

Table of Contents

To the Student	v
Unit 1: Reading Literature	1
Chapter 1: Close Reading of Literary Texts (RL.11–12.1)	2
1.1 Analyzing Explicit Details and Implicit Meanings	2
1.2 Identifying and Interpreting Uncertainties	4
1.3 Citing Strong and Thorough Textual Evidence	7
Chapter Review	9
Chapter 2: Theme (RL.11–12.2)	15
2.1 Identifying Themes	15
2.2 Analyzing the Development of Themes	18
2.3 Providing an Objective Summary	21
Chapter Review	25
Chapter 3: Author Choices (RL.11–12.3)	31
3.1 Analyzing Setting	31
3.2 Analyzing Plot Development	34
3.3 Analyzing Character Development	36
Chapter Review	40
Chapter 4: Language & Tone (RL.11–12.4)	45
4.1 Figurative Language	45
4.2 Word Choice	48
4.3 Tone	51
Chapter Review	54
Chapter 5: Structure of Literature (RL.11–12.5)	58
5.1 Plot Openings and Sequence of Events	58
5.2 Climaxes and Resolutions	66
Chapter Review	74
Chapter 6: Author’s Point of View & Tone (RL.11–12.6)	81
6.1 Irony	81
6.2 Satire	84
6.3 Sarcasm	86
6.4 Understatement	89
Chapter Review	93
Unit 1 Review Test	101
Unit 2: Reading Informational Texts	114
Chapter 7: Close Reading of Informational Texts (RI.11–12.1)	115
7.1 Analyzing Explicit Details and Implicit Meanings	115
7.2 Identifying and Interpreting Uncertainties	118
7.3 Citing Strong and Thorough Textual Evidence	122
Chapter Review	125
Chapter 8: Central Ideas (RI.11–12.2)	129
8.1 Identifying Central Ideas	129
8.2 Analyzing the Development of Ideas	132
8.3 Providing an Objective Summary	135
Chapter Review	139

Chapter 9: Complex Ideas & Events (RI.11–12.3)	144
9.1 Analyzing a Complex Set of Ideas or Sequence of Events	144
9.2 Explaining How Ideas and Events Interact and Develop	149
Chapter Review	156
Chapter 10: The Language of Information (RI.11–12.4)	163
10.1 Analyzing Figurative Language	163
10.2 Analyzing the Connotation of Words	166
10.3 Analyzing Technical Language	168
10.4 Analyzing the Development of Key Words and Phrases	171
Chapter Review	175
Chapter 11: Structure of Informational Texts (RI.11–12.5)	182
11.1 Analyzing the Structure of Expository Texts	182
11.2 Evaluating the Structure of Informational Texts	187
Chapter Review	192
Chapter 12: Author’s Point of View (RI.11–12.6)	196
12.1 Determining Point of View and Purpose	196
12.2 Analyzing Style and Content	201
Chapter Review	207
Unit 2 Review Test	211
Unit 3: Writing to Sources	223
Chapter 13: Characteristics of Good Writing (W.11–12.4)	224
13.1 Development	224
13.2 Organization	229
13.3 Evidence	234
13.4 Language and Style	240
13.5 Conventions	242
Chapter 14: Writing Arguments (W.11–12.1)	244
14.1 Writing a Claim	244
14.2 Supporting a Claim	247
14.3 Using Counterclaims	249
14.4 Using Evidence from Sources	251
14.5 Writing an Argumentative Essay	256
Chapter Review	258
Chapter 15: Writing Informational Texts (W.11–12.2)	263
15.1 Writing a Thesis Statement	263
15.2 Supporting a Thesis Statement	265
15.3 Using and Citing Sources	267
15.4 Writing an Informative Essay from Sources	272
Chapter Review	274
Chapter 16: Writing About Literature (W.11–12.9)	281
16.1 Elements of Literary Analysis	281
16.2 Using Evidence from Sources	286
16.3 Writing a Literary Analysis	289
Chapter Review	294
Practice Test I	296
Practice Test 2	315
Acknowledgments	333

To the Student

This book will help you review and strengthen core skills commonly assessed on English Language Arts Exit Exams. Through guided practice, focused tasks, and short assessments you will review the following key skills and concepts.

Close Reading—Questions and tasks will give you practice in the close reading of complex texts, including direct instruction and practice in—

- initial reading
- rereading
- marking up and annotating texts to identify evidence and record questions and insights
- synthesizing your ideas

Writing from Sources—Every chapter provides valuable practice in interpreting and writing about complex literary and informational texts and in using textual evidence for support.

Lesson Structure

In each chapter you will focus on one general topic through two or more lessons. Each lesson follows the same structure described below.

Review: In this brief section, you will be introduced to concepts and key terms related to the topic.

Check Understanding: In the reading chapters (Units 1 and 2), you will be presented with a text that has been partially marked up and annotated. You will be prompted to read the text closely and to mark up, annotate, and/or write a brief interpretation of the text and to share and discuss your response with a partner. In the writing chapters (Unit 3), you will be presented with a task related to the process of writing.

Try It: With this activity, you will be directed to answer several questions or be prompted to write short response paragraphs. Suggested answers and sample responses follow in the text.

Chapter Review: In Units 1 and 2 (Reading Literature and Reading Informational Texts), you will be presented with a reading selection followed by multiple-choice and short answer interpretive questions. In Unit 3 (Writing to Sources), you will be presented with several source documents and a writing prompt.

Other components of the lessons include Toolbars, Strategies, and Test-Taking Tips.

Toolbar: Here you will find valuable skills and hints specific to the topic.

Strategies: Check the strategies section for a summary of reading or writing strategies relevant to the focus of the chapter.

Test-Taking Tips: Here you will find tips for applying the skills and concepts of the chapter in testing situations.

To the Student *continued*

Practice Test 1 and 2

There are two assessments at the end of the book. These two tests are similar to English Language Arts exit exams you will take sometime in your high school career. Each test is composed of three parts.

Reading Comprehension: This section of the text consists of three texts (fiction, poetry, and informational). Each is followed by 6–10 multiple-choice questions for a total of 24 questions.

Writing from Sources: This section consists of 4–6 related source documents on a controversial topic. You will be prompted to perform a close reading of the texts and to write a source-based argument.

Text Analysis: In this section, you will perform a close reading of a literary or informational selection and write a two- to three-paragraph analysis of a literary element or technique used by the author.

Your teacher may direct you take one of these tests before using the book to assess your understanding and skills and to determine the chapters and lessons that you need to focus on the most.

Chapter 10 The Language of Information (RI.11–12.4)

As with writers of fiction and poetry, authors of informational texts can use figurative language and other language techniques to enliven their works. This chapter will focus on the following aspects of language that can be exploited in the craft of writing.

- 10.1 Analyzing figurative language
- 10.2 Analyzing the connotation of words
- 10.3 Analyzing technical language
- 10.4 Analyzing the development of key words and phrases

10.1 Analyzing Figurative Language

Review

Figurative language, such as metaphor, simile, personification, and hyperbole, goes beyond literal meaning of the words to achieve a specific effect. In nonfiction, figurative language can be used to clarify an abstract concept or to enliven descriptive passages.

A **metaphor** draws a comparison by stating that one thing *is* another, as in “time is a thief,” or by implying a connection, as in “a sea of grief.” A **simile**, on the other hand, uses connecting words or phrases, such as *like* or *as*, to draw the connection. Henry David Thoreau uses several similes in this description of Walden Pond:

... as the sun arose, I saw [the pond] throwing off its nightly clothing of mist, and ... its smooth reflecting surface was revealed, while the mists, like ghosts, were stealthily withdrawing in every direction into the woods, as at the breaking up of some nocturnal conventicle.

In **personification**, an inanimate object, a state of being, or an idea is given a human or animal trait. In the quotation above, the pond is described as if it were a person throwing off its night clothes.

Hyperbole is a form of broad exaggeration used to emphasize a point. Thoreau uses hyperbole (and other figures of speech) when describing a locomotive and its impact on the neighborhood:

[W]hen I hear the iron horse make the hills echo with his snort like thunder, shaking the earth with his feet, and breathing fire and smoke from his nostrils (what kind of winged horse or fiery dragon they will put into the new Mythology I don't know), it seems as if the earth had got a race now worthy to inhabit it.

Key Terms

hyperbole: exaggeration used for emphasis or effect.

metaphor: a figure of speech that implies rather than states a comparison between two unlike things.

personification: a figure of speech that gives human traits to objects or ideas.

simile: a figure of speech that literally compares two unlike things, usually using *like* or *as*.

Toolbox

Identifying Figurative Language. Figures of speech are everywhere. In conversation (“He’s as gentle as a lamb”), songs (“You Light Up My Life”), and advertising (“Life’s a ride”). Keep a journal of examples from your daily life. You may be surprised by the number you collect.

Check Understanding

Notice the way one reader responds to the figurative language in the excerpt below.

from **Seabiscuit: An American Legend**

by **Laura Hillenbrand**

Thoroughbred racehorse Seabiscuit was wildly popular and became a symbol of hope during the Great Depression.

1. . . . Immediately, the reporters infested everything. Smith swatted at them. They staked out the barn, constantly asking Smith to pull the horse out of his stall for photo sessions and even to let them sit on his back, as if he were a carnival pony. They stood by the rail in noisy clumps during morning workouts, snapping pictures and buzzing in Smith's ear. . . . The earth seemed to dip under Seabiscuit's hoof-falls, pulling the world toward him and everyone around him.

Notes

Metaphor: newspaper reporters become annoying insects.

Activity 10.1 Reread the excerpt above. Highlight and annotate other figures of speech. Share your findings with a partner.

Try It

Directions: Read the excerpt below and answer the questions that follow.

from **The Devil's Highway: A True Story**

by **Luis Alberto Urrea**

The Devil's Highway is an account of what happened to a group of men who attempted to cross the border from Mexico into the desert of southern Arizona in May 2001.

1. **T**he day tormented them. Thirst. Pain. Men crawled under creosotes, under the shade of scraggly mesquites. It was a dull repetition of the entire walk. As rote as factory work. Their hours clanged by like machines. They were in the dirt like animals.
2. Six o'clock in the morning took ten hours to become seven o'clock.
3. A week later, it was eight o'clock.
4. The temperature screamed into the nineties before nine o'clock.
5. They waited. They couldn't even talk. They panted like dogs, groaned. Men put their hands to their chests, almost delicately, as if checking their own pulses. But they were barely awake. They were half in dreams and half in the day, and the day itself was a bad dream. Dry wings swished in the air around them. Voices coughing. Far above, the icy silver chips of airplanes cut the blue. Out of reach.
6. Ten o'clock.
7. "Just a little longer."
8. Their arms were too heavy to lift. They couldn't get their watches up to their eyes. The heat was heavy. The sunlight weighed a thousand pounds.

Notes

1. The author recreates the experience of a small group of travelers lost in the desert. Which choice below is an example of a simile from the excerpt?
- Ⓐ “the shade of scraggly mesquites”
 - Ⓑ “hours clanged by like machines”
 - Ⓒ “The temperature screamed into the nineties”
 - Ⓓ “the icy silver chips of airplanes cut the blue”

2. Explain the reasoning behind your answer to question 1. Then identify a metaphor in the excerpt.

3. Cite and explain the author’s use of hyperbole in the excerpt’s final paragraph.

Question 1 asks you to select the option that contains a simile. Choice A, the phrase “the shade of scraggly mesquites,” is not a figure of speech. Choice B is correct. Choice C is an example of personification, not simile. Choice D is a metaphor comparing airplanes to ice chips; it is not a simile because it does not use the words *like* or *as*.

Question 2 directs you to explain your reasoning for your answer to question 1 and to identify a metaphor in the excerpt. Here is a sample response:

Choice B is the correct response because the phrase uses the word “like” to draw a comparison between the passing of time to the clanging of a machine. The phrase “the day itself was a bad dream” from paragraph 5 is an example of a metaphor.

Question 3 asks you to cite and explain the author’s use of hyperbole in the final paragraph. Here is a possible response.

The author uses hyperbole when he says, “the sunlight weighed a thousand pounds.” Obviously, sunlight has no weight, but the author uses hyperbole here to make a point about how the travelers felt in the extreme heat.

10.2 Analyzing the Connotation of Words

Review

Close reading not only requires an understanding of the **denotation**, or dictionary definition, of a specific word, but also its connotation. The **connotation** of a word or phrase is its emotional overtone or implied meaning. For example, the words *inquisitive*, *probing*, and *nosy* have similar denotations—*curious*. But *nosy* carries a negative connotation while *inquisitive* and *probing* carry positive connotations.

Check Understanding

Notice the connotation one reader notes in the excerpt below.

from Seabiscuit: An American Legend

by Laura Hillenbrand

1. **A** Thoroughbred racehorse is one of God's most impressive engines. Tipping the scales at up to 1,450 pounds, he can sustain speeds of forty miles per hour. Equipped with reflexes much faster than those of the most quick-wired man, he swoops over as much as twenty-eight feet of earth in a single stride, and corners on a dime. His body is a paradox of mass and lightness, crafted to slip through air with the ease of an arrow. His mind is impressed with a single command: *run*. He pursues speed with superlative courage, pushing beyond defeat, beyond exhaustion, sometimes beyond the structural limits of bone and sinew. In flight, he is nature's ultimate wedding of form and purpose.
2. To pilot a racehorse is to ride a half-ton catapult. It is without question one of the most formidable feats in sport. The extraordinary athleticism of the jockey is unparalleled: A study of the elements of athleticism conducted by Los Angeles exercise physiologists and physicians found that of all major sports competitors, jockeys may be, pound for pound, the best overall athletes. They have to be. To begin with, there are the demands on balance, coordination, and reflex. A horse's body is a constantly shifting topography, with a bobbing head and neck and roiling muscle over the shoulders, back, and rump. On a running horse, a jockey does not sit in the saddle, he crouches over it, leaning all of his weight on his toes, which rest on the thin metal bases of stirrups dangling about a foot from the horse's topline. When a horse is in full stride, the only parts of the jockey that are in continuous contact with the animal are the insides of the feet and ankles—everything else is balanced in midair.

Key Terms

denotation: the dictionary definition of a word.

connotation: the implied or subjective meaning of a word.

Notes

An engine is a machine that converts energy into motion. The connotation is that a thoroughbred racehorse is fast.

Activity 10.2 Highlight and annotate at least two other words or phrases with connotative meanings in the descriptions above. Compare your findings with a partner.

Toolbox

Sometimes you can figure out the connotation of a word simply by considering the emotional response it evokes. Often, though, you will need to consider its context.

Try It

Directions: Read this excerpt from Edmund Morris’s biography of Theodore Roosevelt, *Theodore Rex*, and answer the questions that follow.

from Theodore Rex

by Edmund Morris

Theodore Rex is the story of Theodore Roosevelt’s two terms as President of the United States.

1. **W**alter Wellman, reporter, was strolling beside the Potomac one day early in 1902 when a horsewoman rode past at a sedate clip. Presently another rider followed, cantering to catch up with her. The stiff beard and haughty posture identified him as Senator Henry Cabot Lodge. Then came the noise of a big stallion moving at full gallop. Wellman stepped out of the way as it drummed by in a spray of gravel. The bespectacled rider was waving an old campaign hat and laughing with pleasure. “Ki-yi!” he screamed, galloping on. “Ki-yi!”
2. To Wellman and other Washington correspondents, Roosevelt’s recreational antics were a welcome diversion from politics. The president was variously reported to have marched twenty miles through heavy rain (in Norfolk jacket, corduroy knickers, yellow leggings, and russet shoes), swum nude across a freezing river, and climbed with fingers and toes up the blast holes of a disused quarry. His habit of forcing luncheon guests to accompany him on afternoon treks did not endear him to those who would have preferred to remain behind with the wine and walnuts.

4. Which word provides the best synonym for “drummed” as it is used in paragraph 1?

- Ⓐ cracked C thundered
Ⓑ battled D bounced

5. Write a brief explanation of how the riding styles of the first two riders described in paragraph 1 offer both contrast and context for the third rider, President Theodore Roosevelt. Then use paragraph 1 as context for your interpretation of the president’s “antics” described in paragraph 2.

Notes

Question 4 asks you to select the closest synonym to the word *drummed*. Choice A, “cracked” is not supported by details in the paragraph. Choice B, “battled,” implies some sort of dispute or conflict, which is not supported by the text. Choice C “thundered,” is correct as it implies a loud rumbling similar to drumming. Choice D, “bounced,” does not make sense given the other details of the text.

Question 5 Your answer to the first part of the item may vary but it should mention the more leisurely pace of the first two riders as compared to the vigor of the third rider.

The movement of the first two horses are described with the words “sedate,” and “cantering,” which suggests a leisurely pace. The third rider, however, “drummed by” at a “full gallop,” spraying gravel while laughing and screaming.

Your answer to the second part of the question should point out how the raucous behavior of the third rider matches the reputation of President Theodore Roosevelt.

The description of the third rider is in keeping with the stories told about President Theodore Roosevelt, in which he faced obstacles with intense energy: trekking through heavy rain and climbing out of a quarry.

10.3 Analyzing Technical Language

Review

Some informational texts, such as articles in scientific and academic journals, will contain **technical terms** or **jargon** associated with the topic. Very often the definition will be provided in the text itself, perhaps in parentheses after its mention or in the next sentence. When a term you don’t know is not defined in the text, you may have to use context clues and guess a meaning. If the unknown term is key to understanding the passage, consult a dictionary.

Key Terms

jargon: specialized words used by a profession or group that are difficult for outsiders to understand.

technical term: a word that refers to a particular process or activity.

Check Understanding

Notice how one reader uses the context to determine the meaning of a technical term.

1. . . . the cause of cancer is not entirely a mystery. In fact, a decade ago many geneticists were confident that science was homing in on a final answer: cancer is the result of cumulative mutations that alter specific locations in a cell’s DNA and thus change the particular proteins encoded by cancer-related genes at those spots. The mutations affect two kinds of **cancer genes**. The first are called **tumor suppressors**. They normally **restrain** cells’ ability to divide, and mutations permanently disable the genes. The second variety, known as oncogenes, stimulate growth—in other words, cell division. Mutations lock oncogenes into an active state. Some researchers still take it as axiomatic that such growth-promoting changes to a small number of cancer genes are the initial event and root cause of every human cancer.

Notes

A “tumor suppressor” is a gene that restrains the formation of tumors.

source: Gibbs, W. Wayt. “Untangling the Roots of Cancer.” *Scientific American Special Edition* June 2008.

Activity 10.3 Highlight another technical term and write its definition in the margin. Share your findings with a partner.

Toolbox

Check References. When possible, look up the definition of a technical term after working out the meaning through context clues. In addition to dictionaries, encyclopedias, and thesauruses, you may want to check specific references devoted to historical, biographical, scientific, or medical terms.

Try It

Directions: Read the excerpt below and answer the questions that follow.

from **The Man Who Mistook His Wife for a Hat**

by **Oliver Sachs**

Oliver Sachs is a professor of neurology and psychiatry at Columbia University and the author of many books about the human mind.

1. **O**ne always fears that a case is “unique,” especially if it has such extraordinary features as those of Dr. P. It was, therefore, with a sense of great interest and delight, not unmixed with relief, that I found, quite by chance—looking through the periodical *Brain* for 1956—a detailed description of an almost comically similar case, similar (indeed identical) neuropsychologically¹ . . . , though the underlying pathology (an acute head injury) and all personal circumstances were wholly different. The authors speak of their case as “unique in the documented history of this disorder”—and evidently experienced, as I did, amazement at their own findings. . . . (Only since the completion of this book have I found that there is, in fact, a rather extensive literature on visual agnosia in general, and prosopagnosia in particular. In particular I had the great pleasure recently of meeting Dr. Andrew Kertesz, who has himself published some extremely detailed studies of patients with such agnosias. . . . Dr. Kertesz mentioned to me a case known to him of a farmer who had developed prosopagnosia and in consequence could no longer distinguish (the faces of) his *cows*, and of another such patient, an attendant in a Natural History Museum, who mistook his own reflection for the diorama of an *ape*. As with Dr. P., and as with Macrae and Trolle’s patient, it is especially the animate which is so absurdly misperceived. . . .
2. Their patient was a young man of 32, who, following a severe automobile accident, with unconsciousness for three weeks, . . . complained, exclusively, of an inability to recognize faces, even those of his wife and children.” Not a single face was “familiar” to him, but there were three he could identify; these were workmates: one with an eye-blinking tic, one with a large mole on his cheek, and a third “because he was so tall and thin that no one else was like him.” Each of these, Macrae and Trolle bring out, was “recognized solely by the single prominent feature mentioned.” In general (like Dr. P.) he

¹ neuropsychology: the study of the relationship between the brain and psychological problems

Notes

- recognized familiars only by their voices.
3. He had difficulty even recognizing himself in a mirror, as Macrae and Trolle describe in detail: “In the early convalescent phase he frequently, especially when shaving, questioned whether the face gazing at him was really his own, and even though he knew it could physically be none other, on several occasions grimaced or stuck out his tongue “just to make sure.” By carefully studying his face in the mirror he slowly began to recognize it, but “not in a flash” as in the past—he relied on the hair and facial outline, and on two small moles on his left cheek.”
 4. In general he could not recognize objects “at a glance,” but would have to seek out, and guess from, one or two features—occasionally his guesses were absurdly wrong. In particular, the authors note, there was difficulty with the animate.
 5. On the other hand, simple schematic objects—scissors, watch, key, etc.—presented no difficulties. Macrae and Trolle also note that: “His topographical memory was strange: the seeming paradox existed that he could find his way from home to hospital and around the hospital, but yet could not name streets en route [unlike Dr P., he also had some aphasia] or appear to visualize the topography.”
 6. It was also evident that visual memories of people, even from long before the accident, were severely impaired—there was memory of conduct, or perhaps a mannerism, but not of visual appearance or face. Similarly, it appeared, when he was questioned closely, that he no longer had visual images in his dreams. Thus, as with Dr. P., it was not just visual perception, but visual imagination and memory, the fundamental powers of visual representation, which were essentially damaged in this patient—at least those powers insofar as they pertained to the personal, the familiar, the concrete.
 7. A final, humorous point. Where Dr. P. might mistake his wife for a hat, Macrae’s patient, also unable to recognize his wife, needed her to identify herself by a visual marker, by “. . . a conspicuous article of clothing, such as a large hat.”

6. Based on context clues in paragraph 1, what is the most likely definition of *agnosia*?

- Ⓐ complete blindness
- Ⓑ impairment of visual recognition
- Ⓒ the part of the brain responsible for visual processing
- Ⓓ brain damage

7. Based on the excerpt, distinguish between *agnosia* and *prosopagnosia*. Point out the context clues that led you to your answer.

Question 6 asks you to select the correct definition of agnosia. Choice A is incorrect because the text shows clearly that the patient in question is not completely blind. Choice B is correct because though the patient can see, he cannot always recognize what he is seeing. Choice C is incorrect because there is not evidence that agnosia is a physical part of the brain. Choice D is too general to be correct.

Question 7 asks you to state the difference between two technical terms mentioned in the passage: agnosia and prosopagnosia. Sample answer:

The text mentions that Dr. Kertesz published papers on agnosias and, specifically, on prosopagnosia. It goes on to describe one of Kertesz's case studies, a man who has trouble recognizing first the faces of his cows and then those of his wife and others. Yet he has no problem recognizing inanimate objects. It seems that agnosias is a general term that means an inability to recognize things and that prosopagnosia is a more specific type of agnosia: the inability to recognize faces.

10.4 Analyzing the Development of Key Words and Phrases

Review

Reading informational text often means learning new vocabulary and **domain-specific terms**—words specific to a particular field of study or endeavor. For this type of material, you may need to trace a complex or evolving definition of a term.

Key Terms

domain-specific terms: words that are commonly used in a particular area of study or field of endeavor.

Check Understanding

Notice how one reader begins to track the criteria that define a global tsunami.

1. **T**he catastrophic and highly destructive December 26, 2004 Sumatra tsunami is the third known **global tsunami**, which severely damaged coast regions of the Indian Ocean, including **12 countries**: Indonesia, Thailand, Myanmar, India, Sri Lanka, Bangladesh, Maldives, Somalia, Kenya, Tanzani, and South Africa. This tsunami killed more than 230,000 people; injured almost 283,000 people from 60 countries; caused the deaths of nationals in 73 countries in the age of globalization and ecotourism; and left millions homeless and displaced. . . . The long-term psychosocial and intergenerational impact of the Indian Ocean tsunami is likely to be experienced for decades. In association with the 2004 Sumatra tsunami, the coastal areas of the Indian Ocean received the brunt of destruction and loss of life, with the most distant recorded death having occurred in Port Elizabeth (in the Republic of South Africa), about 8000 km from the earthquake epicenter.

Notes

What is a "global tsunami"?

- 12 countries hit

Source: *Tsunamis: Detection, Monitoring, and Early-Warning Technologies* by Antony Joseph

Activity 10.4 Highlight other criteria that define a global tsunami. Then write a complete definition on a separate sheet of paper. Compare your definition with that of a partner.

Toolbox

Paraphrase the Meaning. As you move through a text, you will often find that your understanding of a key word or phrase has changed. To check your evolving understanding, it can be helpful to take a moment to write down a paraphrase of the term or phrase.

Try It

Directions: Read the excerpt from the historical document below and answer the questions that follow.

from **The Federalist, No. 10**

by James Madison

1. Among the numerous advantages promised by a well constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction. . . .
2. By a faction, I understand a number of citizens, whether amounting to a majority or a minority of the whole, who are united and actuated by some common impulse of passion, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate interests of the community. There are two methods of curing the mischiefs of faction: the one, by removing its causes; the other, by controlling its effects.
3. There are again two methods of removing the causes of faction: the one, by destroying the liberty which is essential to its existence; the other, by giving to every citizen the same opinions, the same passions, and the same interests.
4. It could never be more truly said than of the first remedy, that it was worse than the disease. Liberty is to faction what air is to fire, an aliment without which it instantly expires. But it could not be less folly to abolish liberty, which is essential to political life, because it nourishes faction, than it would be to wish the annihilation of air, which is essential to animal life, because it imparts to fire its destructive agency.
5. The second expedient is as impracticable as the first would be unwise. As long as the reason of man continues fallible, and he is at liberty to exercise it, different opinions will be formed. As long as the connection subsists between his reason and his self-love, his opinions and his passions will have a reciprocal influence on each other; and the former will be objects to which the latter will attach themselves. The diversity in the faculties of men, from which the rights of property originate, is not less an insuperable obstacle to a uniformity of interests. The protection of these faculties is the first object of government. From the protection of different and unequal faculties of acquiring property, the possession of different degrees

Notes

and kinds of property immediately results; and from the influence of these on the sentiments and views of the respective proprietors, ensues a division of the society into different interests and parties.

6. The latent causes of faction are thus sown in the nature of man; and we see them everywhere brought into different degrees of activity, according to the different circumstances of civil society. A zeal for different opinions concerning religion, concerning government, and many other points, as well of speculation as of practice; an attachment to different leaders ambitiously contending for pre-eminence and power; or to persons of other descriptions whose fortunes have been interesting to the human passions, have, in turn, divided mankind into parties, inflamed them with mutual animosity, and rendered them much more disposed to vex and oppress each other than to co-operate for their common good. So strong is this propensity of mankind to fall into mutual animosities, that where no substantial occasion presents itself, the most frivolous and fanciful distinctions have been sufficient to kindle their unfriendly passions and excite their most violent conflicts. But the most common and durable source of factions has been the various and unequal distribution of property. Those who hold and those who are without property have ever formed distinct interests in society. . . . The regulation of these various and interfering interests forms the principal task of modern legislation, and involves the spirit of party and faction in the necessary and ordinary operations of the government. . . .

8. Which of the following is the best paraphrase of the definition of *faction* in paragraph 2?
- Ⓐ a group entitled by money and position and opposed to the rest of the community
 - Ⓑ a group of members of the newly formed American government
 - Ⓒ a minority group opposed to the ideals of the majority and the community at large
 - Ⓓ a group of any size bonded by common interests to the detriment of the rights of others
9. In “The Federalist, No 10,” James Madison addresses the issue of factions. Briefly trace the ideas about factions presented in the excerpt from the essay.

Question 8 asks for the best paraphrase of the author’s definition of the term *faction* in paragraph 2. Choice A is true in some cases, but it is not the author’s definition. Choice B is not based on information in the passage. Choice C specifies that a faction must be a minority, but that idea is not backed up by the passage. Choice D correctly reflects the essential details of paragraph 2’s definition.

Question 9 prompts you to trace the ideas about factions presented in the excerpt.

Madison begins by stating that a well-constructed Union will “break and control the violence of factions,” implying that factions are a threat to the Union. He then defines a faction: “. . . a number of citizens, whether amounting to a majority or a minority of the whole, who are united and actuated by some common impulse of passion” (paragraph 2).

He suggests that there are two ways to stop the creation of factions: one is to destroy liberty, which is essential to the creation of factions; the other is to give all citizens the same passions and interests. The first way is rejected because the remedy is “worse than the disease” (paragraph 4). The second way is impractical because it is not possible to implement. This is because the causes of factions are “sown in the nature of man” (paragraph 6). Different life experiences give rise to different passions and interests.

Strategies for Close Reading of Informational Text

Use the following strategies to identify and deepen your understanding of figures of speech, connotative meanings of words, technical language, and evolving definitions of key words and phrases.

- To locate similes in text, look for signal words such as *like* or *as*. For metaphors, pay attention to comparisons (“my heart is a pack animal weighed down by love”).
- Look for both the literal and emotional quality of words to help you identify the author’s intended meaning.
- Pay attention to context clues in the sentence or passage to help you identify the correct meaning of unfamiliar vocabulary and terms.
- Use reference texts when necessary to find definitions for technical language or jargon.

Test-Taking Tips

- When asked for a written response, make sure you use examples, details, and evidence from the text to support your ideas.
- Figurative language is common in informational texts as well as literary works. As you read, keep track of similes, metaphors, and hyperbole to make sure you understand the intended meaning.
- Avoid using flowery or overblown language in your written responses. In most cases, a straightforward approach works best.

Chapter Review

Read the essay and answer the questions that follow.

from **Where I Lived, and What I Lived For** by Henry David Thoreau

Notes

Solitude

1. **T**his is a delicious evening, when the whole body is one sense, and imbibes delight through every pore. I go and come with a strange liberty in Nature, a part of herself. As I walk along the stony shore of the pond in my shirt-sleeves, though it is cool as well as cloudy and windy, and I see nothing special to attract me, all the elements are unusually congenial to me. The bullfrogs trump to usher in the night, and the note of the whip-poor-will is borne on the rippling wind from over the water. Sympathy with the fluttering alder and poplar leaves almost takes away my breath; yet, like the lake, my serenity is rippled but not ruffled. These small waves raised by the evening wind are as remote from storm as the smooth reflecting surface. Though it is now dark, the wind still blows and roars in the wood, the waves still dash, and some creatures lull the rest with their notes. The repose is never complete. The wildest animals do not repose, but seek their prey now; the fox, and skunk, and rabbit, now roam the fields and woods without fear. They are Nature's watchmen—links which connect the days of animated life.
2. When I return to my house I find that visitors have been there and left their cards, either a bunch of flowers, or a wreath of evergreen, or a name in pencil on a yellow walnut leaf or a chip. They who come rarely to the woods take some little piece of the forest into their hands to play with by the way, which they leave, either intentionally or accidentally. One has peeled a willow wand, woven it into a ring, and dropped it on my table. I could always tell if visitors had called in my absence, either by the bended twigs or grass, or the print of their shoes, and generally of what sex or age or quality they were by some slight trace left, as a flower dropped, or a bunch of grass plucked and thrown away, even as far off as the railroad, half a mile distant, or by the lingering odor of a cigar or pipe. Nay, I was frequently notified of the passage of a traveler along the highway sixty rods off by the scent of his pipe.
3. There is commonly sufficient space about us. Our horizon is never quite at our elbows. The thick wood is not just at our door, nor the pond, but somewhat is always clearing, familiar and worn by us, appropriated and fenced in some way, and reclaimed from Nature. For what reason have I this vast range and circuit, some square miles of unfrequented forest, for my privacy, abandoned to me by men? My nearest neighbor is a mile distant, and no house is visible from

any place but the hill-tops within half a mile of my own. I have my horizon bounded by woods all to myself; a distant view of the railroad where it touches the pond on the one hand, and of the fence which skirts the woodland road on the other. But for the most part it is as solitary where I live as on the prairies. It is as much Asia or Africa as New England. I have, as it were, my own sun and moon and stars, and a little world all to myself. At night there was never a traveler passed my house, or knocked at my door, more than if I were the first or last man; unless it were in the spring, when at long intervals some came from the village to fish for pouts—they plainly fished much more in the Walden Pond of their own natures, and baited their hooks with darkness—but they soon retreated, usually with light baskets, and left “the world to darkness and to me,” and the black kernel of the night was never profaned by any human neighborhood. I believe that men are generally still a little afraid of the dark, though the witches are all hung, and Christianity and candles have been introduced.

4. Yet I experienced sometimes that the most sweet and tender, the most innocent and encouraging society may be found in any natural object, even for the poor misanthrope and most melancholy man. There can be no very black melancholy to him who lives in the midst of Nature and has his senses still. There was never yet such a storm but it was Aeolian music to a healthy and innocent ear. Nothing can rightly compel a simple and brave man to a vulgar sadness. While I enjoy the friendship of the seasons I trust that nothing can make life a burden to me. The gentle rain which waters my beans and keeps me in the house today is not drear and melancholy, but good for me too. Though it prevents my hoeing them, it is of far more worth than my hoeing. If it should continue so long as to cause the seeds to rot in the ground and destroy the potatoes in the low lands, it would still be good for the grass on the uplands, and, being good for the grass, it would be good for me. Sometimes, when I compare myself with other men, it seems as if I were more favored by the gods than they, beyond any deserts that I am conscious of; as if I had a warrant and surety at their hands which my fellows have not, and were especially guided and guarded. I do not flatter myself, but if it be possible they flatter me. I have never felt lonesome, or in the least oppressed by a sense of solitude, but once, and that was a few weeks after I came to the woods, when, for an hour, I doubted if the near neighborhood of man was not essential to a serene and healthy life. To be alone was something unpleasant. But I was at the same time conscious of a slight insanity in my mood, and seemed to foresee my recovery. In the midst of a gentle rain while these thoughts prevailed, I was suddenly sensible of such sweet and beneficent society in Nature, in the very pattering of the drops, and in every sound and sight around my house, an infinite and unaccountable friendliness all at once like

an atmosphere sustaining me, as made the fancied advantages of human neighborhood insignificant, and I have never thought of them since. Every little pine needle expanded and swelled with sympathy and befriended me. I was so distinctly made aware of the presence of something kindred to me, even in scenes which we are accustomed to call wild and dreary, and also that the nearest of blood to me and humanest was not a person nor a villager, that I thought no place could ever be strange to me again. . . .

5. Some of my pleasantest hours were during the long rain-storms in the spring or fall, which confined me to the house for the afternoon as well as the forenoon, soothed by their ceaseless roar and pelting; when an early twilight ushered in a long evening in which many thoughts had time to take root and unfold themselves. In those driving northeast rains which tried the village houses so, when the maids stood ready with mop and pail in front entries to keep the deluge out, I sat behind my door in my little house, which was all entry, and thoroughly enjoyed its protection. In one heavy thunder-shower the lightning struck a large pitch pine across the pond, making a very conspicuous and perfectly regular spiral groove from top to bottom, an inch or more deep, and four or five inches wide, as you would groove a walking-stick. I passed it again the other day, and was struck with awe on looking up and beholding that mark, now more distinct than ever, where a terrific and resistless bolt came down out of the harmless sky eight years ago. Men frequently say to me, "I should think you would feel lonesome down there, and want to be nearer to folks, rainy and snowy days and nights especially." I am tempted to reply to such—This whole earth which we inhabit is but a point in space. How far apart, think you, dwell the two most distant inhabitants of yonder star, the breadth of whose disk cannot be appreciated by our instruments? Why should I feel lonely? is not our planet in the Milky Way? This which you put seems to me not to be the most important question. What sort of space is that which separates a man from his fellows and makes him solitary? I have found that no exertion of the legs can bring two minds much nearer to one another. What do we want most to dwell near to? Not to many men surely, the depot, the post-office, the bar-room, the meeting-house, the school-house, the grocery, Beacon Hill, or the Five Points, where men most congregate, but to the perennial source of our life, whence in all our experience we have found that to issue, as the willow stands near the water and sends out its roots in that direction. This will vary with different natures, but this is the place where a wise man will dig his cellar. . . . I one evening overtook one of my townsmen, who has accumulated what is called "a handsome property"—though I never got a fair view of it—on the Walden road, driving a pair of cattle to market, who inquired of me how I could bring my mind to give up so many of the comforts of life. I answered that I was very sure I liked it passably well; I was not joking. And so

- I went home to my bed, and left him to pick his way through the darkness and the mud to Brighton—or Bright-town—which place he would reach some time in the morning.
6. Any prospect of awakening or coming to life to a dead man makes indifferent all times and places. The place where that may occur is always the same, and indescribably pleasant to all our senses. For the most part we allow only outlying and transient circumstances to make our occasions. They are, in fact, the cause of our distraction. Nearest to all things is that power which fashions their being. Next to us the grandest laws are continually being executed. Next to us is not the workman whom we have hired, with whom we love so well to talk, but the workman whose work we are.
 7. “How vast and profound is the influence of the subtle powers of Heaven and of Earth!”
 8. “We seek to perceive them, and we do not see them; we seek to hear them, and we do not hear them; identified with the substance of things, they cannot be separated from them.”
 9. “They cause that in all the universe men purify and sanctify their hearts, and clothe themselves in their holiday garments to offer sacrifices and oblations to their ancestors. It is an ocean of subtle intelligences. They are everywhere, above us, on our left, on our right; they environ us on all sides.”
 10. We are the subjects of an experiment which is not a little interesting to me. Can we not do without the society of our gossips a little while under these circumstances—have our own thoughts to cheer us? Confucius says truly, “Virtue does not remain as an abandoned orphan; it must of necessity have neighbors.”
 11. With thinking we may be beside ourselves in a sane sense. By a conscious effort of the mind we can stand aloof from actions and their consequences; and all things, good and bad, go by us like a torrent. We are not wholly involved in Nature. I may be either the driftwood in the stream, or Indra in the sky looking down on it. I may be affected by a theatrical exhibition; on the other hand, I may not be affected by an actual event which appears to concern me much more. I only know myself as a human entity; the scene, so to speak, of thoughts and affections; and am sensible of a certain doubleness by which I can stand as remote from myself as from another. However intense my experience, I am conscious of the presence and criticism of a part of me, which, as it were, is not a part of me, but spectator, sharing no experience, but taking note of it, and that is no more I than it is you. When the play, it may be the tragedy, of life is over, the spectator goes his way. It was a kind of fiction, a work of the imagination only, so far as he was concerned. This doubleness may easily make us poor neighbors and friends sometimes.
 12. I find it wholesome to be alone the greater part of the time. To be in company, even with the best, is soon wearisome and dissipating. I love to be alone. I never found the companion that was

so companionable as solitude. We are for the most part more lonely when we go abroad among men than when we stay in our chambers. A man thinking or working is always alone, let him be where he will. Solitude is not measured by the miles of space that intervene between a man and his fellows. The really diligent student in one of the crowded hives of Cambridge College is as solitary as a dervish in the desert. The farmer can work alone in the field or the woods all day, hoeing or chopping, and not feel lonesome, because he is employed; but when he comes home at night he cannot sit down in a room alone, at the mercy of his thoughts, but must be where he can “see the folks,” and recreate, and, as he thinks, remunerate himself for his day’s solitude; and hence he wonders how the student can sit alone in the house all night and most of the day without ennui and “the blues”; but he does not realize that the student, though in the house, is still at work in his field, and chopping in his woods, as the farmer in his, and in turn seeks the same recreation and society that the latter does, though it may be a more condensed form of it.

13. Society is commonly too cheap. We meet at very short intervals, not having had time to acquire any new value for each other. We meet at meals three times a day, and give each other a new taste of that old musty cheese that we are. We have had to agree on a certain set of rules, called etiquette and politeness, to make this frequent meeting tolerable and that we need not come to open war. We meet at the post-office, and at the sociable, and about the fireside every night; we live thick and are in each other’s way, and stumble over one another, and I think that we thus lose some respect for one another. Certainly less frequency would suffice for all important and hearty communications. Consider the girls in a factory—never alone, hardly in their dreams. It would be better if there were but one inhabitant to a square mile, as where I live. The value of a man is not in his skin, that we should touch him.

Questions 1–7: Choose the best answer or write your response on the lines.

- Which of the following quotes from the paragraph 1 contains a metaphor?
 - “As I walk along the stony shore of the pond in my shirt-sleeves, though it is cool as well as cloudy and windy, and I see nothing special to attract me”
 - “Sympathy with the fluttering alder and poplar leaves almost takes away my breath . . .”
 - “These small waves raised by the evening wind are as remote from storm as the smooth reflecting surface.”
 - “They are Nature’s watchmen—links which connect the days of animated life.”

2. The idiom *beside oneself* means “almost out of one’s senses from strong emotions.” Consider Thoreau’s use of *beside ourselves* in the first sentence of paragraph 11. Cite evidence from the text to describe how he uses the phrase.

3. Based on your reading of the passage, what does the author mean by the metaphor “a new taste of that old musty cheese that we are” in paragraph 13? Citing evidence from the text, write a short paragraph to explain your interpretation.

4. Reread paragraph 10. Which of the following most accurately paraphrases the figurative language of the final sentence as it relates to the passage?

- Ⓐ A positive force does not remain positive without the support of other positive forces.
- Ⓑ People need the company of others or else they stagnate.
- Ⓒ People should spend more time alone because the gossip of others is distracting.
- Ⓓ A distracted person is very likely to end up feeling lonely and unhappy.

5. What is the meaning of *ennui* as it is used in paragraph 12?

- Ⓐ a kind of popular music
- Ⓑ an artistic or educational pursuit
- Ⓒ a feeling of distraction or boredom
- Ⓓ a need for distraction and the company of others

6. What context clues in paragraph 12 support your answer to question 5?

7. In this essay, Thoreau focuses on the concept of solitude. Trace at least two benefits Thoreau sees in the practice of solitude. Cite passages from the text as support.
