

**Part I. *Opening Doors* Textbook & Online Homework**

- Read **p. 268-277** about identifying the topic & stated main idea (**this material will be on the quiz next week**).

- Read “Violence in Television and Video Games,” on **p. 299-303**, **highlighting the reading as you go**. Before you read, do the “**Prepare Yourself to Read**” questions on **p. 299**. Write your answers here:

**1. What do you know about the effect of media violence on people who are exposed to it constantly?**

**2. Preview the selection & tell what point you think the author is going to make about media violence.**

- As you read, write the topic and then formulate the implied main idea of the indicated paragraphs below.

**1. p. 301 topic in ¶ 3:**

**Formulate the implied main idea:**

**2. p. 302 topic in ¶ 7**

**Formulate the implied main idea**

**3. p. 303 topic in ¶ 9**

**Formulate the implied main idea**

**Reading Selection Quiz:** Answer the **Comprehension & Vocabulary in Context** questions on **p. 305-309** below.

- \_\_\_\_\_ 1.
- \_\_\_\_\_ 2.
- \_\_\_\_\_ 3.
- \_\_\_\_\_ 4.
- \_\_\_\_\_ 5.
- \_\_\_\_\_ 6.
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- \_\_\_\_\_ 17.
- \_\_\_\_\_ 18.
- \_\_\_\_\_ 19.
- \_\_\_\_\_ 20.

**Respond in Writing to Questions 2, 3, 4, and 5 on p. 311-312.** Please number your responses below.

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**Respond in Writing:** Answer Question **6** on **p. 312.**

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Read "Demography, the Study of Population," on **p. 316-320**, **highlighting the reading as you go**. Before you read, do the "Prepare Yourself to Read" questions on **p. 315**. Write your answers here:

**1. What do you already know about demography?**

**2. Preview the selection and tell what you think it's going to be about:**

As you read, write the **topic** and then **formulate** the **implied main idea** of the indicated paragraphs below.

**1. On p. 317 find the topic in ¶ 4:**

**Formulate the implied main idea:**

2. On p. 320 find the topic in ¶ 5

Formulate the implied main idea

3. On p. 320 find the topic in ¶ 6

Formulate the implied main idea

**Online Learning Center (OLC)** at [http://highered.mcgraw-hill.com/sites/0073407135/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/0073407135/student_view0/index.html) or from our class web site at <http://www.marthabianco.com/RD115>. Instead of answering the comprehension questions for the 3rd reading in the chapter, go to the **OLC** and select **Chapter 5**.

Do the “**Demography**” and the **Chapter Review quizzes** online. When you’re finished, submit your answers and e-mail them to **yourself** (not to me!). **Print out** the 1<sup>st</sup> **page only** of each e-mail and **staple** them to your homework packet to **turn in**.

**Respond in Writing:**

1. Answer Question **2** on **p. 327** and explain your answer.
2. Answer Question **3** on **p. 327** and explain your answer.
3. Name two advantages and two disadvantages with having so many more people in the world today.
4. Use the information in the table in the reading to complete this summary chart of population change per minute in 1997:

WORLD POPULATION CLOCK, 1997, PER MINUTE				
	World	Developed Countries	Developing Countries	Developing Countries (excluding China)
Births				
Deaths				
Natural increase				
Infant deaths				

5. Answer Question **7** on **p. 329**:
6. Answer Question **8** on **p. 329**:

QUIZ  
ALERT!

## Part II. Vocabulary Connections

1. Read all of **Chapter 5** in *Vocabulary Connections: Word Parts* and do all of the exercises. The answers are in the back of the book.
2. **For the quiz next week**, be prepared to define the following word parts and to answer questions about words that use them.
3. Write the definition of each word part below and use it in a sample word.

WORD PART	MEANING	SAMPLE WORD	WORD PART	MEANING	SAMPLE WORD
anima			loc		
cap, cep			naut		
cura			phil		
duc			scope		
fug			tox		

## Part III. *The Absolutely True Diary of a Part-Time Indian*

QUIZ  
ALERT!

Read **p. 82-100** from the book & answer the following questions, which **you will need to know for the quiz next week**:

4. Identify whether the following are **metaphors, similes, hyperboles**, or **personifications**. Tell why; also, explain what each sentence means.
  - a. I became less than less than less than an Indian (p. 81).
  - b. Oh, there were a couple of girls and one boy who were little Einsteins (p. 84).
  - c. I stood there and waited for the rocks to replace my bones and blood (p. 87).
  - d. Indian families stick together like Gorilla Glue, the strongest adhesive in the world (p. 89).
  - e. The reservation had tried to suffocate her, had kept her trapped in a basement (p. 91).
  - f. “[PC computers] are sickly and fragile and vulnerable to viruses” (p. 92).
  - g. “I much prefer Mac [computers], don’t you?” he asked. “They’re so poetic” (p. 92).
  - h. God, this kid was an eighty-year-old literature professor trapped in the body of a fifteen-year-old farm boy (p. 93).
5. Consult the chart on p. 487 in *Opening Doors* about humorous, sarcastic, ironic, or satiric tone and try to determine which of the types of **tones** listed may apply to the following passages from the book:
  - a. “Okay, Arnold,” Dodge said. “Where did you learn this fact? On the reservation? **Yes, we all know there’s so much amazing science on the reservation**” (p. 85)
  - b. “Well, isn’t that interesting,” **the fake science teacher said**. “Thank you for sharing that with us, Gordy” (p. 86)
  - c. I HATED THAT SIGH! I WANTED TO PUNCH THAT SIGH IN THE FACE!” (p. 92)

6. On p. 94, Junior says, “Gordy taught me how to study. Best of all, he taught me how to read.” Then for the rest of the chapter, Junior explains what and how Gordy taught him. Identify the things that Gordy told Junior. Which of these are the most meaningful *to you*?
7. Reading “Slouching Toward Thanksgiving” and looking at the cartoon on p. 88, explain what Junior means when he says, “Getting to school was always an adventure” (p. 87).
8. What upset Junior about the way Mr. Dodge responded to his explanation of what petrified wood is?
9. Junior tells Gordy, “Don’t get me wrong. I think weird is great. I mean, if you look at all the great people in history – Einstein, Michelangelo, Emily Dickinson – then you’re looking at a bunch of weird people” (p. 93). What does Junior mean by this, and do you agree?
10. Junior tells us that Gordy “made me realize that hard work – the act of finishing, of completing, of accomplishing a task – is joyous” (p. 98). Do you relate to this statement, and if so why?
11. Define the following words / phrases used in this section; feel free to look up the words in a dictionary:
- |                |                  |                       |
|----------------|------------------|-----------------------|
| a. articulate  | d. confrontation | g. redundancy         |
| b. pyrotechnic | e. tautology     | h. momentum           |
| c. nomadic     | f. dilated       | i. “cut to the chase” |
- WEB WORK:** For any of your web work, be sure to use capital letters and the underscore mark \_ exactly as shown in the URL listed. Remember, you also can click directly on these hot links if you access the on-line version of the assignment packets at <http://www.marthabianco.com/RD115/>.
1. Go to the “Quickfact” section of the U.S. Census Bureau online at <http://quickfacts.census.gov/>
  2. On the **map** that comes up, **click on Oregon**.
  3. **Compare the percentage** of the following races and ethnic groups in **Oregon** with the **entire US**: white, black, American Indian/Alaska Native; Asian; Hawaiian/Pacific Islander; persons of 2+ races; Hispanic/Latino.
  4. On the back of this page, write **a few paragraphs** about **what conclusions stand out to you** about Oregon’s racial and ethnic diversity. **Draw a graphic to illustrate**. Does Oregon seem like a very **heterogeneous** state?
- ✱ **EXTRA CREDIT OPPORTUNITY:** Do No. 1-4, above, for **two states in addition to Oregon** and write an essay comparing the extent and nature of the three states’ racial and ethnic diversity and heterogeneity. Type up and turn in one double-spaced page. Insert a graphic (a bar graph or line graph, for example) to illustrate your points. This is worth **up to 25 extra credit points**. It is **due next week**, with your homework packet.