



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

- NOTE:** Because Ch. 7 in *Opening Doors* is longer than you're used to and because there is a lot of material you need to learn, you have a little less homework than usual this week.
- Read **p. 394-422** about recognizing authors' writing patterns. To prepare for the quiz, be sure to:
  - do the **Stop and Annotate** exercises throughout the chapter
  - either fill out the **Review Cards** that are in the book, or make your own
  - remember that doing the **online chapter review quiz** helps you prepare for the in-class quiz, too

- Read "The Decision to Marry," on **p. 443-445**, **highlighting the reading as you go**. Before you read, do the "**Prepare Yourself to Read**" questions on **p. 441**. Write your answers here:

1. Read and think about the title. Why do you think most people decide to marry?

2. Preview the selection and tell what 3 aspects of the decision to marry this selection seems to be about.

- As you read, identify the main idea sentence and the writing pattern and the clues or signal words that help you identify the writing pattern.

1. p. 443 main idea sentence in ¶ 2:

Writing Pattern:

What clues or signal words do you see in this paragraph to help you identify the writing pattern?

2. p. 443 main idea sentence in ¶ 4:

Writing Pattern:

What clues or signal words do you see in this paragraph to help you identify the writing pattern?

3. p. 444 main idea sentence in ¶ 6:

Writing Pattern:

What clues or signal words do you see in this paragraph to help you identify the writing pattern?



- Read “Reactions to Impending Death” on p. 455-459, highlighting the reading as you go. Before you read, do the “Prepare Yourself to Read” questions on p. 455. Write your answers here:

1. What do you already know about dying people’s reactions to impending death?
2. Preview the article as directed on p. 455. Based on your preview, what does the selection seem to be about?

- As you read, identify the main idea sentence and the writing pattern and the clues or signal words that help you identify the writing pattern.

1. p. 456 main idea sentence in ¶ 1:

Writing Pattern:

What clues or signal words do you see in this paragraph to help you identify the writing pattern?

2. p. 458 main idea sentence in ¶ 6:

Writing Pattern:

What clues or signal words do you see in this paragraph to help you identify the writing pattern?

3. p. 458 main idea sentence in ¶ 7:

Writing Pattern:

What clues or signal words do you see in this paragraph to help you identify the writing pattern?

4. p. 458 main idea sentence in ¶ 8:

Writing Pattern:

What clues or signal words do you see in this paragraph to help you identify the writing pattern?

**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 7**.

Do the “**Reactions to Impending**” 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**..

**Reading Skills Application, p. 464-465:** Remember: we usually won’t have covered the reading skills covered by these questions yet. *Good luck!*

Choose the best answer for each question

Explain the reason for your answer in a brief sentence

- \_\_\_\_\_ 21. \_\_\_\_\_
- \_\_\_\_\_ 22. \_\_\_\_\_
- \_\_\_\_\_ 23. \_\_\_\_\_
- \_\_\_\_\_ 24. \_\_\_\_\_
- \_\_\_\_\_ 25. \_\_\_\_\_

**Respond in Writing:**

1. Answer Question **3** on **p. 467**: How does a hospice differ from a hospital? In your answer, use words that **signal contrasts** (see p. 413 for these words).

2. In one sentence, state the overall main idea the author wants the reader to understand from this passage, using the topic *reactions to impending death*.

3. This question doesn’t have to do with the reading, but is meant to provide you with more practice identifying authors’ writing patterns. For each of the chapter headings from a college textbook below, circle the writing pattern(s) you would expect to follow.

**1. Storm Cycles**

classification      time sequence      definition      compare-contrast      cause-effect

**2. Management Styles**

classification      time sequence      definition      compare-contrast      cause-effect

**3. The Birth of the Blues**

classification      time sequence      definition      compare-contrast      cause-effect

**4. How to Create Your Own Web Page**

classification      time sequence      definition      compare-contrast      cause-effect

**5. Causes of Communication Anxiety**

classification      time sequence      definition      compare-contrast      cause-effect

**6. The Growth of Unionism in America, 1870 – 1910**

classification      time sequence      definition      compare-contrast      cause-effect

**7. Female vs. Feminine, There Is a Difference**

classification      time sequence      definition      compare-contrast      cause-effect

**8. The Meaning of Expansionism**

classification      time sequence      definition      compare-contrast      cause-effect

**9. Booker T. Washington and W. E. B. DuBois: Same Cause, Different Methods**

classification      time sequence      definition      compare-contrast      cause-effect

**10. Defining Leadership**

classification      time sequence      definition      compare-contrast      cause-effect

4. ✨ This optional extra credit question takes you back to p. 456-457 in *Opening Doors*. Elizabeth Kübler-Ross’s “five stages of grief” that characterize our emotional reaction to death are so well known that some psychologists believe they apply to our reaction to a many kinds of loss – from loss of a job to loss of an important relationship. They can even apply to smaller “disappointments” that make us feel a sense of loss, like being in a class and not seeming to be getting the grade that we might want. Think about some loss – major (such as the death of a loved one, finding out you have a terrible disease, loss of a job, loss of a relationship, etc.) or relatively minor (such as losing something valuable, losing your chance at an A, not getting into a class that you wanted, etc.) and describe what you experienced as you went through each of the five stages. Please type up your response on a one-page, double-spaced page. Staple it to the back of your hw packet. **This is worth 15 points.**

**Part II. Vocabulary Connections**

- Read all of **Chapter 7** in *Vocabulary Connections: Word Parts* and do all of the exercises. **For the quiz next week**, be prepared to define the following word parts and to answer questions about words that use them. In the table that follows, write the **definition** of each word part and use it in a **sample word**.



WORD PART	MEANING	SAMPLE WORD	WORD PART	MEANING	SAMPLE WORD
able, ible			ly		
ate			ness		
ism			or, er		
ist			tion, sion		
ize			tude		

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



- Read **p. 130-158** from the book.
- Define the following words / phrases used in this section; feel free to look up the words in a dictionary:
- a. “do a 360” vs “do a 180”  
*Note: go to Google and search for “do a 180 idiom”*
  - b. rabid (*not* rapid)
  - c. taunt
  - d. shaman

- To prepare for the short-answer essay questions on the quiz (always worth 5 points each), answer the following questions. Take your time in considering these questions. **Dig deeply.** Strive for answers that are **thorough, detailed, and specific.** Challenge yourself to consider two different sides of an issue. If you feel you need more room than what you have here, develop your answer on a separate paper and transfer just bulleted points to this answer sheet. **The main thing is to do what you need to do to be more prepared to write about any of these on the quiz.**
1. What does Gordy mean when he says, on p. 132, “Well, life is a constant struggle between being an individual and being a member of the community”? What examples of this comment can you think of?
  2. Junior’s sister writes to him on p. 133 and says, “But how can I get enough experience if they don’t give me a chance to get experience?” This is an example of a *paradox* or a “Catch 22” (look up *paradox* and *Catch 22* in Webster’s at <http://www.m-w.com>). Explain how that comment by Junior’s sister is a paradox or a Catch 22. What does her comment mean? Have you ever felt like that in some situation in your life? Describe.
  3. Describe how the rez basketball fans reacted to Junior when his team’s bus arrived for the game.
  4. What does this quote on p. 148 mean: “The quality of a man’s life is in direct proportion to his commitment to excellence, regardless of his chosen field of endeavor”? Do you agree? Why/why not?
  5. What do you think Junior means when he says on p. 153, “I’ve learned that white people . . . are good at hiding in plain sight”? Do you agree with this statement? Why/why not?
  6. What did you feel when you came to the end of the last chapter for this week, “Red versus White”?