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ABSTRACT Utilizing Southwestern Indian myths, legends, poems, history, and information on religious beliefs, architecture, fine arts, music, dance, and social practices, this Pre-GED (General Educational Development) Level III reading skills workbook, part of the PATHWAYS Curriculum, provides a culture-based GED preparatory reading and writing curriculum for Indian adult education students. The workbook emphasizes student-generated writing, which is achieved in two ways: the student is asked to write brief, one-sentence answers to questions in the exercises, and the student is given instruction and practice in composing short narratives as well as paragraphs. The four units of study and lessons presented in each unit are as follows: word analysis (prefixes, suffixes, and root words); vocabulary (using context clues, synonyms, antonyms, and homonyms); comprehension (identifying the main idea, identifying cause and effect, drawing conclusions, distinguishing between fact and opinion, figurative language); and study skills (map and graph reading, summarizing and skimming, parts of newspaper and reading want ads, test taking skills). Each lesson contains an explanation of the skill to be learned, an example of the skill, an illustration, questions pertaining to the lesson, and a unit test. A glossary of terms concludes the workbook. (REB)

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PATHWAYS

An Adult Pre-GED Reading Skills

Workbook

Level III

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PATHWAYS

AN ADULT PRE-GED READING SKILLS WORKBOOK

Level III

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PREFACE TO THE STUDENT

This workbook has been written to prepare you for entering a GED program through which you will earn a GED certificate. The lessons will teach you the skills you need to pass the reading and writing sections of the GED examination. In addition, you will learn some writing skills that will help you when you seek employment.

You will learn these skills by reading about the different cultures of the many Southwestern Indian tribes — their myths, legends, religious beliefs and ceremonies, poetry, history, styles of architecture, clothing, dance, music, and art. You will read fascinating tales of the ancient Anasazi and the Hohokam; you will learn about the Hopi, Pima, Apache, Paiute, Papago, Havasupai, Pueblo, Mohave, Yaqui, Navajo, and many other Southwestern tribes.

Before you begin, read the following paragraphs carefully. They tell you how to use this workbook.

This workbook is divided into units. Each unit contains a number of lessons, each of which provides instruction and practice in a skill. Always read the explanation of the skill at the beginning of each lesson. Study the examples. Then, carefully read the directions and complete the exercises. When you finish a lesson, see your instructor to check your answers. After you have completed all of the lessons in a unit, complete the unit test. It is designed as a review of the skills contained in the unit. When you complete the unit test, see your instructor to check your answers.

At the back of the book is a glossary. It contains, in alphabetical order, definitions of all the terms used in the workbook.

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UNIT I

I. WORD ANALYSIS

A. Prefixes, suffixes, and root words

As you know, many words in English are made up of smaller parts: a root word to which is attached either a prefix, which goes in front of the word, or a suffix, which goes at the end. If you learn the meaning of a few of these smaller word parts, you will be able to determine the meaning of many unfamiliar words.

Ex: transformation

prefix = *trans-* = change

root = *form* = shape

suffix = *-ation* = act or state of

definition: *the act of changing shape or changing from the present state*

Study carefully the following prefixes, suffixes, and root words. You will use them to complete the exercise on the following pages.

PREFIX	MEANING	EXAMPLE
anti-	against	anticrime
dis-	not, opposite of	disapprove
ex-	out	exit
mis-	wrongly, badly	misfortune
post-	after	postnatal
pre-	before	precaution

I.A. Prefixes, suffixes, and root words

SUFFIX	MEANING	EXAMPLE
-en	cause to be, become	darken, deepen
-ence	act, condition, fact	evidence, patience
-er	one who does	painter, dancer
-ess	female	lioness, waitress
-est	highest degree, most	fastest, funniest
-hood	time, state	motherhood, parenthood
-ish	like, suggesting	girlish, childish
-ism	act, process	patriotism, individualism
-less	without	harmless
-ment	result	resentment, punishment
-ous	full of, marked by, given to, study of	dangerous, religious, furious

ROOT	MEANING	EXAMPLE
magn	large	magnify
port	carry, bear	transport, import
scrib	write	describe, transcript
vid, vis	see	television, evident

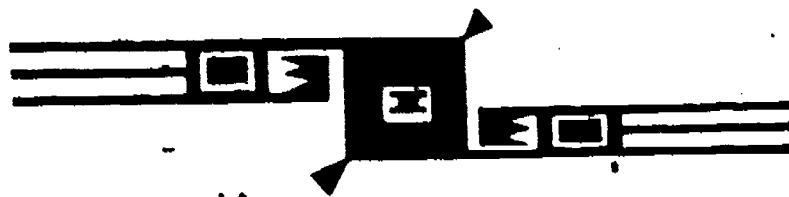
I.A. Prefixes, suffixes, and root words

Each of the words in parentheses contains a prefix or a suffix. Underline the word that best completes the meaning of the sentence.

1. Beverly (displaced, misused) her money so often by buying new clothes, that she did not have enough to buy a car.
2. You could tell that the old man had had a happy (childless, childhood) by the twinkle in his eye when he played with the youngsters.
3. The (governess, government) will provide the basic services for the unemployed miners this month.
4. It became more and more (dangerish, dangerous) to drive on the icy road as the snowfall became heavier.
5. The (premortem, postmortem) examination showed that the girl had been dead for over three days.
6. If you put (prefreeze, antifreeze) in your car now, you won't have to worry for the rest of the winter.
7. The (waiter, waitress) was an attractive young girl who was very courteous.
8. The (wooden, wooder) bowl is filled with fresh fruit from the garden.

Underline the root in each of the words below. Then, write a definition of the word on the line provided.

9. vision _____
10. scribble _____
11. portable _____
12. magnificent _____



UNIT II

II. VOCABULARY

A. *Using context clues*

Every time you read and come to a word you do not know, you can either 1) look it up in the dictionary or 2) figure out what it means through the meanings of the other words in the sentence. This second alternative is using context clues.

In the following exercise, do not look up the word. See if you can figure out its correct meaning from the context. Read the whole selection first. The Mohave reservation in ancient times is being described.

It was an extensive area, including the Mohave Valley, which lies within the present states of Arizona, California, and Nevada. Soil and climate proved suitable for farming and sheep raising, after the introduction of European methods of agriculture and domesticated animals. Land was privately owned and was inherited through the male line. Men did most of the field work.

Each family had its designated plot of land, marked by boundary stakes which were painted or feathered. The early dwellings were open-sided, flat-roofed shades. Poles supported the arrowweed thatch of the roof, and the spaces between the poles were used for storage. These were the summer houses. In winter, rectangular houses were built with sloping sides of poles interlaced with arrowweed stalks and daubed with earth. A still later house type was a gabled structure.

From *Tales From the Mohaves*, by Herman Grey, with a foreword by Alice Marriott. Copyright 1970 by the University of Oklahoma Press.



II.A. Using context clues

1. From the context of the first sentence, you know that extensive means

- a) large
- b) external
- c) empty

2. Suitable in the second sentence means

- a) likeable
- b) a suit of clothes
- c) usable, fit



3. What are domesticated animals?

- a) animals that have been left in the wild
- b) animals which have been tamed
- c) animals which are sick from eating rotten food

4. If land is inherited, it is

- a) stolen
- b) passed on from one generation to the next within a family
- c) cared for and farmed to make it usable for many years

5. What do you think designated means?

- a) specified, allotted, marked, or set aside
- b) gotten by theft or treachery
- c) agricultural, able to be farmed for profit

6. What does sloping mean?

- a) falling down
- b) straight
- c) inclining, at an angle

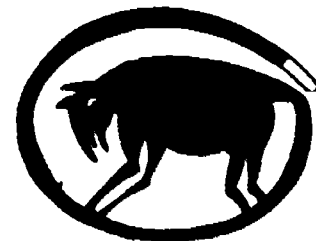


7. What do you think interlaced means?

- a) placed at right angles
- b) tied together, intertwined
- c) carelessly put together

8. "Daubed with earth" means

- a) covered with earth
- b) sprayed with earth
- c) buried under earth



II.B. *Synonyms, antonyms, and homonyms*

Synonyms are words which are similar or almost the same in meaning.

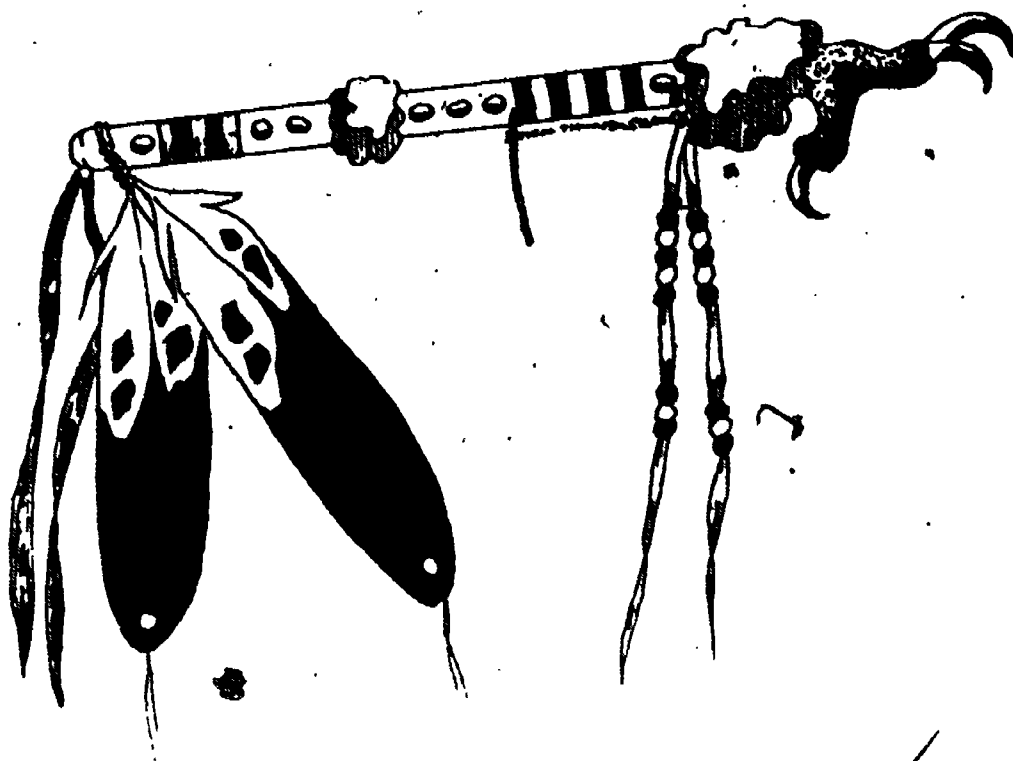
Ex: *confusion: bewilderment or puzzlement*
jealousy: envy
understanding: empathy or comprehension

Antonyms are words which are opposite in meaning.

Ex: *married: celibate or single*
alert: drowsy or sleepy or unaware
barren: tropical, lush, or productive
conservative: liberal

Homonyms are words which sound the same but are spelled differently and are different in meaning.

Ex: *would: wood*
mite: might
plain: plane
dear: deer
sight: site, cite



II.B. Synonyms, antonyms, and homonyms

Circle the word that is a synonym (most similar in meaning) to the underlined word.

1. twisting:

- a) glistening
- b) winding
- c) water-like
- d) poisonous

2. underhanded:

- a) sneaky
- b) envious
- c) devoted
- d) honest

3. chastise:

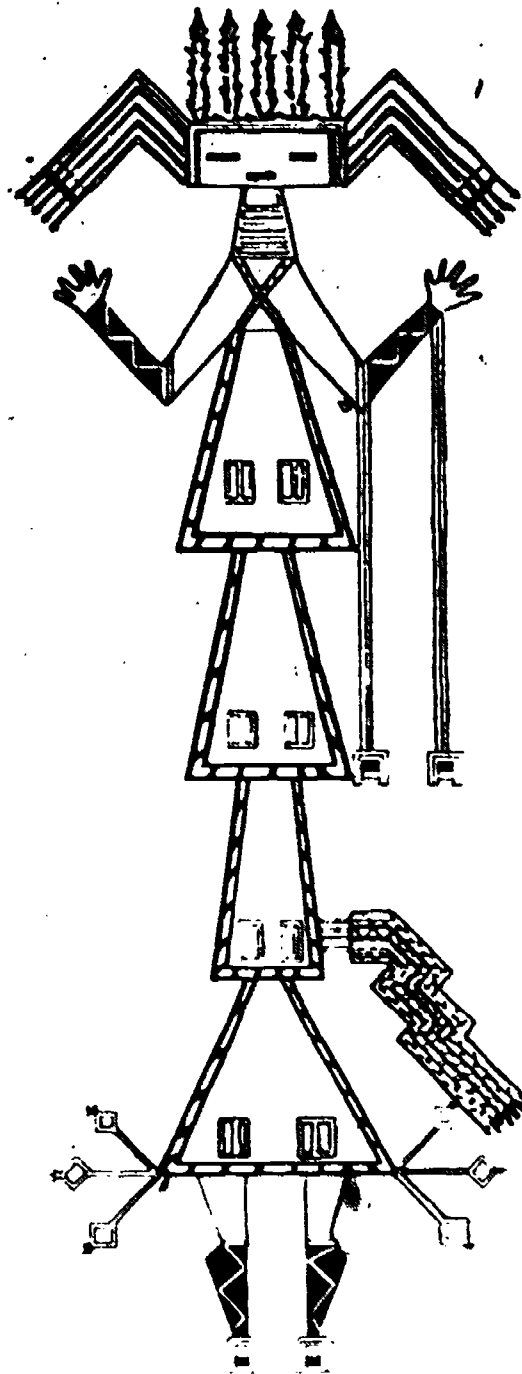
- a) to make pure
- b) baptize
- c) analyze, study
- d) punish

4. avoid:

- a) shun, to stay away from
- b) sing
- c) destroy
- d) applaud, cheer

5. motionless:

- a) common
- b) inactive
- c) explosive
- d) ancient



II.B. *Synonyms, antonyms, and homonyms*

Circle the word that is an antonym (opposite in meaning) to the underlined word.

6. clarity:

- a) polish
- b) sense
- c) confusion
- d) melody

7. efficient:

- a) flappy
- b) nonproductive
- c) warlike
- d) effective

8. relevant:

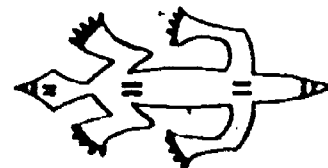
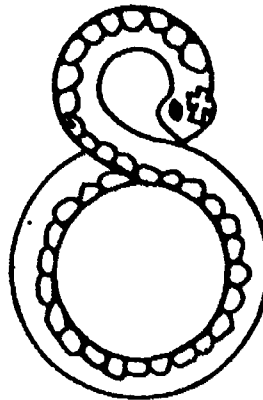
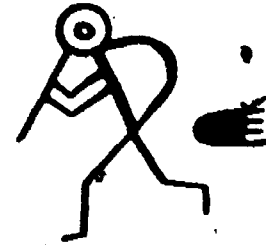
- a) quick
- b) rival
- c) blunt
- d) unconnected

9. delicate:

- a) sturdy
- b) colorful
- c) drab
- d) inexpensive

10. restless:

- a) happy
- b) calm
- c) mean
- d) sleepless



II.B. *Synonyms, antonyms, and homonyms*

Circle the word that is a homonym (sounds the same as but is different in spelling and meaning) to the underlined word.

11. After forty-five minutes the dough had risen sufficiently.

- a) doe
- b) money
- c) bread
- d) bred

12. The battle was finally won after four days of fierce fighting.

- a) given up
- b) one
- c) taken
- d) own

13. Guy told me he could sight a deer at 40 yards.

- a) see
- b) blind
- c) cite
- d) determine

14. The driver said the bus fare had been changed to 50 cents.

- a) fair
- b) fear
- c) cost
- d) fire

15. See the lichen growing on those rocks?

- a) -argue
- b) attribute
- c) enjoy
- d) liken

16. My friend said the coarse grain of the fabric would scratch my chest.

- a) class
- b) course
- c) soft
- d) fine



UNITS I & II POST-TEST: WORD ANALYSIS/VOCABULARY

Select the prefix, suffix, or root word from the list that best completes each sentence. Not all word parts will be used.

-ish	-ess	anti-	port
mis-	-hood	magn	-est
-ence	-ism	dis-	-ous

1. Because Harry appointed his girlfriend to the position, he was accused of favorit_____.
2. The hunter was _____satisfied because he had caught only one rabbit all day.
3. Because they roamed around the country, Apaches built _____able dwellings.
4. The fox's curi_____ nature resulted in his capture.
5. The ruins at Chaco Canyon are evid_____ of the quality of early Indian architecture.
6. A person who avoids other people is called _____social.

Read the following paragraph and use context clues to define the underlined words. The paragraph tells about one of the great cultural centers of the Great Pueblo Period, Chaco Canyon of New Mexico.

¹One of the largest and most famous structures is called Pueblo Bonito. ²It was a town, consisting of a single, massive building, which covered over three acres of ground and contained at least eight hundred rooms. ³It has been estimated that it could have sheltered 1200 inhabitants. ⁴It was the largest "apartment house" in the world until a larger one was erected in New York in 1882. ⁵Building had begun at Pueblo Bonito as early as 919 A.D., but it was not in final form until 1067 A.D. or later. ⁶It is believed that the more definitely planned settlement may have been the work of new and more progressive people who moved into the area. ⁷Pueblo Bonito, as it stands today after archeologists have cleared away the dust of centuries and exposed it to view, is truly a remarkable structure.

From *Prehistoric Indians of the Southwest*.
by H. M. Wormington

7. From the context of the third sentence, inhabitants means:

- a) permanent residents of a place
- b) people who build or invent something
- c) animals

8. What is another word for erected, in sentence #4?

- a) torn down
- b) built
- c) tall

9. In sentence #6, progressive means:

- a) younger
- b) having much excitement
- c) moving forward, having new ideas

10. In sentence #7, archaeologists are:

- a) people who build houses and then live in them
- b) people who lived long ago and have disappeared from the earth
- c) people who study remains of past human life and cultures

Select a synonym for the underlined word.

11. melancholy:

- a) happy
- b) sad
- c) sarcastic
- d) musical

12. prestige:

- a) authority
- b) loyalty
- c) receipts
- d) criticism

13. funds:

- a) money
- b) tickets
- c) receipts
- d) inheritance

14. vanquished:

- a) disappeared
- b) elected
- c) conquered
- d) painted

Select an antonym for the underlined word.

- 15. barren:
a) productive b) empty c) covered d) prevented
- 16. industrious:
a) hard-working b) intelligent c) lazy d) immoral
- 17. remote:
a) easy b) far c) difficult d) near
- 18. rigorous:
a) exciting b) strenuous c) talkative d) easy

Select a homonym for the underlined word.

- 19. He was arrested for stealing a large sum of money.
a) amount b) deal c) some d) number
- 20. My brother said that licorice tasted sweet.
a) suite b) tart c) bitter d) chewy

UNIT III

III. COMPREHENSION

A. *Identifying the main idea: stated*

You have been working with identifying the main idea for awhile now. As you have learned, the main idea is the main point the author is making and can be either stated or implied.

If it is stated in a paragraph, it is usually the first or last sentence and is the topic sentence. If it is stated in a longer story, the sentence may be placed anywhere.

If the author's main point is implied only, you must figure it out and formulate the main idea for yourself from clues given you in the story.

Preview of difficult words:

expertly (ĕk spŭrt' lē): *done with a high degree of skill*

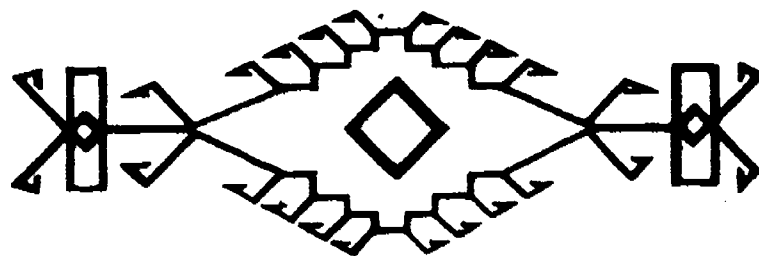
serf (sŭrf): *someone who serves on the land (does manual labor) without pay or other compensation*

exasperating (ĕg ză's' pēr ā tīng): *something that makes someone angry or constantly irritated; something that is hard to bear*

innovations (īn ō vā' shŭnz): *a change; something newly introduced*

devastating (dĕv' ā stăt īng): *overwhelming; profoundly upsetting; implies something that changes forever an old way or habit*

converted (kŏn vŭrt' ĕd): *changed into something else; in this case, persuaded to adopt a new religion*



III.A. Identifying the main idea: stated

After the coming of the Spanish, many things changed for the Pueblo Indians. For example, the word "pueblo" is a Spanish word meaning "town." The Indians of the different pueblos adopted new clothes and an important new fabric: wool. They learned to weave this wool expertly on hand-made looms. They learned a new language — Spanish — that they would use when speaking to members of other tribes whose native language was different from theirs. Today, we generally use only the Spanish name for the tribe, the person, a tree or plant, or a kind of food.

The Indians' land was taken from them, and they were forced to be serfs on their own land. This was one of the most exasperating changes to the Indians. Food took on a different flavor as new ingredients, introduced by the Spanish, were used. A new system of money was introduced, and the Indians got very little of it. A whole new system of government, complete with many legal and social innovations that were totally foreign to the Indians, was set up in place of the old tribal government, which had been based on religion.

Perhaps the most devastating change of all, because it was the most long-lasting, was that of the new religion brought by the Spanish. This new Christianity was forced upon the Indians, who suffered brutal punishments if they refused to obey. The groups often resisted, and the Hopis were never converted. But today, along the Rio Grande Pueblos especially, the religion often contains elements of both Christianity and the earlier tribal religions, which featured many gods and good and bad medicine.



III.A. Identifying the main idea: stated

1. The main idea is stated in the text. Which sentence tells you the main idea? Write it here.

2. List five supporting details or examples which illustrate the main idea.

a)

b)

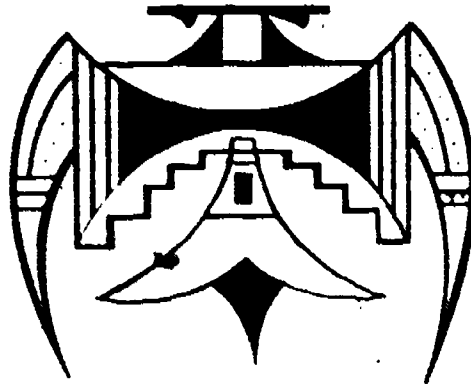
c)

d)

e)

3. Judging from this passage, how do you think the Spanish felt about the Pueblo Indians? And how did the Indians feel about the Spanish?

4. How would you state the main idea of this passage in your own words?



III.A. Identifying the main idea: implied

In this next story, the main idea is not stated as a sentence in the text. It is implied. This means, remember, that you will infer the meaning (the author's message) by all the clues given you in the story.

Preview of difficult words:

panhandle (păn' hăn dl): *in this case, the narrow strip of territory in northern Texas extending from the main shape*

demoted (dē mōt' ěd): *to lower someone's rank or position*

spied (spīd): *saw, spotted*

ponder (pōn' dōr): *think closely about; seriously consider*

chagrined (chă grīnd'): *feeling embarrassed or humiliated for having made a mistake*

The Taos Buffalo Hunt

In the last century, Taos Indians used to go northeast into what is now the Texas panhandle and western Oklahoma to hunt buffalo. One year, a new brave of sixteen went with them as a scout. While the party made camp at its destination, this scout went out to look for tracks or other signs of buffalo. The leader of the hunting party had warned him not to kill any buffalo himself, but only to give the usual signal if he spotted any.

Well, this young scout soon found three stray buffalo. Thinking they might get away before the party could catch up, the scout killed them himself. He was very swift and skilled, especially for his age. When the leader found that the scout had disobeyed his orders and killed these buffalo, he demoted the boy to the rank of cook and sent him directly back to camp. The boy was sorely ashamed.

III.A. Identifying the main idea: implied

When the hunting party went off in search of buffalo the next day, the former scout was left alone, cooking at the camp. Suddenly, he spied a single buffalo which had accidentally wandered into the camp and, without thinking, killed it on the spot. When the hunters returned, they were discouraged because they'd spotted no buffalo; however, the boy displayed the meat he had just killed. He was half happy, for he'd saved the group from many hungry nights, but half afraid he'd get in trouble.

The leader went off to ponder this odd series of events. Finally, he realized that the gods did not think the boy should have been punished for his earlier deed, or they would not have thrown another chance so soon in his way. The leader felt chagrined and decided to make the boy a scout again. This made the boy very happy, and, to show the leader he'd not been wrong to reappoint him scout, the boy proved to be the most skillful hunter in the tribe when he grew up.

From *The Taos Indians*
Blanche Chloe Grant

3. Is the most important thing in this story the events of the hunt, or the personalities of these two characters and what they learn through their experience?

4. What is the main idea of this story?

- a) Never tell a lie
- b) Being a cook is better than being a scout
- c) Judge well and fairly before you reward or punish someone
- d) You should always follow the same course of action, no matter what happens

III.B. Identifying cause and effect: stated

You have already learned that a cause and effect relationship involves something that happens (the cause) and the results (the effects) of that which happens.

This relationship may be either stated or implied (suggested). If stated, you will find the cause-effect relationships spelled out for you in the text; if implied, you must figure out either the cause or the effect.

The following Navajo story about Coyote, a woman, and her four brothers contains several stated cause and effect relationships. Read the story and answer the questions that follow.

Preview of difficult words:

sacred (sā' kréd): *holy*

pulsing (pūls' Ing): *a regular throbbing or beating*

Once there was a woman who had never been married. She lived with her four brothers who often went hunting.

One day while her four brothers were hunting, Coyote came to her house.

"I want to marry you," he told her.

"You'd have to kill the giant, Yeitso, before I'd marry you," she said, feeling certain he couldn't do it.

The coyote ran off to the place where the Yeitso lived. With his magic tricks he broke off one of the giant's legs. He came back carrying the leg.

"See, I have killed the Yeitso," he lied. "Now I can marry you."

The woman still did not like the idea.

"I'll have to kill you four times before I can marry you," she said, thinking this would discourage him.

But Coyote knew a magic way to protect his life. He could hide his heart at the end of his tail, and each time he was killed he had only to find his heart to start living again.

"Go ahead," he said, "start killing me."



III.B. Identifying cause and effect: stated

The woman killed him once, and he came right back to life. After she had killed him three more times, and he still came back to life, she married him.

One day he was out in the woods hunting with the brothers, and he went to a place nearby, where some spiders were living. He knew they had wanted to marry the sister of the four brothers, and he wanted to brag because he had married her.

The spiders were very angry. They began to hate him and decided to kill him.

The spiders armed themselves with sticks and chased after Coyote. He got caught in their webs, and they beat him to death with their sticks.

That night the sister asked his brothers, "Where is my husband?" When they told her they didn't know, she didn't believe them.

Then she turned into a bear and ran out into the forest, looking for him. When she ran to the east she grew two sharp fangs, and when she went to the south, she grew two more sharp fangs. After she went to the west, she had six sharp teeth, and after she had completed the circle by going to the north of the earth's surface, she had a whole set of eight fangs.

The brothers were afraid of her. The sacred wind had told them she meant to kill all of them, so, they put the fourth brother in the fireplace and covered him with earth and ashes, and the rest of them went away, trying to escape.

One by one, the bear who had been their sister hunted them down, found them, and killed them. After she had eaten three of them, she returned home and began searching for the fourth brother.

The sacred wind had told him she would look for him and that she wanted to kill him, as she had the others. But the wind also had given him Coyote's secret about hiding the heart, and it had told him where his sister would hide her heart so that she could come back to life, if killed.

When the sister dug in the fireplace and found the fourth brother, she pretended to be glad to see him.

"Come," she said, "Let me look at your head to see if you have any lice."

III.B. Identifying cause and effect: stated.

The brother knew what she intended to do. Realizing she was going to bite him on the neck and kill him, the brother jumped from her lap. He quickly ran to the place where the sacred voice had told him the woman's heart would be buried.

He fitted an arrow to his bow and shot the heart, which he could see pulsing and throbbing in its hiding place at the foot of the tree.

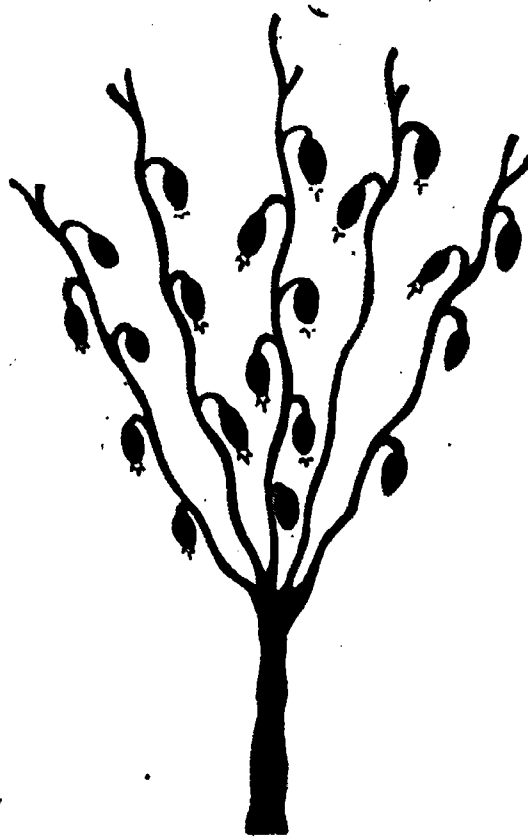
The bear woman, not able to restore her life, fell dead.

The young man then cut up her body and threw parts of it to the four directions, scattering the remainder.

"Be useful to human beings as food plants," the brother told the parts.

Some of them turned into piñon trees, full of nuts. Some of them became yucca plants. And all became useful food for human beings for all time.

From *Coyote Stories*
Navajo Curriculum Center, Rough Rock
Demonstration School, Rough Rock, Az.



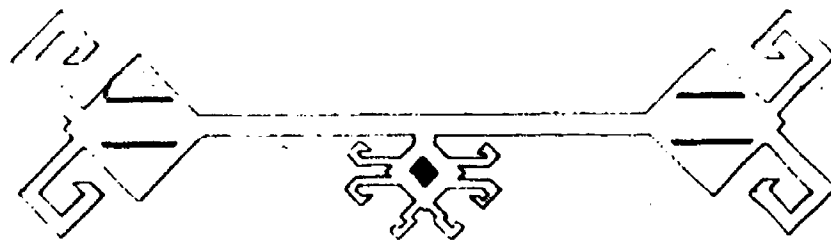
III.B. Identifying cause and effect: stated

1. At the beginning of the story, the woman requests that Coyote kill the giant, Yeitso. What does Coyote do as a result?

2. What is the cause of the brothers' fear of their sister?

3. What causes the fourth brother to jump from his sister's lap while she is looking for lice on his head?

4. What is the effect of the fourth brother's scattering the dead sister's body parts?



III.B. *Identifying cause and effect: implied*

You have already learned that every effect has a cause. Sometimes, the cause or the effect may not be stated directly in the text. When it isn't, you must determine the cause or effect from the clues given you. You will be told the cause of something, but you must determine the outcome. Or, you will be told the effect from which you must guess at the cause.

Read the following story titled, "Evil Spirits of Crooked Mountain," and answer the questions. (In this story, we have numbered the paragraphs for easy reference, since there are quite a few of them.)

Preview of difficult words:

passageway (pās'-ij-wā): *a tunnel, road, trail, etc. that allows one to pass from one place to another*

withers (wī'-thürs): *the ridge between the shoulder bones of a horse*

clambered (klām' (b) ěrd): *to make one's way in an awkward rush*

billowed (bill'-ōd): *to bulge or swell out (as through the action of the wind)*

protruding (prō-trūd'-ing): *jutting out, sticking out*

¹Long ago many fierce battles were fought between the Desert People along the Salt River and the Apaches of Crooked Mountain.

²Early one morning before dawn, Chief Bounding Elk and many of his braves were awakened by the sound of horses' hooves in the distance.

³Chief Bounding Elk and his braves ran to the corrals where dust still hung in the air. One of the corrals was empty — and many of the best horses were gone.

⁴The chief turned toward the east, toward Crooked Mountain. "The Mountain Dwellers of the South have done this," he said. "It is the Apaches of Crooked Mountain who have stolen our horses. We will circle around them. We can ride faster than they because we will not be driving a herd of horses. When they reach their home at Crooked Mountain, they will find a surprise waiting for them."

III.B. Identifying cause and effect: implied

⁵Soon, Bounding Elk and two hundred of his braves were riding over the desert toward the south end of Crooked Mountain. They could see the great cloud of dust far to the north.

⁶They rode hard. There was foam on the horses' mouths. Bounding Elk and his men rode into the cool shadows of the boulders. The chief led the way through winding passageways. Soon, they were at an opening leading into a narrow canyon. On they rode, slowly. In the early afternoon, they reached the high ground above the canyon.

⁷They looked out over a small green valley. Beneath them, near the center of the valley, the brown brush wickiups of the Apaches stood like giant beehives.

⁸Bounding Elk slowly raised his hand and brought it down with a shout. His knees pressed against the horse's withers. The horse leaped forward. Down the slope the warriors clambered, shouting. One of the riders stopped, took quick aim, and shot a flaming arrow into the wickiups.

⁹Through the village the warriors rode. The work was quickly done. Dense clouds of brown smoke billowed above the valley.

¹⁰Back up the rocky rise the Desert People rode. Bounding Elk led his men back into the narrow canyon. In their excitement, the men rode quickly this time, without caution.

¹¹The last one entered the canyon, when, suddenly, the mountain shook with cries of terror. Three men fell from their horses. One lay face down, an arrow protruding from his back.

¹²Bounding Elk's sharp eyes glanced over the canyon walls to the rocky rim above. He could see no one.

¹³Just then, one of the large boulders on the high rim toppled — slowly at first — then, gathering speed, came crashing down the steep wall. With a roar, boulders and rubble pounded into the midst of the fleeing men. Chief Bounding Elk drew an arrow and placed it across his bow. He searched the rim for signs of movement. There were none. An arrow, seemingly from nowhere, struck him. He fell to the ground and did not move. The remaining men threw their arrows to the ground and crowded to the canyon entrance.

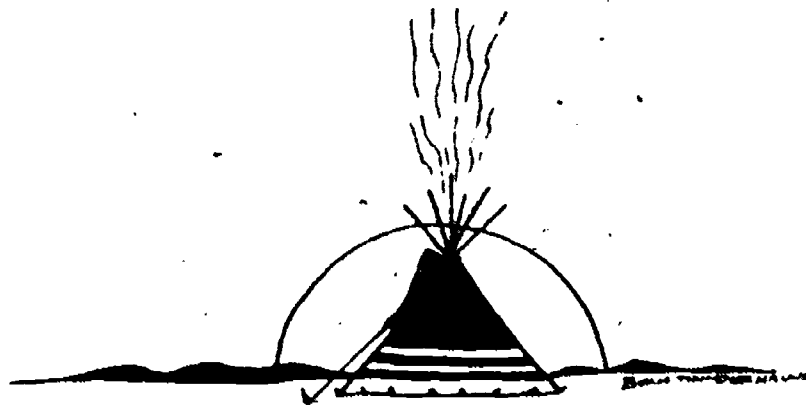
III.B. Identifying cause and effect: implied

14 For a moment there was silence. Then the great rocks on the canyon wall began to topple.

15 Only two of the men returned to the village. When they told what had happened, the people nodded their heads slowly. "It was the evil spirits of Crooked Mountain," they said.

16 But the Apaches tell another story. They say a few of their warriors, returning from the raids along the Salt River, saw the smoke from their burning village. They say these Apaches hid themselves on the rim and killed Bounding Elk and his men below.

From *Tales of the Desert People*
William Hayes



III.B. Identifying cause and effect: implied

1. In paragraph 3, what do you think caused the horses to be gone and the corral to be empty?

2. What caused the men to have to ride slowly through the canyon?

3. In paragraph number 9, what caused the smoke to billow above the valley?

4. What do you think was the effect of the burning village on the Apaches?

5. In paragraph number 13, what caused the men to stop trying to fight?

6. According to paragraph 15, why were the evil spirits of Crooked Mountain angry?

7. In paragraph number 15, it is said that "Only two men returned to the village." Why is this so?

8. Some people might say that revenge caused the deaths of the Desert People. Do you agree or disagree? Explain.

III.C. Drawing conclusions

Drawing conclusions, remember, is something you do everyday: every time you read a story or see the news, someone describes an incident to you, or you meet someone new. You draw conclusions about that person, the story, the incident, etc. That is, you make up your mind about certain aspects of that person or story, such as why something occurred or how someone felt when something happened.

In this story, you will have to draw conclusions about what is being described. You will find many clues in the story.

Preview of difficult words:

tournament (toör' nă mēnt): *a contest between two or more groups or individuals in the form of a series of games*

strenuous (strēn' ū is): *requiring great effort, energy, or exertion*

reflection (rē flēk' shūn): *the shadow or after-effects of light hitting something; the mirror-effect of something*

flecks (flēx): *small bits or flakes scattered throughout something; spots or marks on something*

It was early morning in the city of Morning Green Chief. The light was blue-green in the eastern sky. Many of the women wore their brightest, gayest skirts. Their hair was shining black and carefully parted in the middle. This was the day of the knotted-rope tournament.

The players lined up, the two teams facing each other. At a signal from Morning Green Chief, the rope was thrown high in the air. The sound of shouting and the clashing of clubs was heard far away as each team tried to knock the knotted rope through the goal of the other team.

After long and strenuous playing, the girl who guarded the eastern goal sank to the ground, exhausted. As the other women ran to help her, they saw that she was sinking into the earth, and, frightened, none reached forth a hand to help her. The women knew some magic was at work.

Deeper into the ground sank the girl. The women drew back. Finally, only the glossy black of the girl's hair remained above ground; then only its blue-

III.C. *Drawing conclusions*

green reflection. The hard ground began to close over her, and from the brilliant reflection in her hair sprang little blades of blue-green grass.

Morning Green Chief stepped forward, his right hand raised. "Let no one touch the grass," he said, "for it has grown not green but blue-green, like the color of the morning sky which gave me my name. Something new is about to happen. Let us wait and see what it shall be. Tomorrow, when the light of early morning glows in the east, we will gather here. Perhaps we will find out why this grass grows neither blue nor green but both blue and green."

Next morning the chief called his people together and took them to the place of the blue-green grass. There, instead of grass, was a large blue-green rock, round like the sky over their land and mountains. In the rock were flecks of light amber, like the first rays of the rising sun.

Morning Green Chief turned to his people and said, "As the light of early morning spreads through the sky, so this, the stone of early morning light, will spread among my people. And I, Morning Green Chief, say that this stone shall bring my people good fortune."

The people began to reach out and touch the stone. "She who gave us the stone is gone," said Morning Green Chief. "From the light of her black hair came the beautiful stone. It was like the first cold blue light of the morning star shining in the black that is still night. From beauty came the stone. And beautiful it shall always be."

From *Tales of the Desert People*
William Hayes



III.C. Drawing conclusions

1. What kind of stone is being described here?

2. How do you know this? Give some of the clues in the story that tell what the stone looks like.

3. How was this stone created?

4. Why, when the girl sank to the ground and into the earth, did the women know "some magic was at work"?



III.D. *Distinguishing between fact and opinion*

It is important for you to know the difference between fact and opinion. A fact is verifiable; that is, it can be proven. An opinion is someone's feelings or views about something. Accepting opinions as facts can be very misleading.

For example, a salesman tells you, "This is the best car on the market!" You should recognize that this is an opinion, not a fact. Two different car dealers might have two very different opinions about the best car on the market. Be careful of words like best, most, fastest, better, bad, good, etc. These words usually signal an opinion.

See if you can recognize the difference between fact and opinion in the following tale about how the Navajos got horses. Sentences have been numbered for easy reference when you complete the story.

Preview of difficult words:

counter (kōwn'-tēr): *a piece used in games such as the moccasin game*

fetish (fēt'-ish): *an object which has magical power to protect or aid its owner*

marveled (mār'-vēld): *to become filled with surprise or wonder*

caravan (kār'-ā-vān): *a group of travelers on a journey especially through a desert and usually traveling in a line*

¹A long time ago, there was a Navajo who would bet on anything. ²The people called him Gambler. ³He would bet his moccasins, his clothes, his weapons, even his wives. ⁴He liked to play the moccasin game, hiding a nut or a bone in one of a pair of moccasins, and then trying to guess which shoe held the counter.

⁵One day the gambler met a man who said to him, "Let us play the moccasin game. ⁶What will you bet me first?"

⁷Gambler had been very lucky up to that time. ⁸He had won strings of white shell beads and brown shell beads and turquoise beads and jet beads. ⁹He had won the little carved blue stone figures that bring hunters luck. ¹⁰He

III.D. *Distinguishing between fact and opinion*

had won four new wives. ¹¹They were very young and very beautiful. ¹²Each one had her own grinding stones. ¹³And they were all hard workers.

¹⁴So, Gambler thought for a moment and said, "I'll bet you a string of shell beads. ¹⁵Which one do you want?"

¹⁶"Let's play for the white shell beads," said his enemy. ¹⁷"I'll bet you my new high moccasins with the turned-up toes against that string of beads."

¹⁸Gambler got a little uneasy then because he knew that the Jicarilla Apache wore that kind of moccasin, and they were great gamblers.

¹⁹It was seven in the morning when they started playing. ²⁰By noon, Gambler had lost all his beads. ²¹Then, one by one, he lost his four wives. ²²At last, Gambler had nothing left in the world except his hunting fetish.

²³Finally, he told the Jicarilla, "Ok, I'll bet my hunting fetish against your bow and arrow."

²⁴They played once more, and Gambler lost. ²⁵The Jicarilla man took up his bow and put an arrow to the string. ²⁶"I'll see that you don't get any of them back, too," he said, and shot straight at Gambler.

²⁷The arrow carried him up, up, up above the sky, to the world where it was always light. ²⁸There he saw the Creator sitting, almost as if he were waiting for him. ²⁹"Sit down," the Creator said.

³⁰"Why do you ask me to sit down?" the Gambler asked. ³¹"I am a poor man now. ³²I lost everything I had to that Jicarilla."

³³But the Creator told him not to worry. ³⁴And then he told him to eat the food that had been put before him.

³⁵Gambler ate the food that had been put before him, and he felt stronger than he ever had in his life. ³⁶Then the Creator said, "Now you will be poor no longer. ³⁷Look over there to the south. ³⁸What do you see?"

³⁹Gambler, stretching and straining his eyes, looked far away to the south. ⁴⁰There he saw people — many people. ⁴¹He saw, too, animals such as he had never seen before: horses and burros, cattle, sheep, fowls, and cats.

III.D. *Distinguishing between fact and opinion*

42 "What are these?" he asked the Creator.

43 "Those are the Mexicans," the Creator told him. 44 "They and all their animals shall be yours, and you will be like a god to them. 45 Be kind to your people and their beasts, and treat them well. 46 Perhaps someday you will lead them north again, but now you must go south and care for them."

47 Before Gambler knew what had happened, he stood on the ground among the people of the south. 48 They marveled at the way he had appeared among them.

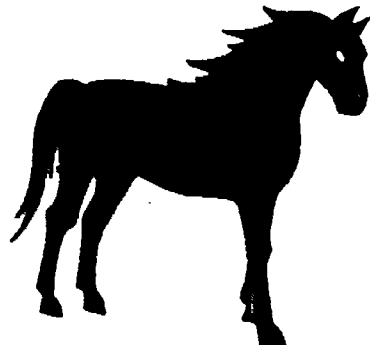
49 "You must be a god," said the oldest and wisest of the Mexican men. 50 We will give you a new name to show how great you are and how different you are from other people. 51 We will call you Moctezuma."

52 So, for many years Moctezuma, the Gambler, lived in Mexico, among his new people. 53 He was very busy caring for them, but sometimes his heart ached for his own people. 54 So, one day, he gathered the Mexicans about him. 55 "Come with me," he said, "and we will go to another country. 56 I will show you the place where I was born and the people of my heart. 57 We will bring them all these new animals, for they have none of these creatures. 58 We will teach my people what we know, and they in turn will teach us."

59 And so it was. 60 They formed a great caravan and traveled northward to the Rio Grande. 61 There the Mexicans began to teach the northern Indians the things they knew.

62 Now Moctezuma's work was finished. 63 The Creator called to him and he went away, up, up, up to the world above the sky. 64 There Moctezuma waits, until his people need him again.

Adaptation of "How Horses Came to the Navajo,"
from *American Indian Mythology* by Alice Marriott and
Carol K. Rachlin.



III.D. Distinguishing between fact and opinion

1. Is sentence #2 a fact or an opinion? _____
2. Are sentences #4 and #5 facts or opinions? _____
3. Of the seven sentences in paragraph #3, how many are facts? _____
4. Is sentence #13 a fact or opinion? Write some words here that make you think so.

5. Is sentence #31 a fact or an opinion? _____
6. Is sentence #60 a fact or an opinion? _____
7. Is sentence #50 a fact or an opinion? _____
8. Write a sentence expressing your opinion of this story.



III.E. *Figurative language*

In this lesson we will introduce you to figurative language. There are two levels of language: literal and figurative. Literal language is what we use most of the time.

Ex: *I bought a pair of jeans today.*
I'm hungry.
There are 50 states in the U.S.

These are all literal statements; in other words, they mean just what they say. There are no hidden meanings or subtle references in literal language. This kind of language specifically states its meaning, which is the literal level of meaning.

On the other hand, figurative language is, by definition, multi-layered. Two meanings are intended by one statement, or the speaker uses sarcasm, irony, or symbols to convey many layers of meaning. Figurative language is often colorful and vivid and uses comparisons. Sometimes unlike things are compared: people and objects. Or else a person or thing is given a name which is descriptive and conveys images to your mind.

People write and talk using figurative language in order to communicate more effectively or get their point across.

Ex: *You're as slow as an ox!*
This soap will make you feel as fresh as a spring day.
Her voice caressed my ears like fine silk.
He ran as the north wind.

These are examples of figurative language. Figurative language makes language:

1. more beautiful;
2. more expressive of different ideas;
3. more persuasive and convincing;
4. able to express several different layers of meaning at once, both on the surface and hidden; and
5. at its highest level, figurative language is poetry.




III.E. Figurative language

The American Indian has a long and distinguished history in the use of figurative language. The ability to use language in this way was necessary for a medicine man, an orator (one who gave passionate speeches), a governor, a leader, or an artist of any kind. Perhaps you will recognize some of the uses of figurative language in the Mohave tale that follows.

The kinds of figurative language we will be seeing in this lesson are the following:

symbol	simile
formal language	alliteration
personification	repetition

Each of these terms is explained below.

Symbol: A symbol is something which stands for (means) something else. For example, this road sign  stands for (means) stop. A flower may be a symbol for beauty, for purity, for perfection, for innocence, for nature.

Formal language: This is used in speeches, in the law, in the Bible and other religious writings, and often in poetry or tales which are important and instructive to people. It often involves changing the order of words in a sentence or saying something formally that could be said more easily and in fewer words. For example, conversationally, one would normally say: "Do you want this drink?" Using formal language, one might ask: "Dost thou this drink desire?" Here is an example from the story that follows: "No name was he given." Normally, this sentence would be written, "He wasn't given a name." The importance of the occasion in the story requires the teller to use formal language.

Personification: This means giving animals or nature the usual characteristics of people. Saying that nature "breathes," "whispers," "shouts," etc., or that animals are "lonely," "angry," "shy," etc., is to give them human characteristics. But, in order to understand the world around us, we often give it names for things we do not understand or cannot explain any other way; thus, the term personification (to make like a person).

Simile: This compares two things that are usually thought to be quite different and uses "like" or "as" to make the comparison. He grew "swift as an arrow" is an example from the story. The point is to make clear how he grew, not just that he grew. Other examples of simile are: *The clock ticked in the silence.*

III.E. Figurative language

like the beat of a drum; and His unkind words cut like a knife into her heart.

Alliteration: This is the use of the same beginning consonant (letters that are not vowels) several times in one phrase or sentence. "*The wild wind will blow wherever it wants*" is an example, in which the w is repeated often. Say this sentence to yourself. Can you hear a sound like wind? The use of alliteration gives the sentence a musical, flowing quality which helps express a certain mood or feeling to you.

Repetition: This means repeating a word, phrase, or sentence over and over to give the impression of something serious or important going on, or to establish a certain mood. This is often done in songs, chants, prayers, and poetry.

Read the story of Swift Lance's birth and childhood, which, as you will see, is full of figurative language. The sections are numbered so you can find them easily while completing the exercise that follows. Many of the instances of figurative language have been underlined for you, so you can recognize them as you read the passage.

Preview of difficult words:

vigorous (vīg' ūr ēs): *strong*

aloft (ūh-lōft'): *up*

restraint (rī-strānt'): *rules or restrictions*

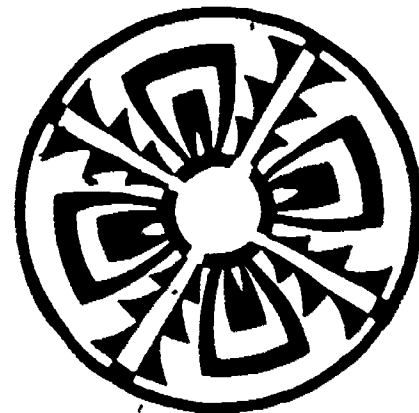
whim (hwīm): *an impulse, a wish or decision to do something based on the feeling of the moment*

thou (thou): *you*

dost (dōst): *do*

wilt (wilt): *will*

thine (thīn): *your*



III.E. Figurative language

- 1) The winter had been long and hard, but now the sun sent a little more heat with its increased rays. The sharp breeze that came in from the river lost some of its stinging bite. The north mountain faces were less cold, almost smiling. A new world with its tiny green buds was pushing its way into spring.

"Hear, all people, hear the good news! A Mohave is born this day."

Every dwelling sent forth people to learn of the great event.

"Falling Leaves presents a man-child this day to Long Lance."

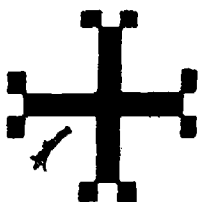
- 2) The people gathered about the dwelling of Long Lance to share in the presentation.

From the hands of Falling Leaves, Long Lance accepted his son. His strong fingers pressed firmly around the tiny chest, thrilling to the beating of the vigorous young heart. He held the boy facing the east and, addressing the Source of all Life, spoke his prayer:

Mighty Sun, giver of life,
As thou dost rise from the east,
Wilt thou pause in thine upward way
To look upon our home this day,
Giving him promise of a good and useful life.

To the north Long Lance turned, still holding the boy aloft.

North winds, source of all swiftness,
Wilt thou pause in the blowing
To breathe fleetness
Into the body of my son this day,
That he may go his way with light feet,
Reaching far places with thine own ease.



III.E. Figurative language

Turning to face the west, he continued:

High clouds of the west, givers of wisdom,
Favor my son this day
And throughout all his days,
That he may know
The way he should travel,
And walk straight in the paths
That lead to his greater self.

To the south he spoke:

Home of the storms, givers of strength,
Teach my son to bend
Before the wild force of the winds;
To pause, and gather his forces
For what lies ahead
When it is time to walk before thy fury,
To go on his way in calm certainty
When thy turbulence shall subside.

3) Thus, was the son of Long Lance welcomed into the life of the village,
and so was he prepared to begin his earth life. No name was he given. A
nickname would serve his first year, then he would be given a name to
use until he earned one for himself.

• His first ten years would be free of all restraint. He would roam the desert,
swim in the river, fish as the whims of youth might lead his group of
playmates — without chores to be done or a time schedule to be met.
Carefree as the animals that grew with them, the boys would learn to be
at home wherever they found themselves, to make do with what Nature
provided, to choose friends.

4) So the son of Long Lance grew straight as an arrow, swift as the wind.
He listened carefully when Long Lance told him the legends of their people,
stories of ghosts and battles, tales of Nature and of other tribes. Together
they sang the songs of the Mohaves; the songs of the bird, the bear, the
turtle, and the river; and the songs of war.

III.E. Figurative language

- 5) Then, one morning Long Lance led his son into the hills, carrying a single water gourd. His days of play were over; the time had come for his first lesson in obedience.

"My son, you will stay in these hills alone for the next three days. So long as your gourd supplies you, you may drink water, but for three days and three nights no food shall pass your lips. You will observe the animals and the growing things about you and think of the generosity of the Great Father who watches over all and gives to us what we must have to maintain life. When you return to your people, you will have chosen a name by which you will be known forever. Then, shall your training begin, that you may earn the right to wear that name proudly."

Then was the boy alone with Nature and her children.

- 6) He lay for a time watching a colony of ants moving through the grasses, and he wondered that such tiny beings should be so knowing as they went about their work. He swallowed a mouthful of his precious water and turned on his back to see a flock of birds flying in a pattern against the sky. He slept, and when he awoke the first sunset fires were coloring the west. One last bird crossed the brilliance like a lance thrown swiftly by a strong arm. He smiled, settled more comfortably against the ground, and waited for the night to come.
- 7) The second day was filled with many things. He was restless and eager to find the message the Great Father had written on the face of the earth for him to read. Every tree that rose above him, every leaf that brushed his cheek, every stirring thing whispered to him; but strain as he would, his ear could not catch their meanings. When he returned to his resting place, it was again the time of sunset.

He tipped the gourd, and as the last swallow of water trickled down his throat, he smiled. Again, that late bird made its swift and lancelike flight across the coral and gold of the sun's departure.

From *Tales From the Mohaves*, by Herman Grey, with a foreword by Alice Marriott. Copyright 1970 by the University of Oklahoma Press.

III.E. Figurative language

1. Using the definitions you studied above, give one example in the story of the use of formal language.

2. The names of Swift Lance's parents, *Falling Leaves* and *Long Lance*, are symbolic names. Tell why you think the mother was named *Falling Leaves* or the father was called *Long Lance*.



3. In section 1, the tale says that the wind had "lost some of its stinging bite." What is "*its stinging bite*" an example of?

a) simile b) personification c) formal language

4. In section 2, the father holds his child up to the "Source of all Life." What does the "*Source of all Life*" stand for? In other words, the father holds his boy up to the _____.

5. In the prayer in section 2, find at least three examples of personification. (Hint: this is usually expressed in the verbs.)

a) _____

b) _____

c) _____

6. The ~~last~~ sentence in section 4 is an example of what kind of figurative language?

a) simile b) repetition c) symbol

7. In section 3, "*Carefree as the animals that grew with them...*" is an example of what kind of figurative language?

a) repetition b) personification c) simile



III.E. Figurative language

8. At the end of section 5 is the phrase "*Nature and her children.*" Here Nature is being personified, as of course, nature is not really female and doesn't really have children. But in a figurative sense, Nature can be said to have her children. Who or what are some of these "*children*"? List several possibilities.

9. Find an example of a simile in section 6 and write it here.

10. List all the words or phrases in section 7 which you think are examples of personification.

11. In section 2, find the phrase "*clouds of the west, givers of wisdom.*" Say this out loud to yourself. What recurring sounds do you hear? This is an example of what kind of figurative language?

Now, in the same section, find another example of alliteration. Write it here.

12. The ceremony of Swift Lance being held up to the sun by his father, and shown to the four directions and prayed over, is itself a symbolic act. Explain the meaning of this in your own words.

UNIT III POST-TEST: COMPREHENSION

Read the selection that follows and answer the questions.

The prehistory of the Southwest is dominated by one main lasting culture — the Anasazi or “ancient ones.” This group of people lived in the first centuries B.C. At first, they were hunters and gatherers. Then, they developed a settled village life that depended on gardening. The first Anasazi lived in one-family pithouses (dwellings) often built at the mouth of caves or under rock overhangs. Much later, the Anasazi learned skills that helped them to build large stone and cement pueblos, some of which have lasted to this day.

From Ancient Ruins of the Southwest
David Grant Noble

1. Which sentence tells you the main idea? Write it here.

2. List three details about the Anasazi.

- a) _____
- b) _____
- c) _____

3. Which sentence restates the main idea? Write it here.

4. Why do you think the Anasazi chose to build their houses in caves or under cliffs?

Read this story about a war among the animals, and answer the questions that follow.

Early one morning a young lion was out taking a walk through the wilderness. He came upon a large plain and a big lagoon full of fresh, crystal water. After looking for a while, he went on his way. He stopped and dug in a little hill of dry trash, and out of it jumped a cricket. The lion wanted to crush him with his heavy hand, but the lively cricket jumped from one side to the other and sang, "Chik chik chik."

"Who are you?" asked the lion.

"I am the chief of a tribe braver than you or your tribe," answered the cricket. And he kept on singing.

The lion replied, "You want to make fun of me, but you are mistaken. I am the king of the forest, of all the big and brave animals. They are good soldiers, and strong."

"My soldiers are not very big in size, but they are very brave. They are braver than all the tigers, wolves, and lions," said the cricket.

"I am displeased," said the lion. "Today, I declare war on you."

The lion went into the forest and gathered together the big animals of the claw — lions, tigers, wolves, coyotes, and other cats.

The cricket gathered together his tiny friends: the bees, all of the insects that fly and sting, and also the scorpions and the ants. They hid among the stalks and the branches.

"Where are your soldiers?" asked the lion.

"Don't ask me any questions. Let us battle!" said the cricket.

"Come on boys!" shouted the lion. And all of the animals entered upon the plain.

The ants and the scorpions broke up out of the earth and began to bite the paws of the lion's soldiers. The bees and hornets came in like a cloud, and they began to bite the mouths, tails, and eyes of the enemy.

The cats found no way to defend themselves, and they howled in pain and

5

leapt high into the air. Desperately, the animals ran and threw themselves into the water.

"We give in!" cried the lion and his soldiers.

And very softly and quickly, they went to the forest, with no desire ever again to battle with the insects.

From Yaqui Myths and Legends
Ruth Warner Giddings

5. Who are the two main characters?

6. Describe both main characters:

a) _____

b) _____

7. In the beginning of the tale, why does the lion feel he is the king of the wilderness?

8. What is the main idea of this story?

- a) Lions and other cats don't like crickets and other insects.
- b) A hornet's sting can injure a lion.
- c) No enemy is too small, because everyone can defend himself.
- d) Insects fight better than lions and other cats.

Read this selection and answer the questions about cause and effect.

According to legend, a party of Navajos had taken refuge in Canyon de Chelly from Spanish horsemen who were following them. Navajo warriors with

only their bows and arrows had no taste for fighting the whites with guns, so they decided to flee after putting the women and children in a safe place. There was a cave in the wall of a branch canyon, now known as Canyon del Muerto (Canyon of the Dead), that could only be reached by climbing to the top of a rocky wall, then slithering down. Here, the men left their families; then they themselves disappeared.

The women crouched behind stones and watched the Spaniards ride through the canyon. Soon they would have passed, but one old woman who had been a captive of the whites could not control herself. Leaning out, she screeched in such Spanish as she knew, "There go the men without eyes!" She had thought she was safe. The Spaniards did not know how to reach the cave, nor could they even get high enough on the nearby rocks to shoot bullets into it. But the cave had a sloping roof. They climbed to where they could hit this slanting roof, pitting it with hundreds of bullet marks, which are there today. The bouncing bullets came down in a rain on the trapped women and children. Meantime, some of the Spaniards found how to climb up the cliff walls and get down to the cave. They walked among the wounded to club and bayonet them. On the reservation today, there is a skull which was found in the canyon, crushed by a rifle butt.

From *The Navajos*
Ruth M. Underhill

9. What caused the Spaniards to be aware of the Navajos' presence in the canyon?

10. What resulted when the rain of bullets came off the roof into the cave?

Read the following paragraphs and draw conclusions about what you read.

Pimas tell their children the rain is blind and always has to be led by the sandstorm.

11. The Pimas say the blind rain is led by a sandstorm because

- a) they like rain.
- b) a rain always follows a sandstorm.
- c) a sandstorm always follows the rain.
- d) you can't see in the rain.

Any object may be used as a fetish. A spirit dwells in the object, giving supernatural power to its owner. The most common Zuni fetishes are hunting fetishes which resemble animals.

12. Zunis believe that the power contained in animal fetishes

- a) assists the hunter who takes one with him.
- b) is good only for older people.
- c) fights with the hunter.
- d) is good for healing illnesses.

Prior to the eruption of the Sunset Crater volcano, the barren, dry Waupatki Basin was unlivable. The region showed no trace of human occupants. The eruption of Sunset Crater in 1064 distributed a fine blanket of moisture-holding cinder and ash over a large area of the Wapatki Basin. Soon, in this order, the Sinagua, Coconino, Anasazi, Hohokam, and Cibola Indians became farmers and inhabitants of this region.

From Ancient Ruins of the Southwest
David Grant Noble

13. What changes do you think occurred after the volcano erupted that made it possible for people to settle in this area?

Read this passage and distinguish between facts and opinions it offers.

1 Humans first entered Chaco Canyon nine to ten thousand years ago. 2 They were travelling, big-game hunters who left a record of their passing in the form of a few stone points several miles to the north. 3 They were the most successful hunters to occupy the area. 4 About 4,000 years later, other hunters and gatherers were using the canyon, finding shelter several miles west of Casa Chiquita in Atlatl Cave. 5 The cave is named for the atlatl. 6 It is the best spear-throwing device ever designed. 7 The next significant date relating to human occupation of the canyon is 950-910 B.C. 8 Again in Atlatl Cave, there is evidence of early Basketmaker occupation. 9 Other Basketmaker sites have been found at Chaco. 10 They span many centuries of occupation and lead up to the appearance, around 800 A.D., of small, one-storied masonry pueblos that marked the beginning of the great towns that made the canyon famous.

From *Ancient Ruins of the Southwest*
David Grant Noble

14. Is sentence #3 fact or opinion? _____
15. Is sentence #6 fact or opinion? _____
16. Is sentence #9 a fact or an opinion? _____

Read the following poems and answer the questions about figurative language.

A Baby

A baby is beautiful
When he is happy
Just like a saguaro fruit,
When it is ripe
And looks good.

From *When It Rains: Papago and Pima Poetry*
Ofelia Zepeda, Ed.

17. The underlined phrase is an example of:
- a) alliteration
 - b) simile
 - c) personification
 - d) symbol

Saguaro

What do you see in a saguaro cactus?
you see its fruits
you see its syrup
you see its candy
you see its wine
but most of all you see Papago tradition

From *When It Rains: Papago and Pima Poetry*
Ofelia Zepeda, Ed.

18. In this poem, the Saguaro is a literal fruit but also a symbol for _____.

We are Papagó

The sun has moved over a bit that way.
Here come the clouds.
They are so very white,
They are so very big,
As we sit here and wait for the rain.

Here come the clouds.
They are carrying the rain.
It is the Seed Blackening Month,
As we look up in the skies and wait for the rain.

Here come the clouds.
The rain smells good.
The breeze is refreshingly cool.
We feel happy as we wait for the rain.

Here come the clouds.
But the clouds have just gone by.
It is not going to rain.
The clouds have lied to us.
We are the Papago and we sit here and wait for the rain.

From *When It Rains: Papago and Pima Poetry*
Ofelia Zepeda, Ed.

19. Give an example of repetition from the poem.

20. Give an example of personification from the poem.

UNIT IV

IV. STUDY SKILLS

C. *Map and graph reading*

In this exercise, you will read a graph showing Arizona's Indian population figures for ten counties. These figures are for the years 1978 and 1983. You will notice certain changes in the statistics that have taken place during these five years. Remember, when you read any kind of graph, you are reading a statement about the direction something is moving toward, expressed usually in numbers. You must interpret a graph to get the meaning of it as a whole.

ARIZONA'S INDIAN POPULATION

COUNTY	1978		1983	
	TOTAL INDIAN POPULATION	OFF RESERVATION INDIANS	TOTAL INDIAN POPULATION	OFF RESERVATION INDIANS
Apache	36,700	815	43,496	592
Cochise	200	200	549	549
Gila	6,000	115	5,638	408
Graham	2,100	485	2,897	382
Greenlee	100	100	258	258
Mohave	1,600	350	1,577	481
Navajo	38,500	2,920	35,786	3,653
Santa Cruz	100	100	61	61
Yavapai	1,100	495	1,050	793
Yuma	2,800	510	3,531	883
TOTAL	89,200	6,090	94,843	8,060

IV.C. Map and graph reading

1. In Graham County, were there fewer or more Indians in 1983 than in 1978?

2. In 1978, what percentage of the Indian population of Cochise County lived on a reservation?

3. In 1983, which county had the largest number of Indian residents?

 t _____

4. Was this also true in 1978? Explain.

5. How many more Indians were there in Yuma County in 1983 than in 1978?

6. What percentage of the Indian population of Greenlee County lived in an urban area in 1983?

7. Approximately what percentage of the total Indian population of 1978 lived in off-reservation areas?

8. Which counties in Arizona lost Indian residents between 1978 and 1983?

 f _____

9. Where do you think these people may have moved to?

10. Are there a greater number or a lesser number of Indians living off-reservation in 1983 than in 1978?

IV.C. Map and graph reading

11. Why do you think this is so? Give at least two reasons.

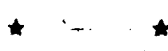







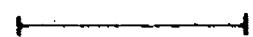

12. If this graph is an indication of a recent trend, what do you think will happen in another five years?

You have probably been exposed to map reading before. But, are you aware of how many things you can learn from a map? On the following page is a map of Arizona, with some of the principal cities and several of the main roads included. A key is at the bottom to help you read the map.

Every map has a key and a scale of miles, telling you how many miles are represented by one inch on the map. There is also a directional, with "N" for north, so you can figure out the other directions. On a real map, urban areas will usually be in one color; National and State Park Service areas in another color; reservations in still another color, etc.

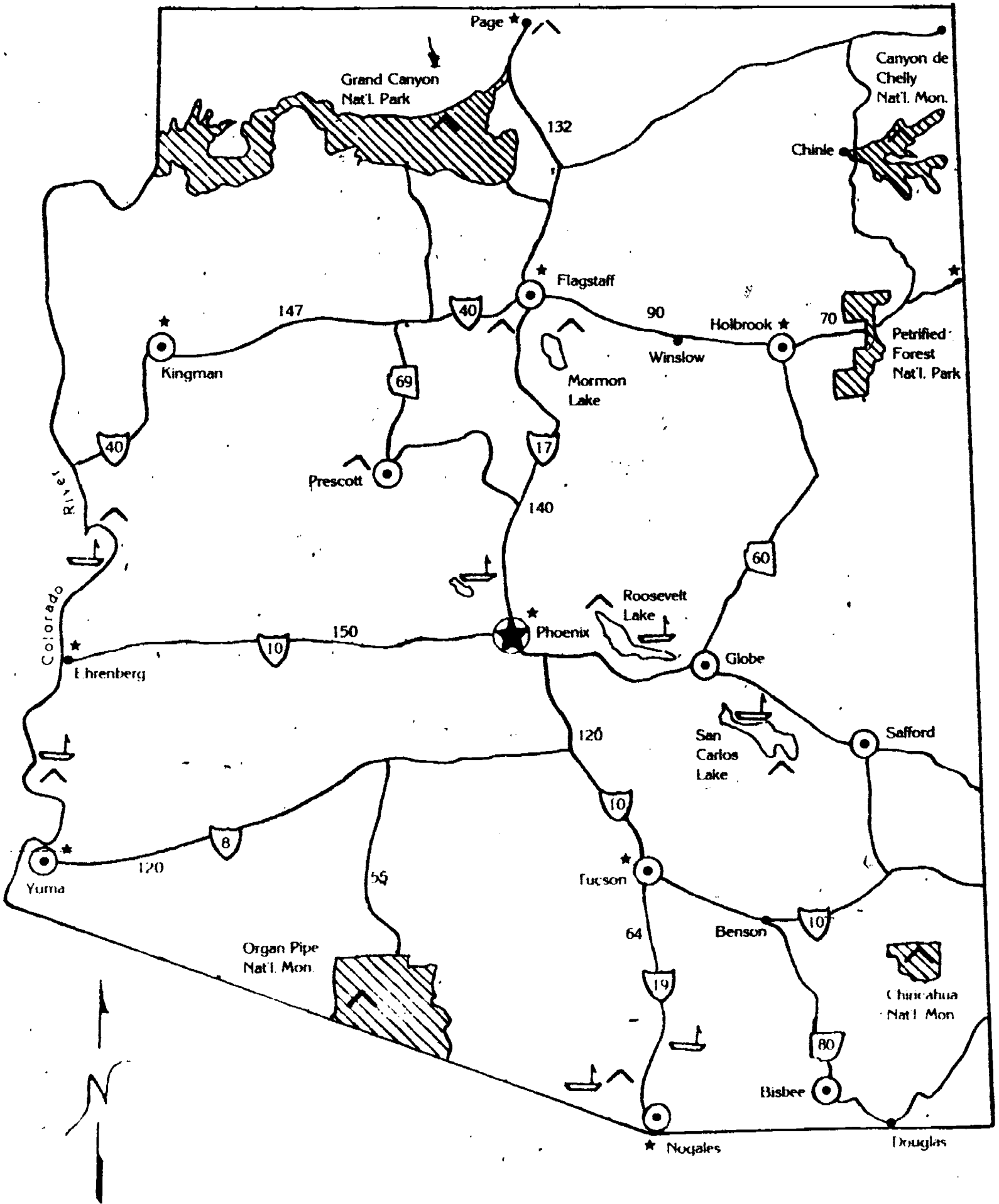
Study the map, key (also called a legend), and other information given you before you begin to answer the questions that follow.

KEY

- | | | | | |
|---|---|---|---|---------------------------|
|  | the number indicates the distance in miles between two points (★) |  |  | campsites |
|  | interstate highway sign |  | | boating area |
|  | state highway sign |  | | National park or Monument |
|  | county seat |  | | approximately 60 miles |
|  | state capitol | | | |

IV.C. Map and graph reading

Arizona



IV.C. Map and graph reading

1. How many miles is it from the eastern border of Arizona to Flagstaff, and what direction are you traveling in if you go that way?

2. Which two national parks are found in Arizona?

3. Which highway are you traveling on if you go the most direct route from Flagstaff to Phoenix, and how far is it?

4. How far is it from Kingman to Phoenix through Flagstaff, and how long will it take you to drive there, if you go 60 miles per hour?

5. What river is Yuma on? _____

6. What is the easiest way to get from Yuma to Bisbee? Name the roads.

7. Which national monument is found in the southeastern portion of the map?

8. How long would it take you to drive from Tucson to Ehrenberg, going through Phoenix and driving at 50 miles per hour?



IV.C. Map and graph reading

9. Name three places you can take a boat in the southern half of Arizona. Describe the place by telling what it is near (town, lake, etc.).

10. What is the capitol of Arizona, and where is it located within the state?

11. Check the towns below that are county seats.

<input type="checkbox"/> Nogales	<input type="checkbox"/> Douglas
<input type="checkbox"/> Ehrenberg	<input type="checkbox"/> Safford
<input type="checkbox"/> Yuma	<input type="checkbox"/> Holbrook
<input type="checkbox"/> Chinle	<input type="checkbox"/> Winslow

12. Name four places you can go camping.

13. How many miles is it from Page to Nogales? _____

14. What national monument is shown in southcentral Arizona?

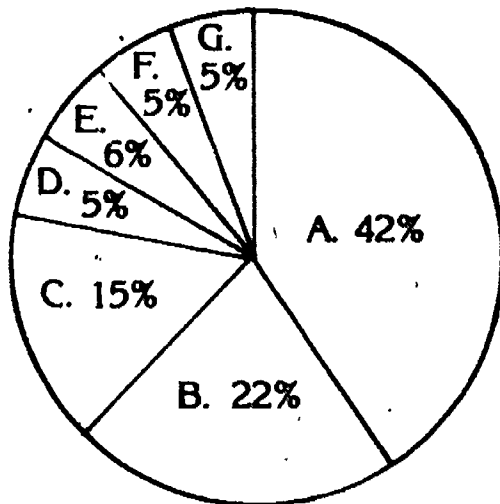
15. What is the northernmost city shown on the map? _____

16. You are making a week's trip from Prescott to Phoenix, then to Globe, to Holbrook, to Flagstaff, and finally back to Prescott. Tell which roads you would take to get from one place to the next.

IV.C. Map and graph reading

A circle graph is used to represent the parts of a whole. A circle is divided into various parts; each part represents a section of the whole circle. Sometimes, the parts of a circle are referred to as fractional parts such as $\frac{1}{2}$, $\frac{1}{4}$, etc.; other times the parts are given a percentage (%) value, such as 50%, 35%, etc. A whole circle is equal to 100%.

The graph below explains how the parts of a dollar are spent by an average family in one month.



A. Housing	42¢
B. Food	22¢
C. Car Expenses	15¢
D. Medical Expenses	5¢
E. Clothing	6¢
F. Entertainment	5¢
G. Miscellaneous	5¢

1. Out of every dollar, _____% is spent on the operation of a car.
2. The second major family expense is the cost of buying _____.
3. What percentage of the family dollar is spent on clothing? _____
4. How much money, expressed as a percentage, is allowed each month for entertainment?

5. How much money is spent each month for food and clothing?

6. If the family income for one week is \$100.00, how much (in dollars) is spent on housing?

IV.C. Map and graph reading

7. What percentage of the total could be saved if we did not have a car and did not have any entertainment for one month?

8. The most expensive item in the family budget is the cost of



IV.D. *Summarizing and skimming*

You have probably already learned how to summarize. Summarizing means to recount briefly a long story or conversation in a small number of words. You tell the main points and leave out unnecessary details.

For written summary, there is a general format you should follow. First, you write a topic sentence which restates the main idea of the whole passage. Then, give two or three examples mentioned in the passage, stated in your own words, which will illustrate for your reader the author's intention. Finally, end your brief paragraph with a statement which sums up the whole passage.

Read the following selection and answer the questions that follow.

- 1) Forty miles from the railroad, Zuni is a charming pueblo. Its outline, as it sits on a hill above the river, is probably little changed since it was settled in 1680. Its terraced houses rise against the sky in a terra-cotta pyramid, with ladders and housetop ovens rising above the abandoned mission. There are too many staring white windows for pure beauty, but even they do not spoil the color tone. The river bank is the same color as the stone and adobe houses; and, where it breaks down to the stream, it is fringed with silver-gray cedar fences. These sometimes support shelters for stock or green straw stacks. Puffs of gray-blue smoke always drift over Zuni. All these colors — terra-cotta and gray, green and smoke-blue — are repeated in Corn Mountain, whose buttes rise a thousand feet above the plain. Corn Mountain dominates the lives of the people, for there the Zunis lived for many years, and hidden in its rocks are sacred shrines which the priests visit during appropriate seasons.
- 2) The year at Zuni is divided according to the seasons. Just before the winter solstice, the whole village fasts for eight days. During this time, they do no trading, buying, or selling. No fires are made outside the houses, and all the ovens are cold. Then, two masked priests go to a shrine on Corn Mountain, where the Fire-God used to live, and here they strike "new" flame and bring it back to the village. Meanwhile, before dawn, every housewife has completely cleaned her fireplace of coals and ashes so that the fire for the new year may be fresh.

IV.D. Summarizing and skimming

- 3) Once every four or eight years there is a ceremonial cleaning of the ovens by a masked figure. He is painted black, and from his black cone-shaped mask a red plume flames. Attended by members of the two clown societies, he visits every home. He climbs into every oven, throws out imaginary garbage with yells and hoots, and leaves it clean of all evil. During this time, the clowns must eat everything given to them. The Zunis amuse themselves by offering things like fur, dirt, pieces of metal, and so on.
- 4) The winter ceremonies include an initiation of the boys once every four years and the dance of the sword-swallowers. There is almost constant dancing and hardly a week passes without a ceremony. Springtime brings an end to the dancing and planting begins. The Zunis then become too busy for anything else until the summer solstice opens the season of dancing for rain. There are other dances as well, but no dance may be held in summer unless it was given during the preceding winter. The summer dances end when the harvest begins, and once all the crops are in, the fall Shalako occurs.
- 5) As in other pueblos, sacred meal and prayer-sticks are used in Zuni ceremonies. They make kachina dolls, carved wooden birds, and animal-like stones of various sizes called fetishes. In ceremonies, perfect ears of corn are also used. They are completely covered with colorful, tapered maca-feathers.
- 6) A distinctive feature of Zuni dances are the masks. They are intricate, more varied and more developed than those of other American Indians. Other Pueblo Indians say that Zuni has the finest masks. Made of leather or sheepskin, they are made in all sizes and are painted with many symbols. The masks are always strange and inhuman in effect. The Zunis show an imagination that is greater than any other of the world's mask-makers. All the world has made masks, but those in Zuni are probably the most interesting of all.

From *Dancing Gods*
Edna Fergusson

IV.D. Summarizing and skimming

Following are six sentences, each of which expresses the main idea of the six paragraphs in the passage you just read. They are not in order. Put them in order according to how they appear in the text, numbering them from 1 to 6.

- _____ This paragraph describes the land and colors of Zuni Pueblo.
- _____ This paragraph tells when the main dances and ceremonies are given during the year.
- _____ This paragraph describes the various things Zunis must and must not do just before the winter solstice.
- _____ This paragraph describes the masks of Zuni dancers.
- _____ This paragraph describes the ceremonial cleansing of the ovens done by the clowns.
- _____ This paragraph tells how dolls, fetishes, corn, and other items are used in the dances.

Now, using a correct order of the above statements about each paragraph, write a summary of the whole passage. Your summary should not be more than 6-7 sentences. Each sentence should summarize in your own words the points made about Zuni. Each sentence should also logically follow the previous one.

.....

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.....

.....

IV.D. *Summarizing and skimming*

Skimming, as you may recall, is reading parts of a passage quickly to get the main idea and a few of the details. You do not read every word or even every sentence.

You should read the first sentence of every paragraph and the whole first paragraph of a passage that is several pages in length. You should usually read the last sentence in each paragraph, as well. In the body of the paragraph, it will be sufficient for you to read one or two sentences or phrases of sentences (or, in a long passage, several sentences).

In a very lengthy passage, you can skip the paragraphs that are of no particular interest to you and read only one out of every four or five paragraphs. Always read the last sentence in a short article, or, in the case of an article of several pages, read the last paragraph.

Skimming will help you get the main points of a selection when you do not need to read the whole thing, or it will help you quickly find the part of the selection that you need to read more closely.

Skim the following passage about the Papagos and answer the questions that follow. Try not to look back at the passage to answer the questions.

The Papagos did not really like to go to war. They were too busy cultivating their fields and hunting for food to care to go out fighting. But the Apaches who lived in the mountains near them often attacked their villages and carried off horses, women, and children. So the Papagos had to fight, and they did well at it. They had fairly good weapons. Most of the men carried bows, with something like a hundred stone-tipped arrows. A few, however, carried small leather shields and clubs made of hard wood. Some of these clubs looked exactly like the potato mashers to be seen in modern kitchens, and they were very good for cracking enemy heads. Men who used them had to get much closer to the enemy than the bowmen did so they had to be especially brave. But the bowmen, too, sometimes carried clubs so as to finish off the enemies they had wounded.

IV.D. Summarizing and skimming

In spite of the equipment, the Papagos felt success in war depended almost as much on magic as on bravery. Before they went out, they had a number of magical recitations made by the War Leader describing the triumph which they wished to have. They felt that if this were described in magic words, it would surely come about. When they camped in the hills on the night before they marched against the enemy, they sang almost all night. Their songs told how the enemy was conquered; how his shield fell to pieces and his club was useless.

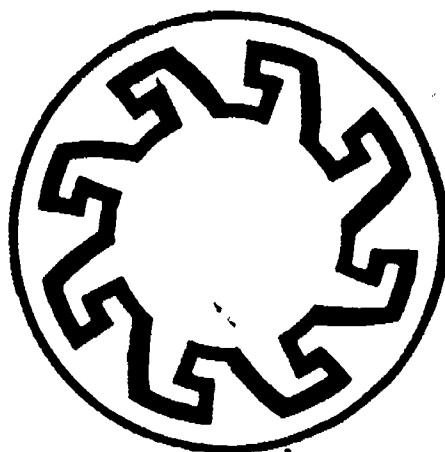
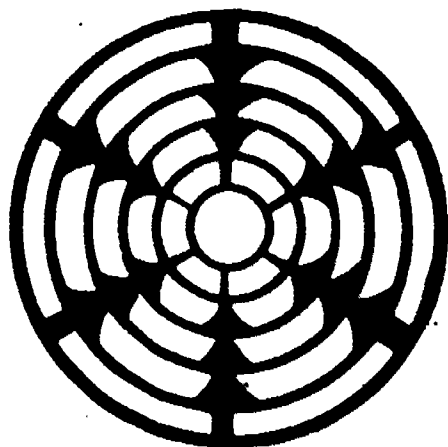
From *Papago and Pima Indians of Arizona*
Ruth Underhill

1. What is the topic of the passage? _____

2. Which two tribes does the paragraph talk about? _____

3. Which paragraph describes the weapons used by men in war?

4. If you want to read more closely about the beliefs in magic during war, which paragraph would you go back and read again?



IV.D. *Summarizing and skimming*

Now, skim one more selection about another aspect of Papago life. Do not read every sentence and, again, try not to look back in the text for answers.

A favorite game was something like Parcheesi on a large scale. A great square of stones was made on the ground with the corners marked out. Four men played; two started at one corner and two at the opposite one. Each had a pebble which he moved according to the throw of some dice. These were flat sticks painted on one side with different designs. They had names such as "old man" and "old woman." They were tapped on stone and thrown on the ground, and from the way they fell a man knew how he might move his pebble. The game was to get around the whole square and "home." Another game was to hide a wild bean on one of four piles of sand and guess where it was. A number of men played on each side, but one did the hiding for each side and one the guessing. Most of the village watched and bet on the result.

Women had a dice game played with four sticks — black on one side and white on the other. It counted two if they fell on white and four if they were all black, otherwise nothing. "We used to play all the afternoon when we were through with our work," said one older woman, "and then if we didn't like the result we would finish with a race."

There was one game which women and children both liked. It is popular with many American Indians who sometimes call it "diavolo." It is played with a number of rings, strung on a string with a stick fastened at the end of it. The game is to throw the rings up in the air and then catch as many as possible on the point of the stick. Indians made the rings of all sorts of material, but the Pima and Papago, who were farmers, made them of squash-rind. They cut out the center of a squash when it was soft and sliced the shell crosswise, forming a number of rings of different sizes. They pressed these under something until they were hard and flat as leather. All they had to do then was to provide the string and the stick, as any modern school children could do. They score in this game by moving beans or pebbles along the spiral decorations of a flat basket.

From *Papago and Pima Indians of Arizona*
Ruth Underhill

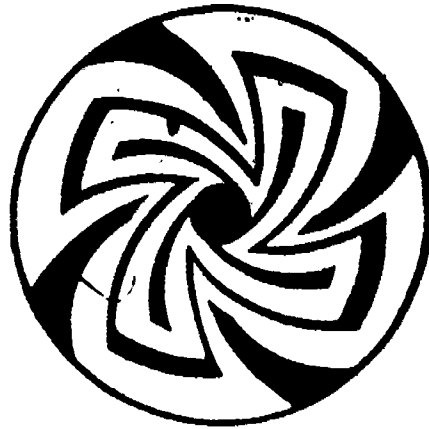
IV.D. Summarizing and skimming

1. What kind of game is being discussed for most of the first paragraph?

2. Who plays the games described in the first paragraph? _____

3. What kind of game is discussed in the second paragraph, and who plays it?

4. If you want to read more closely about a ring game played by women and children, which paragraph would you return to?



IV.E. *Parts of newspaper and reading want ads*

As you probably know, newspapers contain certain standard sections. Usually, these are: News; Business and Finance; Classified; Editorials; Sports; Entertainment and Leisure; Comics; and often one or two sections relating to local customs, style of living, or prominent individuals.

The NEWS section contains reports on current events, whether local, national, or international. These are often accompanied by photographs, especially in the more important articles. They are written to be informative, rather than analytical.

BUSINESS AND FINANCE: This section contains articles on the economy, both national and international, and lists the stock market reports and investment opportunities.

CLASSIFIED ADS contain various types of homes and merchandise for sale or rent with a large section on "Help Wanted" listings.

The EDITORIALS are columns written by the editor or daily columnists on various subjects of current interest and also include a "Letters to the Editor" section, permitting readers to voice their views.

The SPORTS section reports on sports events and contains features on famous players.

The ENTERTAINMENT/LEISURE section provides a listing of all the local events for the week, including movies, plays, lectures, sports, music, and organizational activities. Weather reports are often in this section.

The COMICS are a page or a whole section which features comic strips. Also included in this section may be advice columns, horoscope, or weather.

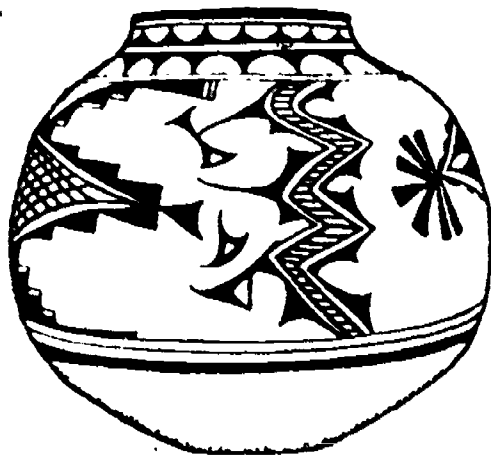


IV.E. *Parts of newspaper and reading want ads*

Using the list of newspaper sections on the previous page, fill in the blanks with the appropriate word(s) for the statements that follow.

1. If you are interested in the state of economy of the mines in Arizona, you should read the _____ section of the paper.
2. You would look in the _____ section of the paper to find a used refrigerator you want to buy.
3. You would find an article on the latest professional tennis match in the _____ section.
4. If you wanted to write a letter to the editor, you'd address it to the _____ section.
5. The _____ section will contain an article on the recent developments in Central America.
6. If you want to know where you can dance to rock music, check the _____ section of the newspaper.
7. Where would you look to check the weather for the upcoming weekend?

8. If you wanted to see an exhibit of Native American pottery being shown at a local museum, where would you find the needed information?



IV.E. *Parts of newspaper and reading want ads*

Let's look more closely at one of the sections described above: The Classifieds. This section is also known as the "Want Ads." The various headings under the classifieds will usually be as follows: *homes and real estate for sale; house and apartment rentals; autos for sale; miscellaneous merchandise; services and investments; and employment opportunities, known as "help wanted" ads.*

You should turn to the numbered headings in the classifieds under which you will find the item, job, or whatever it is you want.

Then, read down the page until you find a particular ad that interests you. Finally, you call or write the person or agency, depending on their instructions.

To assist you in reading ads, we have included a list of abbreviations from the Phoenix area which are commonly found in want ads. Refer to this list when answering the questions about the three kinds of ads that follow.

List of want ad abbreviations:

equip — equipment
A/C — air conditioning
f/t — full-time
p/t — part-time
ref's — references
ps — power steering
pb — power brakes
exp'd — experienced
min — minimum
maint — maintenance
mags — mag wheels
sr — sun roof
auto — automatic transmission
am — morning
pm — afternoon
p'd — paid
med — medical
ins — insurance
rm — room
ba — bath
b4 — before
br — bedroom

aft — after
own'r — owner
furn — furnished
frpl — fireplace
utils — utilities
motrs — motors
bkkpng — bookkeeping
tr'nee — trainee
req'd — required
pos — position
ofc — office
A/R — accounts receivable
A/P — accounts payable
wpm — words per minute
appt — appointment
hrs — hours
wkly — weekly
nec — necessary
xlnt — excellent
lndry — laundry
inc — included/including
mo — monthly

IV.E. Parts of newspaper and reading want ads

Use these Phoenix area ads to answer the following questions.

APARTMENT RENTALS

- a) 2 br, Indry, covered parking, storage, very nice, \$275/mo, no pets. 5th St. and Camelback. 234-7137.
- b) 1 br, 1 ba, duplex, 4516 N. 8th Ave. Pets ok. \$265/mo. inc. utils, 6 mo. lease req'd. See own'r in back.
- c) Accept pet. New 1 br. A/C, drapes, Indry, large storage shed. Water p'd only. \$260/mo. Call b4 9:00 pm. 896-4427.
- d) Adults only. 1 br, patio, carpeting, A/C, quiet, newly decorated. Ref's req'd. No pets allowed. \$325/mo. utils inc. 948-2346.
- e) Available now! 2 br, 1 ba, \$325/mo. near shopping. New. 32nd & Greenway. Small pet ok. Call 869-4412 aft 5.
- f) Clean, roomy 1 br, 14th St. & Indian School. A/C, Indry, small pets ok. \$285/mo. Call own'r at 267-9924.

1. Which apartments can you consider if you have less than \$300 per month to pay for rent?

2. Which apartments accept pets?

3. At which apartment may you not have children?

4. If you require a laundry in your apartment, which apartments may you consider?

5. Which apartments advertised have restrictions on the time during which you may call the owner or manager?

6. Which owner does not have a phone?

IV.E.. Parts of newspaper and reading want ads

7. If you need lots of storage space, which apartment will you probably call?

8. For which apartment do you need to furnish references? Is this the same apartment as the one for which you'll need to sign a lease?

Use these automobile ads to answer the questions on the next page.

DOMESTIC AUTOS FOR SALE

Chevrolet ... 410

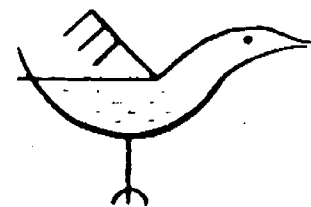
- a) '72 Monte Carlo, xInt condition. Mags, auto, A/C, \$1300. Call 967-0416.
- b) '72 Vega \$550, new paint, good tires, runs well, auto. 234-4689 b4 5 or 867-0012 aft 6.

Dodge ... 419

- c) '71 Dart, 6 cylinder, auto, new transmission, ps, pb, New tires, Nice everywhere. Call 278-0198 for \$1175.
- d) '77 Dodge Colt. 4 speed, AM/FM cassette, only 22,000 miles. \$2995. Best Buy Domestic Cars. 888-6489

Ford ... 421

- e) '71 Torino, A/C, 8 cylinder, auto, ps, pb, good body. \$575. 253-7788.
- f) '79 Ford Fiesta. A/C, AM/FM cassette. 36,000 miles. \$2695 or best offer. Call b4 5: 264-9900.



IV.E. Parts of newspaper and reading want ads

1. If you have less than \$2,000 to spend, which cars can you buy?

2. If you must have air conditioning, what are your choices?

3. If you want an AM/FM cassette in your car, which two ads will you answer?

4. If you only know how to drive an automatic transmission, what are your choices?

5. Which car is advertised by a dealer? _____

6. Which car do you think is a better buy: d) or f)? _____ Why?

7. Which cars have power steering and power brakes? _____

8. Which car is probably a better buy: c) or e)? _____ Why do you think so? Can you think of any reason why it may not be a better buy?

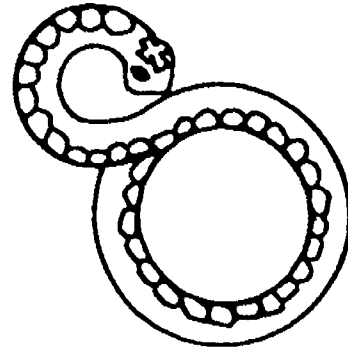


IV.E. Parts of newspaper and reading want ads

Use these Phoenix area ads to answer the questions on the next page.

Computer Personnel ... 718

- a) Computer Operator needed in Central Nevada. Must be familiar w/ IBM equip. Call (702) 764-8188.
- b) Growing firm needs ofc. person who can use Word Star & Super II software. A/R & A/P also a must. Call 898-4703, 8-11 only.

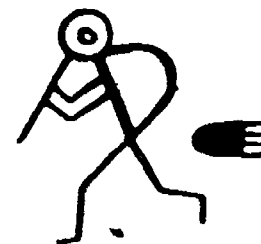


Medical ... 750

- c) Dental assistant needed p/t for large practice. X-ray certification. XInt benefits. Call 992-7639 b4 3:00.
- d) Exp'd f/t receptionist needed for dental practice in Las Vegas. Must be exp'd in front ofc. and do light bkkpng. Call (702) 664-8138 or send resume to 1346 N. 3rd Ave.

Trades and Crafts ... 788

- e) Immediate need for exp'd f/t, long-term dry wall hangers. XInt pay & med. p'd. Call Sam at 967-3248.
- f) Journeyman sheet metal workers and refrigeration pipers. Exp. needed, 2-3 years. Certification, ref's req'd. Apply at Kool-It Konditioners, 8872 Grand Ave. Good benefits.



IV.E. Parts of newspaper and reading want ads

1. If you're a computer operator and you're not willing to move out of the Phoenix area, which job will you apply for?

2. For which two jobs do you need a certificate? How do you know this?

3. List all the requirements for job (b). Spell them out.

4. Which jobs offer benefits, and what kind are they, if specified?

5. For which job must you apply in person?

6. For which job do you need a specific number of years of experience?

7. Can you call all the jobs listed at any time during the day? If not, in which cases is this true?

8. Pick two of the six jobs listed above and tell what you think the job duties of each position would be, according to the title of the position and other information given.

IV.F. Test-taking skills

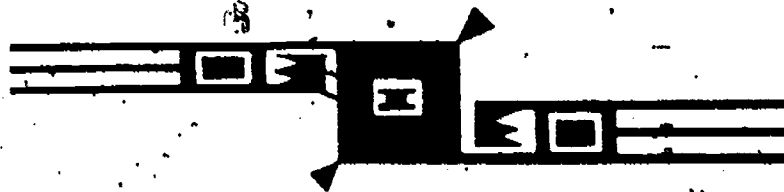
In addition to fully preparing for a test by studying all the assigned material, you should take note of the following test-taking skills, which will help you learn how to take tests and to avoid test-taking "jitters."

1. Most important, do not panic! Even though you may be nervous, try to do your best. Everyone else is nervous too.
2. Remember that lapses of memory are normal. If you "block" or "go blank" on a certain question, go on and come back to it later if you can.
3. Don't expect to answer every item correctly. Some tests are built so that the average student will not answer all items correctly.
4. Plan your time wisely. If you have a limit of 20 minutes on a 40-item test, check that you are on or beyond question 21 after 10 minutes. But don't be a constant clock-watcher. Constant clock-watching uses up time and causes anxiety.
5. Read each question and all directions carefully! Be sure you know exactly what you are being asked to do. If you don't, ask the teacher.
6. On a multiple-choice test, look at all choices before you answer. In many cases the "correct" answer is not absolutely correct; it may be the best choice among the answers you've been given. Also, be sure to compare all the choices before picking the one you believe is the best answer.
7. Remember that on reading comprehension tests, you are usually not expected to understand every word or recall every detail; rather, you are expected to draw conclusions and make judgments about what you read. In other words, always try to get the main idea from what you read.
8. Although it may seem obvious, get a good night's rest the night before the test. Plan your studying enough in advance so that the material you've studied has had time to "settle" in your mind.

IV.F. Test-taking skills

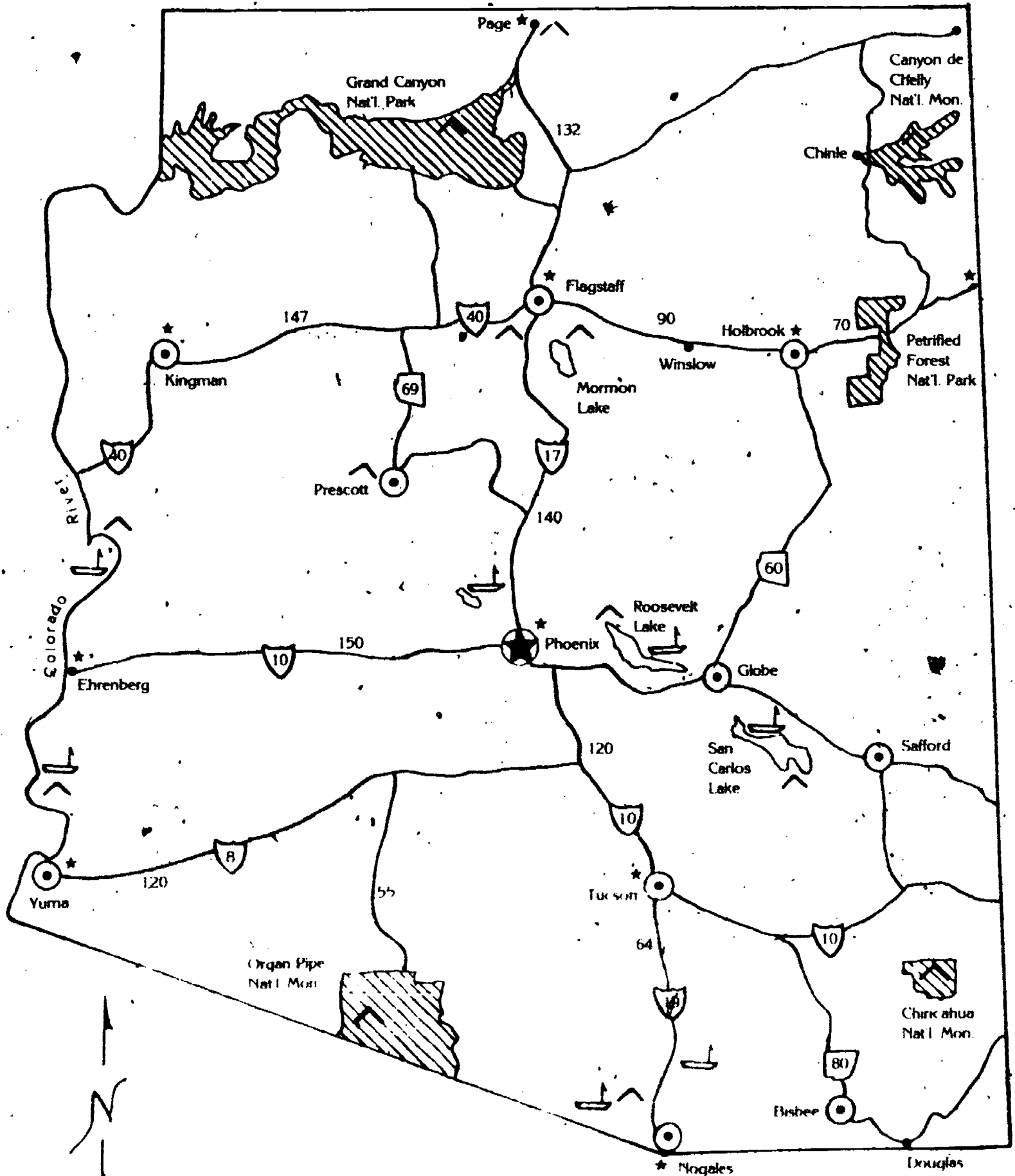
For each of the following statements, put a T on the blank if the statement is True; put an F on the blank if the statement is False.

1. On an hour-long test, you should glance at the clock approximately every five minutes to be sure you are on schedule.
2. You should be able to answer 100% of the items correctly on all tests.
3. Lapses of memory are normal. Just go on to another item and come back to the question later, if time permits.
4. Don't waste time reading directions. Go right to the test items.
5. On a multiple-choice test, look at all choices before you answer.
6. Most reading tests require that you understand the meaning of every word.
7. Plan to stay up most of the night studying the night before a test, so the material will be "fresh" in your mind.
8. If a question asks you to select the best answer, be sure to compare all possible answers before deciding.



UNIT IV POST-TEST: STUDY SKILLS

Arizona



Use the map on the preceding page to answer the following questions.

1. If you need to travel from Phoenix to Prescott to Flagstaff, and back to Phoenix, what highways will you take?

2. If you drive 50 miles an hour, how long will it take you to drive from Yuma to Organ Pipe National Monument?

Use the graph below to answer the questions about Arizona's population.

ARIZONA POPULATION BY RACE — JULY 1, 1981

County	White	Indian	Black	Oriental	Other	Total	Spanish Heritage
Apache	11,965	39,259	272	65	839	52,400	1,994
Chochise	75,840	513	3,337	1,483	7,527	88,700	23,630
Coconino	52,511	22,304	1,359	359	3,467	80,000	7,801
Gila	30,569	5,156	89	91	1,695	37,600	7,831
Graham	17,262	2,772	478	60	2,528	23,100	5,513
Greenlee	9,926	249	19	30	1,876	12,100	5,777
Maricopa	1,342,065	23,509	49,386	13,466	120,574	1,549,000	204,271
Mohave	54,180	1,488	100	219	613	56,600	2,176
Navajo	33,298	32,875	610	205	2,212	69,200	4,643
Pima	458,352	15,449	15,645	5,093	55,461	550,000	115,308
Pinal	63,537	8,731	3,099	313	17,720	93,400	27,482
Santa Cruz	17,113	59	71	98	3,859	21,200	15,780
Yavapai	66,621	1,025	197	191	1,466	69,500	4,282
Yuma	70,222	3,270	2,439	979	14,290	91,200	26,819
TOTAL	2,303,461	156,659	77,101	22,652	234,127	2,794,000	453,307

3. Which counties have between twenty-one thousand and forty thousand Indians living in them?

4. What is the total number of Orientals and Blacks residing in Maricopa County?

Skim this passage and answer the questions that follow.

In summarizing the Basketmaker period as a whole, we may say that the culture was fully established in the early centuries of the Christian era. It may have been developing for quite some time. Later, it spread to include a larger area. This part of the Anasazi sequence ended, in most places, at the beginning of the eighth century.

The earliest people depended on both hunting and farming. Their only throwing weapon was the dart-thrower. Squash and corn were the only two crops produced. Houses had floors of adobe, wood-and-mud masonry walls with a log foundation, and cribbed roofs. These people made beautiful baskets and sandals, fine bags, and blankets of fur-covered cord. Fired pottery was not manufactured, but some unfired clay pots were produced.

In the second part of the period, the culture was more widespread and developed, and was changed in several ways. Many types of corn were grown, and beans were also produced. They lived in pithouses, and village life began. Baskets were still widely made. Sandals were made with great skill, but fewer bags were woven. Cord wrapped with feathers came to be used in the making of blankets. Fired pottery was made, and the bow and arrow came into use. This was a most important period, for it provided the base for the later cultures which, some centuries later, achieved a golden age as one of the high points of native development in North America.

From *Prehistoric Indians of the Southwest*
H. M. Wormington

5. What is this selection about?

6. Describe the two periods discussed.

Use these newspaper terms to complete the following statements. Not all terms will be used.

News
Sports
Comics
Editorials

Business & Finance
Classified Ads
Entertainment

7. You would be most apt to find a column criticizing a proposed tax increase in the _____ section.
8. To find out what the current price of grain is, look in the _____ section.
9. Articles written to inform readers about current events are found in the _____ section.

Match the abbreviation to the term.

- | | |
|-----------------|------------------------|
| 10. _____ ba | a. accounts receivable |
| 11. _____ AR | b. position |
| 12. _____ x'Int | c. bath |
| 13. _____ pos | d. excellent |

Read the want ads below and answer the questions that follow.

P/t cleaning person, must be bonded & have own transportation. Ref's req'd. 866-1061

P/t butcher's helper. Exp req'd. 277-7533

F/t waitress, exp'd. Apply in person. 18/over. 645-3912

P/t bkkpr trn'ee, Wkends only. Will train. 955-8487

14. If you are terrible at math, which position should you avoid?

15. If you do not have a car, which position should you not apply for?

16. Which positions require experience?

Mark each of the following statements about test-taking hints T for true, F for false.

- | | T | F |
|---|-----|-----|
| 17. If you "go blank" or "block" on a certain question, stop and think about it. | () | () |
| 18. On a twenty-minute test, watch the clock every three or four minutes. | () | () |
| 19. On a multiple-choice test, answer items in a "A, B, A, C" pattern. | () | () |
| 20. On a multiple-choice test, read and compare all answers before you make a choice. | () | () |

GLOSSARY

- abbreviation** a shortened form of a word used to represent (stand for) the complete form of that word
EX: AZ is an abbreviation for Arizona
- antonym** a word having a meaning opposite to the meaning of another word
EX: light and dark are antonyms of each other
- cause** reason; something that makes something else happen; that which produces an effect or result; to make happen
- conclusion** the end of something, the result of an act or process; a judgment or decision
- context clues** clues to help you specify the meaning of a particular word or phrase within the sentence, gained from the other words or phrases in the sentence
- effect** result; something brought about by a cause
- fact** something known with certainty; something that can be/has been proven to be correct or true
- figurative language** language which is not literal; language which conveys a meaning other than what the words actually state; figurative language is used to make language vivid, often by comparing unlike things
- formal language** highly structured language used in serious speeches, law books, poetry, the Bible; the order of words in a sentence is usually rearranged
EX: No name was he given.
- homonym** one of two or more words having the same sound and sometimes the same spelling, but with different meanings
EX: die — dye

literal language	language that means exactly what the speaker's words state; no hidden meaning
main idea	the single, most important thought or idea being expressed or discussed; in a paragraph, the topic sentence expresses the main idea
opinion	a person's feeling or belief about something, something that has not been proven as fact
paragraph	a unit of written expression that expresses some single, complete, general point or idea; it contains a topic sentence, several (4-6) specific, supporting sentences, and a concluding sentence
personification	a figure of speech in which the characteristics of a human (speaking, crying, laughing, etc.) are attributed to an animal or an object--
prefix	a word part that comes before the root word; this word part has its own meaning which helps to modify the word to which it is attached EX: view — preview
simile	a comparison between things that are unlike, expressed through the use of like or as EX: He ran like a deer. His voice sounded as rough as gravel.
skim (skimming)	to quickly read parts of a long passage to get the main points without paying attention to every word
suffix	a word part which is attached at the end of a root word to alter or change its meaning EX: wait — waitress
summarize	to make a summary of; to state again, briefly; to "boil down" or condense a lengthy passage to a very short one
supporting sentence	a sentence which provides details that support or "back up" the main idea expressed in the topic sentence
synonym	a word which means nearly the same as another word

symbol something which stands for (represents) something else
EX: white is a symbol for purity
black is a symbol for evil or, sometimes, death

topic sentence the first sentence in a paragraph (usually); it states the main idea of the paragraph

verbal spoken