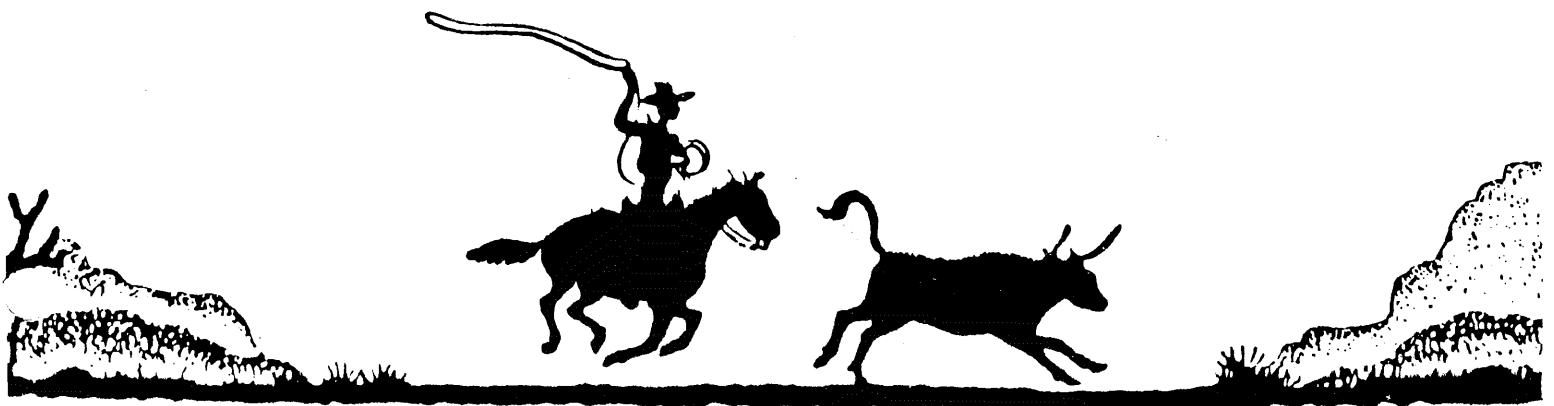




LEARNING  
AND  
STUDY SKILLS  
OPPORTUNITIES

FRESHMAN STUDY SKILLS PROGRAM  
GLENBROOK SOUTH HIGH SCHOOL





## the GBS Freshman Study Skills Program

This year, you will be faced not only with an increased amount of homework but also with higher expectations of your classroom performance than ever before. In order to help you do as well as possible in both of these areas, Glenbrook South has developed a program of study skills for all freshman students. This program is called LASSO, which stands for Learning and Study Skills Opportunities.

LASSO operates in classrooms as well as during homeroom periods. In your English classes, strong emphasis is placed on helping you improve your reading and understanding of various kinds of writing--especially short stories and novels. Your social studies classes emphasize the taking of notes--both from written materials and from oral presentations, and the development of research techniques. In addition, a number of homeroom periods are devoted to other skills--skills which are important in a variety of areas, academic and otherwise: listening, answering questions, taking tests, spelling, developing a more extensive vocabulary, improving memory, using the atlas, managing time, and understanding current events.

Because the administration and faculty of Glenbrook South feel that the development of study skills is an important part of each freshman's education, a grade is given to reflect your accomplishments in and attitudes toward this program. This grade appears on each quarter's report to parents along with all other grades; it becomes a part of your all-school average.

As an example of how the homeroom program works: During the next two weeks, in the auditorium, you will listen to presentations about study skills in general and about taking true-false tests in particular. In addition, you will receive a glossary of terms that deal with time. You can easily master this material by paying close attention to these presentations and by reviewing the glossary. Later, in your regular home room, you will be given a true-false quiz over these materials to see if you do indeed understand them. The score on this quiz will be your first LASSO grade of the first quarter. In addition, your homeroom supervisor will be evaluating the way in which you approach your study skills responsibilities and will use this evaluation as part of each quarter's grade. (And as often as a particular study skill is called for in a regular academic class, your knowledge will continue to be evaluated.)

Two enrichment opportunities are also available each quarter--extra credit activities which help to bolster your study skills grade and/or make you eligible for special recognition for outstanding achievement in study skills. Watch and listen for these opportunities in developing a stronger vocabulary and reading for specific information.

The LASSO program is designed to help you handle the daily tasks of being a Glenbrook South student as productively as possible. If you give this program the kind of attention it deserves, you may be surprised by the valuable dividends which will shortly begin to come your way!



Like any other program at Glenbrook South--academic or otherwise, LASSO, the study skills program, has its own special set of student expectations. How well you understand and meet these expectations will be a major factor in how well you achieve in the area of study skills: how much you learn, how good your grades are, how well you can apply these skills to new situations.

First off, you should know that--with few exceptions--ALL GBS freshmen are part of and responsible to the LASSO program. (The exceptions are most Academy students and some DLS students.) This means that your involvement in special home rooms (band, choral, music, electronics, home economics) does not excuse you from LASSO. Neither does being a member of the Freshman Class Board or in the Peer Group program. If you are assigned to a home room, you are responsible for all study skills materials. (A student not enrolled in a regular freshman social studies or English class may be excused from LASSO activities that originate in these areas.)

Secondly, the LASSO program takes precedence over all other home room activities. You are expected to attend study skills presentations and take study skills quizzes on the days assigned. Although you are encouraged to use the homeroom period to make up work in other classes and to meet with other teachers, you are not permitted to do so on LASSO days. (The same is true during social studies movies and all other special home room presentations.)

Of course, the same rules apply to attendance and general behavior during the homeroom periods as during other classes. Unexcused absences and unacceptable behavior result in referrals to the Dean's Office and can lead to disciplinary action. In addition, failure to comply with such guidelines established in the Student Handbook may cause your LASSO grade to fall since part of that grade is an attitude evaluation given by your homeroom teacher.

The materials in this booklet make up the bulk of the LASSO program. The white pages at the front give information about LASSO and about study skills in general. The green pages cover the LASSO materials for the first quarter; the pink pages for the second quarter; the blue pages and the gold pages for the third and fourth quarters, respectively. Enrichment activities are also on white pages. You need to have this booklet with you during homeroom periods so that you can be as prepared as possible for all LASSO activities. If you lose this one, you can purchase a replacement at the Student Bookstore for \$2.00.

Making up work after being absent from school is always a matter to be dealt with as quickly and as productively as possible. LASSO quizzes missed for excused absences may be made up within one week after the scheduled date. Since most quizzes are given on Thursday, you have through the following Thursday to make them up. (Hopefully, you can make them up as soon as you return--on Friday, in most cases.) In case of prolonged illness, you may be give additional time for making up the missed work. All make-up work is done in the GBS Test Center. Remember these two things about make-up work:

1. No work missed due to unexcused absence may be made up. Your absence will be considered unexcused even if you are in the building but not in your home room on the day of the LASSO quiz.
2. After one week in the Test Center, make-up work will be removed, and you will receive a 0 for that activity.

Each quarter, two enrichment opportunities will be available. You may wish to participate in these opportunities in order to increase your knowledge in certain areas and to improve your LASSO grade. Information about these extra credit quizzes is included in this booklet and will be announced throughout the year. These quizzes are scheduled on Tuesdays. If you are absent for one of these opportunities, see Mr. Barker about making it up as soon as you return to school. Your social studies or English teacher may give you extra credit for completing LASSO enrichment activities.

As with all other classes, the Glenbrook South policy regarding academic honesty is in effect during LASSO quizzes. Any failure to comply with the rules established in the Student Handbook will be dealt with accordingly and may result in severe disciplinary action.

A point tally sheet is included at the end of each quarter section in this booklet. You may use it to keep up-to-date on your LASSO grades. Knowing how you stand at any time may help you decide whether or not to complete extra credit work.

Since some of your LASSO grade each quarter comes from work presented in other classes (social studies and English), it is important that you do well on these activities since each one will count twice. LASSO assignments dealing with geography become a part of your social studies grade; those dealing with the dictionary, spelling, and vocabulary development become a part of your English grade.



All of these rules and recommendations for LASSO may seem a bit overwhelming right at the beginning of the school year along with all of the other rules and regulations in all of your other classes. Let's see if they can be simplified and put into a few easy-to-remember statements:

1. LASSO is a required course for nearly all Glenbrook South freshmen.
2. Participate in and complete all LASSO activities and quizzes on the dates assigned.
3. Follow the rules for attendance and behavior (as indicated in the Student Handbook) during LASSO activities in the home room as well as in the auditorium.
4. Bring your LASSO booklet to your home room regularly. Use it to prepare for all study skills activities.
5. After excused absences, make up LASSO quizzes within a week in the Test Center.
6. Take advantage of extra credit enrichment opportunities.
7. Don't violate the rules of academic honesty.
8. Use your point tally sheets to know where you stand.
9. Give special attention to work in social studies and English classes that also counts toward your LASSO grade. Give special attention to LASSO work that also counts toward your English and social studies grades.
10. Remember that the LASSO program is designed with YOU in mind: It can make a difference.

## SO YOU WANT TO BE A BETTER STUDENT?

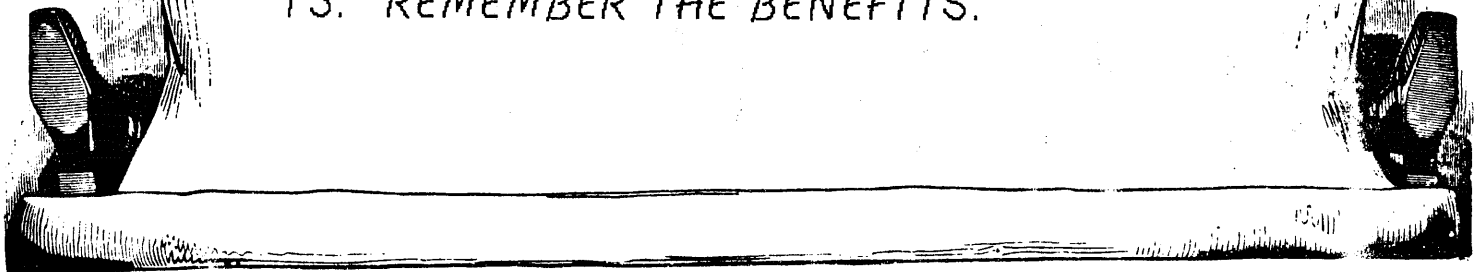
(a baker's dozen of suggestions)



1. PUT YOURSELF ON THE LINE. If you *really* want to be a better student, don't just say so. Do something about it. Whom are you fooling?
2. KEEP AN ASSIGNMENT BOOK. You simply do not have a good enough memory to do without some regular reminder of work to be done. (And it's such a great sense of accomplishment to cross out completed assignments!)
3. HAVE YOUR SPACE. It doesn't have to be fancy, but it's got to be all yours--out of the traffic flow and ready for business.
4. DEMAND A QUIET ZONE. Radios of all sizes and shapes, record players, television sets, and telephones are all in a gigantic conspiracy to limit your success. Don't give in to their demands, but stubbornly stand up for your rights to peace and quiet.
5. BE SYSTEMATIC. Devise a plan--your own, preferably--so that you can give adequate time to each daily assignment and still have some time to work on long-range requirements (like an outside reading or a library project.)
6. ASK FOR HELP. Assistance from the Glenbrook South staff is always available for the asking. So why not ask?
7. STAY ON TASK. When you're at a movie or a football game or a party, you don't think about homework. Why not give homework the same consideration?
8. BE HARD TO PLEASE. Your teachers expect the best from you; that's part of their job. Your job--perhaps the most important one of your life--is to expect the same of yourself. Why settle for less than what you can do?
9. DON'T GIVE UP. Setbacks come in everyone's life--and they're bound to occur in yours. When they do, you'll have to bite the bullet, keep a stiff upper lip, put your nose to the grindstone, etc.
10. GIVE STUDY SKILLS A CHANCE. This year's program in developing study skills can pay off for you--if you let it. It takes a lot more of the right stuff to work at this program than it does to ignore it or to put it down.
11. DON'T FAKE IT. A creative mind is a great asset--but not when it creates excuses for your not completing assignments. Pretty soon even you will begin believing those phony tales that you try to pass off on your parents and teacher. If the job is really done, taking isn't necessary.
12. BECOME INVOLVED. It's no big secret that the student who achieves the most is also the one who is the most involved in high school life. Occupying some space from 8:00 to 2:45 for four years may get you through high school--if that's all you want.
13. REMEMBER THE BENEFITS. What's the point behind all of these helpful suggestions? To help you get
  1. more knowledge, which leads to
  2. better grades, which lead to
  3. important benefits from better grades, such as
    - a. better feelings about you from others, like friends and parents, and
    - b. better feelings about you from yourself, which leads to
    - c. BEING HAPPY! (Isn't that what it's all about?)



1. PUT YOURSELF ON THE LINE.
2. KEEP AN ASSIGNMENT BOOK.
3. HAVE YOUR SPACE.
4. DEMAND A QUIET ZONE.
5. BE SYSTEMATIC.
6. ASK FOR HELP.
7. STAY ON TASK.
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11. DON'T FAKE IT.
12. BECOME INVOLVED.
13. REMEMBER THE BENEFITS.

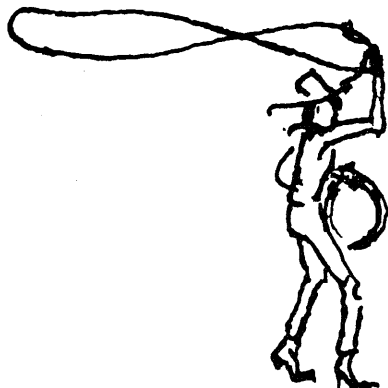




# POINT TALLY SHEET

First Quarter

This Activity Points	Total Activity Points	Activity	My Activity Points	My Total Points
35	35	Myth or Reality + Time Glossary Quiz		
25	60	Listening and Taking Notes Quiz		
20	80	Firemen's Suspenders Quiz		
20	100	Reading and Taking Notes Quiz		
20	120	Current Events Quiz #1		
25	145	Dictionary Quiz #1: Guide Words and Etymology		
25	170	Dictionary Quiz #2: Pronunciation		
25	195	Dictionary Quiz #3: Spelling		
25	220	IMC Project #1: Orientation		
20	240	Current Events Quiz #2		
20	(240)	Extra Credit: Solomon		
20	(240)	Extra Credit: OctoberQuest		
50	290	Attitude Score #1		
50	340	Attitude Score #2		
	340	total possible points		



# TRUE OR FALSE?

1. Be prepared. A knowledge of test-taking techniques can never fully replace a knowledge of the material to be tested.
2. Don't be lulled into a sense of sleepy security just because a test is "only" true-false. Tests of this kind are often the most difficult just because they seem so simple.
3. Remember this important rule: If any part of a statement is false, it is all false. Example: The sun is larger than the earth, and the earth is smaller than the moon.
4. Read each statement carefully--at least twice--before deciding on your answer.
5. Watch for words that qualify a statement's meaning--words like all, some, none, most, only, usually, sometimes, never, few, always. Statements containing the words all, only, always, and never are usually false--but not always.
6. One the first round, omit the statements that you are uncertain of. Come back to them later. There's a good chance that something else in the test will trigger the correct answer to an omitted item.
7. If all else fails, make an educated guess (unless there are directions to the contrary). The odds could hardly be better.
8. Mark the answers clearly and carefully. If the directions say to use a T or a F, make these letters easily recognizable--not in some fancy script or sloppy style. And don't write out true or false unless told to do so. If a Scan-Tron answer sheet is used, be certain that each mark is ready for the grading machine.
9. Check over your answer if time permits. But don't change an answer unless you have good reason to. Your first reaction to a statement is usually the best.
10. Think of the true-false test as a challenge not only to your comprehension of certain information but also to your understanding of test-taking techniques. A good score on even a short true-false quiz can be an important step on the road to developing your confidence in study skills.

## IDEAS ABOUT STUDYING:

- |                  |   |
|------------------|---|
| MYTH OR REALITY? | I am what I am. Changing my study habits will make no difference in the grades that I get or how much I learn.  |
| MYTH OR REALITY? | The amount of time I spend studying determines how well I'll do in my classes.  |
| MYTH OR REALITY? | It's not as important for freshmen to study and get good grades as it is for members of the other classes.  |
| MYTH OR REALITY? | I shouldn't get into activities because they take away from my study time and my grades will drop.  |
| MYTH OR REALITY? | I'm used to studying in front of TV or with my stereo playing, and it's not worth changing my habits because I'm doing o.k. this way.                   |
| MYTH OR REALITY? | Because Glenbrook South has such a strong nationwide reputation, I'll be able to get into a college even though my high school grades are only average. |
| MYTH OR REALITY? | Grades aren't nearly as important as what I actually learn, so I really don't need to know how to study to get better grades.                           |
| MYTH OR REALITY? | Since I've always gotten A's and B's without knowing much about how to study, there's no real reason to begin learning now.                             |
| MYTH OR REALITY? | It takes too much time to learn how to study properly.  |
| MYTH OR REALITY? | Since study skills grades don't really count for anything, there's no reason for me to try to learn how to study better.                                |

MYTH OR REALITY?

## A TIME GLOSSARY

This one-page glossary contains twenty words and abbreviations which are associated with time. You are obviously familiar with some of these terms. Others will be new to you--and will be covered in your first unit in freshman social studies this fall. Regardless, they are in such common use that you should be on firm footing with all of them. Your first LASSO quiz includes true-false questions covering these twenty terms. Be certain that you are ready.

1. age
2. era
3. period

All three of these words have the same basic meaning: a long or short span of historical time. Age (or ages) is usually used to indicate major historical time intervals: the Stone Age, the Classical Age, the Middle Ages. Era is often used for narrower time intervals, often notable for new aspects: the Colonial Era, the Romantic Era. Period is a less formal term which generally denotes a time interval dominated by a certain person or group, thing, or idea: a period of artistic greatness, the period of Communist dominance, the period of Napoleon's influence. Still, the three words are often used interchangeably.

4. semiannual - occurring twice every year.
5. annual - occurring every year; determined by a year's time
6. biennial - occurring every second year; determined by a two-year period of time.
7. perennial - lasting through many years; everlasting; appearing again and again
8. fortnight - a period of two weeks (used commonly in Great Britain)
9. decade - a period of ten years
10. century - a period of 100 years
11. millennium - a period of 1000 years (The plural is millennia)
12. centennial - pertaining to a period of 100 years; a 100th anniversary or celebrations
13. sesquicentennial- pertaining to a period of 150 years; a 150th anniversary or celebration
14. bicentennial - pertaining to a period of 200 years; a 200th anniversary or celebration
15. B. C. - in the Gregorian calendar: before Christ, used to date events that occurred before the birth of Jesus
16. A. D. - in the Gregorian calendar: anno domini, used to date events that occurred after the birth of Jesus.
17. generation - the average time period between the birth of parents and the birth of their children--about 25 years; people who share common experiences, largely because of a similarity in their ages: the postwar generation, the lost generation, the silent generation
18. contemporary - belonging to the same time period: George Washington's life was contemporary with the life of Benjamin Franklin. OR George Washington and Benjamin Franklin were contemporaries. Sometimes, contemporary can mean "contemporary with our lives today"--or "modern," like contemporary furniture
19. c. or ca. - (an abbreviation for circa) - about; used before approximate dates or figures: Neanderthals died out for unknown reasons c. 40,000 years ago.
20. chronological - arranged in order of time when events occurred

# TAKING NOTES FROM ORAL PRESENTATIONS

## Why take good notes?

- To turn oral/aural information into visual information.
- To remember more.
- To learn more.
- To get better grades.
- To be happier about yourself.
- To make others happier with you.

## When to take notes?

- During large group presentations in the Emerald City or elsewhere.
- During all discussions in the classroom.
- During any situation from which recall is expected.

## Where to put the notes?

- In a notebook--not on random pieces of paper.

## How to take notes?

### LISTEN:

- Clear your ears and mind.
- Adapt your listening to the voice of the speaker.
- Force yourself to concentrate on the message of the speaker, the flow of the presentation or discussion.
- Shut out distractions.
- Don't let your thoughts wander.

### SORT:

- Look and listen for clues to what is important and what is not.
- If it's on the board or the overhead screen, it's important.
- If the speaker repeats it, pauses after it, says it with some sort of a vocal or bodily emphasis, it's probably important.
- If it's in a digressive anecdote, it's probably not important.

### WRITE:

- Exclude the trivial.
- Capture the essence.
- Set down key words and phrases.
- Don't try to copy entire sentences.
- Use abbreviations, shortened forms, symbols: & for and; w/ for with; w/o for without; \* for important items; others of your own devising.
- Don't doodle.

### ORGANIZE AND OUTLINE:

- Place key ideas at the margin.
- Indent examples and other supporting information.
- Indent less important ideas further.
- Etcetera. [See this page as an example.] (You can use formal outlining procedure if you wish--and if you know how, but it is not really necessary as long as you show the relationship between important and less important points by indentation.)

### KEEP LISTENING:

- Stay with it.
- Don't woolgather.

### ASK:

- When you need clarification.
- At the end of a presentation or during an obvious break.
- Don't bug your neighbor.

(over)



What to do with the notes?

Keep them with the others.

Read them over as soon as possible--at least once before the next class period.

Be careful about loaning them to someone who was absent or who didn't do as good a job as you did.

Read them over again periodically.

Don't recopy them.

Review them carefully for quizzes and tests. Form possible questions from them.

Save them for the final examination.



## FIREMEN'S SUSPENDERS?

When asked to write a single complete-sentence answer to a question, the student should take the time and make the effort to put his answer in the best possible form in order to receive the most possible credit. He should check his answer against the seven standards on this page before handing in his paper, never being satisfied with anything less than the highest quality of which he is capable.

Below in an article dealing with firemen's suspenders. Read it carefully; then read the question that follows and be prepared to answer it in one complete sentence.

### FIREMEN'S SUSPENDERS

Ever since the early days of this country, dating from the very first fire departments in Philadelphia, American firemen have worn red, white, and blue suspenders. The reason for this tradition has been widely disputed. Some people suggest that, since all suspenders originally came from England and were emblazoned with the Union Jack, the tricolored custom stayed on even after the colonies had won their independence. Others maintain that, because many early firemen also fought in the War for Independence, they were zealously patriotic and proudly displayed Old Glory's colors in their daily wearing apparel. A third group supports the notion that fabric dyes in early days were limited to a few basic colors--red and blue being two that coordinated well with each other and with the natural whiteness of the material used for making suspenders. However none of these answers is correct. Current research has proven that firemen from early America to the present have worn suspenders of these three colors for another, more practical reason: to keep their trousers from falling down.



**QUESTION: WHY DO AMERICAN FIREMEN WEAR RED, WHITE AND BLUE SUSPENDERS?**

An acceptable answer to this question must meet several standards:

1. It must be a complete sentence.
2. It must contain the correct information.
3. It must be rephrased from the question in a complete, correct manner.
4. It must be clear and make good sense.
5. It must be original--not copied directly from the source material.
6. It must be mechanically correct: begin with a capital letter, end with a period, contain correctly spelled words, etc.
7. It must be written neatly and legibly.

Now let's look at six answers to the firemen's suspenders question. None of them is totally acceptable--for the reason given after each.

**Question: Why do American firemen wear red, white, and blue suspenders?**

1. Because if they didn't wear them their pants would fall down.

*\*\*\*This answer is obviously not a complete sentence; it is a sentence fragment--and so is not acceptable.*

2. American firemen wear red, white, and blue suspenders because early firemen, many of whom were soldiers in the War of Independence, wanted to show their patriotism in the clothes they wore.

*\*\*\*Sorry. It's a well-written answer. Unfortunately, it contains the wrong information.*

3. Firemen have always worn suspenders in order to keep their pants from falling down.

*\*\*\*Although the sentence is complete and the information correct, the answer does not completely and correctly rephrase the question. The firemen are not identified as American, the verb phrase have always worn is different from that in the question, and the colors or the suspenders are omitted.*

4. It's been important for Americans who are firemen to keep their pants up and they long ago decided to do something about the problem, so they all agreed to wear red, white, and blue suspenders to do something about this problem of their pants always falling down.

*\*\*\*Yes, it's exaggerated. But hopefully the point about being clear and making good sense has been made.*

5. Firemen from the early days of America until the present have worn red, white, and blue suspenders for this reason: to keep their trousers from falling down.

*\*\*\*No, it's not exactly like the original. But it's too close for comfort. Remember that there are strict penalties for cheating, and copying in this way is a form of cheating. A good rule of thumb to follow is no more than four words in a row directly from the source material.*

6. Fireman in America wear red white and blue suspenders so that their pants won't fall down

*\*\*\*Another exaggeration, perhaps. But did you catch all six of the mechanical errors? One is enough to make the answer less than completely acceptable.*

Now let's look at several correct answers. Note that there is not one single best way to write such an answer; nevertheless, to be wholly acceptable, an answer must meet the standards indicated earlier.

1. American firemen wear red, white, and blue suspenders to keep their pants from falling down.
2. Red, white, and blue suspenders are worn by American firemen because they don't want their trousers to fall down.
3. To keep their pants up is the reason why American firemen wear red, white, and blue suspenders.
4. American firemen wear red, white, and blue suspenders because, if they didn't, their pants might fall down.

## WRITING SINGLE-SENTENCE ANSWERS TO QUESTIONS: THE FIREMEN'S SUSPENDERS TECHNIQUE

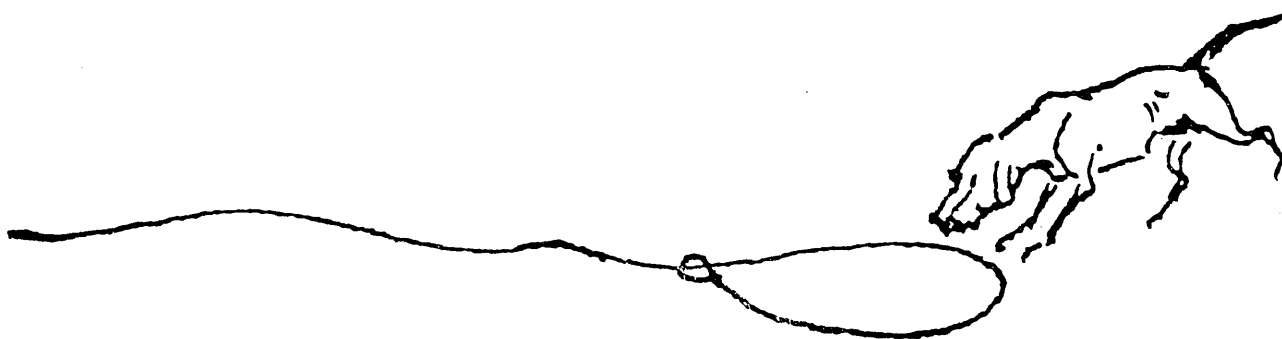
The next several pages contain a discussion of an important writing skill: how best to answer a short essay question in a single sentence. The method for satisfactorily demonstrating this skill is called "firemen's suspenders" because of the example sentence used on the page titled "Firemen's Suspenders?" The two sides of this page introduce the idea of the single-sentence answer and follow up with an example based on a paragraph about why firemen wear red, white, and blue suspenders. Though the paragraph may seem a bit absurd, the example answers which follow--both incorrect and correct--provide serious guidance to acquiring this important skill.

The following page, titled "Writing Single-Sentence Answers," contains practice exercises in developing this skill. On the front side is a short paragraph about tall grass prairie followed by seven possible answers. On the back side is another short paragraph--this one about Mount Rushmore. It is followed by two questions, each with five possible answers. These questions are models of those questions which will be on the "firemen's suspenders" quiz which you will take soon.

Soon you will have an opportunity to go over this material in your regular homeroom. After you have read the page about the firemen's suspenders technique, you will be expected to complete the practice exercises on both sides of the next page. When you have finished, your homeroom teacher will give you a page which indicates the best answer for each of the exercises--and tells why the other answers are unacceptable. This page can be inserted into your LASSO handbook.

It is especially important that you give this material careful attention because, for most of you, the writing of single-sentence answers is included as an objective in the first unit of your HWC (Combined Studies) class. Teachers in other classes may also expect you to answer short essay questions in this manner. And, of course, you will want to show a thorough understanding of this skill on the LASSO quiz, which will be given at a later date.

Now take a look at the back of this page. Here are the seven standards for doing the best possible job of writing single-sentence answers. It's not necessary to memorize these standards though that may not be a bad idea. But it is necessary to understand and know how to use them. Remember that the real demonstration of your mastery of this skill is not merely being able to recognize correct answers on a quiz, but rather being able to write answers in response to questions based on material which has been assigned. This skill goes far beyond LASSO.



# **Standards for Writing Complete-Sentence Answers**

**An acceptable answer to any question must**

- A. be a complete sentence.**
- B. contain the correct information.**
- C. be properly rephrased from the question.**
- D. be clear and make good sense.**
- E. be original--not copied from the source.**
- F. be mechanically correct--spelling, capitalization, punctuation, etc.**
- G. be written neatly and legibly.**

## Firemen's Suspenders: The Solutions

Here are the answers to and explanations for the practice exercises on writing single-sentence answers to short essay questions. If you did not answer any of the three questions correctly, take the time to find out why your answer is incorrect and why the best answer is correct.

On the first side, the only completely acceptable answer to the question about tallgrass prairie is E. Each of the other choices violates one of the seven standards, as follows:

- A - incomplete rephrasing of the question to form the answer
- B - incorrect information
- C - mechanical errors (spelling/punctuation)
- D - copying the original too closely
- F - awkward and unclear
- G - incomplete sentence

On the back side, the only completely acceptable answer to the first question about Mount Rushmore is D. Choice A is a fine sentence, but it contains incorrect information. Choice B does not rephrase enough of the question for the answer. Choice C is a sentence fragment, and D is hopelessly awkward and unclear (among other things.)

The only completely acceptable answer to the second question about Mount Rushmore is B. Choice A has four capitalization errors. Choice C is awkward, does not include the sculptor's name, and contains unnecessary information. Choice D does not rephrase the question carefully enough and, again, omits the sculptor's name, and E is copied directly from the paragraph.

When you take the quiz on this writing skill, you should read each possible choice as carefully as you can, checking it against the seven standards. If you know what to look for--and then look for it, you should be able to demonstrate your thorough understanding of the fireman's suspenders technique, not only on the upcoming quiz, but also in any situation where you are required to write such answers.

*Place this page in your LASSO handbook after the page which has the practice question.*

# Writing Single - Sentence Answers

On this page are a short paragraph, a question about this paragraph, and several possible answers to this question. Read the paragraph and the question carefully; then decide which one of the possible answers is acceptable in terms of the seven standards--and why the others are not acceptable.

PARAGRAPH: Until about a century ago, tallgrass (or true) prairie extended from Manitoba south to Texas, from Ohio west to Kansas, covering more than 250 million acres. The tallgrass prairie region received rainfall sufficient to support the taller grasses and some trees as well. Periodic fires destroyed trees and woodland plants but spared the prairie grasses. Bison, trampling young trees and eating their shoots, also once kept native prairies devoid of trees.

QUESTION: WHAT THREE FACTORS PLAYED MAJOR ROLES IN CREATING AND MAINTAINING THE TALLGRASS PRAIRIE?

## POSSIBLE ANSWERS:

- A. The three factors were sufficient rainfall, periodic fires, and trampling bison.
- B. Three factors that played major roles in creating and maintaining the tallgrass prairie were sufficient rainfall, woodland plants, and trampling bison.
- C. Three factors that played major rolls in creating and maintaining the tallgrass prairie were sufficient rainfall periodic fires and trampling bison.
- D. Three factors that played major roles in creating and maintaining the tallgrass prairie were rainfall sufficient to support the taller grasses and some trees as well, periodic fires that destroyed trees and woodland plants but spared the prairie grasses, and bison that trampled young trees and ate their shoots, thus keeping native prairies devoid of trees.
- E. Trampling bison, periodic fires, and sufficient rainfall were three factors that played important roles in creating and maintaining the tallgrass prairie.
- F. Three factors that played major roles in creating and maintaining tallgrass prairies were among those that extended from Ohio west to Kansas, and so fires destroyed trees, and so did bison, and there was also sufficient rainfall as the third major factor.
- G. Three factors that played major roles in creating and maintaining the tallgrass prairie, trampling bison, sufficient rainfall, and periodic fires.

+++++

Soon, during your homeroom period, you will be evaluated on your understanding of the single-sentence ("firemen's suspenders") approach to answering questions. For this quiz, you will be given a short paragraph, a question (or questions) about this paragraph, and five possible answers for each question. Your job will be to select the one best answer for the question based on the "firemen's suspenders" technique and the seven standards.

On the other side of this page is an example of the kinds of questions on this upcoming quiz. First, there is a paragraph about Mount Rushmore. Then, there are two questions dealing with the material in this paragraph. Read each question and all five choices carefully; then, decide which of the five answers does the best job of meeting the seven standards.

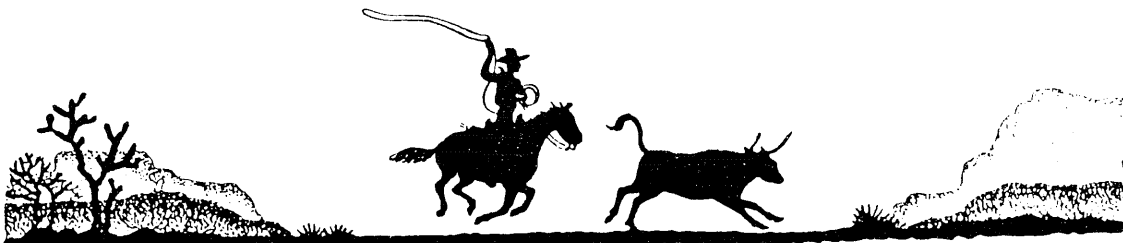
PARAGRAPH: In 1923, South Dakota's state historian, Doane Robinson, first proposed that a colossal memorial be carved on the face of Mount Rushmore. Robinson envisioned a very different monument from the landmark that has drawn millions of tourists to the Black Hills since 1941. His original plan suggested the portraits of Western heroes such as Kit Carson and John Colter. But the sculptor whom Robinson invited to survey the site in 1924 had ideas of his own. Gutzon Borglum saw instead the likenesses of four of America's great Presidents--George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt--as the only appropriate subjects for a plan so grandiose in scale.

QUESTION #1: WHAT WAS THE ORIGINAL PLAN FOR THE CARVINGS ON THE FACE OF MOUNT RUSHMORE?

- A. The original plan for the carvings on the face of Mount Rushmore was to have the likenesses of four of America's greatest Presidents--George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt.
- B. The original plan was to carve the portraits of Western heroes such as John Colter and Kit Carson.
- C. Carving the portraits of Western heroes like Kit Carson and John Colter, the original plan for Mount Rushmore.
- D. The original plan for the carvings on the face of Mount Rushmore was to have the likenesses of several great Western heroes, including John Colter and Kit Carson.
- E. Originally, the plan for carving faces on Mount Rushmore didn't happen, it was to carve the faces of Western heroes, not four great American Presidents like George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt.

QUESTION #2: WHO FIRST HAD THE IDEA TO CARVE THE LIKENESSES OF FOUR GREAT AMERICAN PRESIDENTS ON THE FACE OF MOUNT RUSHMORE?

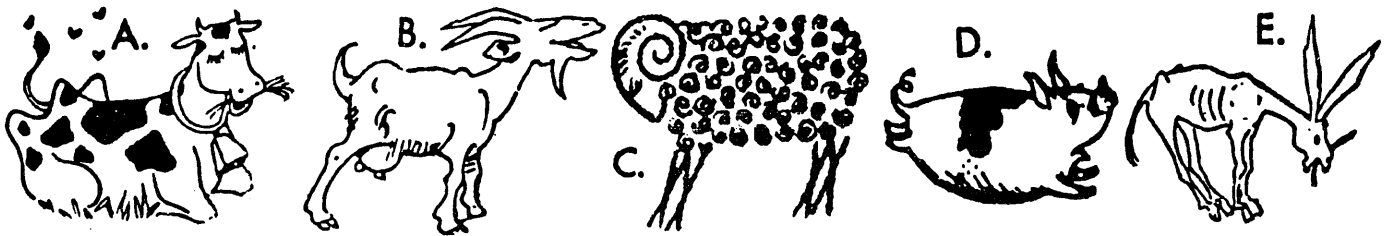
- A. The man who first had the idea to carve the likenesses of four great american presidents on the face of mount Rushmore was the Sculptor, Gutzon Borglum.
- B. The sculptor, Gutzon Borglum, first had the idea to carve the likenesses of four great American Presidents on the face of Mount Rushmore.
- C. The sculptor who was invited to survey the site in 1924 had ideas of his own, so instead of carving the portraits of Western heroes such as Kit Carson and John Colter he decided to carve on the face of Mount Rushmore the likeness of George Washington, etc.
- D. The idea for the faces of four great American Presidents--George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt--was that of the sculptor.
- E. Gutzon Borglum saw the likenesses of four of America's great Presidents--George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt--as the only appropriate subjects for a plan so grandiose in scale as the face of Mount Rushmore.





# DO A BETTER JOB ON MULTIPLE-CHOICE TESTS

Which one of these animals is "porcine"?



Of course you can improve your scores on multiple-choice tests. It's all a matter of knowing how. And here's how:

## 1. Know what to study.

Put your assignment book to good use by carefully noting all chapters or stories or readings or experiments or objectives or films of whatever that will be covered on the test. It's crazy to study something that will not be tested--and even crazier not to study something that will be. (Maybe there's a review sheet.)

## 2. Avoid a last-minute rush.

You almost always know well in advance when a test will be given. So why wait until the night before? The most effective studying is spaced over several days--not crammed into a single time slot, no matter how long.

## 3. Test yourself.

As you review the material, you ought to be able to write some of the questions yourself. A good test has no surprises for the student who truly prepares for it.

## 4. Read the questions carefully.

There's nothing more discouraging than having to admit: "I thought the question was asking something else." Note underlined words. Look for clue words--like not, always, every, never, all, usually, some, most, etc.

## 5. Read all the answers.

Even if choice A appears to be the correct one, don't go for it until you've looked at all the other possibilities. Remember that you want the best answer--not the one which is just "good enough."

## **6. Keep your answers tidy.**

Sloppiness can be hazardous to your grade. Numbers and letters that can't be read will be wrong. And ScanTron scoring machines are often picky about poorly marked--or erased!--test sheets.

## **7. Think twice before changing an answer.**

Studies show that a person's first impulse is usually his best. Change that first impulse only when you have a very good reason to do so.

## **8. Watch the time.**

Check the clock to be certain you're not running short of time. If one answer just won't come, skip that question, and go on (but be sure to come back). And remember that there's usually no prize for finishing first. If you're done early, go back and double-check--particularly to catch any careless errors in reading questions or marking answers.

## **9. Ask questions.**

Can't quite understand what a question is all about? Don't know if you're reading an answer wrong or there's a typographical error? Having trouble with a word? Ask the teacher. You may receive nothing more than a polite smile, but there's always a chance for something more.

## **10. Don't give in to cheating.**

It's fairly easy to check out a neighbor's answers with a quick flick of the eyeball. It's also fairly easy for a teacher to notice such a flick. The school policy on academic dishonesty quite clearly spells out the consequences of such behavior. Cheating is an admission of moral weakness and just doesn't make sense. Don't do it!

## **P.S.**

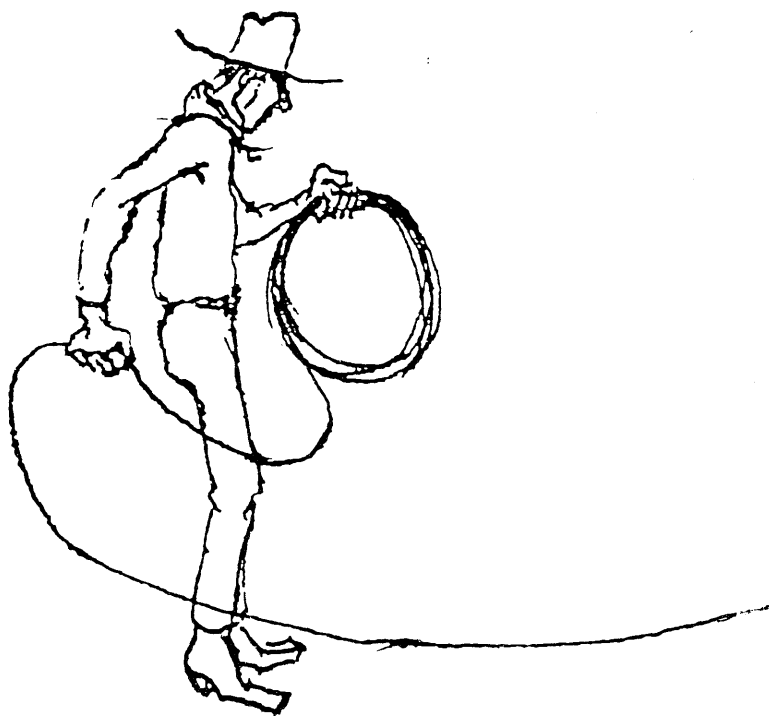
When a scored test is returned to you, take the time to do more than look at the grade. (1) Check the mathematics. There's always a chance that the teacher goofed the calculations. (2) Review the mistakes. Take time to find out what went wrong. (3) Ask for clarification. If you don't understand why an answer is wrong, find out. Remember that the same question--in one form or another--may appear on the final exam.

## CURRENT EVENTS

Each of you has already subscribed to Scholastic Update, a magazine which deals with current events and is published sixteen times during the school year. When you receive your copies of these periodicals, it is important that they be kept in a three-ring binder so that you can refer to them at any time during the school year: some of the information from these magazines may well be included as part of your freshman social studies class.

Each quarter, you will have two quizzes based on certain information in your issues of Update. You will be responsible for only those sections of the magazines which are indicated before hand--certainly not all of every issue. Your homeroom teacher will give you plenty of advanced notice about what you need to know so that you are able to prepare adequately for each quiz. You may not use your copies of Update for the quizzes.

In a world that is so rapidly changing, it is important that all of us keep abreast of those many events which may indeed have an important influence on our lives--even though they may actually be happening to people whom we neither know nor understand in places thousands of miles away. Update is a serious attempt to focus on those events by providing a unique opportunity to develop our awareness and understanding of today's world.



# DICTIONARY USAGE #1: GUIDE WORDS /ETYMOLOGIES

## PART 1 - GUIDE WORDS

In the upper corners of each page of a dictionary are two words--guide words--which tell the user what words are included on that page. For example, the guide words on page 47 of Webster's New World Dictionary are bail and ball. This means that bail is the first word whose entry begins on page 47 and that ball is the last word whose entry begins on that page. All other entries which alphabetically fall between bail and ball can be found on page 47. Words such as bait, baker, balance, and Balkan are on page 47 because--alphabetically--they fall between the two guide words. Bagpipe and bagel are on page 46 because--alphabetically--they occur before the word bail. Balloon and bamboo are on page 48 because--alphabetically--they occur after the word ball.

The guide words have only one purpose: to help the dictionary user find any word for which he is looking as easily and as quickly as possible.

In the following exercise, a list of guide words together with their page numbers is given. Below that are twenty words. Your job is to determine from the guide words on which page each of these twenty words appears. (Some words will not appear on any of these pages.) When you have completed this exercise, check the key which is written upside down at the bottom of the exercise.

page 62 - clearing / clientele  
page 63 - cliff / clockwork  
page 64 - clod / clout  
page 65 - clove / cobweb  
page 66 - cocaine / cocoon

- |                |                     |                     |
|----------------|---------------------|---------------------|
| ___ 1. closet  | ___ 8. clinical     | ___ 14. clincher    |
| ___ 2. click   | ___ 9. cloudburst   | ___ 15. clay pigeon |
| ___ 3. clobber | ___ 10. cleancut    | ___ 16. cocktail    |
| ___ 4. clover  | ___ 11. cocoa       | ___ 17. cobra       |
| ___ 5. clever  | ___ 12. coffee cake | ___ 18. clipboard   |
| ___ 6. codfish | ___ 13. cleavage    | ___ 19. clothes     |
| ___ 7. coax    |                     | ___ 20. clump       |

Answers: 1) page 64; 2) page 62; 3) 63; 4) 65; 5) 62; 6) none of these pages; 7) 65  
8) 63; 9) 64; 10) none; 11) 66; 12) none; 13) 62; 14) 63; 15) none; 16) 66;  
17) 65; 18) 63; 19) 64; 20) 65.

## PART 2 - ETYMOLOGIES

Etymology is the history of words or the study of word origins. Webster's New World Dictionary includes the etymologies--the histories or origins--of many words. The etymology of a word included in this dictionary comes after that word's pronunciation and part of speech, and before its definition(s).

A typical etymology appears after the word swoop: [< OE, swapan, sweep along]. This means that swoop comes from the Old English word swapan which means "sweep along." (In larger, unabridged dictionaries, the etymologies of words often are much more detailed.)

Most of the words in the English language come from Old English (which in turn comes from German), from Latin, from Old French, and from Old Norse. However, English is a melting pot of languages and includes words from nearly every other language in the world. The

following list is a sampling of words which have been "borrowed" directly into English and the languages from which they have come.

noodle - German	spinach - Persian
toboggan - French	coffee - Turkish
chocolate - American Indian	tornado - Spanish
magazine - Arabic	golf - Dutch
dungarees - Hindi	kangaroo - Australian aboriginal
violin - Italian	banana - African
polka - Czech	ketchup - Chinese

Some words come from the names of people, such as saxophone, named after its inventor A. J. Sax; nicotine, after the name of the man who introduced tobacco into France in the 16th century; and loganberry, after J. H. Logan, who developed it in 1881.

Some words come from the names of places, such as magnesium, after the name of a district in ancient Greece, and lumber, probably after Lombardy, Italy.

Some words come from initials: radar, from radio detecting and ranging; scuba, from self-contained underwater breathing apparatus; MX missile, from missile experimental; and Rh factor, from the rhesus monkey, in which this blood factor was first discovered.

The origins of some words are indicated as [echoic], which means that they "echo" the sounds made by the words; clang and buzz are obvious examples.

Some words have unusual origins, which the dictionary explains briefly: pygmy comes from a Greek word meaning "the length of the forearm"; Quaker comes from the fact that members of this religious group were urged by their leader to "quake" at the word of the Lord; Legionnaire's disease is so named because of an outbreak at an American Legion convention in July, 1976.

Sometimes the meaning of a word has changed extensively from the meaning of its origin. Macaroni can be traced back to a Greek word meaning "blessed," lobster to an Old English word for "spider," fond to a Middle English word that means "be foolish," and harpoon to an Old Norse word for "to squeeze."

Sometimes the origin of a word is uncertain or simply not known, as in these examples:

kook [prob. < cuckoo]  
pudgy [ ? < pud, belly]  
dumpling [ < ?]

Many new words are being added to the English language every year. There was a time--not too long ago--when words like punk rock, nerd, chip (in the electronic sense), Polaroid, fast-food, third world, yuppie, polyester, splashdown, cold war, and AIDS did not exist. (One estimate claims that over 20,000 new words have been added since World War II. That averages over one per day.) And, in the next edition, words like glasnost, crack (the drug), and dweeb may well be included.

All abbreviations and symbols used in Webster's New World Dictionary are found on page viii in the guide at the front of the dictionary. Most of these abbreviations indicate the languages from which English words have come.

\* \* \* \* \*

Soon you will be given a 25-point LASSO quiz during your homeroom period to determine how well you are able to use the guide words and the etymological sections in Webster's New World Dictionary. (You will need your copy of that dictionary for the second part of the quiz.) This quiz should prove easy for those of you who have taken the time to go over these pages carefully and to become familiar with guide words and etymologies in this dictionary.

## ENRICHMENT ACTIVITY

### Reading/Underlining

#### SOLOMON

Along with this page, you are receiving a handout that demonstrates how best to underline material that is to be read and remembered. You now have the opportunity to put that underlining technique to good use.

Please read the following procedures. If you are interested in completing this study skills enrichment activity, follow the steps carefully.

1. Go to the John F. Kennedy Social Studies Resource Center (Room 422) and pick up a packet of pages titled "Solomon." This material deals with the life of Solomon, one of the greatest of all Hebrew kings, who lived in the 10th century B.C. and had an important impact on the history of this ancient people. The deadline for obtaining this material is **Friday, October 1.**
2. Read the packet and underline it in the manner shown by copy 3 on the underlining handout. (Notice that this technique requires the use of some marginal notation in addition to mere underlining. And you can substitute highlighting for underlining if you wish--as long as it is done carefully and neatly.)
3. On **Tuesday, October 5**, go to the resource center again--either before school (between 7:30 and 8:00 or after school (between 2:45 and 3:15). Take with you the underlined Solomon packet and hand it to the person in charge. (No, you may not leave your homeroom for this activity).
4. Take the 20-point enrichment quiz based on the Solomon reading. **No, you may not take the quiz without handing in the underlined packet. Yes, you may be disqualified if it appears that you have done an inadequate job of underlining.**

If you are absent (excused) on the quiz day, you must see Mr. Barker on the first day that you return to school if you wish to take the quiz.

The points which you earn on this quiz will be added to your total number of quiz points for your first quarter of study skills. Remember that this activity may be done for extra credit; it is not required.

Some good questions to ask yourself are these: Why should I take the time to do this at all? What's in it for me?

There are several obvious answers:

1. You can gain some interesting knowledge about a fabled and famous ruler who made some very wise and some very foolish decisions.
2. You can acquire valuable experience in using an important study skill.
3. You can receive extra credit to boost your first quarter LASSO grade.
4. You can take pride in accomplishing a somewhat challenging goal.

**They're yours for the taking. So why not take?**

# UNDERLINING

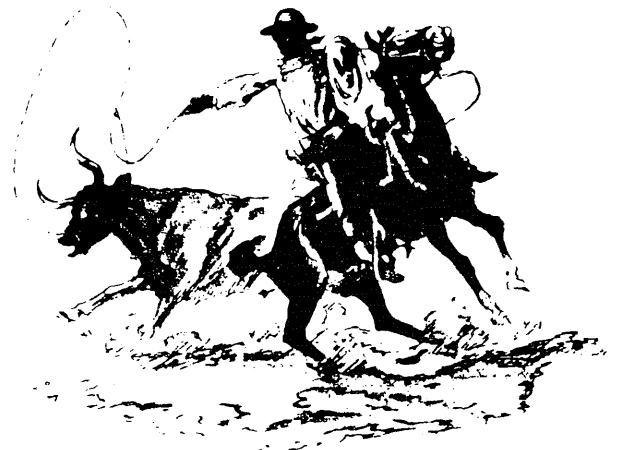
## the best use of a study technique

When reading materials that have been duplicated and distributed by a teacher (or when reading books, such as paperbacks, which they themselves own), many students underline (or highlight in yellow/pink marker) the important passages which they feel should be remembered for purposes of discussion or testing. Unfortunately, this technique--unless used well--is of little value for student recall. For underlining is a comparatively passive activity--only one small step above mere reading. The haphazard flow of ink onto page can work no sort of magic on the memory system; in some cases, it is actually counter-productive when the student pays more attention to his/her marks on the page than to what those marks should tell him/her.

On the reverse side of this page are three copies of the same text--the beginning of an article about Egyptian monuments from the Chicago Tribune of January 20, 1985. The first copy illustrates one of the major problems of the underlining technique: going overboard. What good does it do to call nearly everything "important"? How does so much marking assist a student in learning? Is this highlighting more to show than to know?

The second copy does a much better job of underlining the same material. Marking only key words and phrases forces the student to make some choices about the importance of one word or phrase in relation to another; in doing this, the student is actually processing the material mentally as he/she is reading and underlining.

But notice that the third copy goes a step further. Here, the student has not only underlined key sections but has also made marginal notes and used a kind of coding system. So, in addition to processing the material while reading (as was done in the second copy) he/she has converted a drab page of print into a kind of map--complete with road signs and directional signals. (Note that there are no meaningless doodles to detour the student from his main route.) Now this material can be reread and studied in a way that mere underlining cannot provide. Now the student can reap real rewards from the development of this study skill instead of pretending that he/she has read carefully--just because a page of material has some marks on it.



# Team races Team races

By Stephen K. Hindy

LUXOR, Egypt—A team of archeologists is recording with painstaking detail the art and architecture of ancient Egypt in the belief that the monuments of the pharaohs are being eroded by salty groundwater, armies of tourists and the winds and sands of time.

The University of Chicago's epigraphic survey was launched in 1924 by Egyptologist James Henry Breasted, who had written in 1894 of "the distressing amount of damage suffered by the monuments since the early recording expeditions had worked on them."

The temples of Luxor and Karnak, the Valley of the Kings and tombs of the queens and the lesser monuments of the ancient capital of Thebes [now Luxor] were "discovered" for the modern world by the 1798 military expedition of Napoleon.

For centuries, they had been plundered by thieves, defaced by vandals and lived in by squatters whose campfires blackened the brightly colored paintings and hieroglyphs. Only in the last 150 years have these monuments been cleared of the dirt and grime of centuries.

But stripped of their cloak of filth, the monuments stood exposed to wind and sand erosion and tourists eager to touch the delicate carvings and paintings more than a hundred centuries old.

PHOTOS TAKEN by Breasted in 1894 show about 40 different painted areas that today, 90 years later, no longer exist.

Breasted knew, just looking at these monuments, that they were

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Copy 1

Copy 2

Copy 3

study man's past  
inscriptions on bldgs. Where?  
causes  
specific locations  
1798  
plundered? harmed? not cleaned  
PROBLEM  
TODAY  
the job  
more copies



## DICTIONARY USAGE #2: PRONUNCIATION

1. SYLLABICATION AND STRESS: The pronunciation of each word in Webster's New World Dictionary directly follows the main entry (printed in boldface type) and is enclosed in parentheses. The main entry word is divided into syllables by centered dots or by stress marks ('). Within the pronunciation parentheses, the syllables are divided by either a space or by a stress mark. The primary stress of a word (that is, the syllable that receives the strongest stress or the greatest emphasis) is shown with a bold mark (') after the stressed syllable. The secondary stress of a word (that is, the syllable that receives an intermediate level of stress or less strong emphasis) is shown with a similar but lighter mark (ˈ) after the less stressed syllable. Words of one syllable show no stress marks.

Examples: main entry - bi·ol·o·gy  
bi·o·log·i·cal

Note: In an entry of more than one word, any word that also appears as a separate main entry word is not syllabicated. For example, car·bon·ic acid: acid is a separate entry (and therefore is not syllabicated); car·bonic is not (and therefore is syllabicated).

pronunciation entry - (bī ăl' ə jē)  
(bī' ə lăj' i k' l)

The word biology has four syllables with only one stress--on the second syllable (ăl). The word biological has five syllables. The primary (strongest) stress or emphasis is on the third syllable (lăj); the secondary (less strong) stress or emphasis is on the first syllable (bī).

2. PRONUNCIATION KEY: The complete guide for the pronunciation of all words in Webster's New World Dictionary is found on pages iv, v, and vi of the "Guide to the Use of the Dictionary" in the front pages. Here, a dictionary user can find all the pronunciation information which he needs. The actual key to pronunciation is found on page v. In addition, a shorter form of this pronunciation key appears at the bottom of each odd-numbered page within the dictionary itself.

In the word biology, (bī ăl' ə jē), we can see that the b is pronounced like the b in bed or dub; the i like the i in bite; the first o like the a in car; the l like the l in let or ball; the g like the j in joy or the g in agile; and the y like the first e in even.

The second o has a nonalphabetical symbol (ə) called a schwa. This symbol represents a reduced vowel--that is, one which receives the weakest level of stress (or really no stress at all). Note that the schwa can be pronounced as any vowel: the a in ago, the e in agent, the i in edible, the o in comply, and the u in focus.

Remember that letters in many words are not pronounced, and these letters are not, therefore, indicated within the pronunciation parentheses. For example, the pronunciation of neighbor is indicated in this way: (nā' bər), with the eight-letter word reduced to five pronunciation symbols; the pronunciation of rhyme is shown as (rīm).

Although people's pronunciation may vary according to the regions in which they live, no attempt has been made to indicate regional pronunciation differences. And, in all cases, the pronunciations in this dictionary are those of educated speech.

Make yourself familiar with the methods by which Webster's New World Dictionary indicates the pronunciation of its words. Know how to use the pronunciation key, and how to determine both the syllabication and the stress (or stresses) of a word as well.

## ENRICHMENT ACTIVITY

### A Vocabulary Octoberquest

On the other side of this page is a numbered chart containing spaces which are meant to be filled with 20 words during October.

Each day, one or more OctoberQuest sheets (half-sized pages) will be available at the circulation desk in the Instructional Materials Center. Pick them up; then, using the clues provided, print the correct words on the half sheets and on the OctoberQuest answer chart on the back of this page. When the page is complete, learn the meanings of the 20 words.

**On Tuesday, October 19**, come to the John F. Kennedy Social Studies Resource Center (Room 422) before school (7:30 to 8:00) or after school (2:45 to 3:15). Bring with you the answer chart and all 20 half sheets--stapled together in order--with your name and the names of your homeroom and English teachers on the top page.

At this time, you will receive a 20-point enrichment vocabulary quiz based on the 20 OctoberQuest words. **No, you may not take the quiz without handing in the answer chart and the 20 half pages. Yes, you may be disqualified if these pages are not completed and/or correct.**

The points that you earn on the quiz will be added to your total quiz points for the first quarter grade in study skills.

If you are absent (excused) on that day, you must see Mr. Barker on the first day that you return to school if you wish to take the quiz.

Why bother? You know the answer:

1. to improve your vocabulary, so that you are able
2. to read, write, listen, and converse better, and so that you are able
3. to do a better job in school subjects and to get a higher study skills grade, and--of course--
4. to make yourself feel better about yourself.

**Only twenty words. How can you lose?**



NAME \_\_\_\_\_

HOMEROOM TEACHER \_\_\_\_\_

ENGLISH TEACHER \_\_\_\_\_

## the OctoberQuest answer chart

1.

			S			
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20.

	E					
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## DICTIONARY USAGE #3: SPELLING

"How do you spell acquaintance?"

"Look it up in the dictionary."

"How can I look it up if I don't know how to spell it?"

You have probably heard a conversation like the one above--and have perhaps even participated in one. Indeed, sometimes it is difficult to check the spelling of a word in the dictionary if you don't know how to spell it. However, in most cases such an attitude is an excuse for cutting corners; it means, "I'll just guess rather than taking time to check it."

The dictionary can be of real help to the person who is uncertain about the spelling of certain words and is willing to make the added effort in order to be correct. Following are a few suggestions for using the dictionary as an aid to better spelling.

1. **PRONUNCIATION** - One of the constant problems with spelling correctness lies in the mispronunciation of words. How can you look up a word that you pronounce incorrectly? For example, the word candidate is often pronounced canidate--with the sound of the first d dropped. If you were to check its spelling and look under cani- instead of candi-, you would quite likely be confused. The same is true of suprise instead of surprise, of preformance instead of performance, of atheletic instead of athletic, of Febuary instead of February. In short, knowing the correct pronunciation helps to know (or to find) the correct spelling.
2. **CONSONANT SOUNDS** - As you know, English has several consonant sounds that can be spelled in more than one way. As an extreme example, there are thirteen spellings for the sound sh, as shown in these words: sugar, shoe, issue, mansion, mission, nation, suspicion, ocean, conscious, chaperone, schism, fuchsia, and pshaw. Knowing the common alternatives for the same sound can help when you check the dictionary for a word's spelling; following is a simple list of such alternatives:

the sound s ----- the letters s and c

the sound j ----- the letters j and g

the sound k ----- the letters c and k

the sound f ----- the letters f and ph

For example, if you want to write the word ecstatic but are uncertain about its spelling, you might check ekstatic (or even egstatic, if you don't know how to pronounce it correctly)--and not find it. But, knowing that the k sound can also be spelled with a c, you will be successful in your second attempt.

3. **SILENT LETTERS / DOUBLE LETTERS** - These two categories--which are really the same, since we essentially do not pronounce the second sound of a double letter--account for a number of our spelling problems. Ordinary words like column, discipline, mortgage, silhouette, written, embarrassing, and even misspelled become spelling hazards, and we end up with words like these: colum, disipline, morgage, silouette, writen, embarasing, and mispelled. Still, by checking the first three-letter combinations of the words above (col-, dis-, mor-, sil-, wri-, emb-, mis-) you can soon locate the correct spellings and determine what letters appear for sounds that do not.
4. **INFLECTED FORMS** - Word inflections are nothing more than changes in form. Although English has far fewer inflected forms than most other languages, these forms cause many spelling problems: dryer or drier? heros or heroes? regreted or regretted? The dictionary gives these forms (when needed) in bold type after a word's pronunciation and its part of speech:  
busy (biz 'e) adj. -i er, -i est

(Note that the inflected forms here are abbreviated; we must put these together with the main entry to arrive at the correct spellings: busier and busiest--not busyer and busvest.)

Inflected forms in Webster's New World Dictionary include

A. plurals of words that may present difficulty: tomato . . . pl. atoes; alumnus . . . pl. -ni; cactus . . . pl. tuses, ti. (If a plural form is regular--that is, without presenting any difficulty--then that form is not indicated.)

B. degrees of adjectives and adverbs: nice . . . nicer, nicest; well . . . better, best.

C. verb forms: fly . . . flew, flown, flying; write . . . wrote, written, writing.

A knowledge of where to locate these inflected forms can be one of the ways in which a dictionary can help you most with a spelling needed.

5. CAPITALIZATION - Capitalization is an important part of a word's spelling. The main entry of any word which is capitalized at all times is, of course, capitalized: Halloween, Wednesday, Secret Service, Indian, ZIP code, French fries.

Some words, however, have both capitalized and lower-cased forms. Here are partial beginnings for entries of several words that fall into this category:

devil . . . 1. [often D-]. . . a) the chief evil spirit . . . This means that, for definition (a), the word devil is often capitalized.

Mercury . . . 1. a Roman god . . . [m-] a heavy silver-white metallic chemical element . . . This means when mercury is used in this latter definition, it is not capitalized.

commons . . . 1. the common people 2. [C-] same as House of Commons . . . This means that when commons is used in the second definition, it is capitalized.

There are many capitalization rules which are not a part of a dictionary's function. But there are numerous occasions when the dictionary can be helpful in your decision about whether or not a word should be capitalized.

6. DOUBLE WORDS - Often two words are combined in order to form a third word--as in head start, jackpot, and stuck-up. As these three examples show, such words can be written as two separate words, as one word, or as one word that is hyphenated. Sometimes the same double word can be written in two ways; for example, you watch a kickoff (noun), but you kick off (verb) the football.

Be careful not to mistake a dot which separates the syllables of a word for a hyphen which is part of that word's spelling; hideaway is written as one word; hide-out is written as one hyphenated word. (Sometimes there are three words combined into one with hyphens: forget-me-not. Or even four: jack-of-all-trades.)

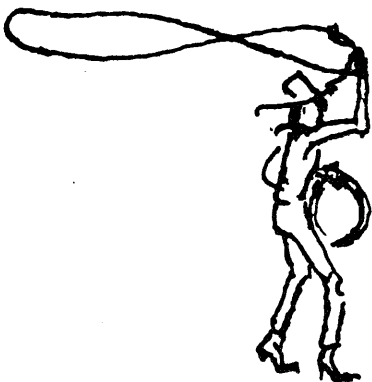
On pages 285 and 286 in Webster's New World Dictionary, check the double words that begin with high. Notice, for example, that high school and high tide are written as two separate words, that high-rise and high-strung are single hyphenated words, and that highlight and highbrow are single words without hyphens.



# POINT TALLY SHEET

Second Quarter

This Activity Points	Total Activity Points	Activity	My Activity Points	My Total Points
20	20	Latitude-Longitude Quiz		
40	60	Ancient and Modern Olympics Quiz		
20	80	Current Events Quiz #3		
40	120	Using the Atlas Quiz #1		
25	145	Using the Atlas Quiz #2		
30	175	IMC Project #2: Geographic Research		
20	195	Current Events Quiz #4		
20	215	Short Story Quiz: "The Blanket"		
20	(215)	Extra Credit: à la française		
16	(215)	Extra Credit: Chinese Tea/Giant Pandas		
50	265	Attitude Score #1		
50	315	Attitude Score #2		
	(315)	total possible points		





## GEOGRAPHY

The next three LASSO lessons deal with important elements of geography. The first lesson is about latitude and longitude. Read over the following pages carefully; do the practice exercise, and then check your answers. Knowing how to identify locations on the earth's surface using latitude and longitude is an important learning skill--one with which you are probably already familiar, one that you should be able to master with a minimum of concentrated effort.

The other two LASSO geography lessons deal with the use of an atlas. For these lessons it is essential that you have and use the 1987 edition of the Rand McNally Classroom Atlas.

The first of these two atlas lessons covers pages 2 through 23. One these pages are found some general introductory materials plus maps which show several important kinds of information about the world.

The second of these two atlas lessons covers pages 24 through 90--plus the two inside covers (front and back) of the atlas and the back cover as well. The information on these pages builds on the more general material of the preceding lesson and applies that material to specific areas of the world--the continents, in most cases.

The two pages in your LASSO book that follow the lessons on latitude and longitude indicate specifically what you need to know for the two quizzes on the atlas material. Be certain to look through the atlas carefully so that you know where to locate this specific information. Yes, you may use your atlas for these quizzes.

**The scores on these three geography quizzes will also be included in your second quarter social studies grade.**

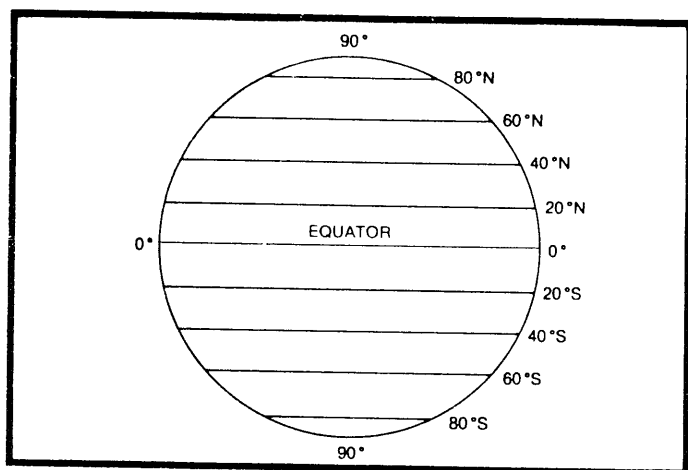
# Latitude and Longitude

Although you have probably studied longitude and latitude before, a knowledge of this basic geographic concept and how to use it in locating places on a map or globe is such an essential skill that this activity is devoted to a review of it. Go over these pages of material carefully in preparation for the 20-point quiz which will be given soon during a homeroom period.

**LATITUDE** Lines of latitude run around the earth and measure distance north and south of the equator. (Think of latitude lines as ladders, with rungs that can be climbed "up and down"--from south to north and north to south.)

Lines of latitude are called parallels because they are always the same distance apart--about 70 miles. No two lines of latitude ever meet. And all lines of latitude are of different lengths. The longest parallel is the equator--about 25,000 miles in length; all others decrease in size as they go north and south from the equator.

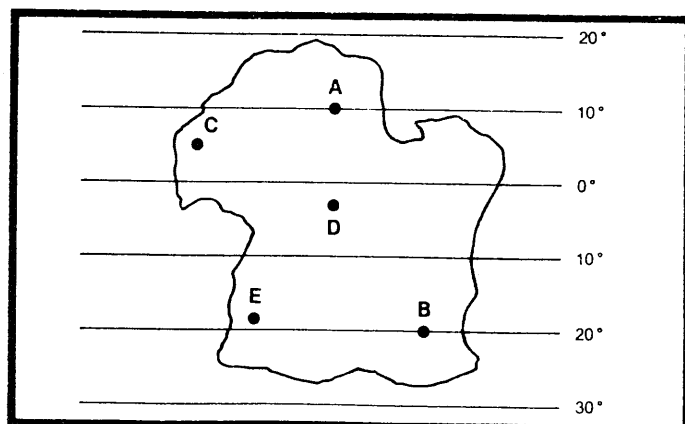
Lines of latitude running around the earth look like this:



Notice that latitude is measured in degrees north or south of the equator. (The symbol for degree is a tiny elevated circle just to the right of a number.) The equator is at zero degrees latitude; the North Pole is at 90 degrees north latitude; the South Pole is at 90 degrees south latitude. (The Tropic of Cancer is the parallel  $23\frac{1}{2}$  degrees north of the equator, and the Tropic of Capricorn is the parallel  $23\frac{1}{2}$  south of the equator.)

Not every line of latitude is shown on most maps, of course. The map above shows parallels in 20-degree intervals. The map below shows parallels in 10-degree intervals. Because so many places on maps are not directly on a parallel, we have to estimate their positions, using the parallels shown as guides.

On the map below, Place A is obviously located at 10 degrees north latitude, and Place B at 20 degrees south latitude. Since Place C is about halfway between zero degrees and 10 degrees north latitude, we can say that it is at about 5 degrees north latitude. Since Place D is not halfway between zero degrees and ten degrees south latitude, its location may be described as about 2 degrees south latitude. And since



Place E is located more than halfway between 10 degrees and 20 degrees south latitude and is closer to 20 degrees than to 10 degrees, its location may be described as about 18 degrees south latitude.

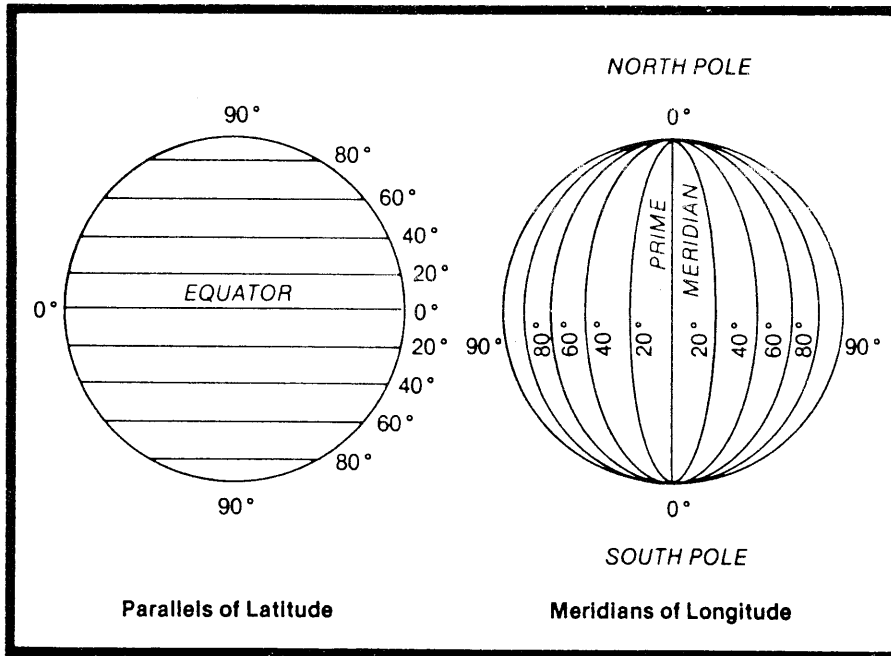
a study skills  
activity



LONGITUDE Lines of longitude run around the earth and measure distances east and west. (Think of longitude lines as running the long way of the earth--from the "top" to the "bottom.")

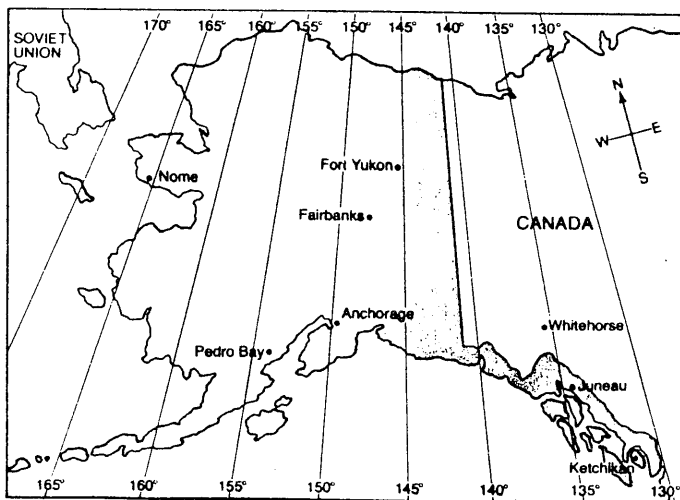
Lines of longitude are called meridians and are not the same distance apart; they meet at both the North Pole and the South Pole. However, lines of longitude are always the same length.

Lines of longitude running around the earth look like the figure on the right below (shown in comparison to lines of latitude on the left):



Notice that longitude is measured in degrees east or west of the Prime Meridian, a line of longitude that runs through Greenwich, England. The Prime Meridian is zero degrees longitude and is the starting point for the measurement of lines of longitude. The imaginary line that runs on the other side of the earth from the Prime Meridian is 180 degrees east longitude or 180 west longitude.

As with lines of latitude, all lines of longitude are not shown on most maps. The map above shows meridians in 20-degree intervals. The map of Alaska (below) shows meridians in 5-degree intervals. Because so many places on maps are not located directly on a meridian, we have to estimate their position, using the meridians shown as guides. On the map of Alaska, the location of Pedro Bay may be described as 154 degrees west longitude, Nome as 166 degrees west longitude, Fairbanks as 148 degrees west longitude, and so forth.

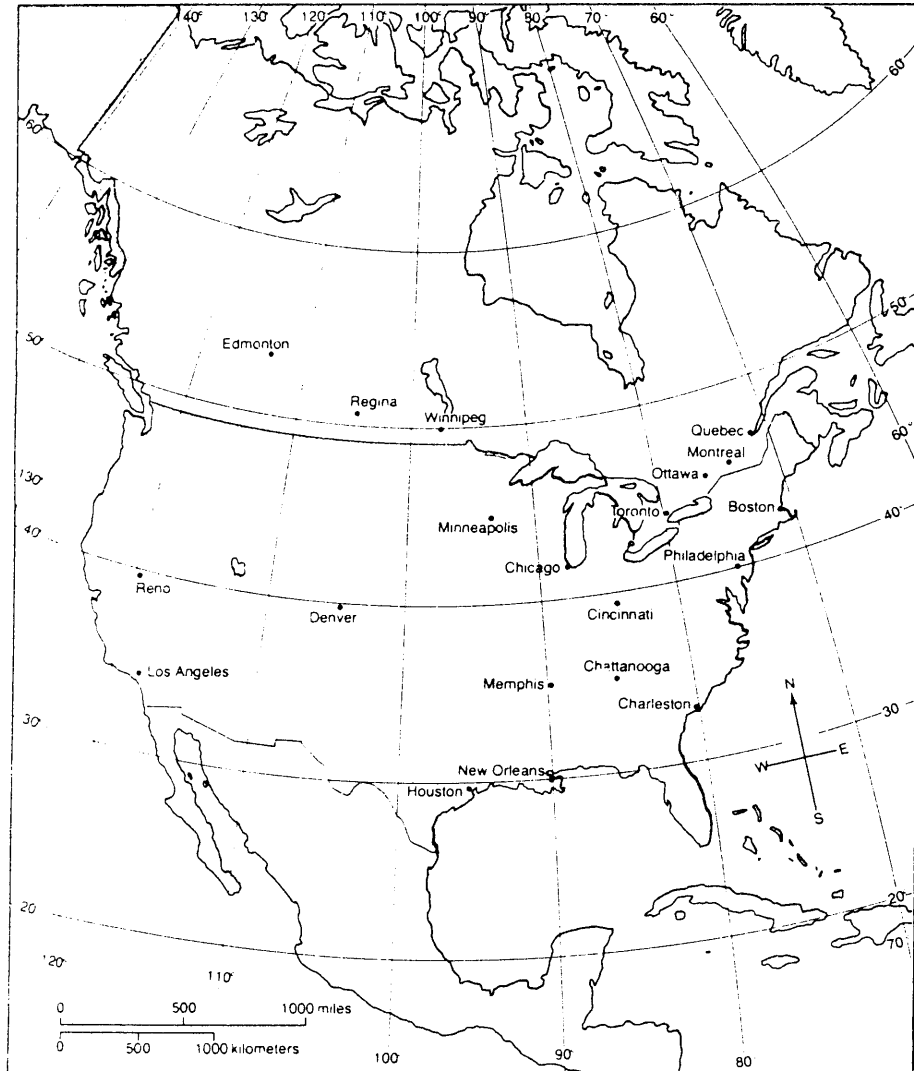


Look at the map of the United States and Canada on the other page of this activity. Complete the exercises involving the use of lines of latitude longitude; then check your answers on the back of that page.

# practice with latitude and longitude

## LOCATING CITIES IN THE UNITED STATES AND CANADA

Study the map of the United States and Canada. Then answer the questions. Remember to give *both* latitude and longitude when they are asked for.



A. Identify the city located at each of the following places:

1.  $90^{\circ}$  W long.,  $30^{\circ}$  N lat. \_\_\_\_\_
2.  $105^{\circ}$  W long.,  $40^{\circ}$  N lat. \_\_\_\_\_
3.  $113^{\circ}$  W long.,  $54^{\circ}$  N lat. \_\_\_\_\_
4.  $95^{\circ}$  W long.,  $30^{\circ}$  N lat. \_\_\_\_\_
5.  $85^{\circ}$  W long.,  $35^{\circ}$  N lat. \_\_\_\_\_
6.  $85^{\circ}$  W long.,  $39^{\circ}$  N lat. \_\_\_\_\_
7.  $105^{\circ}$  W long.,  $50^{\circ}$  N lat. \_\_\_\_\_

B. Give the latitude and longitude of the following cities:

1. Los Angeles, California \_\_\_\_\_ $^{\circ}$  \_\_\_\_\_ long., \_\_\_\_\_ $^{\circ}$  \_\_\_\_\_ lat.
2. Chicago, Illinois \_\_\_\_\_ $^{\circ}$  \_\_\_\_\_ long., \_\_\_\_\_ $^{\circ}$  \_\_\_\_\_ lat.
3. Reno, Nevada \_\_\_\_\_ $^{\circ}$  \_\_\_\_\_ long., \_\_\_\_\_ $^{\circ}$  \_\_\_\_\_ lat.
4. Montreal, Canada \_\_\_\_\_ $^{\circ}$  \_\_\_\_\_ long., \_\_\_\_\_ $^{\circ}$  \_\_\_\_\_ lat.
5. Boston, Massachusetts \_\_\_\_\_ $^{\circ}$  \_\_\_\_\_ long., \_\_\_\_\_ $^{\circ}$  \_\_\_\_\_ lat.
6. Minneapolis, Minnesota \_\_\_\_\_ $^{\circ}$  \_\_\_\_\_ long., \_\_\_\_\_ $^{\circ}$  \_\_\_\_\_ lat.
7. Winnipeg, Canada \_\_\_\_\_ $^{\circ}$  \_\_\_\_\_ long., \_\_\_\_\_ $^{\circ}$  \_\_\_\_\_ lat.
8. Charleston,  
South Carolina \_\_\_\_\_ $^{\circ}$  \_\_\_\_\_ long., \_\_\_\_\_ $^{\circ}$  \_\_\_\_\_ lat.

C. 1. In which direction is the Prime Meridian from the United States?

\_\_\_\_\_

2. In which direction is the equator from the United States?

\_\_\_\_\_

- A. 1. New Orleans
- 2. Denver
- 3. Edmonton
- 4. Houston
- 5. Chattanooga
- 6. Cincinnati
- 7. Regina
  
- B. 1. 118° W long., 35° N lat.
- 2. 88° W long., 42° N lat.
- 3. 120° W long., 40° N lat.
- 4. 74° W long., 46° N lat.
- 5. 71° W long., 43° N lat.
- 6. 94° W long., 45° N lat.
- 7. 98° W long., 50° N lat.
- 8. 80° W long., 33° N lat.
  
- C. 1. east
- 2. south



# Mastering the Atlas #1

The first atlas lesson covers pages 2 through 23 of the Rand McNally Classroom Atlas (1987 edition). Note the specific kind of information found on these pages:

## --pages 2 and 3--Geographic Features and Maps

These pages contain a drawing and a word list that show and explain geographic features which are shown on maps. Look over the drawing and read the explanations in order to familiarize yourself with this information. Though you are not expected to memorize everything on these pages, you need to know how to use the information that is there.

## --pages 4 and 5--Using the Atlas

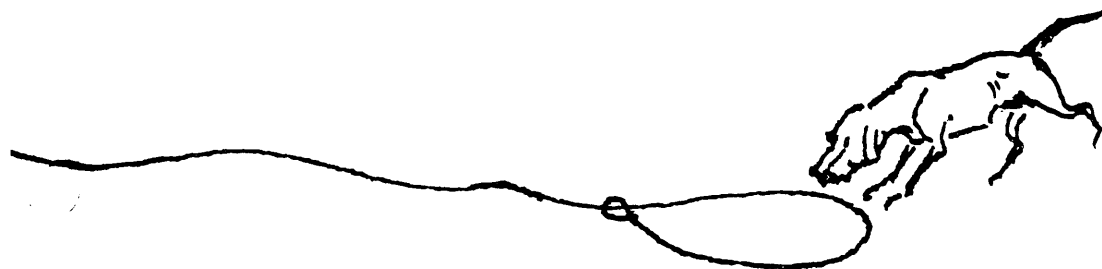
These two pages contain a general guide to doing four things: finding places on maps, measuring distances, using directions, and understanding map symbols. These four skills are explained both with written text and with maps, charts, diagrams, and other visual elements. These two pages are particularly important to your understanding and using the pages that follow.

## --pages 6 through 23--World Maps

The rest of this section includes a series of world maps. The first three show the world in different ways: elevations and the shape of the land (in the merged relief map on pages 6 and 7), distances between areas of the world as if you were looking from the North Pole (in the polar map on pages 8 and 9), the countries of the world (in the political map on pages 10 and 11). The other maps have special purposes and show climates (pages 12 and 13), natural vegetation (pages 14 and 15), economic activities (pages 16 and 17), population (pages 18 and 19), languages (pages 20 and 21), and settlement of the world (pages 22 and 23).

As you look through these pages, note the important characteristics of each. Be certain that you understand what information each map shows and how it shows that information. (For example, know what population density is and how the various colors are used to show differing population densities throughout the world.)

The 40-question quiz on Mastering the Atlas #1 is divided into two parts. The first part deals only with Geographic Features and Maps on pages 2 and 3. The second part deals with the rest of this section, pages 4 through 23. This two-part quiz does not ask you to memorize any materials in the atlas; rather it expects you to know how to locate the necessary information and to use that information when you have located it. With a careful concentration on these pages, you should indeed be able to demonstrate a "mastery" of this first section of the atlas. You may use your atlas for this quiz. Remember that the score which you earn will also be included in your social studies grade.



## ENRICHMENT ACTIVITY

### *à la française*

Below are twenty French words and phrases which have been borrowed by and well accepted into the English language. Although they may at first appear distinctly foreign, you will find that they are exceedingly common, and your acquaintance with them will enhance your developing vocabulary skills. For example, when one has appetizers before a meal, these snacks are often called hors d'oeuvres (pronounced or durvz') -- a name that is as common today in America as it is in its native France.

Check the meanings of these words and become familiar with them. (To help you, an audiotape is available at the periodical room in the IMC to provide both the pronunciations and the definitions of these words. Get a pass to go there during home room or study hall--or stop by before or after school. The tape lasts about ten minutes.) Then, on **Tuesday, December 7**, between 7:30 and 8:00 a.m. or 2:45 and 3:15 p.m., go to the John F. Kennedy Social Studies Resource Center (422) prepared to take a quiz on these words and phrases. You can receive up to twenty points of extra credit on your second quarter LASSO grade by showing that you can parlez-vous along with the best.

- |                    |                   |                       |
|--------------------|-------------------|-----------------------|
| 1. carte blanche   | 8. en masse       | 14. crème de la crème |
| 2. esprit de corps | 9. bon vivant     | 15. petit four        |
| 3. au naturel      | 10. nouveau riche | 16. joie de vivre     |
| 4. femme fatale    | 11. au gratin     | 17. demi-tasse        |
| 5. r.s.v.p.        | 12. nom de plume  | 18. avant-garde       |
| 6. à la carte      | 13. faux pas      | 19. c'est la vie      |
| 7. Mardi Gras      |                   | 20. fête-à-fête       |

## Mastering the Atlas #2

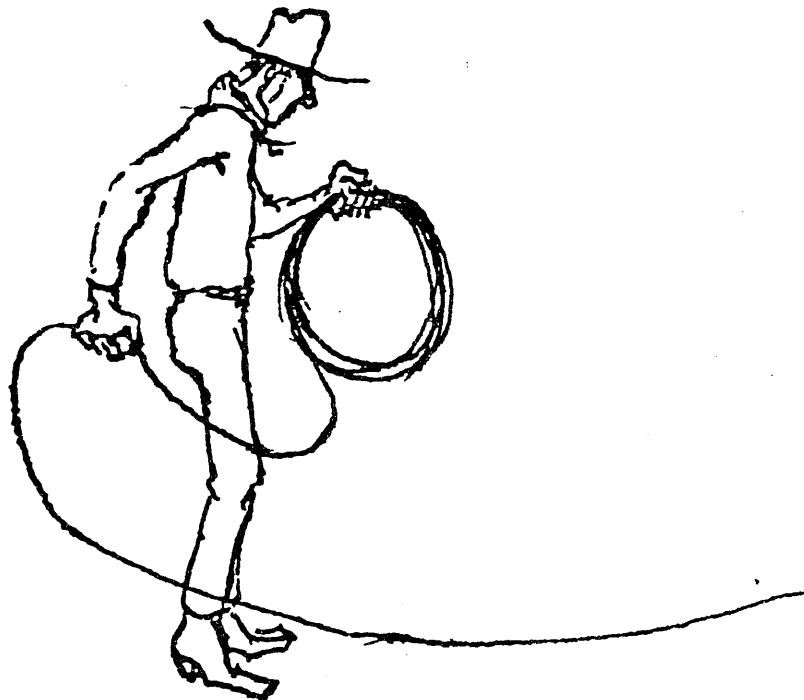
This second atlas lesson covers pages 24 through 90 of the Rand McNally Classroom Atlas. These pages include various maps of the world's major continents. Look at pages 52 and 53 of the atlas. Here is a merged relief map of South America. On the following two pages is a political map which shows the countries of South America in different colors. Pages 56 and 57 contain an environments map of this continent. On the next two pages are four maps: one shows rainfall and temperatures; two others indicate natural vegetation and population density. The fourth combines the physical and political maps so that we can see the shape and elevation of the land in relation to the various countries in South America.

All of the world's other continents are covered in much the same way. (Antarctica is not included, and North America--especially the United States--receives a more detailed coverage--including a highways map on pages 40 and 41 and sectional maps on pages 42 through 48. Page 49 contains geographical and historical facts about the United States.)

The World Information Table in the back and front covers of the atlas gives the area, the population, and the population density of the world's "regions or political divisions," including nations of the world, Canadian provinces, states of the United States, etc. This table also indicates those nations which are members of the United Nations.

The atlas's back cover contains a variety of information about the earth: its movements, its inhabitants, its surface and measurements, its temperature and rainfall extremes. The several continents are compared on several bases, and the world's largest countries (in area) are listed.

As with the earlier atlas quiz, you will not be expected to memorize any of the material on these pages; your job is to know how to locate the necessary information and to use it appropriately. You should be able to "master" these pages as you did the earlier ones by devoting some concentrated effort to them. You may use your atlas for this quiz. Remember that the score which you earn will also be included in your social studies grade.



## TO - TOO - TWO

to is a PREPOSITION meaning "in the direction of" or "on or near" or "for the purpose of" or "as compared with" or any of a number of closely related meanings.

Example: We went to town. She applied the bandage to the wound. Come to dinner.

too is an ADVERB meaning "in addition; as well; besides; also" or "overly" or "to a regrettable extent" or "very."

Examples: We went, too. She was too fat. That's too bad. The food was too delicious.

two can be either a NOUN or an ADJECTIVE depending on its position in a sentence. It is a number.

Examples: We two are going to go to the game. The two boys are going to repair the car.

## WEATHER - WHETHER

weather is most widely used as a NOUN meaning "atmospheric condition," but it can also be a VERB meaning "to expose to the action of weather" or "to wear away."

Examples: The weather is supposed to be cloudy and rainy.  
The years weathered the old barn until its original paint was gone.

whether is a CONJUNCTION meaning "if it be the case that."

Example: I don't know whether he'll arrive in time or not.

## WHO'S - WHOSE

who's is a contraction formed from the words who and is or who and has.

Example: Who's that attractive woman in the red coat? Who's been to Europe?

whose is a PRONOUN formed from the pronoun who. Like the word its, whose shows possession. It can be used alone but it is more widely used as an ADJECTIVE.

Examples: Whose will last longer? (used as a pronoun)  
Whose strength is the greater? (used as an adjective)

## YOUR - YOU'RE

your is a PRONOUN which, like its and whose, shows possession. It is most widely used as an ADJECTIVE.

Example: Your answer was absolutely correct.

you're is a contraction formed from the words you and are.

Example: You're really a mess today.

## PRINCIPAL - PRINCIPLE cont.

principle is a NOUN meaning "the ultimate cause of something" or "fundamental truth."

Example: His life has been based on one essential principle: honesty.

## THAN - THEN

than is most widely used as a CONJUNCTION introducing the second element in a comparison

Example: He is taller than she is.

then is most widely used as an ADVERB meaning "at that time" or "soon after" or "therefore."

Examples: He was the President then.

We went through the graduation ceremonies; then it was time to celebrate.

If you saw the movie, then you know why I liked it.

## THEIR - THERE - THEY'RE

their is a PRONOUN meaning "of or belonging to them," but in practice it is always used as an ADJECTIVE.

Examples: The band members collected their instruments and walked toward the field.  
Their attitude toward the game had improved markedly.

there is an ADVERB meaning "in or at that place" or "in that respect" or "right now"; it can also be used as a NOUN meaning "that place or point"; it is occasionally used, usually in dialogue, as an INTERJECTION expressing defiance, dismay or satisfaction.

Examples: There he was for over five hours. There you are wrong. There goes the bell.

We left there at midnight.

There, I've finally finished.

they're is a contraction formed from the words they and are.

Example: They're two of the happiest people I know.

## THREW - THROUGH

threw is a VERB--the past tense of the verb to throw--meaning "to hurl or to propel."

Example: He threw the ball over seventy feet.

through is a word which can be used as a PREPOSITION, an ADVERB, or an ADJECTIVE. It has multiple meanings as the examples below indicate.

Examples: The bullet whistled through the room. ("in one side and out the other.")  
We toured through France last summer. ("around.")  
We went through a terrible experience. ("from beginning to end.")  
The movie will run through Sunday. ("up to and including.")  
Through her help, we passed the course. ("by means of.")  
We saw the ugly matter through. ("to a conclusion.")  
We were soaked through with milk. ("thoroughly; completely.")  
I am through with that job. ("finished.")  
We caught a through train. ("traveling to a destination without stops.")

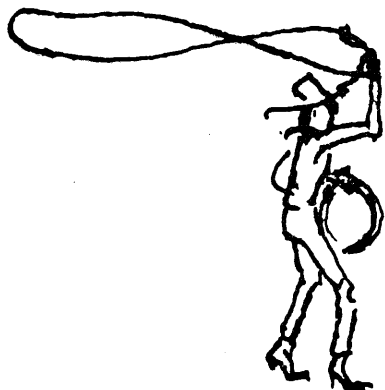




# POINT TALLY SHEET

Fourth Quarter

This Activity Points	Total Activity Points	Activity	My Activity Points	My Total Points
30	30	Learning Words Through Context Quiz		
20	50	Greek Roots Quiz		
20	70	Current Events Quiz #7		
20	90	Latin Roots Quiz		
20	110	Louis XIV Quiz		
20	130	Current Events Quiz #8		
50	180	IMC Project #4: Combining Sources		
20	(180)	Extra Credit: It's About People		
20	(180)	Extra Credit: Simón Bolívar		
50	230	Attitude Score #1		
50	280	Attitude Score #2		
	280	total possible points		



## TAKING A WORD TRIP

On this page are several vocabulary items related to travel. Become familiar with their meanings, which have been taken from the paperback edition of Webster's New World Dictionary. Then, on **Tuesday, March 8**, come to the John F. Kennedy Social Studies Resource Center (room 422)--between 7:30 and 8:00 a.m. or between 2:45 and 3:15 p.m.--and take the enrichment LASSO quiz on these items for third-quarter extra credit--up to 20 points' worth.

\*\*\*\*\*

Be able to distinguish among these several kinds of journeys:

a <u>caravan</u>	a <u>junket</u> (especially definition 3)
a <u>cruise</u>	a <u>pilgrimage</u>
an <u>excursion</u>	a <u>safari</u>
an <u>expedition</u>	a <u>trek</u>
a <u>jaunt</u>	a <u>voyage</u>

Know the meanings of these words:

<u>hostel</u>	<u>travelogue</u>	<u>travel brochure</u>
---------------	-------------------	------------------------

What does a person's passport certify?

What does a person's visa permit him to do?

When a person wants accommodations, what is he looking for?

What is the difference between the American plan and the European plan of hotel management?

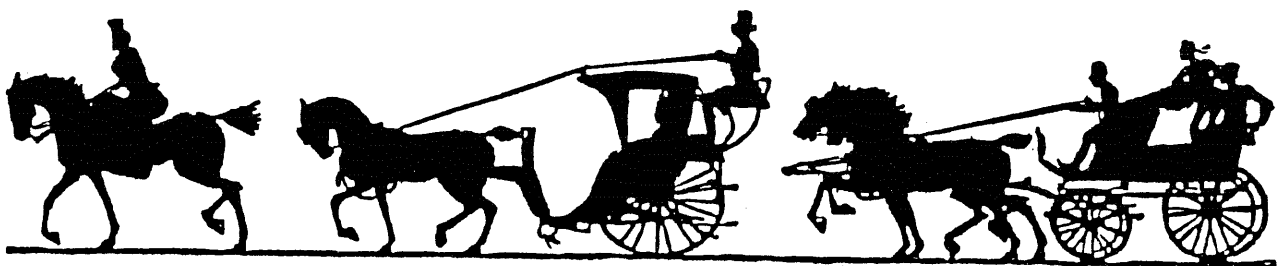
When an American visits the Continent, where does he go?

What does a traveler use an itinerary for?

What does the odometer of a vehicle show?

How is the abbreviation e.t.a. used in airports and train stations?

What do the words bow, stern, port, and starboard mean when used aboard a ship?



# Learning Meanings of Words Through Context

The context of a word is the section of written work in which that word appears--and which helps to explain that word to a reader. Context can be considered a word's "surroundings" or "environment."

Suppose you were asked to define the word light. Even though light is a common enough word, it is impossible to give a definite answer without knowing its "surroundings" in a written work--i.e. its context. Notice how the meaning of light changes in each of these following "environments":

Will you light the fire?

Turn out the light before you go to bed.

The bird refused to light on its perch.

The light, moist cake was a delicious treat.

Learning how to recognize the meanings of words from their contexts helps any reader to enlarge his vocabulary and makes him a better reader. Both of these are important study skills.

There are several different ways in which the meanings of words can be identified through their contexts. Read each of the following sections carefully in order to understand the three different ways and to prepare yourself for the quiz to follow.

## 1. CONTEXT WITH CONTRASTING WORDS

In each of the following passages, a clue to the meaning of the underlined word is contained in an opposite word (antonym) or contrasting idea.

THE SPEAKER DID NOT STICK TO HIS TOPIC BUT INSTEAD DIGRESSED CONTINUALLY.

The word digress obviously means "to get off the main subject" because it is shown as the opposite of "sticking to the topic" of a speech.

MOUNT HORCHOW HAS TWO SLOPES: ONE FOR EXPERIENCED SKIERS, THE OTHER FOR NOVICES.

It is easy to tell that a novice is a "beginner" because it is shown in contrast to those skiers who are experienced.

## 2. CONTEXTS WITH SIMILAR WORDS

On the other hand, some passages give clues to the meanings of words by containing a similar word or idea in the context--as shown in the two following examples.

ALL SCHOOL OFFICIALS RECEIVE A SALARY EXCEPT THE MEMBERS OF THE BOARD OF EDUCATION, WHO SERVE WITHOUT REMUNERATION.

Here, the meaning of remuneration is supplied by a similar word in the context--salary.

SINCE JANE'S LITTLE BROTHER HAS DISCOVERED THE CACHE WHERE SHE KEEPS HER PHOTOGRAPHS, NOW SHE WILL HAVE TO FIND ANOTHER HIDING PLACE.

The expression hiding place in the context gives the meaning of the similar word--cache.

(over)

### 3. COMMON SENSE CONTEXTS

The two examples below have neither contrasting nor similar words or ideas to help in the use of context; a reader's common sense tells him the meaning of the underlined words.

I CANNOT TELL YOU THE SECRET UNLESS YOU PROMISE NOT TO DIVULGE IT.

Although the word divulge has neither an opposite nor a similar word, in the context, common sense tells the reader that divulge means "to reveal."

BISMARCK BECAME SO INCENSED WHEN I REFUSED TO SHOW HER MY BIOLOGY NOTES THAT SHE HAS NOT SPOKEN TO ME SINCE.

Bismarck is obviously angry at the writer for refusing to show him the notes. And common sense tells the reader that incensed means "angered."

Although the meanings of all unfamiliar words cannot be determined through their contexts, knowing and using these three categories--opposites, similar words and ideas, and common sense--can be of uncommon assistance in both vocabulary development and reading with understanding.

In a few days, you will be given a 30-point Study Skills quiz dealing with this matter of context. You will be asked to determine words' meanings only within the contexts--their "surroundings" or "environments." Take the time to look over this handout in order to prepare yourself for this Study Skills opportunity.

## ENRICHMENT ACTIVITY

### IT'S ABOUT PEOPLE

One of the greatnesses of the English language is its wealth of words that can be used to describe. No other language offers such descriptive power to its writers and speakers, its readers and listeners. Unfortunately, however, we often fall back on "the same old words"--words like dumb and awful and nice and great--instead of becoming familiar with and using words that are not only fresh but are also--in many cases--more precise. (Even if we are uncomfortable with using new words in conversation, we can still profit from being able to understand them in reading and listening.)

This LASSO enrichment opportunity consists of 20 English words that can be used to describe people. These words are not unusual. Because they are found in common usage among knowledgeable people, you may already be familiar with some of them. Now you can solidify and extend that knowledge.

If you wish to take advantage of this LASSO opportunity, check the definitions of the 20 words below. On **Tuesday, April 12**, come to the John F. Kennedy Social Studies Resource Center (room 422)--before or after school only--and take the quiz which covers these definitions. Remember that this effort can:

1. improve your fourth-quarter LASSO grade;
2. raise your scores on upcoming college entrance tests;
3. extend your ability to communicate effectively; and--most of all--
4. make you feel good about your accomplishment.

\*\*\*\*\*

- |                              |               |
|------------------------------|---------------|
| 1. morose                    | 11. prodigal  |
| 2. pompous                   | 12. smug      |
| 3. frugal                    | 13. jubilant  |
| 4. shifty                    | 14. irate     |
| 5. gullible                  | 15. earnest   |
| 6. prudent                   | 16. plucky    |
| 7. amiable                   | 17. vallant   |
| 8. genteel                   | 18. adept     |
| 9. chic (pronounced "sheek") | 19. ingenious |
| 10. wary                     | 20. genial    |

# Vocabulary Study : GREEK ROOTS

The root of a word is its core or its center. From that root--combined with other roots, with the addition of prefixes and/or suffixes--words can be formed. When the root -psych- (meaning "mind") is combined with the root -log- (which means "study"), the resulting word psychology means "the study of the mind." When the prefix a- and the suffix -ous are added to the root -morph- (which means "form"), the resulting word amorphous means "without shape or form."

A knowledge of roots is extremely helpful in developing the kind of vocabulary needed to read, speak, and listen effectively. (In addition, a good understanding of roots can assist in your success on college entrance examinations.)

The following list contains thirty-two roots that have come into the English language from Greek. Even if you do not recognize the root alone, you may quite likely recognize the word that follows in the third column and be able to see a connection between this word and the root's meaning.

Sometime soon you will be quizzed on these Greek roots. (You do not need to know the meanings of the English words in the third column--though an acquaintance with them will surely be of some benefit on the quiz as well as in other contexts.) A sample of the questions on the quiz follows:

SAMPLE: Assume that -liskis- is a Greek root meaning "wound or injury." An autoliskis would then be a/an

- A. recent wound.
- B. self-inflicted wound.
- C. fatal injury.
- D. accidental injury.
- E. wound received during a battle.

Since the Greek root -auto- means "self," the best answer to this sample question is B.



ROOT	MEANING	EXAMPLES
-anthrop-	man	anthropology, misanthropic
-arch-	ancient, chief	archeology, monarch
-astr-, -aster-	star	astronomy, asterisk
-auto-	self	automatic, autonomy
-bibli-	book	bibliography, bibliophile
-bio-	life	biology, autobiography
-chrom-	color	chromatic, chromosome
-chron-	time	chronometer, synchronize
-cosm-	world, order	cosmos, microcosm
-cycl-	wheel, circle	cyclone, bicycle
-dem-	people	democracy, epidemic
-gen-	kind, race	eugenics, genesis
-geo-	earth	geography, geology
-gram-	write, writing	grammar, epigram
-graph-	write, writing	orthography, geography
-hydr-	water	hydrogen, dehydrate
-log-	word, study	epilogue, theology, logic
-micr-	small	microbe, microscope
-mon-	one, single	monogamy, monologue
-morph-	form	amorphous, metamorphosis
-neo-	new	neologism, neolithic
-orth-	straight, correct	orthodox, orthography
-pan-	all, entire	panorama, pandemonium
-path-	feeling	apathy, pathology, sympathy
-phil-	like, love	philanthropic, philosophy
-phon-	sound	phonology, euphony
-poly-	many	polygon, polygamy
-proto-	first	prototype
-psych-	mind	psychology, psychosomatic
-soph-	wise, wisdom	philosophy, sophomore
-tele-	far, distant	telegram, telepathy
-zo-	animal	zoology, protozoa

# LEARNING LATIN ROOTS

Although Latin is called a "dead" language--because it is no longer spoken or written by people in any culture today--it is very much "alive" in modern English. Many thousands of common words which we use in speech and writing every day have Latin origins. Some of these words came into English from early contacts with Christianity, for which Latin was the chief means of expression. Many more came through French--a romance language based on Latin--when William the Conqueror defeated Britain in 1066.

A knowledge of Latin roots helps us as modern users of English to expand our vocabulary skills. To know that -son- means "sound" gives us a clue to the word sonorous that helps us understand its meaning and therefore enrich our understanding--without having to use the dictionary. Likewise with -pond- and ponderous, -loqu- and loquacious, -mal- and malevolent, -punct- and punctilious, etcetera. The list is virtually endless.

Below is a list of common Latin roots that appear in a number of English words. In addition to its meaning, each root has a recognizable example that clearly indicates the relationship between the root's meaning and a word that you are familiar with.

Your job for the next LASSO quiz is to learn the meanings of these Latin roots. You will be asked to show your knowledge by determining the meanings of words that contain these roots but which you have never seen before--just as you will probably need to do in any number of reading or listening situations. Preparing well for this quiz can obviously benefit you in ways far beyond this quarter's LASSO grade.

<u>-aqua-</u>	water	aquarium
<u>-brev-</u>	short, brief	abbreviate
<u>-cogn-</u>	know	recognize
<u>-cred-</u>	belief, trust	incredible
<u>-duc-, -duct-</u>	lead	conductor
<u>-frag-, -fract-</u>	break	fragment, fracture
<u>-gen-</u>	birth, kind, origin	generation
<u>-jac-, -ject-</u>	throw, hurl, cast	eject
<u>-junct-</u>	join	junction
<u>-loc-</u>	place	location
<u>-loqu-</u>	talk, speak	eloquent
<u>-magn-</u>	large	magnify
<u>-mal-</u>	bad	malicious
<u>-man-, -manu-</u>	hand	manicure
<u>-mor-, -mort-</u>	die, death	immortal
<u>-omni-</u>	all	omnipotent
<u>-pater-, -patri-</u>	father	paternity
<u>-ped-</u>	foot	pedal
<u>-pend-</u>	hang	pendulum
<u>-rupt-</u>	break	interrupt
<u>-scrib-, -script-</u>	write	inscribe
<u>-sequ-</u>	follow	sequence
<u>-spir-</u>	breath, breathe	expire
<u>-tract-</u>	draw, pull	tractor
<u>-verb-</u>	word	verbal
<u>-vid-, -vis-</u>	see	television
<u>-vit-</u>	life	vitality

# LOUIS XIV

The following three pages contain a brief account of the life and the accomplishments of King Louis XIV of France, one of the most colorful rulers of all time and certainly one of the most influential people of the seventeenth and early eighteenth centuries.

Read over these pages. Then, go back and underline the important passages and make marginal notations as you have been shown how to do. If you wish, take separate notes on the material.

On Thursday, April 26, you will be given a 20-point quiz covering these three pages during the regular homeroom period. The purpose of this quiz is to give you an opportunity to show your ability in reading detailed non-fiction material and preparing yourself for a quiz on this material. During the quiz you may not use either the handout itself or any notes on these pages; however, completing the underlining/note-taking procedures will certainly help to prepare you for the questions on the quiz.

The points which you earn on this quiz will become a part of your fourth-quarter LASSO grade. It is to your benefit to prepare yourself as well as possible.





# Louis XIV

Louis XIV was the Sun king, shining with a magnificence that dazzled not only France but all of Europe through the last half of the seventeenth century. The dream of this Louis, the fourteenth to rule France (the first was Louis the son of Charlemagne), was to be known as a brilliant military leader. What really won him his name of Sun King was the marvelous palace that he built at Versailles and the splendor of the court life that he encouraged there.

Louis was born in 1638, the grandson of Henry IV of Navarre and the son of Louis XIII. Because he was only five years old when his father died and he succeeded to the throne, and because he lived until 1715, he was king for seventy-two years, an unusually long span of time. Of course he did not actually begin ruling at the age of five. His mother, Anne of Austria, who was appointed his regent, and her Prime Minister, Cardinal Mazarin, ran the country for several years. But Louis was considered of age when he was thirteen, which meant that he actually ruled for sixty-four years. He outlived his son and his grandson. His successor Louis XV, who succeeded him, was his great-grandson.

When Louis was still a very young boy, the citizens of Paris grew enraged by the way some of Anne of Austria's ministers cheated and swindled the public. Their wrath was so great that Anne thought it wise to take her young son and herself into hiding outside of Paris to escape harm. That may have been one of the reasons why Louis, when he took command, refused to rely completely on any minister and made himself familiar with the details of every department of government. Gradually, he made himself an absolute ruler who was subject to no checks or controls by anybody or any group.

"L'état, c'est moi," he said. "I am the state." Other European rulers whose authority was limited by parliaments and other elected or hereditary bodies looked at Louis XIV of France and were envious of his power.

War fascinated Louis from his earliest childhood. His favorite pastimes were playing with toy soldiers or waging mimic war with young friends. As soon as he was old enough, he rode out eagerly to command French forces in the field. France had a fine army, well drilled, well equipped and well generated. As a result, the French forces had many victories, and Louis happily took the credit for them. Actually, he was not an especially talented military

strategist, but his generals tactfully pretended to follow his advice or encouraged him to think their plans were his originally. And it all worked out very well for a long time. After a long campaign in Holland was finally successful in 1678, France became the most powerful country in Europe.

Many years later, when Louis was growing old, half of Europe united to form a league against him and his powerful country. In the battles that followed, French generals were not so successful as they had been. When they faced the English forces led by the Duke of Marlborough they knew real defeat. Some of France's possessions in America—Newfoundland, Acadia, and Hudson's Bay—were ceded to the English when the Peace of Utrecht was finally signed in 1713.

Louis had but two more years to live, and it seems that in those last years he regretted the hardships he had caused his countrymen in the past by his love of war and a conqueror's glory.

All through the years when he was pursuing glory in battle, Louis was also creating the palace that would bring him his most enduring fame.

His father, Louis XIII, had built a hunting lodge not far from Paris near a tiny town called Versailles. In 1661, when Louis XIV was twenty-three, he decided to use the lodge as the nucleus of a beautiful new palace which would reflect his love of everything spacious, elegant and symmetrical. He summoned France's finest architects, engineers and landscape gardeners and set them to work. (One of these architects was Jules Hardouin Mansart, a nephew of an earlier architect whose name was given to a special style of roof still in use today, the mansard roof.)

Millions of francs were poured into the creation of the palace at Versailles, and Louis spent more than twenty years perfecting it. Everything about it was splendid. There were dozens of great halls—a Galerie des Batailles, lined with huge paintings of French victories, Le Hall des Glaces, or great hall lined with mirrors, and most magnificent of all, the Throne Room with a silver throne. Living orange trees in silver tubs were placed at intervals all around this great room.

Sweeping staircases led from one floor to another. There were dozens of private suites, a private chapel, rooms beyond rooms beyond rooms. And everywhere there were great, high windows, for Louis loved the look of the outdoors and the feel of fresh breezes sweeping in.

Outside the palace, hundreds of acres were drained, filled, and landscaped.

Formal gardens became great patterns of living color. Water was piped from one hundred miles away and a huge machine constructed to provide water pressure for dozens of splashing fountains. There were mazes, labyrinths, and formal walks with pieces of sculpture carefully placed to make the most of every vista.

The interior of the palace was furnished on the same lavish scale. Gold and silver brocade hung at the windows. Furniture was rich and elaborate, carved or inlaid with ivory or precious metals. Glass cabinets held exotic curios, and the walls were hung with paintings by the world's greatest masters.

Books and music also pleased Louis. Over the years he collected what was a very large library for the time, and he kept it open for everyone's use. Musicians in large enough numbers to make up a full symphony orchestra lived in the palace to provide daily musical entertainment.

In 1682, Louis moved the seat of his government from Paris to Versailles. This meant that literally thousands of his subjects were obliged to follow him, not just the chief nobility and government officials but everyone who based his hopes of success on being noticed by the great king.

Not everyone was pleased by the move away from Paris, but the palace at Versailles had become the showplace of Europe, and the great of every country flocked to visit it.

The days at Versailles passed in a glittering round of activities. Every day there was some sort of festivity. Every evening there was a ball, a concert, an opera, or a play. An elaborate ritual of courtesy and ceremony was observed at all times. This sort of court etiquette, for which Louis himself set the example, was widely imitated all over Europe as the ultimate in civilized behavior.

The wonder was that in spite of so much festivity, so many visitors, and so many courtiers vying for his notice Louis still managed to spend a good portion of every day working on matters of state, making decisions, and directing the policies of the nation. He also found time to go hunting almost every day, for he was an outdoorsman who enjoyed all kinds of energetic outdoor activity.

Louis was married to Marie Thérèse of Austria in 1660. He was fond of his wife but soon after his marriage embarked on the first of a series of love affairs that scandalized even his most tolerant subjects. His first favorite was Louise de la Vallière (a certain type of necklace is still called by her name).

Next he fell in love with the Marquise de Montespan, who practiced black magic to keep his love. She was finally disgraced when it was revealed that she had taken part in a poisoning plot. Louis had still other loves, but at last he fell under the influence of a shrewd, intelligent, and pious woman, Madame de Maintenon, who devoted most of her energy to trying to reform him. Perhaps Louis was ready for such a change. After his queen, Marie Thérèse, died in 1683, Louis secretly married Madame de Maintenon. From then on he became more concerned with religion, and life at Versailles became more austere.

Louis' new concern with religion led him finally to undo the good work that his grandfather, Henry IV, had done to bring religious tolerance to France. He was a devout Roman Catholic himself and became even more so under Madame de Maintenon's influence. Easily roused to suspicion by any report about the activities of French Huguenots, or Protestants, he at last decided to take action against them. In 1685, he revoked the Edict of Nantes which Henry IV had signed almost a hundred years before. French Huguenots were no longer allowed to worship according to Protestant beliefs.

As a result there was a mass migration of Huguenots from France at the end of the seventeenth century, and France lost many hard-working and talented citizens to other lands. Many took the long voyage to America and settled in the New World, especially in the Carolina colonies, Pennsylvania, and New York.

So many brilliant generals, admirals, writers, artists, and engineers lived during the reign of Louis XIV and were encouraged by him that his reign has been called the Golden Age of France. A few of the most famous writers were Corneille, Racine, and Molière. Some well-known painters were Claude Lorraine, Poussin, and LeBrun.

Louis has been called proud, vain, selfish, and extravagant, and to a degree he was probably all of those. He was surrounded by flatterers from infancy, and only a miracle could have kept him from being somewhat arrogant. However, he was also a hard-working king, never skimping on the time he devoted to affairs of state. He was a man of great dignity, who rarely lost his temper. He loved children and encouraged Madame de Maintenon to found and supervise a school for the daughters of impoverished noblemen at St. Cyr, near Versailles. Later, the school at St. Cyr became a famous military academy, the West Point of France. He also loved his subjects, the people of France, and it was not he but his great-grandson, Louis XV, who paved the

way for the French Revolution by his reckless disregard of the welfare of the country.

There have been kings—and many of them—since the time of Louis XIV. But even while Louis was alive, wielding his absolute authority, men were beginning to question a belief that had been general for thousands of years—that kings somehow had a divine right to rule them. Various revolutions, including America's, have since helped to destroy that belief almost everywhere in the world.

So Louis XIV, in his splendor and power, seems to stand almost at the end of a long procession, a parade of kings stretching back through the centuries. Some were good, some bad, some greedy, some wise, but all had some of the splendor and power that were Louis XIV's. And looking back at them from a distance, it is easy to see them as representing through the ages all the virtues and vices of mankind—on a truly kingly scale.



## ENRICHMENT ACTIVITY SIMON BOLIVAR

During the fourth quarter, extra credit is being offered to those students who are interested in maintaining or raising their LASSO study skills grades--and in improving their ability to read more carefully and remember more effectively by using underlining and marginal note-taking in the best possible way. Here are the procedures:

1. Go to the John F. Kennedy Social Studies Resource Center, room 422, and pick up the single page handout about "the George Washington of South America," Simon Bolivar, before Monday, May, 9.
2. Read the article carefully. Underline (or highlight) the material appropriately and make some meaningful marginal notations. See the back of this page for an example of proper underlining/note-taking procedure.
3. On Tuesday, May 10, go to room 422 before school (7:30 - 8:00 a.m.) or after school (2:45 - 3:15 p.m.) and take a quiz based on this handout about Simon Bolivar. Take the article with you--properly underlined and noted--and hand it in. **YOU MAY NOT TAKE THE QUIZ UNLESS YOU HAVE UNDERLINED/HIGHLIGHTED AND NOTED THE ENTIRE PAGE CAREFULLY.**
4. If you are absent on May 10 and wish to take the quiz, see Mr. Barker on the first day that you return to school.
5. When the quizzes are graded, your score will be reported to your homeroom teacher and will be included in your fourth-quarter LASSO average.

### WHAT'S TO GAIN?

1. You'll be learning something about one of the Western Hemisphere's most remarkable and influential personalities.
2. You'll improve your ability to use underlining and marginal note-taking as important study skills.
3. You'll maintain or raise your LASSO grade--and perhaps your overall grade-point average.
4. You'll accomplish a worthwhile goal.
5. You'll feel better about yourself.

### WHAT'S TO LOSE?

Nothing, probably.

But remember: **YOU MUST TURN IN THE SIMON BOLIVAR PAGE UNDERLINED/HIGHLIGHTED AND NOTED PROPERLY (as shown on the back of this page) IN ORDER TO TAKE THE QUIZ AND RECEIVE EXTRA CREDIT POINTS.**

# Wrestler gives sumo tradition a big kick into 20th Century

By Ronald E. Yates  
Chicago Tribune

introduction

TOKYO The top story in Japan as 1988 gets underway is not Prime Minister Noboru Takeshita's upcoming trip to Washington, the rising yen or continuing trade friction with the United States.

WHO?

No, the No. 1 story continues to be a disgraced yokozuna, or grand champion sumo wrestler, named Futahaguro and what he did to make Japanese history.

At 24, Futahaguro became not only the youngest yokozuna ever to leave the highly structured world of sumo wrestling in the 300-year history of the sport, but also the first grand champion to leave in disgrace.

What he did.

Futahaguro, whose real name is Koji Kitao, was forced to resign last week after he committed an unpardonable sin: He injured his sumo stable master's wife and kicked one of the stable's elderly patrons after they chided him for his "overbearing" attitude.

two reasons for disgrace

A sumo stable is practically a family. The master seeks out potential wrestlers, takes them in, trains them and directs their competition. There are 39 stables in Japan, some with as many as 40 wrestlers and some with as few as 4 or 5. The stable Futahaguro left has about 15.

def: sumo stable

Reason

1.

Futahaguro's stable master, Osamu Tatsunami, said the wrestler lost his temper and began kicking at Keizo Bando, the 92-year-old head of the Futahaguro Supporters Association.

Reason

2.

When Tatsunami's wife, Chieko, 48, tried to intervene, the 6-foot-5-inch, 345-pound Futahaguro shoved her through a sliding door, injuring her hand.

In October, Tatsunami said, Futahaguro struck an attendant after complaining about the food he had been served. In the feudal world of sumo, younger

another complaint

wrestlers must serve those of higher rank—often rising before daybreak to cook a kind of calorie-rich stew called chanko-nabe.

They must then clean the stable, wash the clothes of higher-ranking wrestlers and generally remain on call until they go to bed late at night.

jobs of younger wrestlers

Note

map.



Chicago Tribune, Monday, January 11, 1988

## **AN ENRICHMENT ACTIVITY CHINESE TEA AND GIANT PANDAS**

Earlier in the first semester, you received a handout that demonstrates how best to underline material that is to be read and remembered. Now, you have another opportunity to put that technique to good use.

Please read the following procedures. If you are interested in completing this study skills enrichment activity, follow the steps carefully.

1. Go to the John F. Kennedy Social Studies Resource Center (room 422) and pick up a single page about Chinese tea and giant pandas. This material deals with two interesting elements of life in China, a country which most of you have just finished or are now studying in your social studies classes. The deadline for obtaining this material is **Monday, December 13.**
2. Read the page and underline the material in the manner shown by copy 3 on the previous handout about underlining. Be certain to include marginal notes in your preparation.
3. On **Tuesday, December 14**, come to the JFK Resource Center (room 422) between 7:30 and 8:00 A.M. or between 2:45 and 3:15 P.M. Bring with you the underlined tea and pandas page (with your name on it) and give it to the person in charge. (No, you may not leave your homeroom for this activity.)
4. Take the 16-point enrichment quiz based on the tea and pandas page. (Yes, you may be disqualified if it appears that you have done an inadequate job of underlining and marginal note-taking.)
5. The score which you receive on this enrichment quiz will be added to your second quarter study skills grade. You may also receive extra credit in your social studies class.

If you are absent (excused) on the day of the quiz, you must see Mr. Barker the first day that you return to school if you wish to take the quiz.

**But remember: YOU MUST TURN IN THE CHINESE TEA AND GIANT PANDAS PAGE UNDERLINED AND NOTED PROPERLY IN ORDER TO TAKE THE QUIZ AND RECEIVE EXTRA CREDIT POINTS.**



## First Semester

### FINAL EVALUATION

On Thursday, December 16, during your regular homeroom period, you will have a final evaluation on study skills materials presented during the first semester. The score on this exam--like the scores on other final exams--will count for 20 percent of the semester LASSO grade, with the remaining 80 percent coming from the first two quarter grades.

This exam will include the following topics--all of which have been covered during homeroom presentations or by means of homeroom handouts, or (for IMC projects) in social studies classes:

1. general ideas about study skills--including myths and realities about studying
2. taking true-false and multiple-choice tests
3. the glossary of terms dealing with time
4. writing complete one-sentence answers to questions (the fireman's suspenders technique)
5. reading and taking notes
6. listening and taking notes
7. using the dictionary: guide words and etymology; pronunciation; spelling
8. longitude and latitude
9. using the atlas
10. underlining/marginal note-taking
11. using the IMC: orientation and geographical research
12. current events

Between now and the day of this first semester evaluation, you should review these materials in order to best prepare yourself for this test. You may use NO notes while taking this exam.



# STUDYING FOR FINAL EVALUATIONS

Is it worth the time and effort?

## YES!

## WHY?

### STUDENT ONE

First Quarter Grade	D	80%	$X 2 = 160$
Second Quarter Grade	B	80%	$X 2 = 160$
Final Exam Grade	D	60%	$X 1 = 60$
Semester Grade	F	73%	Total = 380 divided by 5

### STUDENT TWO

First Quarter Grade	C+	78%	$X 2 = 156$
Second Quarter Grade	C	70%	$X 2 = 140$
Final Exam Grade	B	80%	$X 1 = 80$
Semester Grade	E	80%	Total = 376 divided by 5

## What to do ?

### BEFORE:

1. Have some goals. Decide what kind of grade you want, need, or each exam to receive the best possible grade for the semester.
2. Check your exam schedule carefully. Don't be surprised by a test on Wednesday that you were planning to take on Thursday.
3. Know what is going to be covered. Do not waste time reviewing something that will not be included on the exam.
4. Start early.
  - A. Put your materials in order.
  - B. Use little bits of time.
  - C. Find out what you don't know.
5. Establish some priorities. Allow more time for the more difficult exams and for the ones that will make the most difference in your semester grades.



6. Make a schedule--and then stick to it. Set aside blocks of time to study for each exam.
7. Give yourself an environment conducive to good learning: out of the traffic pattern and away from distractions--including radio, television, and telephone.
8. Keep on task. Stick to your goals. Once you begin, keep going. Allow some time for relaxation--but not too much.
9. Avoid the midnight oil. Try to get as much sleep as possible.
10. ASK. ASK. ASK. ASK. ASK. ASK. ASK. ASK.

## DURING:

1. Check the time and use it well. Pace yourself so that you're not caught short. On the other hand, don't race to finish early. For what?
2. Read the questions and all choices carefully. Make certain that your erasures (on a Scan-Tron test) are thorough; you won't have a chance to look over the answer sheet the next day as you might for other tests.
3. If you don't understand a question, ask about it. You may have to guess at some answers, but you shouldn't have to guess at the meanings of the questions.
4. Don't give in to cheating. A zero on a final exam may lead to real disaster--like failure for the entire first semester.

## AFTER:

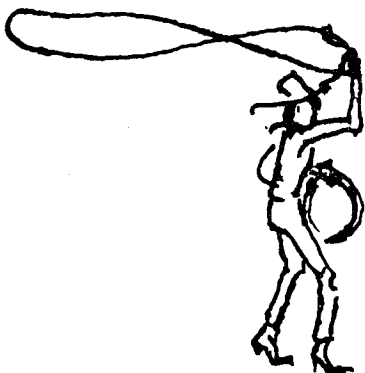
Chances are that you will never see your final exam again unless you ask. If your exam score is uncharacteristically low, ask your teacher if you may look at the test. The worst that he or she can do is flatly refuse. At best, you may discover an error that changes your grade or learn something that you only thought you knew.



# POINT TALLY SHEET

Third Quarter

This Activity Points	Total Activity Points	Activity	My Activity Points	My Total Points
25	25	Spelling Quiz: IE or EI?		
20	45	Doubling the Final Consonant Quiz		
25	70	No-Excuse Spelling Quiz #1		
25	95	No-Excuse Spelling Quiz #2		
20	115	Current Events Quiz #5		
25	140	No-Excuse Spelling Quiz #3		
20	160	Current Events Quiz #6		
50	210	IMC Project #3: Biographical Research		
20	(210)	Extra Credit: Valentine's Day		
20	(210)	Extra Credit: Taking a Word Trip		
50	260	Attitude Score #1		
50	310	Attitude Score #2		
	(310)	total possible points		



# Is it IE? Or is it EI?

The combination of the letters E and I together in a word presents one of the most common spelling problems in the English language. Is it EI? Or is it IE? The old memory device "I before E except after C" is of some help. But knowing a pair of rules (together with their exceptions) can provide more permanent relief.

RULE 1: Write IE when the sound is long E (as in beef) except when the two letters follow C.

Example A: brief - Since the vowel sound is long E, the spelling is IE.

Example B: receive - Since the vowel sound is long E and follows a C, the spelling is EI.

Exceptions to RULE 1: either, leisure, neither, seize, weird

RULE 2: Write EI when the sound is not long E--especially when the sound is long A (as is date).

Example A: weigh - Since the vowel sound is not long E but long A, the spelling is EI.

Example B: height - Since the vowel sound is not long E but long I, the spelling is EI.

Exceptions to RULE 2: friend, mischief, kerchief

And that covers the possibilities: two rules and a few exceptions. Below are several words from which the two-letter combination is missing. Use the rules and the exceptions to help you write IE or EI in the blanks. Don't guess. When you have completed this practice exercise, check your answers with the key, which is written upside down at the bottom of the page.

- |                   |                    |
|-------------------|--------------------|
| 1. f ____ ld      | 11. f ____ nd      |
| 2. dec ____ ve    | 12. fr ____ nd     |
| 3. rel ____ f     | 13. pr ____ st     |
| 4. anc ____ nt    | 14. n ____ ghbor   |
| 5. w ____ rd      | 15. c ____ ling    |
| 6. ch ____ f      | 16. y ____ ld      |
| 7. cash ____ r    | 17. s ____ ze      |
| 8. for ____ gn    | 18. bel ____ ve    |
| 9. n ____ ther    | 19. consc ____ nce |
| 10. conc ____ ted | 20. glac ____ r    |



If you have made any errors, go back to each misspelled word and check to see why. That means referring once again to the two rules and their exceptions--and making certain that you understand them.

Soon--during your homeroom period--you will be given a twenty-point quiz on this spelling concept; this quiz will become a part of this quarter's LASSO study skills grade. Since you will not be permitted to use this page, you will need to understand and memorize the rules and exceptions in order to determine which letter comes first--I or E.

1. field 2. deceive 3. relief 4. ancient 5. weird 6. chief 7. cashier  
8. foreign 9. neither 10. conceited 11. friend 12. friend 13. priest  
14. neighbor 15. ceiling 16. yield 17. seize 18. believe 19. conscience  
20. glacier

# Double the Final Consonant ?

Most spelling rules in English are so complex or have so many exceptions that learning them is more difficult than just memorizing the correct spellings of the words themselves. However, there are a few spelling rules that are easy to learn and have few--if any--exceptions. This activity is all about one such rule: doubling the final consonant of a word when adding a suffix that begins with a vowel.

Take the word begin, a common enough word that causes no problem until you need to add a suffix: -ing or -er, for example. Do you merely add the suffix and do nothing else (begining/beginer)? Or do you double the final consonant before adding the suffix (beginning/beginner)?

DOUBLE THE FINAL CONSONANT BEFORE A SUFFIX THAT BEGINS WITH A VOWEL (A, E, I, O, U) IF BOTH THE FOLLOWING CONDITIONS EXIST:

1. THE WORD HAS ONLY ONE SYLLABLE OR IS ACCENTED ON THE LAST SYLLABLE, AND
2. THE WORD ENDS IN A SINGLE CONSONANT PRECEDED BY A SINGLE VOWEL.

EXAMPLE 1 - The word plan has only one syllable and ends in a single consonant (n) preceded by a single vowel (a). Therefore, the n is doubled when a suffix beginning with a vowel is added: planned.

EXAMPLE 2 - The word propel has two syllables and is accented on the last (second) of these two (pro-pel'); it ends in a single consonant (l) preceded by a single vowel (e). Therefore, the l is doubled when a suffix beginning with a vowel is added: propeller.

EXAMPLE 3 - The word jump has only one syllable; however, the word ends in two consonants (m and p). Therefore, the rule does not apply, and the final consonant is not doubled when a suffix beginning with a vowel is added: jumped. (The same holds true for a word of more than one syllable that ends in two consonants: exist - existence.)

EXAMPLE 4 - The word pour has only one syllable, and it ends in a single consonant (r); however, this single consonant is preceded by two vowels (o and u). Therefore, the rule does not apply, and the final consonant is not doubled when a suffix beginning with a vowel is added: pouring. (The same holds true for a word of more than one syllable that ends in a single consonant preceded by two vowels: disappear - disappearance.)

EXAMPLE 5 - The word murder ends in a single consonant (r) preceded by a single vowel (e). However, it is a two-syllable word that is not accented on the last (second) syllable (mur'der). Therefore, the rule does not apply, and the final consonant is not doubled when a suffix beginning with a vowel is added: murderer.

## a study skills spelling activity

Look at the following words and the suffixes that are to be added to them. Each word is followed by the number of the example on the other side of this page which applies to it--and then by its correct spelling.

HOT + EST	Example 1	HOTTEST
SWIM + ING	Example 1	SWIMMING
PERMIT + ED	Example 2	PERMITTED
REPEL + ANT	Example 2	REPELLANT
FORM + ATION	Example 3	FORMATION
ACCEPT + ANCE	Example 3	ACCEPTANCE
DREAM + ER	Example 4	DREAMER
RIOT + OUS	Example 4	RIOTOUS
TUNNEL + ING	Example 5	TUNNELING
TRAVEL + ER	Example 5	TRAVELER

Now, here are ten to try on your own. Check the rules and the examples to be certain of the correct spelling for each. (The answers are upside down at the bottom of this page.)

BEGIN + ING	_____
OPEN + ER	_____
EXPEL + ED	_____
REFORM + ER	_____
STOP + AGE	_____
HONOR + ABLE	_____
EXPLOIT + ATION	_____
OCCUR + ENCE	_____
MARVEL + OUS	_____
BIG + EST	_____

This one simple spelling rule can make a big difference; if you truly understand it, you will no longer have to guess at the spelling of such words or to look them up in the dictionary. Taking the time and making the effort to learn this rule now can make a real difference in the future.

In the near future, you will be given a 20-point quiz on this spelling rule as part of this quarter's Study Skills grade.

beginning, opener, expelled, reformer, stoppage, honorable, exploitation,  
occurrence, marvelous, biggest



## **Enrichment Activity**

### **A History of Valentine's Day**

During the third quarter, extra credit is being offered to those students who are interested in maintaining or raising their LASSO study skills grades--and in improving their ability to read more carefully and remember more effectively by using underlining and marginal note-taking in the best possible way. Here are the procedures:

1. Go to the John F. Kennedy Social Studies Resource Center, room 422, and pick up the single-page handout titled "A History of Valentine's Day."
2. Read this article carefully. Underline (or highlight) the material appropriately and make some meaningful marginal notations. See the back of this page for an example of proper underlining/note-taking procedure.
3. On **Tuesday, February 8**, go the room 422 before school (7:30 to 8:00 a.m.) or after school (2:45 to 3:15 p.m.) and take a quiz based on this handout about Valentine's Day. Take the article with you--properly underlined and noted--and hand it in. You may not take the quiz unless you have unerlined and noted the page carefully.
4. If you are absent on and wish to take the quiz, see Mr. Barker on the first day that you return to school.
5. When the quizzes are graded, your score will be reported to your homeroom teacher and will be included in your third quarter LASSO average.

#### **WHAT'S TO GAIN?**

1. You'll learn something about Valentine's Day.
2. You'll improve your ability to use underlining and marginal note-taking as important study skills.
3. You'll maintain or raise your LASSO grade--and perhaps your overall grade-point average.
4. You'll accomplish a worthwhile goal.
5. You'll feel better about yourself.

**But remember: YOU MUST TURN IN THE VALENTINE'S DAY PAGE UNDERLINED AND NOTED PROPERLY (as shown on the back of this page) IN ORDER TO TAKE THE QUIZ AND RECEIVE EXTRA CREDIT POINTS.**

study man's past

# Team races

By Stephen K. Hindy

LUXOR, Egypt—A team of archaeologists is (recording with painstaking detail) the art and architecture of ancient Egypt in the belief that the monuments of the pharaohs are being eroded by salty groundwater, armies of tourists and the winds and sands of time.

The University of Chicago's epigraphic survey was launched in 1924 by Egyptologist James Henry Breasted, who had written in 1894 of "the distressing amount of damage suffered by the monuments since the early recording expeditions had worked on them."

The temples of Luxor and Karnak, the Valley of the Kings and tombs of the queens and the lesser monuments of the ancient capital of Thebes (now Luxor) were "discovered" for the modern world by the 1798 military expedition of Napoleon.

For centuries, they had been plundered by thieves, defaced by vandals and lived in by squatters whose campfires blackened the brightly colored paintings and hieroglyphs. Only in the last 150 years have these monuments been cleared of the dirt and grime of centuries.

But stripped of their cloak of filth, the monuments stood exposed to wind and sand erosion and tourists eager to touch the delicate carvings and paintings more than a hundred centuries old.

PHOTOS TAKEN by Breasted in 1894 show about 40 different painted areas that today, 90 years later, no longer exist.

Breasted knew, just looking at these monuments, that they were

3 causes  
inscriptions on bldgs. where?

specific locations

1798  
how harmed?  
now cleaned

PROBLEM

TODAY

the job

same idea repeated

## NO-EXCUSE SPELLING

Accompanying this page is a copy of **Glenbrook South's All-School No- Excuse Spelling List**. It contains 78 words that have been identified as causing a large percentage of the errors made in spelling by students. This list was approved and adopted by the GBS English Department; indeed, you may cover the same list as part of your freshman English requirement. However, it is also used by other teachers throughout the school; in other words, a teacher in any subject matter area can expect you to spell these words correctly.

Notice that--in addition to the list of 78 words--there is a section called **WORDS COMMONLY CONFUSED**. Here are explanations of words on the list which cause spelling difficulties because (in most cases) they sound alike, or nearly alike. It is important, however, to know the definitions of all words on the list. For example, the word counselor (which is on the list) has a meaning different from the word councilor (which is not).

During the next few weeks, you are expected to become familiar with the spelling of all words on this list. Your mastery of this material will be evaluated in three separate quizzes--one covering each of the three columns of words. The **first quiz--on Thursday, February 10--covers words accept to friend**. The **second quiz--on Thursday, February 17--covers government through sophomore**. The **third quiz--on Thursday, February 24 --covers speech through you're**.

Here is another LASSO task which you can accomplish with a minimum of careful, concentrated preparation. And it is certainly one that will pay great dividends: being certain of how to spell these "demons" reduces frustration, saves time (for looking them up), and brings satisfaction (not to mention better grades).



# The Glenbrook South All-School No-Excuse Spelling List

accept	government	speech
across	height	than
affect	interest	then
already	its	their
all right	it's	there
argument	laboratory	they're
athletic	loose	though
beautiful	lose	thorough
beginning	occasion	threw
believe	occur	through
choose	occurred	to
chose	occurrence	tonight
counselor	omitted	too
definite	passed	two
describe	pastime	truly
desperate	precede	unnecessary
doesn't	preferred	until
effect	principal	weather
equipped	principle	whether
except	quiet	who's
existence	quite	whose
familiar	receiving	woman
forth	recommend	women
forty	separate	written
fourth	similar	your
friend	sophomore	you're

## WORDS COMMONLY CONFUSED

The English language is filled with words commonly confused. Because of this confusion, students occasionally choose the wrong word and are accused of a spelling error rather than the more complicated error of accurate usage. Below are a number of commonly confused words. Each is defined and used in a sentence.

### ACCEPT - EXCEPT

accept is a VERB meaning "to receive."

Example: I accept the offer. He accepted the gift. Will you accept the position?

except can be a VERB meaning "to omit, to exclude, or to bar."

Example: I will except you from the assignment since you missed the review.

except is more widely used as a PREPOSITION meaning "with the exception or exclusion of."

Example: Everyone except Jim was ready for the ceremony.

### AFFECT - EFFECT

affect is most widely used as a VERB meaning "to influence."

Example: His decision affected the entire family.

affect is occasionally used as a NOUN meaning "inward feeling." It is primarily a psychological term and not used widely in general communication.

## AFFECT - EFFECT cont.

affect is most widely used as a NOUN meaning "consequence, result, outcome."

Example: I worried about the effect on his eyes. What effect will that have?

effect is occasionally used as a VERB meaning "to bring about or to accomplish."

Example: He wanted to effect a change in his behavior. Can you effect a transfer?

## FORTH - FOURTH

forth is an ADVERB meaning "forward or onward."

Example: He put forth his hand.

fourth is either a NOUN or an ADJECTIVE (see examples below) which indicates the order of numbers.

Example: The Fourth of July is a national holiday. (Fourth used as a noun)

Example: The fourth brother decided to become a pilot. (Fourth used as an adjective)

## ITS - IT'S

its is a PRONOUN meaning "belonging to or done by it."

Example: The terrible monster raised its head and snapped at the young girl.

it's is a contraction formed from the words it and is or it and has.

Example: It's almost six o'clock. It's a terrible tragedy. It's been quite a day.

HINT: It's always and only means "it is " or "it has." There are no exceptions.

## PRECEDE - PROCEED

precede is a VERB meaning "to go before or to come before."

Example: In the alphabet A and E precede I and O.

proceed is a VERB meaning "to go along or to advance."

Example: You may proceed with your explanation.

## PRINCIPAL - PRINCIPLE

principal can be an ADJECTIVE meaning "first in rank, authority or importance"; it can be a NOUN meaning "chief or head"; it can be a NOUN meaning "the amount of a debt" or "the face value of a stock or bond."

Examples: The principal cause of indignation is shame.  
The principal called the assembly to order.  
Because he needed some money, he dipped into his principal for funds.