

### 2.1.3: Read Effectively

Good writing begins with good reading. Every time you read, you're exposed to other people's ideas and to their way of writing: their word choice, vocabulary, knowledge base, use of language, and so forth.

How do you become a reader, or a better reader?

**First**, read every day. Vary the materials you read: a book, a magazine article, an online blog, etc. Try readings things that are a little challenging. In other words, don't just vary the subject matter – change the difficulty, too. Stretch!



*Figure 2.1.1: Lak Sao, August 2011*

**Second**, learn and practice the skills of effective reading (which we will practice in class).

**Third**, keep reading. Every day. And use good effective reading skills.

**Fourth**, learn and practice the skill of reading critically. We will talk about [Reading Critically](#) later in the semester.

**Fifth**, keep reading. Yes, every day, putting your skills to work. (Practice makes perfect!)

**Sixth**, well, you know.

**Reading effectively** means reading in a way that helps you understand, think about, and remember a written text. As you might guess, these skills are very important to college students, no matter what field you're going into: you'll be doing a lot of reading. The more effectively you read, the easier it'll be, the less time it will take, and the more you'll enjoy the experience.

## PEOPLE WHO READ EFFECTIVELY USE A VARIETY OF SKILLS AND TECHNIQUES:

- **They start by creating an excellent setting for reading.**  
They pick the best time, place, and conditions.
- **They engage in pre-reading strategies before starting to read** (see [pre-reading strategies](#) later in this section)
- **They read something in a way that saves time:** They pick up something to read, engage actively with it, and finish.
- **They create a reading environment that helps decrease distraction.**
- **They annotate written texts** (in other words, they write directly *on* the texts) or take notes as they read. By doing this, they enter into a discussion with the text, interacting with it.
- **They research or investigate content they don't fully understand.**
- **They work to discover the central meaning of the piece.** They ask themselves:
  - What is the author's point?
  - What is the text trying to say?
  - What story is the author telling?
  - How does the author create and build this meaning?
- **They reflect on what the text means to them, making it personal:**
  - How am I responding to this text?
  - Why am I responding that way?
  - What does the text make me think about?

# Literary Terminology

1. **Cause and effect** One event in a story or text is often the direct result of another. In other words, one thing happens; then, as a result, a second thing happens. The first event is the *cause*, and the next event (or events) is the *effect* (or *result*).
2. **Characters** The people in a story are called the characters.
3. **Conflict** Within the plot, there is a conflict, or struggle, between characters, between a character and the environment, or within a character's mind.
4. **Dialogue** The characters' conversations are called *dialogue*.
5. **Fable** A fable is a short story with a moral, or a lesson. The characters in fables are often animals who speak and act like humans. The most famous fables were written by Aesop, a Greek slave living in the 6<sup>th</sup> century B.C. Another famous writer of fables was the 17<sup>th</sup> century French author La Fontaine.
6. **First person narrator** This means that the story is told in the *first person* by a character, often the main character, who refers to him- or herself as "I." Therefore, the reader learns what happens in the story from the eyes of the character telling it.
7. **Foreshadowing** The hints and clues that the author puts in a story to prepare you for what is going to happen are called *foreshadowing*.
8. **Imagery** In literature, the term *imagery* refers to the descriptive language that the author uses to "paint a picture" of the situation, characters, setting, or anything else of importance in the author's story. It is using words to describe the story so the reader can "see" it.

**9. Irony** In literature, irony frequently occurs when there is a difference between what is expected or desired and what actually happens. For example, what a character thinks will happen to him may turn out to be the exact opposite of what actually does happen.

**10. Plot** The plot of a story consists of the events that happen in the story. The plot often has four parts: (1) the *introduction*, where the main character(s) and the situation are introduced; (2) the *complication*, or the events that happen once the situation has been introduced; (3) the *climax* of the story, or the most important event, which usually occurs near the end of and brings some change; (4) the *conclusion* of the story, when the conflict is resolved (fixed) in some way and the story comes to an end.

**11. Poetic justice** In real life, people don't necessarily get what they deserve. However, in fiction, authors can reward or punish characters for their actions. This is called *poetic justice* (because it is literary and the characters get what they deserve).

**12. Realism** In literature, *realism* gives us a picture of life as it really is. Stories of realism are about everyday problems that most people encounter.

**13. Setting** The *setting* of a story is the time and location in which it takes place.

**14. Surprise ending** A *surprise ending* is a sudden, unexpected ending.

**15. Symbolism** A *symbol* is a thing (most often a concrete object - something you can touch - of some type) that represents an idea or a group of ideas. Symbols are often used in literary works.

**16. Theme** A story's *theme* is the main idea that runs through the narrative. Sometimes, a story has several themes.

## *The Love Birds*

Once there were two birds, man and wife, who lived together in a cozy little nest. They would have liked to stay in the nest all day, all night, all the time, but some times they got hungry and had to leave. Once, being hungry, they left the nest and flew to the forest to search for food. They flew over and through the trees, first one leading, then the other, until they came to perch on a leafy branch. They rested for awhile, then they started out again.

They had not been in the forest very long before a forest fire engulfed them. It was a great shock to see terrible flames leaping up around them. No matter which way they flew, they could not escape those angry flames which consumed the trees. After awhile, the husband managed to fly very high and very fast and he escaped. He did not wait for his wife. His poor wife watched him go, and just before she was burned to death, she said, "Next time I am born, I will never speak to any man."

After some time, she was reborn as a girl, and her husband, upon his death, was reborn as a boy.

The girl's mother and father were worried about her. She would have nothing to do with boys, and would not even talk to them. None of the girls in the neighborhood were this way - only their daughter. The parents could not understand. They were apprehensive about the future, for they knew that a girl who would not speak to boys could not expect to find happiness. They were heartbroken, but were not surprised, when, at the age of 20, she became ill and died.

Her former husband, who lived not far away, heard about the girl's death. He came to see her and her parents, her friends, and her relatives who were mourning for her and said, "I am a doctor, and I have a magic charm, a kong hahk sah, and I can bring your daughter back from death to life."

When the parents told him to go ahead and try, he waved his kong hahk sah over the girl's forehead, and she sat up in the bier and started talking to all the young men in the room. Her mother and father were delighted.

The boy she spoke to the most was the one who had brought her back to life. They fell in love and got married and lived happily. Sometimes they felt that they had been married in a previous life. They felt it so strongly that they thought it must be true. But they never knew, for sure.

\*\*\*\*\*

What part of speech is each of these words? From the context, what do you think each word or phrase means?

1. engulfed ( ) \_\_\_\_\_

2. would have nothing to do with \_\_\_\_\_

3. apprehensive ( ) \_\_\_\_\_

4. kong hahk sah ( ) \_\_\_\_\_

5. bier ( ) \_\_\_\_\_

**Setting:**

List every aspect of setting which you can find in the story "The Love Birds." Remember that setting includes location (place/where), time (when), and objects (things/what). Do not include actions (plot) or characters (people/actors).

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

### **Characters**

Now list every character which you find in this story.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

### **Plot**

What happens in this story? Write down the three most important things which you think this story could not survive without. You could also try to do it this way: tell the entire story in just 3 sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### **Discovering Meaning**

What is the reason for this story? Take your best guess. Consider WHY you think someone would want to tell this story or why it might be important to know about this story.

### **Reflection (Personal Connection)**

What does this story make me think about?

# 3: CRITICAL READING (BOYLAN ET AL)



## Previewing the Topic:

Look at the photos below and discuss what you see.



Figure A



Figure B

1. Think of three *adjectives* to describe each picture.  
What are three words you could use to describe Figure A?

\_\_\_\_\_

What are three words you could use to describe Figure B?

\_\_\_\_\_

2. What feelings/emotions do you get from each photo? What do they each make you think of?
3. If you were to walk into each classroom, what is the first thing you would do?

Explain your answer.



## Previewing Vocabulary

**Nouns** are persons, places, things, or ideas. They are usually things you can see. In English, a noun is the subject of most sentences, the thing or idea which is doing some kind of action. In academic English, you might recognize a noun by its ending: *-ment*, *-ity*, and *-ion* are common noun endings.

**Verbs** are action, stative, or linking words.

\*Action verbs are activities, things you can do, e.g. *They talk a lot. She runs from the gorilla.*

\*Stative verbs show the “state” of how something is. The most common is *be*, e.g. *He is tall.*

\*Linking verbs link the subject to the rest of the sentence, e.g. *She seems happy.*

\*100% of complete English sentences contain one complete verb or verb phrase.

**Adjectives** are the words that describe nouns, e.g. *tall, purple, crazy, ironic, studious, plentiful, medical*. Not always, but very often you can recognize an adjective by its ending: *-ic*, *-ous*, *-ful*, and *-al* are common endings. More importantly, you will see how adjectives describe nouns. Look for the nouns in the sentence and then see how they are described.

**Adverbs** describe verbs, adjectives, or other adverbs. Many of them end in *-ly*. Most adverbs you find simply explain *how* the verb works, e.g. *My teacher runs slowly*. This shows *how* your teacher runs.

Here are some of the vocabulary words you will see in this section. Check the words you think you know already. You will not know all of these words perfectly, but it will help if you begin to understand them as you will see them often!

NOUNS	VERBS	ADJECTIVES	ADVERBS
<input type="checkbox"/> concept	<input type="checkbox"/> analyze	<input type="checkbox"/> academic	<input type="checkbox"/> particularly
<input type="checkbox"/> effect	<input type="checkbox"/> draw conclusions	<input type="checkbox"/> critical	<input type="checkbox"/> regardless (of)
<input type="checkbox"/> expectations	<input type="checkbox"/> encounter	<input type="checkbox"/> eager	<input type="checkbox"/> seriously
<input type="checkbox"/> major	<input type="checkbox"/> engage	<input type="checkbox"/> overall	<input type="checkbox"/> successfully
<input type="checkbox"/> material	<input type="checkbox"/> establish	<input type="checkbox"/> professional	<input type="checkbox"/>
<input type="checkbox"/> quality	<input type="checkbox"/> increase	<input type="checkbox"/>	
<input type="checkbox"/> quantity	<input type="checkbox"/> summarize		
<input type="checkbox"/> reading	<input type="checkbox"/>		
<input type="checkbox"/> skill			
<input type="checkbox"/> strategy			
<input type="checkbox"/> text			
<input type="checkbox"/>			

## Read

Read the page below. Then answer the questions on the next page.

# CHAPTER OVERVIEW

## 3: CRITICAL READING (BOYLAN ET AL)



When you are **eager** to start classes in a **major** that will prepare you for your career, getting excited about an introductory college writing course can be difficult. However, **regardless of** your field of study, improving your writing, reading, and critical-thinking skills will help you do better both academically and professionally. In this chapter, you will learn about the **concept** of *critical reading* and why it is an important **skill** to have—not just in college but in everyday life. The same skills used for reading a textbook chapter or **academic** article are the same ones used for **successfully** reading an expense report, project proposal, or other **professional** document you may **encounter** in your life.

This chapter will also cover **reading**, note-taking, and writing strategies, which are necessary skills for college students who have many reading assignments.

### 1 : WHAT EXPECTATIONS SHOULD YOU HAVE?

In college, academic **expectations** may be different from what you had in high school. The **quantity** (how much there is) of work expected of you **increases**, and the **quality** (how good it is) of the work also changes. You must do more than just understand the **text** and **summarize** it on an exam.

### 2 : WHAT IS CRITICAL READING?

Reading critically does not simply mean getting information or ideas from a text. It refers to analyzing and understanding how it was written as well as how the writing has achieved its **effect** on the reader.

### 3 : WHY DO YOU READ CRITICALLY?

**Critical** reading has many uses. It can help you understand the writer's ideas better or make you think about how important the information is for your life. It also helps you, the reader, to **draw** the correct **conclusion** about the writer's intent, purpose, or meaning.

### 4 : HOW DO YOU READ CRITICALLY?

How many times have you read a page in a book, or even just a paragraph, and by the end of it thought to yourself, “I have no idea what I just read; I can’t remember any of it”? Almost everyone has done it, and it’s **particularly** easy to do when you don’t care about the **material**, are not interested in the material, or if the material is full of difficult or new concepts.

### 5 : NOW WHAT?

After you have taken the time to read a text critically, the next step is to **analyze** the text rhetorically to **establish** a clear idea of what the author wrote and how the author wrote it, as well as how effectively the author communicated the **overall** message of the text.

## Analyzing the Reading

Look back at what you read on page 10. The *organization* or *structure* of how something is written will help you to understand the reading's purpose. Answer these questions to understand the purpose behind what you just read.

1. Is there a title for this text? \_\_\_\_\_

If so, what is it? \_\_\_\_\_

What does this title tell you about what you are going to read?

2. Take a guess. The only author you see here is “Boylan et al,” but that does not explain much. What kind of people or organization do you think “Boylan et al” is? It may help to consider why you think they would write this. (What is their purpose?)

3. Which words or sentences do you find the most interesting?

Explain your answer.

4. There is a special kind of outline or organization to this page. Why do you think the authors set it up this way, and how do you think it will help you, the reader?

5. Look back at the story “The Love Birds.” Describe how that story was organized. Explain why that organization is different from the *Chapter Overview* organization.

6. Look at the first words of each section. These are called “WH” words. We will talk about these more this semester. For now, explain why you think using WH words is helpful as you read something new.

## **Critical Thinking/Application**

Now think about this “Chapter Overview” that you read on page 10. This is where you go beyond just reading and start to apply the information to the real world. This is an important skill to practice in all of your college readings!

1. What were you thinking about as you read the first paragraph?
  
  
  
  
  
  
  
  
  
  
2. Part one talks about expectations. Did the information here surprise you, or is it what you expected? Give an example from your life to explain your answer.
  
  
  
  
  
  
  
  
  
  
3. What is one thing you read here that will help you as a student at your college? (Not just in Reading class, but in future courses you take.)
  
  
  
  
  
  
  
  
  
  
4. What is one idea here that will help you in your life outside of school? (Either after you graduate or something that can help you later today after class ends).
  
  
  
  
  
  
  
  
  
  
5. Summarize the most important ideas from this reading. Use your own words to explain the ideas here. To help, pretend that you are trying to explain this to your mother, who speaks less English than you do. How would you explain it?

## Practice Using Vocabulary

### NOUNS

concept	quantity
effect	reading
expectations	skill
major	strategy
material	text
quality	

### VERBS

analyze
draw conclusions
encounter
engage
establish
increase
summarize

### ADJECTIVES

academic
critical
eager
professional
overall

### ADVERBS

particularly
regardless (of)
seriously
successfully



**Figure A: University Classroom**

*photo by M. Jane October 2005*



**Figure B: Elementary (1st grade) Classroom**

*photo by M. Jane July 2015*

Directions: Look at the photos again. Use 2 nouns, 2 verbs, 2 adjectives, and 1 adverb from the lists above to write sentences about either or both pictures. You may choose to write only about one picture or you can go back and forth. Up to you! Be creative! Use the words in the part of speech as listed here (so use “major” as a noun, not as an adjective, for example). This is not graded on grammar but on how well you try to use each word correctly and in a way that shows you understand its meaning.

Sentences using nouns from the list of nouns (choose 2 nouns; one sentence for each):

- 1.
- 2.

Sentences using verbs from the list (choose 2 verbs; one sentence for each):

- 3.
- 4.

Sentences using adjectives from the list:

- 5.
- 6.

Sentence using an adverb from the list:

- 7.

## Vocabulary Review

Read the following sentences. FIRST, figure out what part of speech belongs in the blank. THEN put words in the blanks from the word list on page 13.

(v) = verb = action

(adv) = adverb = describes a verb, adjective, or another adverb

(n) = noun = person/place/thing/idea

(adj) = adjective = describes a noun/thing

ex: It is a good idea to ( v ) \_\_\_\_\_ a problem carefully before finding a good solution for it.

→ This blank is probably a verb because it looks like it will be an action (something you do to a problem) and it also follows “to”

ex: It is a good idea to ( v ) analyze a problem carefully before finding a good solution for it.

→ I guess the word is “analyze” because that is a good action to do to a problem before fixing it.

1. This is a very important (    ) \_\_\_\_\_ to learn. Ideas like this will be extremely helpful to people in the future.
2. Grocery stores are concerned about selling food that is high (    ) \_\_\_\_\_. Customers want to make sure they are getting the best that they can get.
3. Teachers like to give a variety of (    ) \_\_\_\_\_ for students to read and analyze.
4. The Founding Fathers who dreamed up a country like America wanted to (    ) \_\_\_\_\_ a government that treated all people equally. They wanted to start something completely new.
5. It is (    ) \_\_\_\_\_ that students pay attention in class and do all their homework in order to succeed. Those who do not think this is important generally do not do well.
6. When you summarize text, you are giving the (    ) \_\_\_\_\_ idea that the author wanted to share.
7. (    ) \_\_\_\_\_ of the fact it rained last night, my garden is still very dry.
8. One good (    ) \_\_\_\_\_ to use in order to learn new words is to use each word 10 times in your own sentences.
9. After reading a long article, it helps to (    ) \_\_\_\_\_ the information in your own words so you can understand the main point better.
10. Reading often, particularly more difficult texts, helps students (    ) \_\_\_\_\_ their vocabulary in new languages.

Answer the following questions in your own words.

1. What are some *expectations* which you have for this reading course?
2. What is one *skill* that you would like to improve in your life?
3. What is one thing which you are *eager* to do next year?

### 3.2 : What is Critical Reading?

Reading critically is more than learning something from a text. It refers to analyzing and understanding how well the text was written as well as how the writing achieved its **effect** on the reader. This level of understanding begins with thinking critically about the texts you are reading. In this case, “critically” does not mean that you are looking for what is wrong with a work. Instead, thinking critically means looking at a work as if you were a critic whose job it is to analyze a text deeply.

**Tip: A text is simply a piece of writing. In English classes, the term “text” is often used interchangeably with the words “reading,” “article,” or “work.”**

This step is important to analyze a text, and it requires you to think about many different parts of a writer’s work. Do not just consider what the text says; think about what **effect** the author wants to make in a reader like you. For example, is it fiction (not true)? Nonfiction (true)? An opinion (the writer’s idea that others might disagree with)? Persuasive (the writer wants you to believe a certain way about something)? Funny? Serious?

### 3.3 : Why Do You Read Critically?

Critical reading has many uses. It can help you understand the writer’s ideas better or make you think about how important the information is for your life. With articles, critical reading can help you think about using them to make your arguments or ideas stronger. Critical reading can help you have stronger arguments because it requires you to think carefully, and in this age of social media and instant publication, thinking carefully about what we say is a necessity.

### 3.4 : How Do You Read Critically?

How many times have you read a page in a book, or even just a paragraph, and by the end of it thought to yourself, “I have no idea what I just read; I can’t remember any of it”? Almost everyone has done it, and it’s very easy to do when you don’t care about the material, are not interested in the material, or if the material is full of difficult **concepts**. If you don’t feel **engaged** with a text, then you will fail to pay attention to important ideas and organization. This means you will get nothing from what you read.

On the other hand, critical reading is based on active reading because you actively **engage** with the text, which means thinking about the text before you begin to read it, asking yourself questions as you read it, writing notes about (or annotating) the text, summarizing what you have read, and, finally, evaluating the text. Completing these steps will help you to engage with a text, even if you don’t find it particularly interesting, which could happen for readings for some of your classes.

By taking a critical approach to reading, you will be able to do the following:

- Stay focused while you read the text
- Understand the main idea of the text
- Understand the overall structure (organization) of the text
- Retain (keep) what you read
- Ask thoughtful questions about the text
- Evaluate the effectiveness of ideas in the text (think about how strong the ideas are)

Ask specific questions to help you understand better. Think of questions when reading. Begin with general questions and then work towards specific questions; after all, the main purpose of engaging in critical reading is to help you understand the reason for the text.

# Example Questions to Ask a Text

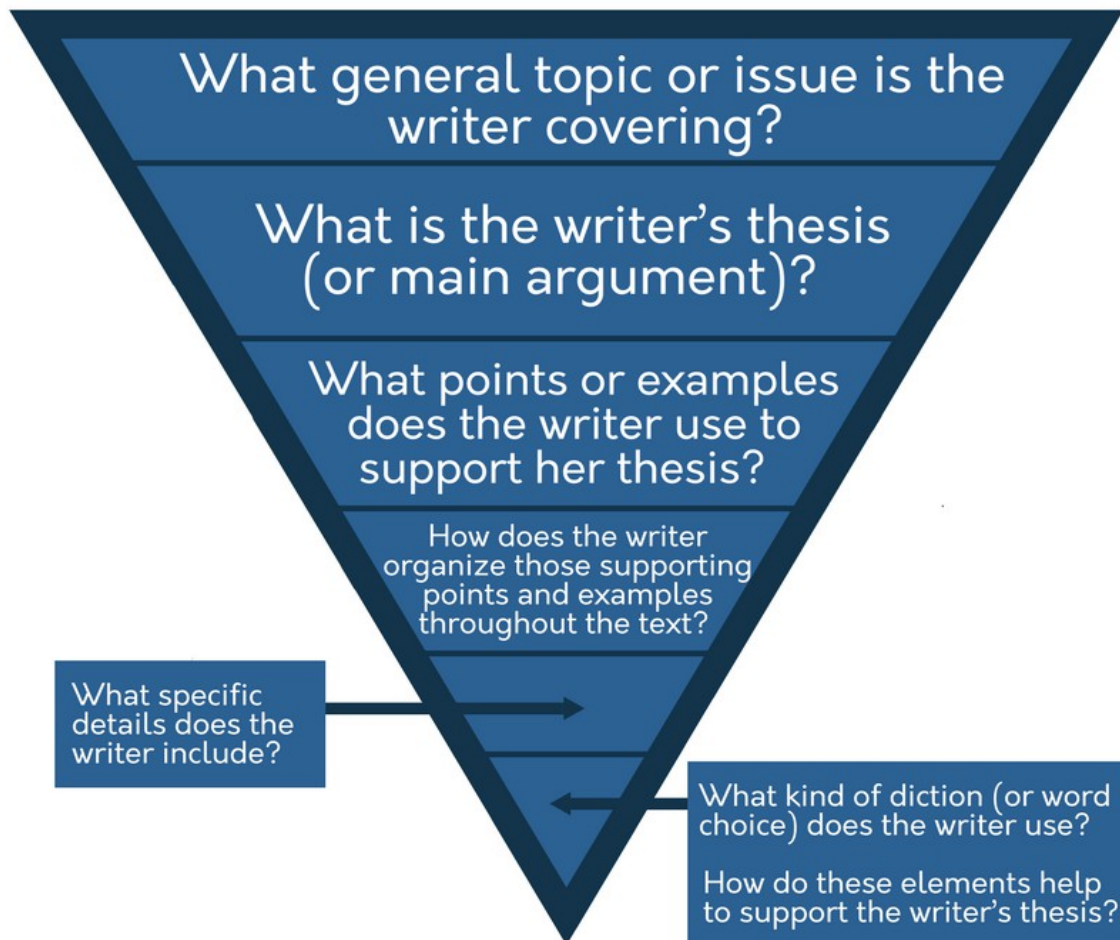


Figure 3.4.1 "Example Questions to Ask a Text"



## Practice

Study the chart on page 16. Then use these ideas as you read “Myths, Legends, and Tall Tales” at the link below.

## Myths, Legends, and Tall Tales

**Date:** 2020

**From:** Gale Middle School Online Collection

**Publisher:** Gale, a Cengage Company

**Full Text:** COPYRIGHT 2021 Gale, a Cengage Company **Source Citation** (MLA 8th Edition)

"Myths, Legends, and Tall Tales." *Gale Middle School Online Collection*, Gale, 2020. *Gale In Context: Middle School*,

**Link:** <https://go.gale.com/ps/i.do?p=MSIC&u=mnacenturycl&id=GALE|SUKHJZ435106074&v=2.1&it=r&sid=bookmark-MSIC&asid=58293a62>

**Gale Document Number:** GALE|SUKHJZ435106074

## Practice

Look back at the chart on page 16. Answer each question after reading the article about myths, legends, and tall tales.

1. What general topic or issue is the article “Myths, Legends, and Tall Tales” covering?
2. What is the writer's thesis (or main argument)? In this case, what is the idea that the author is trying to prove to you, the reader?
3. What points or examples does the writer use to support the thesis?
4. How does the writer organize those supporting points and examples? You may briefly explain what it is that makes it easy for you to find the main points.
5. What specific details does the writer include?

## More Good Stuff to Know

### Planning Your Reading

Have you ever stayed up all night before an exam or found yourself skimming a detailed note from your boss five minutes before a critical meeting? The first step in successful college reading is planning. This involves both managing your time and setting a purpose for your reading.

### Managing Your Reading Time

This step shows you how to plan the time to read. If you have 70 paragraphs to read by Tuesday, do not wait until Monday to start. Give yourself a few days and do one part at a time.

The steps for breaking up the assignment depend on the reading. If the text is full of new words, limit yourself to five paragraphs at a time so that you can truly understand and think about the information. With easier texts, you can handle longer sections — 20-40 paragraphs, for instance. Additionally, if you have a very interesting or exciting book, you may be read many pages at once.

### Purposes for Reading

In college and in life, you will read different texts to gain and use information (e.g. academic articles, textbooks, reviews). Some purposes for reading might include the following:

- to scan for specific information
- to skim to get a big picture of the text
- to compare new information to what you already know
- to write something
- to discuss in class
- to critique an argument
- to learn something

**Tip: To skim a text means to look over a text briefly in order to get the general idea. When skimming, pay attention to these key parts:**

- Title
- Introductory (first) paragraph, which often contains the writer's thesis or main idea
- Topic sentences of body paragraphs
- Conclusion paragraph
- **Bold** or *italicized* terms

Strategies differ from reader to reader. The same reader may use different strategies for different contexts because her purpose for reading changes. Ask yourself “why am I reading?” and “what am I reading?” when deciding which strategies work best.

## Right Before You Read

Once you have established your purpose for reading, the next step is to **preview the text**.

“pre” = “before” and “view” = “to look at”

### Questions to ask when previewing may include the following:

What is the title of the text? Does it give a clear idea of the text’s subject?

Who is the author?

If previewing a book, is there a summary on the back or inside the front of the book?

What main idea comes from the first paragraph? From the last paragraph?

Are there any organizational parts that stand out, such as section headings, numbering, bullet points, or other types of lists?

Are there any editorial elements that stand out, such as *words in italics*, **bold print**, or in a **large font size**? Are there any visual elements that give a sense of the subject, such as photos or illustrations/pictures?

Once you have a general idea about the text by previewing it, the next step for critical reading is to think about the author’s purpose for writing.

What do you think the author’s aim might be in writing this text? What sort of questions do you think the author might raise?

## Critical Reading Questionnaire (<https://tinyurl.com/y7ak9ygk>)

### YOU

- What is your purpose for reading the text?
- What do you already know about the topic and author?
- What is your attitude towards the topic and author?

### WRITER (AUTHOR)

- What is the author’s background on the topic?
- What is this person’s attitude towards the topic?
- What prompted him or her to write the text?
- What is the purpose for writing the text?

### READER

- Who is the intended audience for the text?
- What is the audience expected to already know?
- What is the intended audience’s attitude towards the topic?

### TEXT

- When and where was the text produced?
- What kind of text is it (research, review, etc.)?
- What is the main message or idea of the text?
- What is the text’s style?
- How is the text organized?

## While You Read: Identifying the Main Points

In college, you will read a wide variety of materials, including the following:

- Textbooks. These usually have summaries, comprehension questions, and other study aids.
- Nonfiction (true story) books, such as a biography (a story about a real person's life). These are less likely to include the study features found in textbooks.
- Popular magazine, newspaper, or web articles. These are usually written for the general public.
- Scholarly books and articles. These are written for an audience of specialists in a particular field.

The first goal is to find the main point: the most important idea that the writer wants to communicate. Finding the main point shows you how to organize the details in the reading and to relate the reading to concepts you learned in class. After finding the main point, find the supporting points: the details, facts, and explanations that develop and explain the main point.

**Tip: Your teacher may use the term “main point” interchangeably with other terms, such as main idea, thesis, main argument, main focus, or core concept.**

Some texts make finding the main idea relatively easy. Textbooks, for instance, often include **headings** and **subheadings** along with graphic features (pictures), such as sidebars, diagrams, and charts, which help students understand information and figure out which points are important and which are not. When assigned a textbook reading, be sure to use these tools to help you identify the main points.

## Finding Main Points - Outlining

For the reading “Myths, Legends, and Tall Tales,” there is a clear outline that the authors used. Fill in the blanks for each subheading from the article below. Then, briefly summarize what each section is about (1-2 sentences each, in your own words). This is a good way to find the main idea of each sections! This has been started for you.

1. Introduction

*This introduces the ideas about three different kinds of stories that are not true stories.*

2. Legends

*This is a description of legends. Legends are cultural stories that can change through generations.*

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

# Pre-Reading Strategies Practice

## Baseball

Date: 2018

Publisher: Gale, a Cengage Company

Before you read the this article on baseball, quickly skim through it (no more than 30 seconds) to get the main idea. In one short sentence or a few words, what do you think the main idea of this article is?

**Link:** <https://go.gale.com/ps/i.do?p=MSIC&u=mnacenturycl&id=GALE|DZBRIU733190867&v=2.1&it=r&sid=bookmark-MSIC&asid=03df5244>

**Full Text:** COPYRIGHT 2021 Gale, a Cengage Company **Source Citation** (MLA 8th Edition)

"Baseball." *Gale Middle School Online Collection*, Gale, 2018. *Gale In Context: Middle School*. Accessed 12 July 2021.

**Gale Document Number:** GALE|DZBRIU733190867

Summarize here: \_\_\_\_\_  
\_\_\_\_\_

Now answer some of the Critical Reading Questions below:

### YOU

- What do you already know about the topic?
- What is your attitude towards the topic?

### WRITER (AUTHOR)

- What is the purpose for writing the text?

### READER

- Who is the intended audience for the text?
- What is the audience expected to already know?

### TEXT

- What kind of text is it (research, review, etc.)?
- What is the main message or idea of the text?
- How is the text organized?

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## Reading Practice

Now click on the link again and read it more carefully. Then answer the questions afterwards.

Link: <https://go.gale.com/ps/i.do?p=MSIC&u=mnacenturycl&id=GALE|DZBRIU733190867&v=2.1&it=r&sid=bookmark-MSIC&asid=03df5244>

### After You Read

Once you have finished reading, take time to review your first reactions from your first preview of the text. Were any of your earlier questions answered within the text? Was the author's purpose similar to what you had thought it would be?

The following steps will help you process (think about step by step) what you have read so that you can move onto the next step of analyzing the text.

1. Summarize the text in your own words (think of how it made you feel, your reactions, and what you learned) in an outline or in a short paragraph (there is room on page 23 for an outline)
2. Talk to someone, like a classmate, about the author's ideas to check your comprehension  
Identify and reread difficult parts of the text
3. Write down two to three questions about the text that you can bring up during class discussion.
  - 1.
  - 2.
  - 3.
4. Try to answer some of your own questions from any notes or highlights you did while you were reading
5. Define words on your vocabulary list and practice using them

**Tip:** Students are often shy to ask for help. They believe that doing so shows they are slow, weak, or demanding. The truth is, every learner sometimes struggles. If you are sincerely trying to keep up with the course reading but feel like you are in over your head, ask for help. Speak up in class, schedule a meeting with your teacher, or visit with a tutor. Deal with the problem as early in the semester as you can. Instructors respect students who are proactive about their own learning. Most instructors will work hard to help students who make the effort to help themselves.

## Outlining

Look back at page 6 when you wrote the plot for the story “The Love Birds.” That was a fiction (not true) story, so the plot was simply the list of the most important actions in the story. It is like finding the main ideas. You can do the same thing with non-fiction readings like the informational text about baseball. Here, instead of looking for the most important actions, look for the most important ideas and some of the details. Make an outline of the reading on baseball. Look for the title and the subheadings to help you out with this.

Title:

First subheading:

Second subheading:

Third subheading:

Fourth subheading:

What you have above is a very basic outline of the baseball article. Now you can add in some supporting details. Instead of copying words exactly, try to summarize some of the details in your own words.

Title: BASEBALL

I. First subheading: Basic Rules

A. (supporting detail):

B. (supporting detail):

II. Brief History

A. (supporting detail):

B. (supporting detail):

III. \_\_\_\_\_

A:

B:

### 3.5 : Now What?

Ask and answer questions. When you begin reading a section, try to identify two to three questions you should be able to answer after you finish it. Write down your questions and use them to test yourself on the reading. If you cannot answer a question, try to determine why. Is the answer buried in that section of reading but just not coming across to you, or do you expect to find the answer in another part of the reading?

Do not read in a vacuum. That means, don't try to do all of this by yourself. Look for opportunities to discuss the reading with your classmates. Many instructors set up online discussion forums or blogs specifically for that purpose. Participating in these discussions can help you figure out whether your understanding of the main points is the same as your peers'. (Do you understand this reading the same way that your classmates do? Or at least in a similar way? Or do you have very different ideas about the message of the reading?)

Class discussions of the reading can serve as a reality check. If everyone in the class struggled with the reading, it may be exceptionally challenging. If it was easy for everyone but you, you may need to see your instructor for help.

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## Practice

Look at Anne Frank's diary entries from *Tales from the Secret Annex*. **SKIM** over “The Dentist” on pages 4-5, “Sausage Day” on pages 6-7, and “The Flea” on page 8. Choose ONE of these readings.

Which diary entry are you choosing to focus on? Circle the one that interests you most.

- a. The Dentist                      b. Sausage Day                      c. The Flea

Write 2-3 questions you have about this diary entry.

- 1.
- 2.
- 3.

Now go back and re-read this diary entry which you chose. Try to answer your above questions below.

Possible answer to question 1:

Possible answer to question 2:

Possible answer to question 3:



## Time Travel - Previewing Vocabulary

Here are some of the vocabulary words you will see in this section. Check the words you think you know already. You will not know all of these words perfectly, but it will help if you begin to understand them, as you will see them often!

### NOUNS

☐ aspect  
☐ distortion  
☐ field  
☐ fraction  
☐ object  
☐ theory  
☐  
☐

### VERBS

☐ achieve  
☐ confirm  
☐ consume  
☐ occur  
☐ operate  
☐  
☐

### ADJECTIVES

☐ advanced  
☐ extraordinary  
☐ gravitational  
☐ mind-boggling  
☐ precise  
☐ relative  
☐ stationary

### ADVERBS

☐ especially  
☐ wonderfully

### CONJUNCTIONS

☐ whereas

## Read

Read the page below. Then answer the questions on the next page.

**Is time travel possible?** *Members of the Tripoli Minnesota Rocket Club #45 ask a very intriguing question this month: Is time travel possible?*

[Http://spaceplace.nasa.gov/review/dr-marc-space/time-travel.html](http://spaceplace.nasa.gov/review/dr-marc-space/time-travel.html)

1. Time travel is one of my favorite topics! I wrote some time travel stories in junior high school that used a machine of my own invention to travel backwards in time, and I have continued to study this fascinating concept as the years have gone by.
2. We all travel in time. During the last year, I've moved forward one year and so have you. Another way to say that is that we travel in time at the rate of one hour per hour. But the question is, can we travel in time faster or slower than "1 hour per hour"? Or can we actually travel backward in time, going back, say two hours per hour, or 10 or 100 years per hour?
3. It is **mind-boggling** to think about time travel. What if you went back in time and prevented your father and mother from meeting? You would prevent yourself from ever having been born! But then if you hadn't been born, you could not have gone back in time to prevent them from meeting.
4. The great 20<sup>th</sup> century scientist Albert Einstein developed a **theory** called Special Relativity. The ideas of Special Relativity are very difficult concepts to imagine because they aren't about what we experience in everyday life, but scientists have **confirmed** them. This theory says that space and time are really **aspects** of the same thing – space-time. There's a speed limit of 300,000 kilometers per second (or 186,000 miles per second) for anything that travels through space-time, and light always travels the speed limit through empty space.

5. Special Relativity also says that a surprising thing happens when you move through space-time, **especially** when your speed **relative** to other **objects** is close to the speed of light. Time goes slower for you than for the people you left behind. You won't notice this effect until you return to those **stationary** people.
6. Analyze this. Say you were 15 years old when you left Earth in a spacecraft traveling at about 99.5% of the speed of light (which is much faster than we can **achieve** now), and celebrated only five birthdays during your space voyage. When you get home at the age of 20, you would find that all your classmates were 65 years old, retired, and enjoying their grandchildren! The effect of time passing more slowly for you is that you will have encountered only five years of life, while your classmates will have experienced a full 50 years.
7. So, if your journey began in 2003, it would have taken you only five years to travel to the year 2053, **whereas** it would have taken all of your friends 50 years. In a sense, this means you have been time traveling. This is a way of going to the future at a rate faster than one hour per hour.
8. Time travel of a sort also **occurs** for objects in **gravitational** fields. Einstein had another remarkable theory called General Relativity, which predicts that time passes more slowly for objects in gravitational fields (like here on Earth) than for objects far from such **fields**. So there are all kinds of space and time **distortions** near black holes, where the gravity can be very intense.
9. In the past few years, some scientists have used those distortions in space-time to think of possible ways time machines could work. Some like the idea of “worm holes,” which may be shortcuts through space-time. This and other ideas are **wonderfully** interesting, but we don't know at this point whether they are possible for real objects. Still the ideas are based on good, solid science. In all time travel theories allowed by real science, there is no way a traveler can go back in time to before the time machine was built.
10. I am confident time travel into the future is possible, but we would need to develop some very **advanced** technology to do it. We could travel 10,000 years into the future and age only one year during that journey. However, such a trip would **consume** an **extraordinary** amount of energy. Time travel to the past is more difficult. We do not understand the science as well.
11. Actually, scientists and engineers who plan and **operate** some space missions must account for the time distortions that occur because of both General and Special Relativity. These effects are far too small to matter in most human terms or even over a human lifetime. However, very tiny **fractions** of a second do matter for the **precise** work necessary to fly spacecraft throughout the solar system.

## **Practice - Main Ideas/Comprehension**

1. What is the main idea of paragraph 3 on page 25?
  
  
  
  
  
  
  
  
  
  
2. How does this summary help you to understand the word “mind-boggling”?
  
  
  
  
  
  
  
  
  
  
3. What is the main idea of paragraph 4?
  
  
  
  
  
  
  
  
  
  
4. What is the main idea of paragraph 6 on page 26?
  
  
  
  
  
  
  
  
  
  
5. What are two questions you have about this reading?
  - 1.
  
  
  
  
  
  
  
  - 2.
  
  
  
  
  
  
  
  
  
  
6. In paragraph 9, it says we can't go back in time before the time machine was built. Why not?
  
  
  
  
  
  
  
  
  
  
7. In paragraph 11, how would you explain “tiny fractions of a second”?

What do you think “operate” means?

## Vocabulary Practice

Read each word in context and decide which definition is best for the sentence. Write the letter of what you think is the closest meaning for this context in the blank. You will see questions like this on tests, so here is the time to practice! *Hint: Consider the part of speech each word is in the sentence.*

\_\_\_ 1. relative (¶ 5)

- a. (adj) having to do with something in thought or meaning
- b. (adj) in grammar, describing a word that refers to a previous word/phrase (e.g. *a relative clause*)
- c. (n) a person connected by blood or marriage
- d. (adj) comparable, kind of equal

\_\_\_ 2. field (¶ 8)

- a. (n) piece of land for raising food
- b. (n) in physics, a space where magnetic lines of force are active
- c. (n) a place to play a sport like baseball or soccer
- d. (n) an area of knowledge or work opportunity
- e. (v) an area of military operations
- f. (v) to take care of or respond to (like to answer a phone call)
- g. (adj) describes something growing in open country

\_\_\_ 3. object (¶ 5, 8)

- a. (n) thing
- b. (v) argue against; oppose
- c. (n) purpose or goal
- d. (n) in grammar, the noun that receives the action of the verb
- e. (n) in philosophy, anything that can be known by the mind
- f. (v) express dislike

\_\_\_ 4. advanced (¶ 10)

- a. (adj) ahead of the times (futuristic modern)
- b. (adj) far on in life (old)
- c. (v) moved forward
- d. (v) rose in value or cost
- e. (v) got money ahead of time (before a paycheck)

\_\_\_ 5. occur (¶ 8)

- a. to exist in a certain place
- b. to come to mind (to think of)
- c. to take place, to happen

\_\_\_ 6. consume (¶ 10)

- a. to destroy (like by fire)
- b. to use up, spend wastefully
- c. to eat or drink

## Analytical Review – Time Travel

Re-read “Is Time Travel Possible?” on pages 25-26. Pretend you are a teacher. Write a 3-point quiz for your students to take based on this reading. Write one multiple choice question, one T/F question, and one short answer question. Tell me what you think the correct answers are. Also, briefly tell me one thing you learned from doing this exercise. *10 points.*

### 1. Multiple choice question:

Answer choices:

a.

b.

**c.**

d.

*Which answer is correct?*

2. T/F statement (do not write it as a question):

*Is this statement True or False?*

*Explain why:*

### 3. Short answer question:

*What do you think the correct answer for this one should be?* \_\_\_\_\_

4. What is one thing you learned from doing this exercise?

Review the vocabulary words from pages 9 and 25 of this pack. Choose five of those words or phrases and write five sentences about Anne Frank's Tales from the Secret Annex. (10 points. One extra point if you underline the vocab word in each sentence. The sentences must be about a story in Frank's book, or you will not receive credit for these sentences.)

1.

2.

3.

4.

5.

# **Charts and Graphs: Understanding Graphics**

## ***“Reading and Understanding Charts & Graphs”***

Many students skip or overlook the usefulness of graphic aids such as tables, graphs, charts, and diagrams that are commonly used in their college textbooks. However, frequently, a graphic aid can help you understand a complex concept or make a difficult reading passage easier to comprehend. Graphs and charts can give you a visual image that often makes remembering important facts or concepts easier.

I. What should you keep in mind when reading graphs?

**A. Read the title and subtitle.**

B. Identify the relationships: Is it comparing? Is it listing? Is it showing a change or trend?

Is it looking at the whole and its parts?

C. Read the written information in the text and compare and contrast it with the graphic.

D. Answer the question: What does the author want me to understand about this graphic?

What is the main point?

E. What does the graphic show?

II. Graphics (pictures) give a lot of information in less space than is needed for words only. But words are also part of graphics, and you must read the words very carefully in order to be sure that you understand the graphic completely. There are a few key steps to follow for each graph you encounter.

**A. Locate the particular graphic referred to in the text you are reading.**

Tables and graphics are sometimes called “figures,” and they will often be numbered.

**B. Examine the title of heading.**

What is the topic of the graph? \_\_\_\_\_

**C. Read the source of the information that appears at the bottom of the graphic.**

By reading the source, you can understand how reliable the information is.

**D. Look for any head notes or footnotes.**

Head notes generally appear below the title, while footnotes are likely to appear below the table, near the source information.

**E. Read the column and row headings for charts**

**F. Study the information.**

**G. Draw (make) conclusions.**

What can you conclude from the material that is presented?

## Sample Chart

Read Section 3.1 here. Then answer the questions on the next page.

### 3.1 : What Expectations Should You Have?

In college, academic expectations change from what you may have experienced in high school. The **quantity** of work expected of you increases, and the **quality** of the work also changes. You must do more than just understand the text/material and **summarize** it on an exam. You will be expected to **engage** seriously with new ideas by reflecting on them, analyzing them, critiquing them, making connections, **drawing conclusions**, or finding new ways of thinking about them. Educationally, you are moving into deeper waters. Learning the basics of critical reading and writing will help you swim.

HIGH SCHOOL	COLLEGE
Reading assignments are moderately long. Teachers may set aside some class time for reading and reviewing the material in depth.	Some reading assignments may be very long. You will be expected to come to class with a basic understanding of the material.
Teachers often provide study guides and other aids to help you prepare for exams.	Reviewing for exams is primarily your responsibility.
Your grade is determined by your performance on a wide variety of assessments, including minor and major assignments. Not all assessments are writing based.	Your grade may depend on just a few major assessments. Most assessments are writing based.
Writing assignments include personal writing and creative writing in addition to expository writing.	Outside of creative writing courses, most writing assignments are expository.
The structure and format of writing assignments is generally stable over a four-year period.	Depending on the course, you may be asked to master new forms of writing and follow standards within a particular professional field.
Teachers often go out of their way to identify and try to help students who are performing poorly on exams, missing classes, not turning in assignments, or just struggling with the course. Often teachers will give students many "second chances."	Although teachers want their students to succeed, they may not always realize when students are struggling. They also expect you to be proactive and take steps to help yourself. "Second chances" are less common.

Figure 3.1.1 "High School versus College Assignments" summarizes other major differences between high school and college assignments.

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## **Reading and Interpreting Charts and Graphs**

Look back at the chart on page 16. Now answer these questions.

I. What should you keep in mind when reading graphs?

**A. Read the title and subtitle.** *What is the title for the chart on page 16?*

**B. Choose one.** Is this graphic ...

a. comparing?

b. listing?

c. showing a change?

d. looking at the whole and its parts?

**C. Read the written information in the text and compare it with the graphic.** (The text is the paragraph after “3.1,” and the graphic is the chart). How does the paragraph relate to the graphic?

**D. Answer the question:** What does the author want me to understand about this graphic?  
What is the main point? What is the number one reason that this chart is here?

**E. What does the graphic show?**

II. Graphics give a lot of information in less space than is needed for an explanation in words only. But words are also part of graphics, and you must read the words very carefully in order to be sure that you understand the graphic completely. There are a few key steps to follow for each graph you encounter.

**A. Locate the particular graphic referred to in the text you are reading.**

Tables and graphics are sometimes called “figures,” and they will often be numbered.  
What is the number for the figure on page 31? \_\_\_\_\_

**B. Examine the title of heading.**

What is the actual title of the graph? \_\_\_\_\_

**C. Read the source of the information that appears at the bottom of the graphic.**

By reading the source, you can understand how reliable the information is.

**D. Look for any head notes or footnotes.**

Head notes generally appear below the title, while footnotes are likely to appear below the table, near the source information.

**E. Read the column and row headings for charts**

What are the two column headings? \_\_\_\_\_ and \_\_\_\_\_

**F. Study the information.**

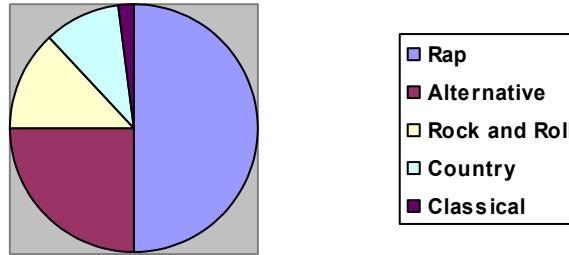
**G. Draw (make) conclusions.**

Why is this graphic important to my life?



## Practice – Read and Interpret a Chart

Figure 1 (Pie Chart). Music preferences in young adults 14 to 19



Questions (Discussion):

1. What is the graph comparing?
2. What is the preferred music for young adults? What percentage?
3. Compare the interest in Rap and Classical Music. What is the difference?

Write the correct answer in the blank provided.

\_\_\_\_\_ 1. What is the graph comparing?

- a. young adults aged 14-19
- b. different styles of music
- c. what style of music most people prefer
- d. none of the above, exactly

\_\_\_\_\_ 2. What do the majority of teenagers prefer?

- |              |                |
|--------------|----------------|
| a. Classical | c. Country     |
| b. Rap       | d. Alternative |

\_\_\_\_\_ 3. Approximately what percentage of teens like Rock and Roll?

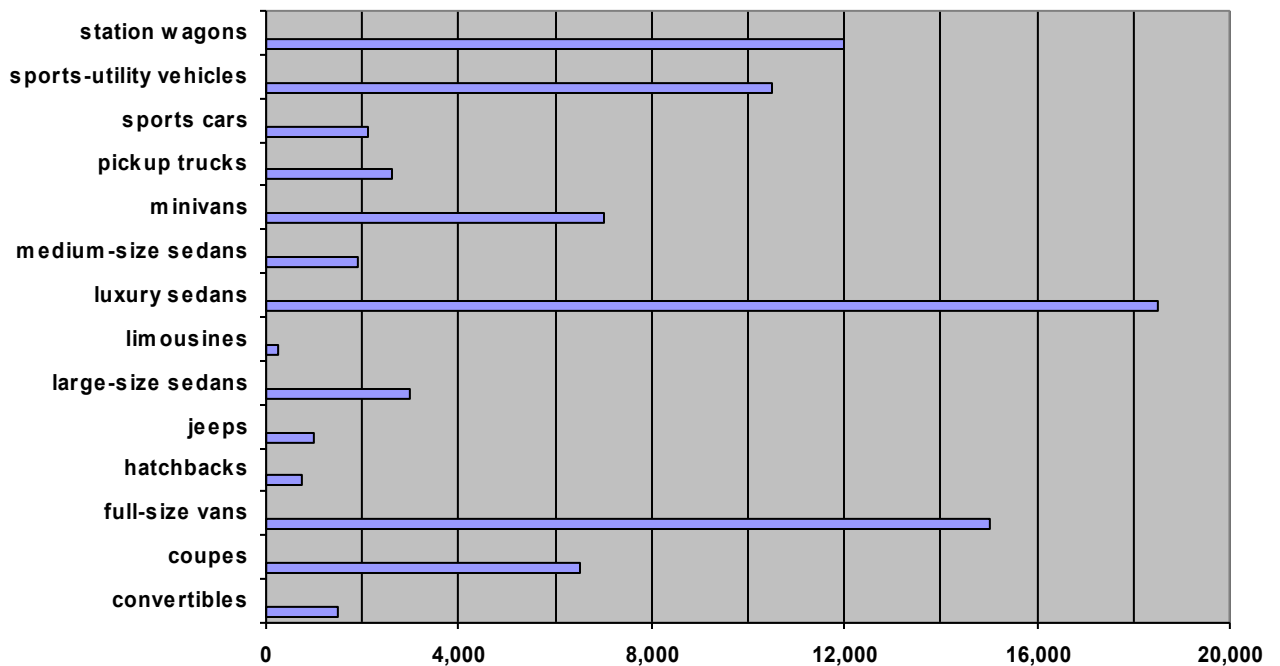
- |        |        |        |                           |
|--------|--------|--------|---------------------------|
| a. 50% | b. 25% | c. 13% | d. the chart does not say |
|--------|--------|--------|---------------------------|

\_\_\_\_\_ 4. Compare the interest in Rap and Classical music. What is the difference?

- a. Young adults like both about the same
- b. People aged 14-19 think Rap is much better than Classical music
- c. Teenagers don't really listen to either style and much prefer Alternative
- d. About 50% of people in their 20s listen to Rap and 2% listen to Classical.
- e. Both B and D.

## Practice – Read and Interpret a Graph

Figure 2 (Bar Graph). Car types produced in Global City, January



Questions:

- What is the main idea of this graph?
- Which car is the least popular?
- How many station wagons were made?

Write the correct answer in the blank provided.

- According to this chart, we can infer (guess) that \_\_\_\_\_ are the most popular kind of car.
  - station wagons
  - limousines
  - luxury sedans
  - the chart does not say
- How long did it take to produce all of these vehicles?
  - 0 – 20,000
  - one month
  - one year
  - the chart does not say
- Approximately how many pickup trucks were made?
  - 20,000
  - between 2-3,000
  - over 4,000
  - 2,010
- What is the graph comparing?
  - The kinds of cars people prefer to drive
  - The size of different kinds of cars
  - The global effect cars have on cities
  - Which types of cars were made in a certain time period

## **Benjamin Franklin and the American Enlightenment**

By the end of this section, you will:

- Practice understanding new vocabulary from context
- Summarize main ideas
- Find answers to questions through critical, careful reading
- Learn more about colonial America (when America was still 13 British colonies and not yet a country)

### **Previewing Vocabulary**

Here are some of the vocabulary words you will see in this section. Check the words you think you know already. You will not know all of these words perfectly, but it will help if you begin to understand them, as you will see them often!

<b>NOUNS</b>	<b>VERBS</b>	<b>ADJECTIVES</b>	<b>ADVERBS</b>
▢ acclaim	▢ drew up	▢ disciplined	▢ annually
▢ century	▢ found	▢ innovative	▢ endlessly
▢ Enlightenment	▢ took in	▢ learned	▢ primarily
▢ inquiry	▢	▢ massive	▢
▢ public servant	▢	▢ prominent	▢
▢ reason	▢	▢ public	
▢	▢	▢ smashing	
▢	▢	▢ thrifty	

In the space below, choose 5 of the words above and write down what you think they mean. After reading the article about Benjamin Franklin, come back to see if you got the definitions correct.

- 1.
- 2.
- 3.
- 4.
- 5.

# Benjamin Franklin and the American Enlightenment

Written by: Thomas Kidd, Baylor University; Page by: The Bill of Rights Institute, OpenStax, and contributing authors

1. Benjamin Franklin stood on the corner of Fourth and Arch Streets in Philadelphia and **took in** the **massive** unfinished building in front of him. He remembered how nine years earlier, in 1740, the hall, built for the Christian preacher George Whitefield, had been the largest in Philadelphia. Now it stood empty, and Franklin thought about what it might become. At forty-three years old, he was a clever entrepreneur. In 1728, he had established a printing house where he published several different newspapers, printed hundreds of books on a variety of topics, and, most famously, wrote his popular yearly *Poor Richard's Almanack*. Franklin's "Poor Richard" offered witty advice and practical tips, encouraging colonists to be **thrifty**, hard-working, and **disciplined**. The *Almanack* was a **smashing** success, running for twenty-eight years and selling ten thousand copies **annually**.
2. Franklin was an important American scientist, inventor, and printer who was part of the larger **Enlightenment**, or Age of **Reason**. The Enlightenment was an international conversation of ideas that took place in the eighteenth **century** to increase knowledge about the natural world and human condition through **reason** and experimentation. Scientists and other thinkers joined **learned** scientific societies, communicated with one another, and published their discoveries in scientific journals. Their goals were to improve society and humanity.
3. As he studied the **giant assembly hall**, he wondered how it might help enlighten the city's young men. Franklin believed it was critical for the citizenry in colonial America to be well-educated. Along with others who shared the Enlightenment ideals of reason and free **inquiry**, he felt moral virtue was formed through learning. The effect would be that a virtuous people could then govern themselves in their colonial legislatures and town meetings. In addition to his work as a printer, Franklin had worked hard to spread knowledge throughout the city and improve civic life. In 1727, he created a debating society called the Junto that analyzed, engaged with, and discussed new ideas, and in 1731, he **founded** the first public lending library in the colonies, the Library Company of Philadelphia, to promote civic knowledge and virtue. He also helped **found** a hospital, a fire company, and the militia. Now, in the 1740s, a new concept came into Franklin's mind as he stood in front of the empty speaking hall. Perhaps this building could be a place of instruction, a beacon of light that would shed rays of truth throughout the colonies.
4. Franklin quickly **drew up** a plan for this institution, the Academy of Pennsylvania (later renamed the University of Pennsylvania). All the other colonial colleges had been founded for religious purposes. For example, Harvard College was established in the 1630s to train Puritan ministers. In 1701, a rival institution, Yale College, was founded by ministers who hoped it would maintain traditional Calvinist theology. The College of William & Mary (1693) was run by Virginian Anglicans, and evangelical Presbyterians founded the College of New Jersey (later Princeton University) in 1746. Although he wanted the same quality of education, Franklin wanted his Academy to be different. Instead of **primarily** training ministers and other Christian leaders, it would educate young men to be successful businessmen and **public servants**.
5. Unlike other colonial colleges, the Academy would not be run by one Christian denomination. Franklin, who grew up in a strict Calvinist family, had gradually come to think that true religion was about moral virtue rather than a particular set of religious structures. He questioned the traditional Christian teaching on salvation, the divinity of Jesus Christ, and the Trinity. He was also convinced, like other Enlightenment thinkers, that the best way for a society to promote virtue was to tolerate all



Figure 2.33 Benjamin West painted Benjamin Franklin Drawing Electricity from the Sky sometime around 1766. By surrounding Franklin with cherubs, what statement was West making about him and his contributions to academia?

religious beliefs. Governments should not support one particular religion, Franklin argued, but instead trust that truth would prevail through **inquiry**, by asking questions.

6. Franklin, perhaps the colonies' most **prominent** Enlightenment thinker, most famously contributed to human knowledge with his **innovative** scientific discoveries. He began wondering whether lightning were a form of electricity. In 1750, he published an article suggesting that this could be proven by flying a kite in a lightning storm. Two years later, Franklin decided to try. He stepped out into the streets of Philadelphia as thunder crashed and lightning streaked across the sky and released into the stormy air a kite with a key tied to its string. He watched as the loose threads of the string began to repel each other and, as he moved his hand close to the key, saw it spark (Figure 2.33). He had proven that lightning was electricity. Franklin won international **acclaim** as a man of science and corresponded with many of the most important scientists throughout the colonies and Europe.

7. Though that was Franklin's most famous experiment, it was not his last. An **endlessly** curious man, Franklin invented bifocal glasses and a more fuel-

efficient fireplace stove, studied the circulation of currents in the Atlantic Ocean, wrote about theories of light, and made scientific observations and drew conclusions about meteorology, refrigeration, and conduction. Franklin exemplified the enthusiasm and optimism of the Enlightenment. Like Thomas Jefferson and other men and women of the Enlightenment, he believed in the promise of **reason** and scientific discovery for progress. The new nation that Franklin helped **found** reflected many of his values: freedom of the press, freedom of religion, the importance of education and learning, healthy civic institutions, and knowledge held by a self-governing citizenry (population). Franklin's work as a printer, scientist, and politician helped shed the light of liberty across a new nation. Over the next few decades, the Founders contributed to the American Enlightenment associated with creating a political *novus ordo seclorum*—a “new order for the ages.”

### Primary Sources

Sketch of the Franklin Stove: <https://www.loc.gov/exhibits/franklin/franklin-scientist.html>

### Suggested Resources

Brands, H.W. *The First American: The Life and Times of Benjamin Franklin*. New York: Doubleday, 2000.

Franklin, Benjamin. *The Autobiography of Benjamin Franklin*. [Various publishers]

Isaacson, Walter. *Benjamin Franklin: An American Life*. New York: Simon and Schuster, 2003.

Kidd, Thomas S. *Benjamin Franklin: The Religious Life of a Founding Father*. New Haven: Yale University Press, 2017.

Morgan, Edmund S. *Benjamin Franklin*. New Haven: Yale University Press, 2002.

Richard, Carl J. *The Founders and the Classics: Greece, Rome, and the American Enlightenment*. Cambridge: Harvard University Press, 1995.

Wood, Gordon S. *The Americanization of Benjamin Franklin*. New York: Penguin, 2004.

## Review Questions

\_\_\_ 1. In what year was Benjamin Franklin standing in front of the empty building?  
a. 1727                      b. 1731                      c. 1740                      d. 1749

\_\_\_ 2. Benjamin Franklin was concerned about the United States.  
a. True                      b. False                      c. The what?

Explain your answer:

\_\_\_ 3. How was Franklin's Academy of Pennsylvania different from other colonial universities such as Harvard and Yale?

- a. It was founded on Christian principles.
- b. It was the first university founded in the American colonies.
- c. It was chartered by the British crown.
- d. It focused on business and public service instead of religious training.

\_\_\_ 4. Throughout his life, Benjamin Franklin held all the following roles except  
a. printer                      b. farmer                      c. political statesman                      d. scientist

## Free Response Questions

1. Explain why Benjamin Franklin wrote articles.

2. Explain the effect Benjamin Franklin's scientific ideas had on American society.

## Short Answers

1. Franklin was looking at an empty building in the first paragraph. What did that building finally become? (In other words, what did he establish there?)

2. In paragraph 5 on page 37, what definition does the text give you for the word *inquiry*?

## **Main Ideas**

What is the main idea of paragraph 2 (page 36)?

What is the main idea of paragraph 3 (page 36)?

What is the main idea of paragraph 5 (pages 36-37)?

What is the main idea of paragraph 6 (page 37)?

What are two questions you have about this reading?

1.

2.

How can you find the answers to your questions above?

## Vocabulary Review

Each word on the left has two possible definitions (if you use a dictionary). Be sure to pick the definition that best fits the context of the *Benjamin Franklin* reading!

___ 1. century (¶ 2)	A logical, analytical thinking
___ 2. reason (¶ 2, 7)	B breaking something up into pieces
___ 3. smashing (¶ 1)	C cause for something
___ 4. massive (¶ 1)	D 100 years
___ 5. learned (¶ 2)	E intelligent
___ 6. found (¶ 3, 7)	F studied (past tense)
	G exciting, popular, incredible
	H my favorite college
	I big, solid, and heavy (like a rock)
	J to start an organization
	K opposite of lost; past tense of <i>find</i>
	L large, imposing, impressive

Look back at the complete vocabulary list on page 35 in order to do numbers 7-14 below.

7. What is something that you and your family do *annually*?

8. Who is a *prominent* person in your life?

Explain why this person is *prominent*.

9. Would you want to become a *public servant*? Yes No

Explain your answer.

10. What is something that you could do to help you to become a more *disciplined* student? Explain.

11. Steve Jobs ( ) \_\_\_\_\_ the Apple company over 30 years ago.

12. Regardless of its name, ( ) \_\_\_\_\_ College is not 100 years old.

13. Teachers love ( ) \_\_\_\_\_. They want students to ask lots of questions because they know that people learn better that way.

14. American politicians are ( ) \_\_\_\_\_. Their job is to listen to the ideas and wishes of the citizenry, the people they represent.



## Analytical Review

Re-read “Benjamin Franklin and the American Enlightenment” on pages 36-37. Pretend you are a teacher. Write a 3-point quiz for your students to take based on this reading. Write one multiple choice question, one T/F question, and one short answer question. Tell me what you think the correct answers are. Also, briefly tell me one thing you learned from doing this exercise. *10 points.*

### 1. Multiple choice question:

Answer choices:

a.

b.

**C.**

d.

*Which answer is correct?*

2. T/F statement (do not write it as a question):

*Is this statement True, or is it False?*

*Explain your answer:*

### 3. Short answer question:

*What do you think the correct answer for this one should be?*

4. What is one thing you learned from doing this exercise?

Review the vocabulary words from pages 9, 25, and 35. Choose five of those words or phrases and write five sentences about Anne Frank's essay "Give!" on pages 119-122 of *Tales from the Secret Annex*. (10 points. One extra point if you underline the vocab word in each sentence.)

1.

2.

3.

4.

5.