allowed ideas to be distributed quickly and inexpensively to a wide audience. Printed materials were used to spread criticism of the Catholic Church.
C  Incorrect. The Industrial Revolution began in the mid-1700s, long after the Reformation.
D Incorrect. The first European cities along the Mediterranean coast developed centuries before the Reformation.

**Question 20** (page 199)

A Incorrect. France industrialized later and more slowly than Great Britain.
B Incorrect. Italy was not a unified country until 1870, and it lagged behind Great Britain in industrialization.
C Incorrect. Russia lagged far behind Great Britain and did not become heavily industrialized until the 1900s.
D Correct. Great Britain had several advantages that helped it take the lead in industrialization. Great Britain had rich deposits of coal and iron, as well as overseas colonies that provided markets for manufactured goods. The British tried to protect their lead by forbidding the export of machinery and skilled workers.

**Question 21** (page 200)

A Incorrect. Uruguay’s GDP per capita and life expectancy are higher than Guyana’s. This indicates that Uruguay’s overall standard of living is higher than Guyana’s, even though Uruguay’s unemployment rate is higher.
B Correct. Guyana’s GDP per capita and life expectancy are the lowest of the four countries. This indicates that Guyana’s overall standard of living is the lowest.
C Incorrect. Chile’s GDP per capita and life expectancy are the highest among these four countries, and its unemployment rate is the second-lowest. This indicates that Chile’s overall standard of living is definitely not the lowest.
D Incorrect. Colombia’s GDP per capita and life expectancy are higher than Guyana’s. This indicates that Colombia’s overall standard of living is higher than Guyana’s, even though Colombia’s unemployment rate is higher.

**Question 22** (page 200)

A Correct. Life expectancy generally reflects the quality of nutrition and health care in a country. The countries in the chart with higher GDP per capita have better nutrition and health care, so they have higher life expectancies. As its GDP per capita rises, Guyana’s life expectancy will probably rise also.
B Incorrect. Unemployment rates fluctuate because of many economic factors. The unemployment rate in Chile will not necessarily rise if GDP per capita rises.
C Incorrect. Overall standard of living is linked to GDP per capita. If GDP per capita goes up, standard of living will probably rise, not fall.
D Incorrect. If GDP per capita goes up, life expectancy will probably rise, not fall.

**Question 23** (page 214)

A Incorrect. Colonial assemblies were elected, not appointed by the king.
B Incorrect. Colonial assemblies did not seize legislative control violently.
C Correct. Colonial assemblies were elected, although generally only property-owning white men were allowed to vote.
D Incorrect. Colonial assemblies grew to have significant authority, although they shared power with the governor.

**Question 24** (page 214)

A Incorrect. The number of legislators a state sends to the House of Representatives is based on population. In the other house, the Senate, each state has two legislators.
B Incorrect. The president does not assign any state’s number of legislators.
C Correct. The number of legislators each state sends to the House of Representatives is based on population. Each state sends two legislators to the Senate.
D Incorrect. Each state sends two legislators to the Senate, while the number of legislators sent to the House of Representatives is based on population.

**Question 25** (page 214)

A Incorrect. In many areas white and African American children did not attend the same schools until the Civil Rights movement of the 20th century.
B Incorrect. The amendment abolished slavery, eliminating the question of mistreatment.
C Correct. The amendment banned the institution of slavery.
Social Studies Answer Key

D Incorrect. African Americans had served in the military before the passage of the 13th Amendment.

Question 26 (page 215)

A Correct. The tariff benefited northern manufacturers more than southern farmers, and South Carolina refused to obey the tariff law. The federal government was prepared to use force, but Congress finally compromised and lowered the tariff.

B Incorrect. The Nullification Crisis did not involve foreign governments. The Monroe Doctrine had already declared that the United States would oppose European countries interfering in the Americas.

C Incorrect. South Carolina acted alone in the Nullification Crisis, and no states actually broke away from the United States at this time.

D Incorrect. The Nullification Crisis occurred in the 1830s, well after the Constitution had been ratified.

Question 27 (page 215)

A Incorrect. The new price might not make you happy, but a price increase is not a violation of your unalienable rights.

B Incorrect. Unless the college rejects you because of your race, your religion, or a similar reason, your rights have not been violated.

C Correct. Unless you have been accused of a crime, being jailed violates your unalienable right to liberty.

D Incorrect. If a person intentionally destroys your car, your rights might be considered violated. But natural accidents such as this one are not considered violations of rights.

Question 28 (page 216)

A Incorrect. The Preamble briefly lays out the purpose of the U.S. Constitution. It does not discuss the powers of the government or the specific rights of the people under the new government.

B Incorrect. The Magna Carta, written in 1215, placed limitations on the power of the English monarch. It did not refer to Congress or to rights such as freedom of religion or freedom of speech.

C Incorrect. The Declaration of Independence marked the founding of the United States as an independent country. It did not set up a new government.

D Correct. This is the First Amendment, which became part of the U.S. Constitution in 1791.

Question 29 (page 216)

A Incorrect. Jobs and money might be generated through the media, but that is not the main reason these freedoms are important in a democratic society.

B Incorrect. Even in dictatorships, government leaders are able to speak to the public.

C Correct. Freedom of speech and freedom of the press give the citizens of a democracy the right to freely express and debate opinions on all subjects.

D Incorrect. These media do provide entertainment, but that does not represent their special importance in a democratic society.

Question 30 (page 217)

A Correct. The First Amendment prevents the government from limiting speech or the press.

B Incorrect. A mother’s choices about what her child may read do not violate freedom of speech or freedom of the press.

C Incorrect. The First Amendment would most likely protect this protest as an expression of free speech.

D Incorrect. A store owner has the right to choose what products his or her business will sell.

Question 31 (page 217)

A Incorrect. The Emancipation Proclamation, issued during the Civil War, stated that all slaves living in states that were fighting against the Union were free. However, the Emancipation Proclamation did not free all slaves. Slaves living in Union territory were not freed.

B Incorrect. The Declaration of Independence marked the beginning of the United States as an independent nation.

C Correct. Southern states wishing to rejoin the United States after the Civil War were required to agree to the conditions of the 14th Amendment. This amendment places the following restrictions on states: 1) a state is forbidden from passing laws that limit the rights of any U.S. citizen residing within its boundaries; 2) a state cannot take away a person’s life, liberty, or property without due
process of law; and 3) a state must give all its citizens equal protection under its laws.

D Incorrect. The First Amendment established the rights to freedom of speech, religion, and peaceful assembly.

**Objective 5**

**Review Activity (page 225)**

**Question 32 (page 226)**

A Incorrect. The map shows that the flies are found in inland and coastal areas.

B Incorrect. The map does not indicate that the flies migrate.

C Correct. The map shows that the flies are limited roughly to the 15 degrees on either side of the equator.

D Incorrect. The map shows that the flies infest an area near the equator but generally do not infest parts of Africa north of 15° north latitude or south of 15° south latitude.

**Question 33 (page 227)**

A Incorrect. The map shows that the flies are found in inland and coastal areas.

B Incorrect. The map does not indicate that the flies migrate.

C Correct. The map shows that the flies are limited roughly to the 15 degrees on either side of the equator.

D Incorrect. The map shows that the flies infest an area near the equator but generally do not infest parts of Africa north of 15° north latitude or south of 15° south latitude.

**Question 34 (page 228)**

A Incorrect. The maps show that the United Kingdom's industrial output per capita increased from 61–75 units in 1860 to 91–115 units in 1913. This was a significant increase, but it was not the greatest.

B Incorrect. The map shows that Portugal's industrial output per capita was in the range of 0–15 units in 1860 and 1913. This shows that industrial output in Portugal grew slowly, if at all.

C Incorrect. Norway's industrial output per capita increased from 0–15 units in 1860 to 31–45 units in 1913. This was a significant increase, but it was not the greatest.

D Correct. Germany had the greatest growth. Its industrial output per capita increased from 0–15 units in 1860 to 76–90 units in 1913.

**Question 35 (page 229)**

A Incorrect. Only 2% of Saudi Arabia's land is arable, so agriculture is probably not a major part of the country's economy.

B Incorrect. Only 1% of Saudi Arabia's land is forest and woodland, making wood an unlikely resource for the country to export.

C Incorrect. Because Saudi Arabia has an extensive coastline, one cannot conclude that it has no access to seaports.

D Correct. A harsh, dry desert climate, sandstorms, and a lack of freshwater bodies indicate that the country receives small amounts of rain.

**Question 36 (page 229)**

A Correct. The table lists pollution from oil spills as a current environmental issue.
B Incorrect. The table says that desalination plants have been built because of a lack of freshwater resources. It does not say whether there are enough plants to meet demand.
C Incorrect. The table makes no mention of hurricanes.
D Incorrect. The table mentions pollution from oil spills. It does not mention pollution from gold and copper mines.

Question 37 (page 230)
A Correct. The opening of the Panama Canal in 1914 not only shortened commercial shipping routes between the East Coast and West Coast but also allowed U.S. warships to travel quickly between the Atlantic and Pacific Oceans.
B Incorrect. The development of a practical steam engine in the early 1800s was important to U.S. commerce but did not affect U.S. defense for many years.
C Incorrect. Egypt's Suez Canal, while useful for U.S. commerce, was not important for U.S. defense when it was completed in 1869. It became more significant to the U.S. Navy after the United States became a world power.
D Incorrect. The invention of the submarine was an important event in naval warfare, but it was not especially important to U.S. commerce.

Question 38 (page 230)
A Incorrect. Although a soldier's diary is a primary source, there is no reason to believe that one would contain this kind of information.
B Incorrect. In general, personal websites are not reliable sources of facts and figures.
C Incorrect. Since the Mexican War was fought after the War of 1812, there is no way newspapers from 1812 could contain this information.
D Correct. Even though it would contain additional information that is not relevant to these two wars, this source would provide all the required information.

Question 39 (page 231)
A Incorrect. The Suez Canal connects the Mediterranean Sea and the Red Sea. Not all ships that leave the Persian Gulf pass through the Suez Canal.
B Incorrect. The Caspian Sea and the Persian Gulf are not connected. Tankers could not sail from the Persian Gulf to the Caspian Sea.
C Incorrect. The Red Sea is not directly connected to the Persian Gulf. Not all ships that leave the Persian Gulf pass through the Red Sea.
D Correct. The Strait of Hormuz connects the Persian Gulf and the Arabian Sea. All ships that sail out of the Persian Gulf must pass through this narrow body of water.

Question 40 (page 232)
A Incorrect. According to the map, Thailand came under Japanese influence by 1942, but Mongolia did not come under Japanese control.
B Correct. According to the map, Korea was under Japanese control by 1928, and Manchuria was under Japanese control by 1933.
C Incorrect. According to the map, Taiwan was under Japanese control by 1928, but Burma was not under Japanese control by 1933.
D Incorrect. According to the map, French Indochina was not occupied by the Japanese until after 1933, and India did not come under Japanese control.

Question 41 (page 232)
A Correct. The map shows that Japan occupied Manchuria by 1933 and took over French Indochina by 1942.
B Incorrect. The map shows only the areas Japan took over. It gives no information about how the Japanese army treated the people in these areas.
C Incorrect. The map does not indicate why Japan conquered these areas.
D Incorrect. The map shows that Japan had conquered only a portion of China by 1942. Japan did not succeed in taking over all of China.

Question 42 (page 233)
A Correct. The references to “Rebs”—a term commonly used by Union soldiers to describe Confederate soldiers—surrendering suggest that the author was in the Union army.
B Incorrect. The references to “Rebs” coming in to surrender suggest that the author was not in the Confederate army.
C Incorrect. The references to “Rebs” and the areas “North of the Arkansas River & West of the Miss River” show that the author cannot be writing about the Revolutionary War.
D Incorrect. Nothing in the letter indicates that it was written by a supporter of the Confederacy.