

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

- Read **p. 473-491** about reading critically. 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 up your own.
  - Remember that doing the **online chapter review quiz** helps prepare you for the in-class quiz, too.

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- Read “Think Before You Speak: Public Speaking in a Multicultural World,” on **p. 499-505**, **highlighting the reading as you go**.
- Before you read, **briefly describe what steps you will take to prepare yourself to read this section**. You don’t have to follow what the book says on p. 497. Just describe what method(s) *you* will use for *this* reading *this* week.
  
- As you read, answer the critical reading questions about the indicated paragraphs below.

1. **What is the author’s purpose in ¶s 5-13, p. 502 (inform, persuade, entertain)?** Be specific. If you think the purpose is to inform, specify what the author is trying to inform the reader about. If the purpose is to persuade, specify what the author is trying to persuade the reader about.

2. **What is the author’s purpose in ¶s 15-23, p. 504 (inform, persuade, entertain)?** Be specific. If you think the purpose is to inform, specify what the author is trying to inform the reader about. If the purpose is to persuade, specify what the author is trying to persuade the reader about.

3. **What is the author’s purpose in ¶ 24, p. 504 (inform, persuade, entertain)?** Be specific. If you think the purpose is to inform, specify what the author is trying to inform the reader about. If the purpose is to persuade, specify what the author is trying to persuade the reader about.

4. **Who is the author’s intended audience for this selection?** Be specific. For example, don’t say just “Adults.” Provide more detail, such as: “Any adults who have a college education and are interested in current events.”

- 5. What is the author’s point of view throughout this selection?** This refers to the author’s *opinion, perspective, position, argument, or bias*. Does the author seem to have an *opinion* about something? Does the author think the readers *should or should not* do something?
- 6. What is the author’s tone throughout this selection?** Consult the table on pp. 486-487. Is the author’s tone neutral, serious, emotional, critical, humorous/sarcastic, supportive, or something else? The tone might be more than one of these. Once you select the major tone(s), try to identify words that describe the tone. For example, “intolerant” and “disapproving” are words that describe a critical, disapproving tone.

**Reading Selection Quiz:** Answer the **Reading Selection Quiz** questions on **p. 506-512** below.

- |          |           |           |           |           |
|----------|-----------|-----------|-----------|-----------|
| _____ 1. | _____ 6.  | _____ 11. | _____ 16. | _____ 21. |
| _____ 2. | _____ 7.  | _____ 12. | _____ 17. | _____ 22. |
| _____ 3. | _____ 8.  | _____ 13. | _____ 18. | _____ 23. |
| _____ 4. | _____ 9.  | _____ 14. | _____ 19. | _____ 24. |
| _____ 5. | _____ 10. | _____ 15. | _____ 20. | _____ 25. |

**What is the overall main idea of this selection? Be sure to answer this question in one sentence, using the topic words *public speaking in a multicultural world*.**

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Read “The Joy Luck Club” on **p. 532-533**, highlighting the reading as you go.

Before you read, **briefly describe what steps you will take to prepare yourself to read this section.** You don’t have to follow what the book says on p. 531. Just describe what method(s) *you* will use for *this* reading *this* week.

As you read, answer the critical reading questions about the indicated paragraphs below (see next page).

1. What is the author's *intended meaning* in ¶ 3, p. 532, when she describes the food as "fine" and then mentions it was "stringy" and "wormy"? Remember, "intended meaning" is what an author wants readers to understand even when his or her words seem to be saying something different. You need to consider the author's *tone* as well as *point of view* to answer the question: "What is the author's *real* meaning?"

2. What is the author's *purpose* in writing this selection (inform, persuade, entertain)? Be specific. If you think the purpose is to inform, specify what the author is trying to inform the reader about. If the purpose is to persuade, specify what the author is trying to persuade the reader about.

3. Who is the author's (*not the narrator's*) *intended audience* for this selection? Be specific. For example, don't say just "Adults." Provide more detail, such as: "Any adults who have a college education and are interested in current events."

4. In ¶ 9 on p. 533, how does the author describe her mother's *point of view* about finding happiness in life in the U.S.? This would refer to her mother's feelings, opinions, hopes, attitudes.

**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 8**.

Do the "Joy Luck Club" 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. 539:** Remember: we may not have covered these reading skills yet! *Good luck!*

Choose the best answer

Explain the reason for your answer in a brief sentence

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

- ❑ What is the overall main idea the author wants us to understand about her mother’s creating the Joy Luck Club? Answer this question in one sentence that includes the topic (*the Joy Luck Club*) and tells the single most important point about it.

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**Part II. Vocabulary Connections**

- ❑ Read all of **Chapter 8** 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 **at least four sample words**.

WORD PART	MEANING	SAMPLE WORD 1	SAMPLE WORD 2	SAMPLE WORD 3	SAMPLE WORD 4
bene					
spec					
dict					
mort					
gen					

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



Read **p. 159-178** from the book & answer the following questions, which **you will need to know for the quiz next week**:

1. Recount the story of Billionaire Ted that Junior tells. This story has a strong element of irony to it. What part(s) of the story make it ironic?

2. Junior relates the story of Medea, a character in one of the plays by the ancient Greek writer, Euripides, in which she says, “What greater grief than the loss of one’s native land?” From Junior’s perspective, what does this line have to do with recent events in his life?
  
3. What *tone(s)* dominate(s) Junior’s story on p. 173, and why?
  
4. Can you think of other groups who have lost their “native land” and suffered a great grief? What about African Americans, for instance, losing their native land of Africa when they were brought here as slaves? Any other groups you can think of? How has this loss affected the lives of these groups?
  
5. Junior relates the story about his friends at Reardan walking out of the classroom in protest (but leaving him behind) to being “like my friends had walked over the backs of baby seals in order to get to the beach where they could protest against the slaughter of baby seals” (p. 176). First, what kind of figure of speech is that quote (metaphor, simile, hyperbole, or personification)? Second, both are good examples of irony; explain why.

6. Junior makes five lists of things that make him feel joy. Make three lists of things that make you feel joy. Be sure to give each list a heading (like "My favorite books").

List 1: _____	List 2: _____	List 3: _____

7. To practice understanding some of the words that describe tone, circle the tone word that **best** describes each quote from the *Part-Time Indian* book (refer to pp. 486-487 from *Opening Doors* if desired).
- a. "No matter what else happened between my tribe and me, I would always love them for giving me peace on the day of my grandmother's funeral" (p. 160). **reserved**      **sentimental**      **cynical**      **positive**
- b. "He [Rowdy] would always be my best friend, no matter how much he hated me" (p. 161).  
**critical**      **apologetic**      **nostalgic**      **disbelieving**
- c. "But he was yet another white guy who showed up on the rez because he loved Indian people SOOOOOOOO much" (p. 162).  
**sarcastic**      **ironic**      **self-pitying**      **indignant**
- d. "Do you know how many white strangers show up on Indian reservations every year and start telling Indians how much they love them?" (p. 162)      **urgent**      **defiant**      **malicious**      **cynical**
- e. "Mansion, Ted, it's a mansion. Go ahead; you can say it: MANSION!" (p. 164)  
**authoritative**      **pessimistic**      **arrogant**      **contemptuous**
- f. "We all gasped. This was a huge shock. I wondered if we were all part of some crazy reality show . . ." (p. 164)  
**disbelieving**      **sarcastic**      **skeptical**      **pessimistic**
- g. "It was all booze and God, booze and God, booze and God" (p. 171).  
**indignant**      **neutral**      **irreverent**      **self-pitying**
- h. "Oh, class," [Mrs. Jeremy] said. "We have a special guest today. It's Arnold Spirit. I didn't realize you still went to this school, Mr. Spirit" (p. 175).  
**sarcastic**      **grim**      **authoritative**      **concerned**
- i. "I kept writing and rewriting, drawing and redrawing, and rethinking and revising and reediting. It became my grieving ceremony" (p. 178).  
**defiant**      **unemotional**      **bitter**      **solemn**