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8th Reading Curriculum

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OBJECTIVES AND INSTRUCTIONAL TARGETS

GRADE 8 READING

OBJECTIVE 1: VOCABULARY/COMPREHENSION STRATEGIES

- A** Vocabulary - Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes
- A, B** Vocabulary - Determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un-
- B, C** Vocabulary - Distinguish denotative and connotative meanings
- D** Vocabulary - Draw on experiences to bring meanings to words in context such as interpreting figurative language, [idioms,] multiple-meaning words, and analogies
- E** Related Details - Determine a text's main (or major) ideas and how those ideas are supported with details
- F** Stated Main Idea - Determine a text's main (or major) ideas and how those ideas are supported with details
- G** Implied Main Idea - Determine a text's main (or major) ideas and how those ideas are supported with details
- H** Summarization - Paraphrase and summarize text to recall, inform, or organize ideas

OBJECTIVE 2: LITERARY ELEMENTS

- A** Story Elements - Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo; Recognize and analyze story plot, setting, and problem resolution; Recognize how style, tone, and mood contribute to the effect of the text
- B** Literary Devices - Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism

OBJECTIVES AND INSTRUCTIONAL TARGETS GRADE 8 READING

OBJECTIVE 3: ORGANIZATIONAL PATTERNS

- A Sequential Order - Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information; Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
- B Cause/Effect - Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information; Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
- C Complex Directions - Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
- D Compare/Contrast - Find similarities and differences across texts such as in treatment, scope, or organization; Connect, compare, and contrast ideas, themes, and issues across text; Compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants; Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
- E Graphic Organizers - Represent text information in different ways such as in outline, timeline, or graphic organizer
- F Author's Purpose - Identify the purposes of different types of texts such as to inform, influence, express, or entertain; Describe how the author's perspective or point of view affects the text

OBJECTIVE 4: CRITICAL-THINKING SKILLS

- A Make Inferences - Draw inferences such as conclusions or generalizations and support them with text evidence [and experience]
- B Make Generalizations - Draw inferences such as conclusions or generalizations and support them with text evidence [and experience]
- C Make Predictions - Draw inferences such as conclusions or generalizations and support them with text evidence [and experience]
- D Fact/Opinion - Distinguish fact and opinion in various texts
- E Persuasive Devices - Distinguish fact and opinion in various texts
- F Evaluate/Make Judgments - Support responses by referring to relevant aspects of text [and his/her own experiences]

OBJECTIVES AND INSTRUCTIONAL TARGETS GRADE 8 READING

TAKS OBJECTIVE 1: VOCABULARY/COMPREHENSION STRATEGIES

- 8.6 B** Vocabulary - Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes
- 8.9 D** Vocabulary - Determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un-
- 8.9 F** Vocabulary - Distinguish denotative and connotative meanings
- 8.9 B** Vocabulary - Draw on experiences to bring meanings to words in context such as interpreting figurative language, [idioms,] multiple-meaning words, and analogies
- 8.10 F** Related Details - Determine a text's main (or major) ideas and how those ideas are supported with details
- 8.10 F** Stated Main Idea - Determine a text's main (or major) ideas and how those ideas are supported with details
- 8.10 F** Implied Main Idea - Determine a text's main (or major) ideas and how those ideas are supported with details
- 8.10 G** Summarization - Paraphrase and summarize text to recall, inform, or organize ideas

TAKS OBJECTIVE 2: LITERARY ELEMENTS

- 8.12 F, G, & K** Story Elements - Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo; Recognize and analyze story plot, setting, and problem resolution; Recognize how style, tone, and mood contribute to the effect of the text
- 8.12 J** Literary Devices - Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism

OBJECTIVES AND INSTRUCTIONAL TARGETS GRADE 8 READING

TAKS OBJECTIVE 3: ORGANIZATIONAL PATTERNS

- 8.10 E; 8.12 I** Sequential Order - Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information; Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
- 8.10 E; 8.12 I** Cause/Effect - Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information; Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
- 8.10 E** Complex Directions - Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
- 8.10 I; 8.11 D; 8.12 C & I** Compare/Contrast - Find similarities and differences across texts such as in treatment, scope, or organization; Connect, compare, and contrast ideas, themes, and issues across text; Compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants; Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically
- 8.10 L** Graphic Organizers - Represent text information in different ways such as in outline, timeline, or graphic organizer
- 8.12 A & H** Author's Purpose - Identify the purposes of different types of texts such as to inform, influence, express, or entertain; Describe how the author's perspective or point of view affects the text

TAKS OBJECTIVE 4: CRITICAL-THINKING SKILLS

- 8.10 H** Make Inferences - Draw inferences such as conclusions or generalizations and support them with text evidence [and experience]
- 8.10 H** Make Generalizations - Draw inferences such as conclusions or generalizations and support them with text evidence [and experience]
- 8.10 H** Make Predictions - Draw inferences such as conclusions or generalizations and support them with text evidence [and experience]
- 8.10 J** Fact/Opinion - Distinguish fact and opinion in various texts
- 8.10 J** Persuasive Devices - Distinguish fact and opinion in various texts
- 8.11 C** Evaluate/Make Judgments - Support responses by referring to relevant aspects of text [and his/her own experiences]



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Appetizers

- Short daily warm-ups on transparencies or PowerPoint
- Continuous review of skills that promotes students' understanding, interpretation and elaboration of an author's meaning of literary genres
- Informal assessments that monitor students' learning and allow teachers to step in and assist as needed
- Promotes role reversal: students do most of the thinking, talking and listening to one another which allows them to build on their responses as they jointly construct meaning of the text



Tallest Towers

The Petronas Towers in Kuala Lumpur were, for a time, the tallest buildings in the world. Completed in Malaysia in 1998, the buildings held the honor of being the highest until October of 2003 when Japan's Taipei 101 was completed. The Petronas Towers, completed by architect Cesar Pelli, consist of 88 floors. On the 41st and 42nd floors, there is a sky bridge which visitors can walk onto; from this point, tourists have a view of Malaysia's capital city from 175 meters above the ground. Controversy surrounds the towers' claim as the highest building because others, like the Sears Tower, have more floors, higher pinnacles, and higher roofs. However, the Petronas Tower has a spire on top which brings the height to 452 meters or 1483 feet. The builders took full advantage of an odd rule which includes spires as part of a building's height, but not antennas. Either way, the towers have become a major tourist attraction and still hold the record as the tallest set of towers in existence.

Determine Meanings of Derivatives 1 A

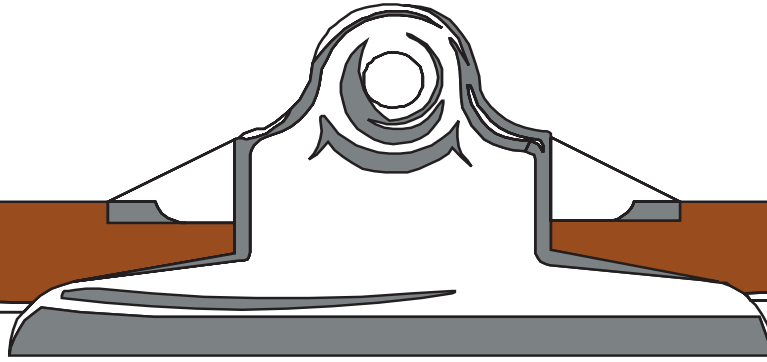
A pinnacle is probably—

- A a high, arched window
- B an antenna
- C a pointed formation
- D an observation deck

Structural Analysis 1 A

Controversy comes from the Latin root *contra*, which means against. Therefore, controversy most likely means—

- F the force of wind blowing against one side of a building
- G debating or arguing against a particular rule or judgment
- H competing against others to break architectural world records
- J to fight against governmental authority



Determine Meanings of Derivatives 1 A

Prefixes and suffixes are letters that, when combined with a root word, form a new meaning for the root word. These new words are called derivatives. A prefix will only modify the meaning of the root word, whereas a suffix will change the root word's part of speech as well as its meaning.

C a pointed formation

Structural Analysis 1 A

Structural analysis is a word identification strategy that uses knowledge of Greek and Latin roots and prefixes and suffixes in order to determine the meaning of new words.

G debating or arguing against a particular rule or judgment



Lost and Found

On February 16, 1945, the German luxury ship *The Steuben* was hit by a torpedo blast from a Soviet attack. 4,500 people drowned as the boat, carrying German refugees and wounded soldiers, sunk to the bottom of the Baltic Sea. Sixty years later, divers found the remains of that ship—diving twice as deep as conventional scuba divers. They headed into the dark stomach of the gray and gloomy Baltic. As writer Marcin Jamkowski describes his experience viewing the sunken ship up close, he states, “When I peeked inside through the large, smashed windows, what surprised me most was the complete emptiness: no ship equipment, no baggage thrown around, nothing.” The few items that remain, the steering wheel, telegraph, and anchor, stand as a symbol of the tragic legacy of a grand ship on a mission of mercy.

Jamkowski, Marcin. “Ghost Ship Found.” *National Geographic*. Ed. William Cullen. Feb. 2005: 36.

Make Predictions 8.10 H

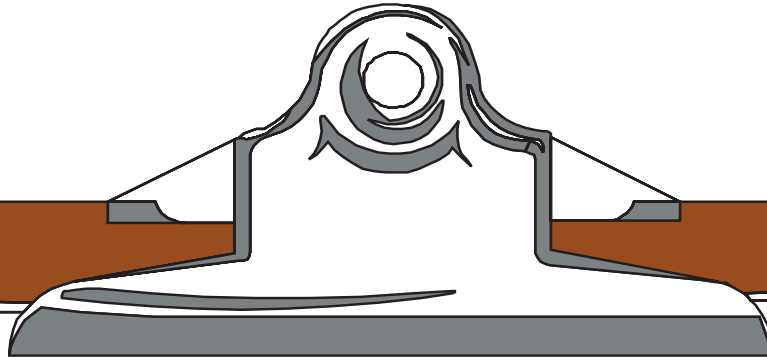
Which of the following best explains why there was nothing in the ship when it was found?

- A The rushing waters of the Baltic Sea had swept everything away.
- B Others had reached the ship first and taken everything they could carry.
- C None of the passengers aboard the ship had any baggage with them in the first place.
- D As people tried to get off of the ship, they took their luggage with them.

Literary Devices 8.12 J

Identify and write down the example of personification found in the passage. How is this an example of personification?

Ingredients For Success



Make Predictions 8.10 H

Making predictions is a skill that requires using what you already know, previous experiences, and facts and details. Then, you must apply that information to new situations in order to make logical, well-reasoned predictions about what might happen next.

- C None of the passengers aboard the ship had any baggage with them in the first place.

Literary Devices 8.12 J

Literary devices are figurative or nonliteral words used to help the reader visualize and compare story elements—plot, setting, characters, mood and tone—and are meant to be interpreted imaginatively rather than literally.

They headed into the dark stomach of the gray and gloomy Baltic. The statement gives lifelike characteristics (a stomach) to the Baltic Sea. Accept reasonable responses.



Liberty

Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

A prominent leader in the American Revolution, Patrick Henry was often recognized for his oratorical skills. In fact, his speech to the House of Burgesses is often credited with involving the Virginia troops in the Revolutionary War. On the day of his speech, March 23, 1775, the House was divided on whether or not to commit troops to the war; it was, in fact, leaning towards not sending any troops. Then Patrick Henry spoke, and when he finished, the crowd shouted "To Arms! To Arms!" His skills as a speaker would later work to his advantage again when the Constitution was enacted. An outspoken critic of the document, Patrick Henry was instrumental in the addition of the Bill of Rights to the Constitution. After his death in 1799, the United States Navy submarine, the USS *Patrick Henry* and CSS *Patrick Henry* of the Confederate Navy were named for him.

Determine Meanings of Derivatives LA.A.1.3.2

In the passage, oratorical skills most likely means—

- A writing and publishing skills
- B horse riding and fighting skills
- C public speaking skills
- D leadership skills

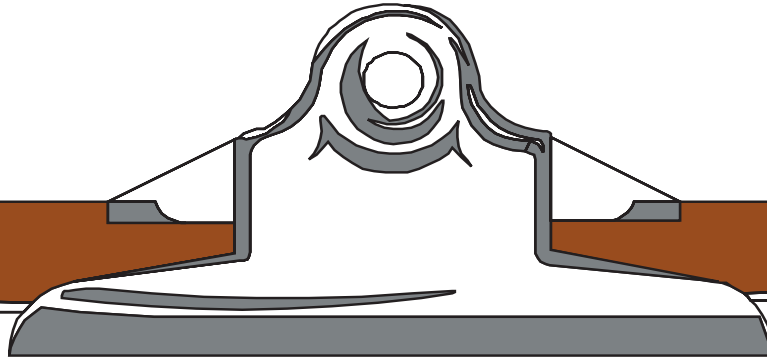
What portion of the word is most helpful in determining the definition? _____

Multiple Meanings, Figurative Language and Analogies LA.A.1.3.2

Examine the dictionary entry below for instrumental. Choose the definition which best fits the meaning in the passage.

instrumental /in'strə mən't `l/ *adj* 1. serving as a means or agency; helpful 2. of, relating to, or accomplished with an instrument or tool 3. performed on or written for an instrument 4. a word or form in the instrumental case

- | | |
|----------------|----------------|
| F Definition 1 | G Definition 2 |
| H Definition 3 | J Definition 4 |



Determine Meanings of Derivatives LA.A.1.3.2

Prefixes and suffixes are letters that, when combined with a root word, form a new meaning for the root word. These new words are called derivatives. A prefix will only modify the meaning of the root word, whereas a suffix will change the root word's part of speech as well as its meaning.

C public speaking skills; "ora" which comes from the Latin roots "os" (mouth) and "orare" (speak) are most helpful in determining the definition. Accept reasonable responses.

Multiple Meanings, Figurative Language and Analogies LA.A.1.3.2

Multiple meanings are word identification strategies that require the reader to draw on prior knowledge and experiences to identify the correct meaning of the word as it is used in context.

Figurative Language is nonliteral phrases such as similes, metaphors and expressions that make comparisons and associations in order to enhance the meaning or effect of the text for the reader.

Analogy is a reading identification strategy that requires the reader to compare two words or phrases that suggest a similarity between the two. By establishing a similarity, the reader is able to decide upon a definition or meaning.

F Definition 1



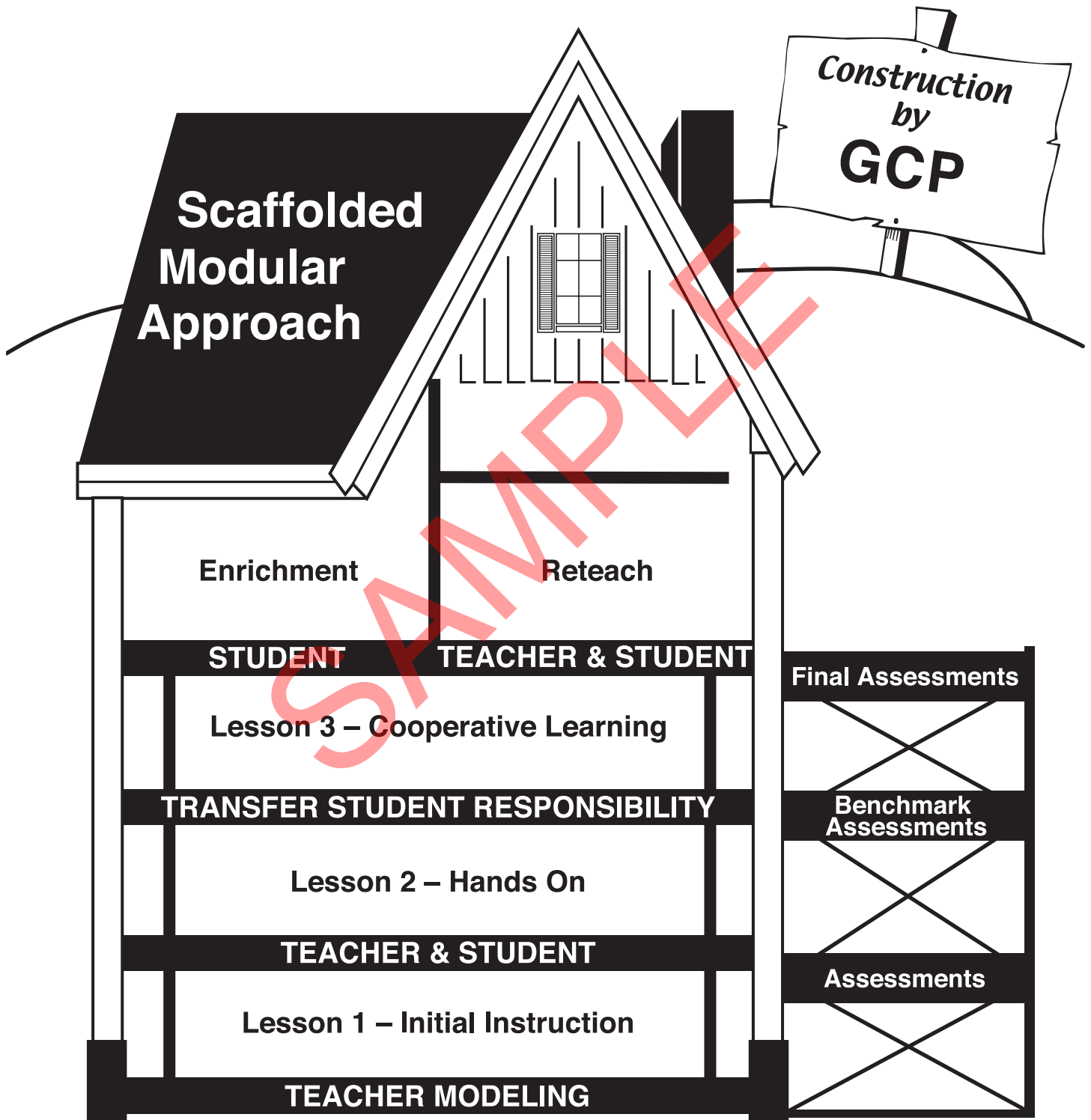
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Main Dishes

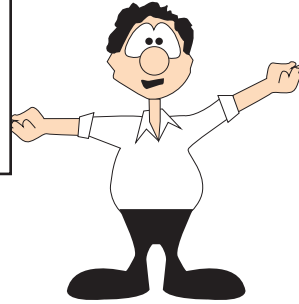
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Main Dishes™



Bloom's Taxonomy embedded in every Gourmet Lesson

Put Reading First
The Researched - Based Building Blocks for Teaching Children to Read



Scientifically Based Researched Lessons



Main Dish Lesson Plan

Levels 1 & 2
Knowledge and Comprehension

Lesson 1

Follows the scientifically based research model for teaching according to NIFL (National Institute for Literacy):

- Brainstorming

A **scriptal information process** that requires students to use prior knowledge to answer questions since none is stated in the graphics.

- Initial Instruction

Explicit instruction (direct explanation) tells readers why and when they should use strategies, which strategies to use and how to apply them. The teacher **models/demonstrates** how to apply the strategy while students discuss metacognitive strategies/examples to think about and give them control over their reading.

- Checking for Understanding

A **guided practice activity** that provides immediate skill reinforcement and guides and assists students as they learn how and when to apply the strategy.

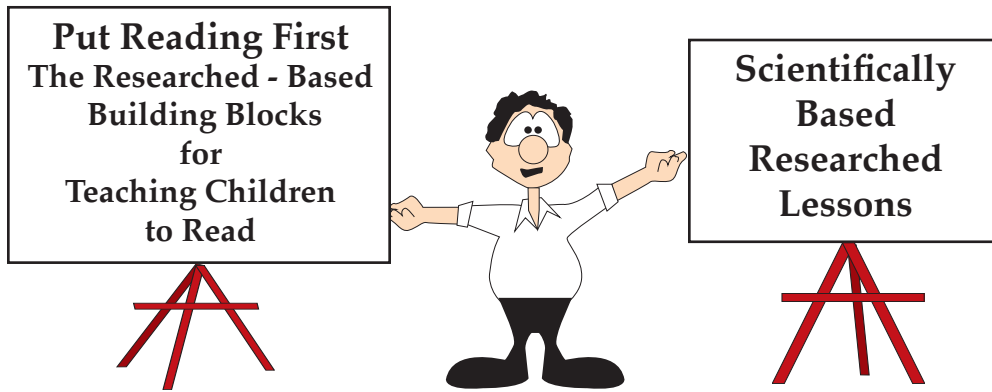
- Closure

A quick two to three minute review of the definition and steps of the skill.

Level 3
Application

Lesson 2

Application - Hands-On Activity where the teacher helps students practice the strategy until they can apply it independently, and it additionally meets the requirements for compensating students' learning styles.



Main Dish Lesson Plan

Practice Test

Test 1, on transparency, provides teachers an opportunity to model test-taking skills using **text explicit** (information given), and **text implicit** (information must be inferred from various parts of the passage) skills.

Level 4
Analysis

Lesson 3

Cooperative Learning Activity - an effective comprehension strategy, requires students to connect previous learning of the skill and analyze how to use it to complete a specific task.

Levels 5 & 6
Synthesis
and
Evaluation

Benchmark Test

Test 2, an independent test that assesses and evaluates students' knowledge and determines future lessons.

Enrichment Activity

Students must extend their skills' comprehension and compare its meaning with other skills.

Reteach

Affords students another opportunity to connect the skill with their reading and writing.

Final Test

Final evaluation that analyzes students' knowledge and comprehension.

Objective: Students will evaluate Latin and Greek roots to determine the meaning of unfamiliar words

Initial Instruction—Part IV

Latin and Greek Roots

Teacher note: In the following section, students will use Latin and Greek root words to determine the meaning of unfamiliar terms. Review the roots on the charts with them before using the examples on the transparency.

Group size: whole class

Materials: Direct Questioning, below; transparency, page 14; Latin and Greek charts, pages 15-16

Before class: Make copies of the Latin and Greek charts, pages 15-16, so that students have a set they can keep in their reading folders.

Questioning Technique

Direct Questioning

Ask: What Latin root word is used in sentence #1 and what is its definition? (*mot*; it means “to move”) Based on this definition, what might *motivated* mean? (willing to move; willing to do something; being ready to do something) Now add the prefix “un.” What does *unmotivated* mean? (not willing to do something; not having the desire to do something)

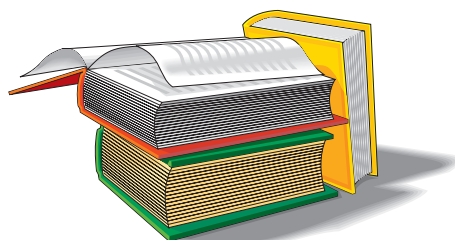
Say: Define the word *auditioning*. (Answers will vary. The act of trying out for a play or musical by singing, performing, etc., where others can hear you.)

Say: Explain how the root word *aud* helps to define *auditioning*. (The root word means “to hear” and an audition involves having others hear your voice or talent.)

Say: Describe the root used in sentence #3. (*acti* - do)

Ask: How does knowing the definition of this root help define *reaction*? (We know that Amalee is doing something, taking action in response.)

Continue the same type of questioning for sentences #4-#6.



Objective: Students will evaluate Latin and Greek roots to determine the meaning of unfamiliar words

Initial Instruction—Part IV

Latin and Greek Roots

1. “Amalee’s right,” said John sadly. “I’m always saying I’m going to do something, and then I don’t. I’m unmotivated.”²⁴
2. “I thought of you when I was auditioning on the stage.”²⁵
3. My first reaction was to push down in the seat, like a dog that won’t go to the vet.²⁶
4. “If they were sick, you would sit and listen to them so much, your ears would get as big as satellite dishes . . . And your ears would transmit their messages across the planet . . .”²⁷
5. “At the end of act one, when I signal, **CLOSE** the curtain.” She closed her arms. “When the lights go down after intermission, **OPEN** the curtain, and when the show ends . . .”²⁸
6. Phyllis appeared at a small podium in the corner. She was wearing a long black dress.²⁹



Objective: Students will evaluate Latin and Greek roots to determine the meaning of unfamiliar words

Initial Instruction—Part IV—Latin Roots

Latin Root	Definition/Example	Latin Root	Definition/Example
act	do <i>action, actor, react</i>	lab	work <i>labor, laboratory</i>
agr	field <i>agriculture</i>	liber	free <i>liberal, liberty</i>
alter	other <i>alternate</i>	man	hand <i>manual</i>
anim	life; spirit; soul <i>animate, animal, inanimate</i>	mar	sea <i>marine, maritime</i>
ann	year <i>annual; anniversary</i>	miss; mit	send <i>missile, dismiss, remit</i>
aqua	water <i>aquarium, aquatic</i>	mob; mot; mov	move <i>mobile, motion, remove</i>
aud	hear <i>audience, auditorium</i>	mort	death <i>mortician, mortuary</i>
bene	good <i>benefit, benefactor</i>	omni	all <i>omnivore, omniscient</i>
circu	around <i>circulate, circumference, circus</i>	ordin, ord	row; rank <i>ordinal, order</i>
clam; claim	shout <i>clamor, exclaim, proclaim</i>	ped	foot <i>pedal, pedestrian</i>
cogn	know <i>recognize, incognito</i>	ques; quer; quis	ask; seek <i>question, request</i>
corp	body <i>corpse, corporation</i>	rupt	break <i>interrupt, erupt</i>
cred	believe <i>incredible</i>	san	health <i>sanitation, sane</i>
dic	speak <i>diction, contradict, predict</i>	scribe; script	write <i>inscribe, script, describe</i>
don; donat	give <i>donation, pardon</i>	struct	build <i>structure, construct</i>
fac	make; do <i>factory, manufacture</i>	tract	pull; drag <i>tractor, subtract, traction</i>
flect	flex; bend <i>reflect, deflect, reflex</i>	vac	empty <i>vacant, evacuate</i>
form	shape <i>uniform, transform</i>	vid	see <i>video, evident</i>

Objective: Students will evaluate and determine the best use of connotations and denotations

Initial Instruction—Part V

Connotation/Denotation

Teacher note: In Part IV, students will review and evaluate the connotative and denotative use of words. Connotation is a word's figurative or emotional meaning. Denotation is the literal meaning of a word. For example, *decompose* and *rot* have the same literal meaning: they both mean to break down into simpler parts. However, *decompose* has a more positive connotation than *rot*. It is more pleasing to hear, "The garbage for the compost pile is *decomposing* near the garden," than "The garbage for the compost pile is *rotting* near the garden." Use the Direct Questioning, below, with transparency, page 18, to guide your students through this section.

Questioning Technique

Direct Questioning

Say: The *denotation* of a word is its literal, dictionary definition. However, the *connotation* of a word includes the impressions or emotions words have. Two words, like *luminous* and *bright* can have the same *denotation*, but different *connotations*.

Ask: In the first example, what is the *denotation* of the underlined phrases? (unhappy; fearful) Which of these sentences has a stronger, more desperate connotation? (The second sentence which uses *torture* is more desperate and descriptive than the first sentence.)

Ask: How are the connotations for *eerie* and *frightful* different? (Answers will vary. *Eerie* has an intriguing connotation; it is almost interesting in its strangeness. *Frightful* is scarier and connotes fear more than *eerie*.)

Say: Describe the differences in connotations in the sentences for example #3. (Answers will vary; *atrocious* sounds much worse than *unpleasant*. Students may not even know what *atrocious* means until they read the second sentence. *Unpleasant* gives the impression that something is not great, but can be dealt with; *atrocious* is simply awful and unbearable.)

Ask: Is there a difference in the connotations of *efficient* and *competent* in example #4? (Not really; both have the same denotation and one does not provide different or stronger feelings than the other.)

Ask: How do the words *exasperated* and *irritated* differ in example #5? (*Exasperated* implies that one is running out of patience or tired of dealing with a particular person or issue. *Irritated* implies a less strong emotion-annoyance.)

Continue the same type of questioning for sentences #6 and #7.

Say: Describe the denotation of the words in these examples. (The words used in the sentences for each example all have a similar or same meaning. Their denotation is the same; their emotional impact is different.)

Objective: Students will evaluate and determine the best use of connotations and denotations

Initial Instruction—Part V—Connotation/Denotation

1. Phyllis and Joyce started talking at once. Words of comfort, words of hope to cover up words of fear and words of despair.³⁰ OR Words of comfort, words of hope to cover up words of . . . torture and misery.
2. Dad started doing something so eerie it felt unfair. It was one thing to keep us all in the dark about how he felt. It was another to start acting like we'd be better off without him.³¹ OR Dad started doing something so frightful it felt unfair.
3. Was I worse than everyone else? Was I so atrocious that even Ms. Severance refused to walk in my shoes?³² OR Was I so unpleasant that even Ms. Severance refused to walk in my shoes?
4. “. . . everybody gets to tell their side of the story. I believe that, and I just wanted to be efficient.”³³ OR I believe that, and I just wanted to be competent.
5. “Well how do you think we feel?” Joyce asked, trying to keep the soothing tones in her otherwise exasperated voice.³⁴ OR Joyce asked, trying to keep the soothing tones in her otherwise irritated voice.
6. “. . . I wanted to be vigilant about doing the right thing, but I knew he was so pompous, he might not be trustworthy.”³⁵ OR I wanted to be careful about doing the right thing, but I knew he was so haughty he might not be trustworthy.
7. I turned around and saw John. His voice did not match the look on his face. He looked almost bashful, as if he were waiting for my approval.³⁶ OR He looked almost timid as if he were waiting for my approval.



Objective: Students will evaluate analogies to describe similarities between situations or show relationships between words

Initial Instruction—Part VI

Analogies

Teacher note: Analogies can be examined or used in two different ways. First, analogies are used to describe similarities between situations, areas of life/work, functions, etc. For example, one might say facing an opposing sports team is like facing a pair of grizzly bears. Second, analogies can be used to describe or show relationships between words. For example, school : learn :: gym : exercise. Here, school is a place people go to learn new information, and the gym is a place people go to exercise. Both forms of analogies are covered in this section. Students will see that by understanding and evaluating analogies, it is possible to define words in context. Use the Direct Questioning, below, and transparencies, pages 20-21, to guide students through this section.

Questioning Technique

Direct Questioning

Use with examples #1-#3, transparency page 20.

Say: In the first two examples, describe the analogies used by the author. (Example #1: Amalee compares her actions for the past several months to a river rock. Example #2: life is compared to a whale.)

Ask: How do these analogies help to explain situations in the examples? (Most people equate a river rock with lying still in the bottom of the river. Therefore, describing one's actions as being like a river rock is a good way for others to understand that a character has been still and quiet, not moving forward. The second analogy is explained in the quote by Amalee's father.)

Say: Explain the analogy used in example #3. (Friendship is compared to a door with a "magic key." Readers know that to open a locked door, one must have a key; therefore, the quote is explaining that the key to the door of friendship is the friend on the other side.)

- Next, read through the sample word analogies, page 21, with your students.
- Have them determine or analyze the relationship between each pair of words.



Objective: Students will evaluate analogies to describe similarities between situations or show relationships between words

Initial Instruction—Part VI—Analogies

WORD ANALOGIES

Word analogies work like a puzzle. One word has a particular relationship to another word. Once you figure out this relationship, you can solve the puzzle.

EXAMPLE– Abode : Home :: Currency : _____

Here, Abode and Home are synonyms. The (:) in between represents the words “is to.” Now we look at the second part. The (::) represents the word “as.” So, we have the sentence “Abode is to Home as Currency is to _____.” If Abode and Home are synonyms, Currency and the missing word must be synonyms. Therefore, the complete analogy is: **Abode : Home :: Currency : Money.**

Other Relationships Used In Analogies:

PART-WHOLE

Amalee : Ms. Severence’s Class :: Sarah : *Bye Bye Birdie* Cast

SYNONYMS

Suspend (from school) : Exclude :: Support : Strengthen

CAUSE-EFFECT

Medicine : Improved Health :: Studying : Good Grades

SEQUENCE

Mix : Bake :: Sketch : Paint

DEGREE

Depressed : Miserable :: Eased : Alleviated

MEMBER-GROUP

Lenore : Students :: Dr. Nurstrom : Doctors

OBJECT-ACTION

Paint Brush : Painting :: Stage : Acting

OBJECT-DESCRIPTION

Mural : Enchanting :: Restaurant : Inviting

OBJECT-PLACE

Carolyn’s Painting : Bedroom :: John’s Appetizers : John and Friends Restaurant


OBJECT-USE

Fountain : Decoration :: Beeper : Emergencies

OBJECT-USER

Kitchen : John :: Paint : Carolyn



 **Teacher note:** Test 1 is considered to be a practice test that teachers and students may wish to complete together. The teacher will guide the students in answering the questions and ask for a justification for each answer.

American Indian Economics

Notes

1 For years, Indian reservations have been among the most impoverished communities in the United States. Twenty-two percent of American Indians live below the poverty level, compared to twelve percent for the general population. American Indian families make, on the average, seven thousand dollars less annual income than the general population, suffer from twice the unemployment rate, and their children are less likely to graduate from high school.

2 In recent years, many tribes have built casinos to help supply jobs and revenue to reservations where both are in short supply. The gambling and tourist money is often used to build roads, schools, or encourage economic development. Some tribal casinos like the Mashantucket Pequot in Connecticut rake in millions of dollars, but most earn more modest incomes.

3 Based on the idea that reservations are becoming more self-sufficient, a budget proposal has been introduced in Washington, D.C. that would cut more than 100 million dollars from federal Indian programs. Currently, the federal funds provide basic services such as health care, education, public safety, and transportation. The proposal's writers assume that reservations no longer need the government aid and can provide these services with money earned from casinos and other businesses.

Read the two letters that might have been sent to Congressional representatives.

* * * *

Dear Senator,

4 I am a Chippewa Indian from the Bois Forte Chippewa reservation in northern Minnesota. My tribe operates Fortune Bay Resort Casino on Lake Vermillion. The casino includes a hotel, golf

bulrushes, and water lilies choked Nett Lake. If not for the casino, the lake might still be overgrown. The tribe invested half a million dollars of casino money to buy equipment that could clear the lake of weeds and farm rice more efficiently. Today, the Nett Lake manoomin is growing as strong as ever.

8 But, our farming successes have not translated into complete economic success. One-third of my reservation neighbors are still unemployed and below the poverty line. We do have child and healthcare facilities, but without federal funding, we will be sorely pressed to keep these services operating at their current levels. Other reservations around the country will also be hurt.

9 Mr. Senator, I beg you not to cut our federal funding. Yes, we are working to make our reservation an economically viable community, but the progress is slow. If we lose our federal funding now, this reservation will never develop legitimate sources of employment and income for its residents, and we will remain poor Indians forever.

Respectfully,
Ted Boisseau

* * * *

Dear Senator,

10 I applaud the budget proposal that would reduce federal Indian funding. This is a smart move for several reasons. Nearly eighty-five percent of American Indians no longer live on reservations. It is true that most reservations are places of overwhelming poverty. That is why, in 1952, a government relocation program encouraged thousands of Indians to leave their reservations and find work around the country. As a result, these individuals and their families have a level of economic success that would have been impossible on the reservation.

7 Which word below has the same denotation as viable as it is used in paragraph #9?

- A irritable
- B workable
- C adaptable
- D passable

8 Which of the following definitions for patent best fits its meaning in paragraph #11?

<p>patent /pat' 'nt/ <i>adj</i> 1. obvious; plain 2. having to do with patents <i>n</i> 3. a document granting the exclusive right to produce or sell an invention <i>v</i> 4. to secure a patent for a product</p>

- F Definition 1
- G Definition 2
- H Definition 3
- J Definition 4

9 Austere as it is used in paragraph #11 means "very plain; lacking ornament." Explain how a reader could determine the meaning of this word by reading paragraph #11.

10 Which of the following best describes the definition of ingenious as it is used in paragraph #12?

- F not very smart
- G clever or resourceful
- H simple or naive
- J occasional, sparse

SAMPLE

