Synthesizing Information

Stained Glass
Wikipedia

Colored glass has been produced since ancient times. Both the Egyptians and the Romans excelled at the manufacture of small colored glass objects. Phoenicia was important in glass manufacture with its chief centers Sidon, Tyre and Antioch. The British Museum holds two of the finest Roman pieces, the Lycurgus Cup, which is a murky mustard color but glows purple-red to transmitted light, and the Portland vase which is midnight blue, with a carved white overlay.

In early Christian churches of the 4th and 5th centuries, there are many remaining windows which are filled with ornate patterns of thinly-sliced alabaster set into wooden frames, giving a stained-glass like effect.

Evidence of stained glass windows in churches and monasteries in Britain can be found as early as the 7th century. The earliest known reference dates from 675 AD when Benedict Biscop imported workmen from France to glaze the windows of the monastery of St Peter which he was building at Monkwearmouth. Hundreds of pieces of colored glass and lead, dating back to the late 7th century, have been discovered here and at Jarrow.

In the Middle East, the glass industry of Syria continued during the Islamic period with major centers of manufacture at Ar-Raqqah, Aleppo and Damascus and the most important products being highly transparent colorless glass and gilded glass, rather than colored glass. The production of colored glass in Southwest Asia existed by the 8th century, at which time the alchemist Jābir ibn Hayyān, in Kitab al-Durra al-Maknuna, gave 46 recipes for producing coloured glass and described the technique of cutting glass into artificial gemstones.

Choose all the statements that demonstrate the synthesis of information in the passage.

The British Museum holds two of the finest Roman pieces, the Lycurgus Cup and the Portland vase.

The technology to make colored glass has been used in ancient Egypt, Rome, Britain, and even southeast Asia.

Objects of colored glass can be made into windows, cups, and artificial gemstones.

Evidence of stained glass windows in churches and monasteries in Britain can be found as early as the 7th century.

Some major colored glass producing cities have been Sidon, Tyre, Antioch, Ar-Raqqah, Aleppo and Damascus.
Video Games—Play On
Zachary Felton

Video games pull players into worlds they could never imagine. In these worlds, players become top athletes, animated characters, alien commanders, and so on. So, if video games use so much imagination, why do people look down on them? News reports today often talk about the bad effects of video games. For example, some blame video games for making children more violent. Others blame them for causing children to sit in front of the television, instead of getting exercise. While such claims may hold some truth, not all video games are bad. In fact, some actually have great benefits.

Playing video games on every platform, from large computer displays to handheld devices or even cell phones, improves thinking skills, reaction time, and hand-eye coordination.

Research has shown that playing video games is good for players' minds. Video games improve players' thinking skills. A researcher from one study said, "It's difficult to find kids who earn poor grades but who do well in video games." Video games challenge players to recognize patterns and think to survive in the game. Players must use their brains to plan their next move to avoid losing the game.

Even simple games seem to boost brainpower. For example, the goal of one popular game is to arrange falling blocks into a solid wall. When the game begins, the blocks drop at a slow pace, giving the player plenty of time to put them in the correct place. As the player gets better at arranging the blocks, the game starts dropping them at a faster rate. The player must speed up his or her thinking to reach the next level of the game.

Video games help to improve players' reaction time. Reaction time is the time it takes for a person's body to respond to something. It is important in many sports and day-to-day activities. For example, suppose your mom makes you a cup of hot chocolate. You touch the hot cup and pull your hand away quickly. That is reaction time—the time it takes your mind to tell your hand to pull away from the hot cup. Because video games move at such a fast pace, people who play them improve their reaction times. In video games involving car races, for example, players face obstacles as they speed toward the finish line. Players must rely on reaction time to avoid hitting anything so they can make it to the end.

Video games also help hand-eye coordination. This coordination involves turning what our eyes see into physical responses, such as guessing where a ball will fall so we can catch it. People with unusually high hand-eye coordination can go into professions where using their hands is important. A recent study of surgeons found that doctors who played video games were a lot faster at performing difficult operations. In addition, surgeons who played video games made fewer mistakes in operations than those surgeons who did not play video games.

Many people are starting to take notice of the benefits of video games. For example, educational computer games are becoming more common in schools as teaching tools. Teachers have found that students enjoy learning through video games. They find the games both fun and educational. This has led to the rise in "edu-tainment," or using educational video games in the classroom to make learning fun. In addition, the U.S. military is now using video games to prepare soldiers for the decision-making skills they will need during combat.

On average, children spend one hour per day playing in video game worlds. It is good to know that this time will help them in the future.

A persuasive argument may appeal to a reader's emotions (pathos) or reason (logos), but another important part of an argument's ability to persuade is the authority and expertise of the speaker (his or her ethical identity or ethos). Move the following statements into the column that describes the type of appeal made in each one, whether it be ethos, pathos, or logos appeal.

1. As a video game designer, I work hard to make games that are both entertaining and educational.
   **Ethos**

2. Playing video games improves thinking skills, reaction time, and hand-eye coordination.
   **Logos**

3. Research shows that videogames are good for players’ minds.
   **Ethos**

4. Video games help improve players’ reaction times.
   **Logos**

5. Why would people want to take away videogames and make children so sad?
   **Pathos**
 Appeals in Persuasive Arguments (Part 2)

Listed in the Item Bank are key terms and expressions, each of which is associated with one of the columns.

A persuasive argument may appeal to a reader's emotions (pathos) or reason (logos), but another important part of an argument's ability to persuade is the authority and expertise of the speaker (his or her ethical identity or ethos). Move the following statements into the column that describes the type of appeal made in each one, whether it be ethos, pathos, or logos appeal.

1. As a parent, I've often used video games as a reward for making good grades.
2. As a video game designer, I work hard to make games that are both entertaining and educational.
3. As a videogame player, I've never let my gaming cause my grades to lower.
4. As an informed consumer, I like to choose products that are not detrimental to my children's ability to think--like videogames.
5. Playing video games is important because it is lots of fun.

Got Attitude?

Classify the following sentences according to whether or not they reveal the writer's attitude.

1. Grasshoppers have antennae that are generally shorter than their body.
2. If only the sun would come out, I wouldn't be stuck looking at this miserable sky.
3. Igloos are a type of shelter for eskimos to keep them warm.
4. Iowa is a state located in the Midwest and is often referred to as the "Food Capital of the World."
5. Rain is liquid water in the form of droplets that have condensed from atmospheric water vapor.
6. The baseball rules are incredibly flawed and should be revised immediately.
7. Tom's wallet broke in half, but I'm sure I can fix it with a little glue.
8. When will my grounding from TV end? Sometime this year if we are lucky, maybe?

Summaries of Informational Texts (Part 1)

Decide whether each item describes a feature that should or should not be part of a summary of an informational text, and classify it accordingly.

1. connects key ideas
2. includes supporting details
3. refers to at least one outside source for supporting details
4. uses exact words and phrasing as the original text
5. uses objective voice

Should be included               Should NOT be included
Figurative vs. Literal Meaning (1)
Match the figurative statement with its literal meaning.

1. Emma dances like a graceful swan.
2. Eric thinks his homework is a piece of cake.
3. I have a ton of homework to do tonight.
4. She hung her head like a dying flower.
5. That new car costs an arm and a leg.

A. That new car is very expensive.
B. She was very sad.
C. I have a lot of homework.
D. Emma dances beautifully.
E. Eric thinks his homework is very easy.

Figurative vs. Literal Meaning (2)
Match the figurative statement with its literal meaning.

1. Frank can hit a baseball out of the state.
2. I've beaten that game a million times.
3. The extra money in my birthday cake was icing on the cake.
4. The quarterback was running out of steam.
5. These shoes are killing me.

A. These shoes are hurting my feet.
B. I've beaten that game a lot.
C. Frank can hit a baseball a long way.
D. The extra money was a very nice surprise.
E. The quarterback was getting very tired.

Summary Statements
Listed in the Item Bank are key terms and expressions, each of which is associated with one of the columns.

The Cask of Amontillado (excerpt)
Edgar Allan Poe

1 The thousand injuries of Fortunato I had borne as I best could, but when he ventured upon insult, I vowed revenge. You, who so well know the nature of my soul, will not suppose, however, that I gave utterance to a threat. At length, I would be avenged; this was a point definitely settled, but the very definitiveness with which it was resolved, precluded the idea of risk. I must not only punish, but punish with impunity. A wrong is unredressed when retribution overtakes its redresser. It is equally unredressed when the avenger fails to make himself felt as such to him who has done the wrong.

2 It must be understood that neither by word nor deed had I given Fortunato cause to doubt my good will. I
continued, as was my wont, to smile in his face, and he did not perceive that my smile now was at the thought of his immolation.

3 He had a weak point, this Fortunato, although in other regards he was a man to be respected and even feared. He prided himself on his connoisseurship in wine. Few Italians have the true virtuoso spirit. For the most part their enthusiasm is adopted to suit the time and opportunity to practise imposture upon the British and Austrian millionaires. In painting and gemmery, Fortunato, like his countrymen, was a quack, but in the matter of old wines he was sincere. In this respect I did not differ from him materially: I was skillful in the Italian vintages myself, and bought largely whenever I could.

4 It was about dusk, one evening during the supreme madness of the carnival season, that I encountered my friend. He accosted me with excessive warmth, for he had been drinking much. The man wore motley. He had on a tight-fitting parti-striped dress, and his head was surmounted by the conical cap and bells. I was so pleased to see him, that I thought I should never have done wringing his hand.

5 I said to him, "My dear Fortunato, you are luckily met. How remarkably well you are looking to-day! But I have received a pipe of what passes for Amontillado, and I have my doubts."

6 "How?" said he. "Amontillado? A pipe? Impossible! And in the middle of the carnival!"

7 "I have my doubts," I replied; "and I was silly enough to pay the full Amontillado price without consulting you in the matter. You were not to be found, and I was fearful of losing a bargain."

"Amontillado!"

"I have my doubts."

"Amontillado!"

"And I must satisfy them."

"Amontillado!"

"As you are engaged, I am on my way to Luchesi. If any one has a critical turn, it is he. He will tell me..."

"Luchesi cannot tell Amontillado from Sherry."

"And yet some fools will have it that his taste is a match for your own."

Place the sentences into the appropriate column: those that are summaries of the story and those that are not summaries—but details.

1. Fortunato is a fraud in most ways, but not when it comes to distinguishing between qualities of wine.
2. Fortunato is dressed up in a fool's motley dress because it is carnival time.
3. Fortunato is insulted to think that Luchesi has as good a taste in wine as he does.
4. On a carnival night, one man plans to destroy another man named Fortunate in revenge for an insult the narrator believes Fortunato had given him.
5. The narrator asks Fortunato to come with him and confirm the presence of some very good Amontillado wine.
6. The narrator in this story is on a quest for revenge against a man who has wronged him.
7. This story demonstrates how injuries can be borne, but insults can lead a person to doing acts of outrageous revenge and violence.

Summary Statement                  Detail Statement
Conflict in Literature 1
Match the item from the item bank to its corresponding match.

_____ 1. External Conflict
_____ 2. Internal Conflict
_____ 3. major conflict
_____ 4. minor conflict

A. This is when a character has a problem with another character, nature, society, or fate.
B. This is when a character has a problem within him or herself.
C. This is the main problem in a literary work.
D. This is a small problem in a literary work.

Conflict in Literature 2
Match each item with its description.

_____ 1. External Conflict
_____ 2. Internal Conflict
_____ 3. major conflict
_____ 4. minor conflict
_____ 5. person vs. environment
_____ 6. person vs. person
_____ 7. person vs. self
_____ 8. person vs. technology

A. This is when a character has a problem with another character, nature, society, or fate.
B. This is when a character has a problem within him or herself.
C. This is the main problem in a literary work.
D. This is a small problem in a literary work.
E. This describes the type of conflict when the leading character struggles with his/her physical strength against other characters, animals, or forces of nature.
F. This describes the type of conflict when the leading character struggles with himself/herself; with his conscience, feelings, or ideas.
G. This describes the type of conflict that places a character against forces of nature.
H. This describes the type of conflict that places a character against scientific advances, machines, robots, etc.
The television set produced the only light in the room as my siblings and I sat curled upon the couch underneath several wool blankets. A massive winter storm had bombarded the region last night, leaving the city covered in a foot of snow. We held our breath and waited for the news anchor to announce the school closings. After several agonizing minutes, we finally heard the news we’d been waiting for: city officials had canceled school for the day. A jubilant squeal erupted from my siblings as they abandoned the warmth of the couch to tell our mom the incredible news.

Still wrapped in my blanket, I pulled the heavy curtains aside to judge the circumstances outside our apartment. The city below was a ghost town. Normally, buses, cars, and taxis whizzed down the avenue. People usually crowded the sidewalks, hurrying off to work. Even at this early hour, honks and shouts would drift up from the streets below. You grow accustomed to the commotion after you reside in the city for a while. The city was eerily silent today, paralyzed by the storm. The only distinct noise was the vigorous whipping of the wind. The glittering snowflakes hypnotized me—it was as if someone had changed the city into a picturesque winter wonderland overnight.

As I stared out the window, I spotted a man and his dog trekking through the dark landscape. The flimsy scarf wrapped around his head was hardly effective against the cold. By the way he trudged down the sidewalk, I assumed that he was reluctant to be out and about in such frigid weather. His dog, however, was having a fantastic time—the Labrador retriever enthusiastically leapt into the drifts, rooting around in the snow with his nose. I laughed as the dog tried to involve his owner in the merriment, but the owner didn’t look very amused. As they turned the corner, the spectacular scent of syrup and cinnamon wafted into the living room. From the smell, I was certain that Mom was making French toast. I knew that my brother and sister would consume all of it if I didn’t get to the kitchen soon.
Reading Comprehension Basic Terms

Match the item from the item bank to its corresponding match.

A. Analyze
B. Author’s Purpose
C. Cause and Effect
D. Compare and Contrast
E. Connect
F. Inference
G. Main idea
H. Point of View

_____ 1. This is the central and most important idea of a reading passage.
_____ 2. This is the perspective from which a story is told.
_____ 3. This is the reason for creating written work.
_____ 4. This is the relationship between two or more events in which one event brings about another.
_____ 5. This is reading between the lines. It is taking something that you read and putting it together with something that you already know to make sense of what you read.
_____ 6. This is a method of relating two or more objects in a piece of work.
_____ 7. This is to separate a whole into its parts.
_____ 8. To find as many relationships as possible within or between texts.