

## Different Perspectives: The American Revolution

*British poet and author Rudyard Kipling published "The American Rebellion" in 1911. Below is the first part of the poem.*

### The American Rebellion

*Before:*

'Twas not while England's sword unsheathed  
Put half a world to flight,  
Nor while their new-built cities breathed  
Secure behind her might;  
Not while she poured from Pole to Line  
Treasure and ships and men—  
These worshippers at Freedom's shrine  
They did not quit her then!

Not till their foes were driven forth  
By England o'er the main—  
Not till the Frenchman from the North  
Had gone with shattered Spain;  
Not till the clean-swept oceans showed  
No hostile flag unrolled,  
Did they remember that they owed  
To Freedom—and were bold!

### Kipling's Point of View

What is Kipling's point of view about the American Revolution in this part of the poem? Cite text examples to support your analysis.

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# Mark Twain: Travels Abroad

Name: \_\_\_\_\_

Mark Twain is known for his fictional works, but he also wrote one of the best-selling travel books of all time: *The Innocents Abroad*. Published in 1869, Twain's book tells of his trip through Europe and the Mideast in 1867.

Below is a passage from the book. Twain has arrived in Gibraltar, gateway to the Mediterranean Sea. He is taking a tour of Rock of Gibraltar and has already heard the story of the Queen's Chair which he says is "a legend that had nothing very astonishing about it, even in the first place."

## The Innocents Abroad Chapter VII

The gallery guns command the peninsula and the harbors of both oceans, but they might as well not be there, I should think, for an army could hardly climb the perpendicular wall of the rock anyhow. Those lofty portholes afford superb views of the sea, though. At one place, where a jutting crag was hollowed out into a great chamber whose furniture was huge cannon and whose windows were portholes, a glimpse was caught of a hill not far away, and a soldier said:

"That high hill yonder is called the Queen's Chair; it is because a queen of Spain placed her chair there once when the French and Spanish troops were besieging Gibraltar, and said she would never move from the spot till the English flag was lowered from the fortresses. If the English hadn't been gallant enough to lower the flag for a few hours one day, she'd have had to break her oath or die up there."

On the topmost pinnacle of Gibraltar we halted a good while, and no doubt the mules were tired. They had a right to be. The military road was good, but rather steep, and there was a good deal of it. The view from the narrow ledge was magnificent; from it vessels seeming like the tiniest little toy boats were turned into noble ships by the telescopes, and other vessels that were fifty miles away and even sixty, they said, and invisible to the naked eye, could be clearly distinguished through those same telescopes. Below, on one side, we looked down upon an endless mass of batteries and on the other straight down to the sea.

While I was resting ever so comfortably on a rampart, and cooling my baking head in the delicious breeze, an officious guide belonging to another party came up and said:

"Senor, that high hill yonder is called the Queen's Chair—"

"Sir, I am a helpless orphan in a foreign land. Have pity on me. Don't—now don't inflict that most in-FERNAL old legend on me anymore today!"

There—I had used strong language after promising I would never do so again; but the provocation was more than human nature could bear. If you had been bored so, when you had the noble panorama of Spain and Africa and the blue Mediterranean spread abroad at your feet, and wanted to gaze and enjoy and surfeit yourself in its beauty in silence, you might have even burst into stronger language than I did.

### Questions:

1. Find a quotation from the passage that tells what Twain thought about the view.
2. How did the Spanish queen finally get to move from her chair?
3. What did Twain want to do rather than listen to the Queen's Chair legend again?
4. Do you think Twain's description of his Rock of Gibraltar tour encouraged others to go there? Why or why not?



*The Rock of Gibraltar*



## EXERCISE 2

### Understanding Subjects and Predicates

Write a sentence for each subject or predicate listed, adding the missing part and any other details to create a clear, complete sentence.

1. Called the restaurant to order take-out food

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2. A small boy with a red cap

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3. The solitary swing-set in the middle of the playground

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4. Swatted the buzzing flies

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5. Dropped off into the chasm

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6. A singer who couldn't remember the lyrics

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7. Collapsed in a heap of rubble

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8. My uncle who had served in the Vietnam War

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9. Each person sitting in this auditorium

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10. The loud rumble echoing through the valley

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## EXERCISE 3

### Using Subjects and Predicates in Your Writing

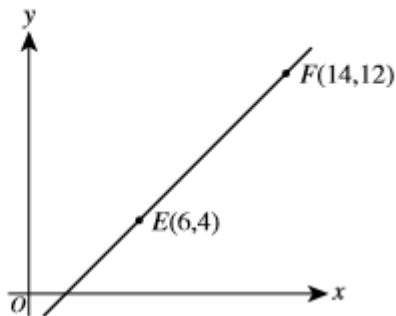
Write a brief memoir, for your school literary magazine, about a place that holds pleasant memories for you, such as a park, a grandparent's house, or a vacation spot. Include details that describe the characteristics of the place, and explain why it holds good memories for you. Make sure each sentence includes a subject and predicate and creates a clear picture. Use your own sheet of paper for this exercise.

## Inclement Weather Math Packet #4

DO YOUR FIGURING HERE

1. The points  $E(6,4)$  and  $F(14,12)$  lie in the standard  $(x,y)$  coordinate plane shown below. Point  $D$  lies on  $\overline{EF}$  between  $E$  and  $F$  such that the length of  $\overline{EF}$  is 4 times the length of  $\overline{DE}$ . What are the coordinates of  $D$ ?

- F.  $(7, 5)$   
 G.  $(8, 6)$   
 H.  $(8, 8)$   
 J.  $(10, 8)$   
 K.  $(12, 10)$



2. Given that  $a \begin{bmatrix} 2 & 6 \\ 1 & 4 \end{bmatrix} = \begin{bmatrix} x & 27 \\ y & z \end{bmatrix}$  for some real number  $a$ , what is  $x + z$ ?

- A.  $\frac{4}{3}$   
 B.  $\frac{27}{2}$   
 C. 26  
 D. 27  
 E. 48

3. A container is  $\frac{1}{8}$  full of water. After 10 cups of water are added, the container is  $\frac{3}{4}$  full. What is the volume of the container, in cups?

- F.  $13\frac{1}{3}$   
 G.  $13\frac{1}{2}$   
 H. 15  
 J. 16  
 K. 40
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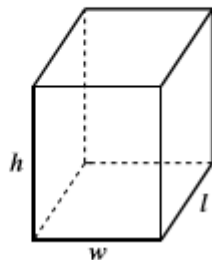
## DO YOUR FIGURING HERE

4. Only tenth-, eleventh-, and twelfth-grade students attend Washington High School. The ratio of tenth graders to the school's total student population is 86:255, and the ratio of eleventh graders to the school's total student population is 18:51. If 1 student is chosen at random from the entire school, which grade is that student most likely to be in?
- A. Tenth  
B. Eleventh  
C. Twelfth  
D. All grades are equally likely.  
E. Cannot be determined from the given information

5. Which of the following is the solution statement for the inequality shown below?

$$-5 < 1 - 3x < 10$$

- F.  $-5 < x < 10$   
G.  $-3 < x$   
H.  $-3 < x < 2$   
J.  $-2 < x < 3$   
K.  $x < -3$  or  $x > 2$
6. A formula for the surface area ( $A$ ) of the rectangular solid shown below is  $A = 2lw + 2lh + 2wh$  where  $l$  represents length;  $w$ , width; and  $h$ , height. By doubling each of the dimensions ( $l$ ,  $w$ , and  $h$ ), the surface area will be multiplied by what factor?



- A. 2  
B. 4  
C. 6  
D. 8  
E. 12
7. A dog eats 7 cans of food in 3 days. At this rate, how many cans of food does the dog eat in  $3 + d$  days?
- F.  $\frac{7}{3} + d$   
G.  $\frac{7}{3} + \frac{d}{3}$   
H.  $\frac{7}{3} + \frac{7}{3d}$   
J.  $7 + \frac{d}{3}$   
K.  $7 + \frac{7d}{3}$

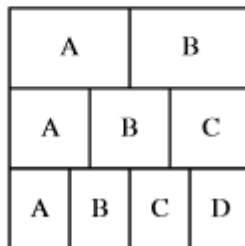
8. Kelly asked 120 students questions about skiing. The results of the poll are shown in the table below.

Question	Yes	No
1. Have you skied either cross-country or downhill?	65	55
2. If you answered Yes to Question 1, did you ski downhill?	28	37
3. If you answered Yes to Question 1, did you ski cross-country?	45	20

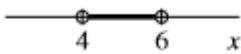



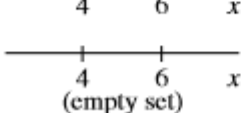
After completing the poll, Kelly wondered how many of the students polled had skied both cross-country *and* downhill. How many of the students polled indicated that they had skied both cross-country and downhill?

- A. 73  
 B. 65  
 C. 47  
 D. 18  
 E. 8
9. The square below is divided into 3 rows of equal area. In the top row, the region labeled A has the same area as the region labeled B. In the middle row, the 3 regions have equal areas. In the bottom row, the 4 regions have equal areas. What fraction of the square's area is in a region labeled A?

- F.  $\frac{1}{9}$   
 G.  $\frac{3}{9}$   
 H.  $\frac{6}{9}$   
 J.  $\frac{13}{12}$   
 K.  $\frac{13}{36}$



10. Which of the following number line graphs shows the solution set to the inequality  $|x - 5| < -1$ ?

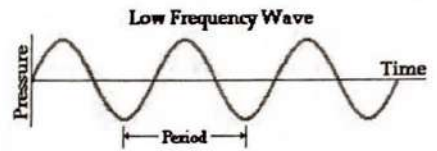
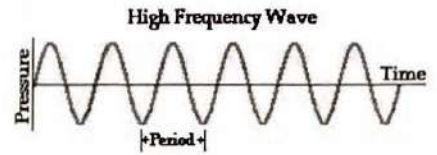
- F. 
- G. 
- H. 
- J. 
- K. 

# Hearing Ranges in Mammals

Name \_\_\_\_\_

Sound is energy that is made by vibrations. When any object vibrates it causes movement in the air. The air particles then bump into each other and then bump into others. This continued bumping cause a sound wave. These sound waves moved through the air. Every wave has a specific back and forth motion. How frequent the wave moves back and forth is its frequency. The frequency of a wave is measured by the number of complete back and forth vibrations of a particle of the object per unit of time. If a particle of air vibrates 1000 vibrations in 2 seconds, then the frequency of the wave would be 500 vibrations per second. A commonly used unit for frequency is the Hertz (abbreviated Hz). When the vibrations are fast, the sound is high. When the vibrations are slow, the sound is low.

1 Hertz = 1 vibration/second



Interesting facts about sound:

- Sound waves can bend around corners and obstacles.
- Frequency is also called the pitch of the sound.
- Frequency (hertz) and loudness (decibels) are related, but not the same thing.
- The speed of sound is around 767 miles per hour (1,230 kilometres per hour).
- Kids have a slightly larger hearing frequency range than adults.
- The scientific study of sound waves is known as acoustics.
- Crickets have their hearing organs in their knees.
- Snakes do not have ears, but "hear" vibrations through their skin that is touching the ground.

**Answer the following questions from the text.**

1. According to the text, a high pitch sound has a \_\_\_\_\_ wave.
2. Sound travels in \_\_\_\_\_.
3. How fast does sound travel? \_\_\_\_\_.
4. How is the frequency of a wave measured?
  - a. the number of complete back and forth vibrations of a particle of the object per unit of time
  - b. how loud the sound is
  - c. how many animals can hear the sound
  - d. how high the sound waves go
5. True or False: All animals have ears.
6. The label for the frequency of a wave is called \_\_\_\_\_.



# Hearing Ranges in Mammals

Name \_\_\_\_\_

Figure 1:

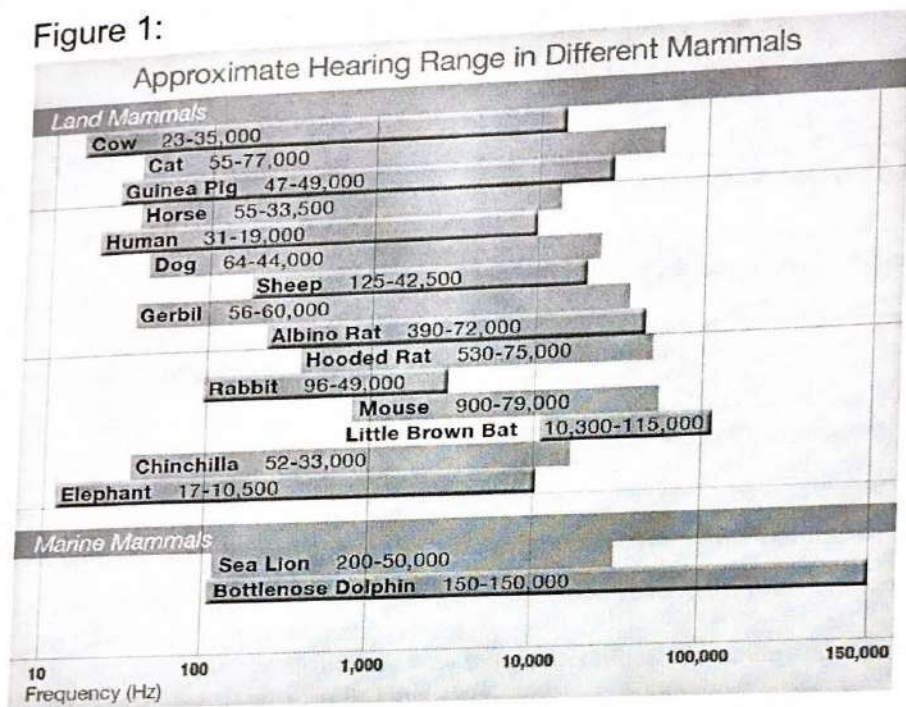


Table 1: Student Science Team Observations about Sound

Student Teams	Observation
Red Team	Sound is energy. It travels in waves and can move and bend around things. How high or low the sound is depends on the frequency or how much movement the sound wave has in a second of time.
Green Team	Mammals hear lots of different ranges of sounds. Not all animals hear the same frequencies. Humans hear lower sounds than gerbils, cows, and cats.
Orange Team	Brown bats have the smallest range of hearing but they hear really high pitched sounds. Not all animals have ears but some can hear in other ways.
Yellow Team	Elephants hear very low frequency sounds. Bottlenose Dolphins have a very large range of sound frequencies they can hear. Animal's ears pick up sound differently.

# Hearing Ranges in Mammals

Name \_\_\_\_\_

Table 2: Student Science Team Claims about Sound

Student Teams	Claims
Red Team	Sound can be different depending on the speed of vibration of the sound waves.
Green Team	Animals hear lots of different ranges than each other and humans.
Orange Team	All animals hear the same.
Yellow Team	Dolphins and Elephants are on the opposite side of the frequency spectrum for high and low sounds.

Using the text, Figure 1, and the student observations and claims, answer the following questions.

- Is the Orange Team's claim supported by the observations they have made about sound?
  - Yes, because all animals do hear.
  - No, because not all animals hear the same ranges of sounds and not all animals have ears.
  - Yes, because all animals have ears.
  - No, because not all animals can hear low pitched sound.
- Which of the following claims is best supported by the information in the passage, figure, or observations?
  - Sound travels very fast.
  - Sound cannot move through objects.
  - Some animals can't hear since they don't have ears.
  - Cows can hear higher frequency sounds than cats can.
- How much larger is the bottlenose dolphin's range of hearing than the rabbit's? \_\_\_\_\_
- Which team made inaccurate observations from the facts they read about sound?
  - Red Team
  - Green Team
  - Orange Team
  - Yellow Team
- How many marine mammals from Figure 1 can hear sounds under 100 Hz?
  - 0
  - 2
  - 8
  - 5
- If there was a sound that was 100,000 Hz, which mammals from Chart 1 could hear the sound?  
\_\_\_\_\_

LESSON

# 8



## THE DRAFTING PROCESS

### **LESSON SUMMARY**

In this lesson, you'll learn how to get started on a rough draft from your brainstorming notes. You'll also learn how to develop strong essay paragraphs.

**W**hat does writing an essay remind you of? Think for a minute what writing is like for you. Many students compare it to the creation of a whole new universe, built by words and ideas. You too can create a compelling essay universe by using some effective essay building strategies.

### **Where to Begin?**

The planning steps in Section 1 of this book have enabled you to break down the assignment, brainstorm ideas, focus your topic, develop a tentative thesis, and design an outline, which are essential building blocks for a great essay. Now it's time for next steps. Get one of your outlines out, place your thesis at the top of the page, and try one of these techniques to get the drafting process under way.

#### **Focused Brainstorm**

This is a good time to return to the brainstorming activities in Lessons 3 and 4 (looping and cubing in particular), and to apply them to a specific paragraph or section. You can also try “exploding the moment” for a particular

idea or paragraph in your paper: what sensory details (*see, think, feel, does, says*) are associated with the concept? If needed, consider returning to the thesis template in Lesson 5 to clarify a paragraph or section's main ideas, arguments, etc.

### Apply Organizational Strategies

As discussed in Lessons 6 and 7, your essay outline should already be organized according to the organizational strategies you intend to use. If it's not, your first step is to sequence ideas so they reflect a chronology, comparison, causal analysis, etc.

## Practice 1

Select one of the practice items you completed for Lesson 7 and use one of the three strategies suggested in this section to start drafting a response. See how much you can accomplish in 20 minutes.

## Paragraphs

By definition, a **paragraph** is one or more sentences about a single idea. They're also one of a writer's most important tools. They divide the text into manageable pieces of information, and lead the reader by signaling the introduction of new ideas.

The following is an example of a complete paragraph. What common elements of a paragraph can you spot in it?

*The African country of the Democratic Republic of Congo has had a turbulent past. It was colonized by Belgium in the late nineteenth century and officially declared a Belgian territory by King Leopold in 1895. The country, called the Belgian Congo after 1908, was under Belgian rule for 65 years. In 1960, after several years of unrest, Congo was granted independence from Belgium. The country was unstable for several years. Two presidents were elected and deposed, and there was much arguing over who should run the country and how. In 1965, a man named Mobutu Sese Seko rose to power. Though the country was remarkably rich in resources such as diamonds, under Sese Seko's rule, the people lived in complete squalor. Still, Sese Seko brought some stability to the region. He ruled for 32 years, until the people finally rebelled in 1997.*

The first sentence in the paragraph introduced the topic and expressed its main idea; it is the paragraph's topic sentence. The next seven sentences develop and support that idea. Then, the last two sentences conclude the paragraph. They remind readers of the main idea (the country's unstable past) and lead them into the next paragraph by introducing the 1997 rebellion that removed Sese Seko from power.

Paragraphs are not accidents. When composed effectively, they are deliberate, orderly, and clear. They are held together by one controlling idea. This idea is usually stated in a topic sentence and supported by the remaining sentences.

## Practice 2

Divide the following text into paragraphs. Underline the topic sentence in each paragraph you create:

*Sigmund Freud, the father of psychoanalysis, made many contributions to the science of psychology. One of his greatest contributions was his theory of the personality. According to Freud, the human personality is made up of three parts: the id, the ego, and the superego. The id is the part of the personality that exists only in the subconscious. According to Freud, the id has no direct contact with reality. It is the innermost core of our personality and operates according to the pleasure principle. That is, it seeks immediate gratification for its desires, regardless of external realities or consequences. It is not even aware that external realities or consequences exist. The ego develops from the id and is the part of the personality in contact with the real world. The ego is conscious and therefore aims to satisfy the subconscious desire of the id as best it can within the individual's environment. When it can't satisfy those desires, it tries to control or suppress the id. The ego functions according to the reality principle. The superego is the third and final part of the personality to develop. This part of the personality contains our moral values and ideals, our notion of what's right and wrong. The superego gives us the rules that help the ego control the id. For example, a child wants a toy that belongs to another child (id). He checks his environment to see if it's possible to take that toy (ego). He can, and does. Then he remembers that it's wrong to take something that belongs to someone else (superego), and returns the toy.*

### Developing Strong Paragraphs

What did you do when completing Practice 1 to separate the text in a logical sequence of paragraphs? Most likely, you looked for sentences that seemed to serve a particular role—as transitions, as different ideas, as evidence supporting previous statements. As you start drafting, it may be helpful to apply the same logic to your drafting: start first by determining the desired function of the sentence in the paragraph and consider, briefly, what idea you want to convey. Map out the *what* and *why* of the sentence(s), and you're ready to compose. Consider our earlier example on the Congo (the first example is done for you; fill in the spaces for the other two examples):

MAP	IDEA	SENTENCE
Function		
Introduce paragraph	History of instability	The African country of the Democratic Republic of Congo has had a turbulent past.
	Start with European colonization	It was colonized by Belgium in the late nineteenth century and officially declared a Belgian territory by King Leopold in 1895.
		The country, called the Belgian Congo after 1908, was under Belgian rule for 65 years.

Note how a graphic organizer like this comes in handy when collecting and organizing your thoughts. It allows us to get really granular, knowing the exact purpose and content of each sentence before composing. That helps a lot when you're just trying to get thoughts on paper.

It also helps to have a rich structure to follow, so that you know what the function of the sentence should be.

One possible method for analytical and argumentative essay assignments is what is known as Toulmin structure (named after the man who invented it), which was originally intended for legal scholars. That's the key advantage of the model: it's structured to encourage well-reasoned and well-supported thinking, the kind that builds paragraphs so they each convey a complete thought. Here is an example outline of this model:

1. **Topic sentence:** states the main idea of the paragraph
2. **Reason(s):** explains the causes or support for the main idea
3. **Evidence:** describes the data or proof for the main idea
4. **Backing:** explains how the evidence supports the main idea
5. **Qualifier/Rebuttal/Concession:** discusses when or how the main idea is true or not true in other situations (discussed in greater detail in Lesson 10)

This is not to suggest that a paragraph must be no more and no less than five sentences; it may be that your evidence or qualifier requires several sentences of explanation, or that a concession is not necessary. The structure is merely a guide to ensure your paragraphs have appropriate depth.

The example that follows comes from an SAT Writing task, which asks test takers whether understanding one's own identity requires him or her to turn inward. It has been reproduced as both a full paragraph and in the table, so that you can see how the components of the Toulmin work separately and together. Note that this writer included both a qualifier and rebuttal in his response.

*Those with the most profound sense of understanding of life, or hold a strong self-identity, are those who chose not to follow the crowd. We cannot understand life ourselves simply by having the ideas and values of others thrust upon us; our ability to truly understand these features and to reshape them for our ends must be done internally. This is particularly evident when looking at the lives of important philosophers like Nietzsche and Socrates, each of whom came to grasp something essential about life by removing themselves from the city so they could think and write. By separating themselves from the masses, both philosophers were able to ponder what it means to be human without being influenced by surrounding human interests; this separation and turn inward enabled each to develop a clear worldview that would change how we view the world. Of course, the examples of two philosophical giants might suggest that very few people every truly understand themselves; however, given, the complexity of the world in which we live, that's not unexpected. Besides, how many people truly turn inward in a meaningful fashion? Millions of people are happy and confident without necessarily turning inward; however, I say these people are acting according to the social roles "scripted" for them rather than any internal calculus—this is not understanding the self.*

THE DRAFTING PROCESS

TOULMIN STEPS	SENTENCE
Topic Sentence	Those with the most profound sense of understanding of life, or hold a strong self-identity, are those who chose not to follow the crowd.
Reasoning	We cannot understand life our ourselves simply by having the ideas and values of others thrust upon us; our ability to truly understand these features and to reshape them for our ends must be done internally.
Evidence	This is particularly evident when looking at the lives of important philosophers like Nietzsche and Socrates, each of whom came to grasp something essential about life by removing themselves from the city so they could think and write.
Backing	By separating themselves from the masses, both philosophers were able to ponder what it means to be human without being influenced by surrounding human interests; this separation and turn inward enabled each to develop a clear worldview that would change how we view the world.
Qualifier	Of course, the examples of two philosophical giants might suggest that very few people every truly understand themselves; however, given, the complexity of the world in which we live, that's not unexpected. Besides, how many people truly turn inward in a meaningful fashion?
Rebuttal	Millions of people are happy and confident without necessarily turning inward; however, I say these people are acting according to the social roles "scripted" for them rather than any internal calculus—this is not understanding the self.

### Practice 3

Continue developing the response you started in Practice 1 for this lesson by developing the body paragraphs. Use the following paragraph map and/or the Toulmin model to organize your paragraph ideas and flow. Compose your response on another sheet of paper or a computer.

FUNCTION	IDEA	SENTENCE

### In Short

Initial drafting of an essay is meant to be a continuation of the work completed during the planning stages. A paragraph is a group of sentences that are organized to fully and meaningfully express a single controlling idea. Identifying the function and idea of each sentence enables you to compose clearer and coherent sentences and paragraphs.

### Skill Building Practice

Use one of the drafting techniques covered in this lesson the next time you begin an essay and reflect on the process. Which one did you choose, and why? How did the experience compare to your usual methods of beginning a draft? Would you use the strategy again? Why or why not?