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Standards: RI.7.2, RI.7.6, RI.7.8, RI.7.9, RI.7.10
Independent Leveled Practice
Reading Selections

Welcome to the Common Core Coach, English Language Arts, Independent Leveled Practice Resource Book, First Edition. The purpose of this component is to provide students with the opportunity for independent reading practice. It allows students to apply the skills they have learned in a particular reading lesson to a short, topically related selection.

Each reading lesson in the Student Edition has a corresponding Independent Practice Reading Selection that is the third step of the research-proven, three-step “gradual release model.” The Independent Practice Reading Selection is available in three versions written at different reading levels to meet the needs of a wide range of students. Level 1 passages are written below grade level; Level 2 passages are written at grade level; Level 3 passages are written above grade level. The comprehension questions are the same for each leveled passage within a selection, so regardless of reading level, all students have the opportunity to apply higher-level critical thinking skills and strategies independently. (Exception: In the Reading Poetry lesson, three different poems, at three different reading levels, are provided to give students the opportunity to read poetry independently. In this case, the comprehension questions are specific to the poem.)

Assigning Independent Leveled Practice Reading Selections

Use your knowledge of each student’s reading level to determine which version of a passage to assign. Reproducibles for each level are provided in the pages that follow. The difficulty level of each passage is indicated by the shading of the three cubes in the margin.
**Answer Key and Standards Correlation Chart**

The following answer key shows both the correct answers for every question in the practice reading and the standards each question covers. Except where indicated, answer for the practice questions that are the same for each leveled reading are provided once.

<table>
<thead>
<tr>
<th>Number</th>
<th>Correct Answer</th>
<th>Common Core State Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Mystery of the Tides</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Answers will vary. Sample answer: The story takes place in March, 1722, in the sitting room of the London home of Isaac Newton, where he lives with his niece and her husband, the narrator.</td>
<td>RL.7.3</td>
</tr>
<tr>
<td>2</td>
<td>Answers will vary. Sample answer: Uncle Isaac’s enthusiasm for telling stories of his discoveries suggests that he is proud of those accomplishments.</td>
<td>RL.7.1</td>
</tr>
<tr>
<td>3</td>
<td>Answers will vary. Sample answer: The narrator is respectful of Uncle Isaac’s career and fascinated by his stories. He records Uncle Isaac’s stories for future generations.</td>
<td>RL.7.6</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td>RL.7.4</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td>RL.7.2</td>
</tr>
<tr>
<td><strong>From Awful Rail to Awesome Trail: A Community Proposal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Answers will vary. Sample answer: The author feels that the Mill Creek Railway is dangerous and unattractive but could be transformed into a beautiful, popular community park and pedestrian and bicycle path.</td>
<td>RI.7.2</td>
</tr>
<tr>
<td>2</td>
<td>Answers will vary. Sample answer: “Blight” and “neglect” have strong negative connotations and are used to describe the current conditions at the railway line; “spectacular” and “jewel” have strong positive connotations and are used to describe the proposed Railway Trail.</td>
<td>RI.7.4</td>
</tr>
<tr>
<td>3</td>
<td>Answers will vary. Sample answer: The author suggests that critics are pessimistic and that evidence from the nearby town of Madison suggests that the new park should be very popular.</td>
<td>RI.7.1</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>RI.7.5</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td>RI.7.8</td>
</tr>
<tr>
<td>Number</td>
<td>Correct Answer</td>
<td>Common Core State Standard</td>
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<td>--------</td>
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<tr>
<td></td>
<td><strong>Shadow and Stone: Europe’s Medieval Castles</strong></td>
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<tr>
<td>1</td>
<td>Answers will vary. Sample answer: <em>It is a fact that life in castles has changed greatly because many things are different today than they were in medieval times.</em></td>
<td>RH.6–8.8</td>
</tr>
<tr>
<td>2</td>
<td>Answers will vary. Sample answer: <em>For example, the final paragraph in the section about Edinburgh Castle follows chronological order as it describes how the castle changed hands over time.</em></td>
<td>RH.6–8.5</td>
</tr>
<tr>
<td>3</td>
<td>The article is a secondary source. It does not give information from the point of view of someone who actually lived in a medieval castle.</td>
<td>RH.6–8.9</td>
</tr>
<tr>
<td>4</td>
<td>B</td>
<td>RH.6–8.4</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td>RH.6–8.7</td>
</tr>
<tr>
<td></td>
<td><strong>The Torn Tapestry</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Answers will vary. Sample answer: <em>The audience learns that Lady Anne has always been friendly to Elizabeth in the past, but her behavior has changed recently. They also learn that the castle of Lady Anne’s uncle is under siege.</em></td>
<td>RL.7.5</td>
</tr>
<tr>
<td>2</td>
<td>Answers will vary. Sample answer: <em>Lady Anne’s dialogue reveals that she can be very bossy and abrupt with Elizabeth and Montague; her actions show that she is very nervous about something.</em></td>
<td>RL.7.6</td>
</tr>
<tr>
<td>3</td>
<td>Answers will vary. Sample answer: <em>The mood of the drama is tense and suspenseful. The mystery of Lady Anne’s unusual behavior must be solved.</em></td>
<td>RL.7.4</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>RL.7.4</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td>RL.7.4</td>
</tr>
<tr>
<td></td>
<td><strong>The Fool’s Song</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The poem is divided into three stanzas of 5, 5, and 6 lines. There is no regular rhyme scheme.</td>
<td>RL.7.5</td>
</tr>
<tr>
<td>2</td>
<td>Answers will vary. Sample answer: <em>The speaker’s tone is playful but also full of regret for past mistakes.</em></td>
<td>RL.7.4</td>
</tr>
<tr>
<td>Number</td>
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<tr>
<td>3</td>
<td>Answers will vary. Sample answer: <em>The bird represents truth and the cage represents ways in which people try to confine or limit truth, possibly to meet their own expectations.</em></td>
<td>RL.7.4</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>RL.7.4</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
<td>RL.7.4</td>
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</tbody>
</table>

### To Wish Myself Courage

<table>
<thead>
<tr>
<th>Number</th>
<th>Correct Answer</th>
<th>Common Core State Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The poem is divided into three stanzas of 4, 3, and 4 lines. There is no regular rhyme scheme, but internal rhymes are used within lines (e.g., long/song, old/cold)</td>
<td>RL.7.5</td>
</tr>
<tr>
<td>2</td>
<td>Answers will vary. Sample answer: <em>The youthful speaker creates a mood of joy, excitement, and anticipation.</em></td>
<td>RL.7.4</td>
</tr>
<tr>
<td>3</td>
<td>Answers will vary. Sample answer: <em>The speaker of the poem may be comparing singing with poetry. Since the title is “To Wish Myself Courage,” we can connect the speaker’s description of songs and singing with the poem the author is writing.</em></td>
<td>RL.7.4</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>RL.7.4</td>
</tr>
<tr>
<td>5</td>
<td>B</td>
<td>RL.7.4</td>
</tr>
</tbody>
</table>

### Blizzard

<table>
<thead>
<tr>
<th>Number</th>
<th>Correct Answer</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The 15-line poem has one stanza and no regular rhyme scheme.</td>
<td>RL.7.5</td>
</tr>
<tr>
<td>2</td>
<td>Examples of assonance include <em>hours/down</em> (line 3), <em>drifts/its</em> (line 4), <em>deeper/three</em> (line 6), <em>sun/clutter</em> (line 8).</td>
<td>RL.7.4</td>
</tr>
<tr>
<td>3</td>
<td>Answers will vary. Sample answer: <em>The speaker describes a man who has been walking in a blizzard turning back to look at his footprints. The image also suggests reflecting on the course of one’s entire life.</em></td>
<td>RL.7.4</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td>RL.7.4</td>
</tr>
<tr>
<td>5</td>
<td>B</td>
<td>RL.7.4</td>
</tr>
<tr>
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<td>Common Core State Standard</td>
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</tr>
<tr>
<td><strong>Global Warming, Local Warning</strong></td>
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<tr>
<td>1</td>
<td>Answers will vary. Sample answer: <em>It is a fact that burning gasoline produces carbon dioxide and other greenhouse gases; it is speculation that global warming will cause tropical diseases to spread.</em></td>
<td>RST.6–8.8</td>
</tr>
<tr>
<td>2</td>
<td><em>Arid</em> means “dry”; an arid area is one that is very dry, possibly too dry to provide enough water for the people who live there.</td>
<td>RST.6–8.4</td>
</tr>
<tr>
<td>3</td>
<td>Answers will vary. Sample answer: <em>Possible effects include overheating of land used for farming, increased flooding, spread of tropical diseases, and a decrease in fresh water available for drinking.</em></td>
<td>RST.6–8.5</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td>RST.6–8.7</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
<td>RST.6–8.5</td>
</tr>
<tr>
<td><strong>Changing the Laws for Teenage Driving</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Answers will vary. Sample answer: <em>The writer argues that there should be a national driving age of sixteen and that raising the driving age would be neither fair nor effective.</em></td>
<td>RI.7.2</td>
</tr>
<tr>
<td>2</td>
<td>Answers will vary. Sample answer: <em>The writer uses name-calling by implying that counter-arguments are “ridiculous,” “absurd,” “unfair,” and “unrealistic.” The writer makes generalizations about teen drivers and their ability to drive responsibly.</em></td>
<td>RI.7.8</td>
</tr>
<tr>
<td>3</td>
<td>Answers will vary. Sample answer: <em>The writer states that statistics can be misinterpreted, suggesting that they show that inexperienced, not young, drivers are responsible for many accidents.</em></td>
<td>RI.7.6</td>
</tr>
<tr>
<td>4</td>
<td>B</td>
<td>RI.7.9</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
<td>RI.7.6</td>
</tr>
</tbody>
</table>
Independent Leveled Practice
Reading Selections
Read the passage. Then answer the questions that follow.

**The Mystery of the Tides**

1. On an icy March day in 1722, Uncle Isaac drew his chair closer to the fire and said, “Did I ever tell you about the time I solved the mystery of the tides?”

2. I glanced at my wife, Catherine. Because she has been her uncle’s housekeeper since before our marriage, she had already heard many of his stories. He did not start telling them to me until I moved into their house in London.

3. “Why, no, Uncle Isaac,” Catherine smiled. “I don’t believe you have told John that story.”

4. I quietly picked up my journal and quill and settled back to take notes. Uncle Isaac has led such a remarkable life and uncovered so many of the universe’s mysteries that last year I decided to record his memoirs for future generations to read.

5. In his old age, Uncle Isaac is short and stout with pointed features, silver hair, and brown eyes. At times he becomes so focused on his ideas that he forgets what he is doing. One night he rose from the dinner table to get some bread in the kitchen and never returned. We found him hunched over the desk in his study, as deep in thought as a new student studying for his first university exam.

6. “It all began with the fishermen,” Uncle Isaac said. “For thousands of years they have been able to predict when the tide would be high or low. But no one knew what caused the ocean’s waters to rise or fall.”

7. “Now when are the tides high or low?” I asked, wanting to include every detail in my account.

8. “There are two high tides and two low tides every day. About six hours separate each low and high tide,” Uncle Isaac explained. “Tides are highest around the times of the full moon—when the moon is opposite the sun, and the new moon—when the moon is closest to the sun. They are lowest when the moon is in one of its two half-phases.”

9. Uncle Isaac’s mention of the moon made me suspect that it had something to do with tides. My suspicion was proven correct when he said, “Before my time, there was a German mathematician named Kepler who believed that a force holds all the planets in their orbits. He thought that this same force existed between Earth and the moon and that it was the moon’s pull on the oceans that caused tides.”
“And what about Kepler’s attractive force?” I said. “That sounds like your theory of gravity.”

“Yes, exactly!” Uncle Isaac cried triumphantly. “Building on Kepler’s ideas, I stated that all objects in the universe exert an attractive force on each other. And once I had proven the existence of gravity with mathematical calculations and experiments, I could explain tides in terms of the pull of the moon on Earth’s oceans.

Uncle Isaac continued. “There was an Italian astronomer and physicist named Galileo who disagreed with Kepler. He said that it wasn’t the moon that affected tides, but the speed of Earth’s rotation and its orbit around the sun that caused tides to be high or low.”

Uncle Isaac suddenly slapped the top of the oval table next to him, making me jump. “But what neither one of those men could explain,” he shouted, “was why there were two high tides a day!”

“You see, the water on the side of Earth facing the moon is more strongly pulled toward the moon than the water on the other side. Earth itself is pulled toward the moon and slightly away from the water on its far side. This produces two high tides, each twelve hours apart. As Earth turns, these high tides sweep across the oceans and coasts. Over the course of a month, as Earth and the moon come closer to each other, gravity becomes stronger. Tides become higher. As the two bodies move farther away, tides become smaller.”

“And what about the sun?” I asked hesitantly.

“Good question!” he answered. “The sun has a similar but weaker effect because of its great distance from Earth. So, that’s the story of how I solved the mystery of the tides.”

“Don’t forget,” Catherine reminded him. “You were so reluctant to publish your findings until you were absolutely sure they were correct that you might never have revealed your solution if Edmund Halley hadn’t begged you to share it.”

“And then,” I remarked, “the world might never have known the name ‘Isaac Newton!’”
Comprehension Check

1. Describe the setting of the story; include both the time and place where it occurs.

2. What is one detail in the story that supports the conclusion that Uncle Isaac is proud of his accomplishments?

3. Describe the narrator's point of view toward Uncle Isaac.

4. Why does the narrator compare Uncle Isaac to a “new student studying for his first university exam”?
   A. He thinks that Uncle Isaac looks much younger when he is deep in thought.
   B. He knows that Uncle Isaac still has many scientific discoveries to make.
   C. He wants to describe how Uncle Isaac looks when he is concentrating on a problem.
   D. He hopes to convince readers that studying is important for success.

5. Which of the following is the most accurate summary of the story?
   A. A scientist explains how logic and careful analysis helped him figure out the cause of tides.
   B. Uncle Isaac solves a problem that had been puzzling his nephew and niece.
   C. John, the narrator, records stories about the life and discoveries of his wife’s famous uncle.
   D. Tides are caused by the effect of the moon’s gravitational pull on Earth.
Read the passage. Then answer the questions that follow.

The Mystery of the Tides

On a frosty March day in 1722, Uncle Isaac drew his chair closer to the fire, looked for a moment at the burning coals, and then turned to us. “Did I ever tell you about the time I resolved the mystery of the tides?” he asked.

I exchanged glances with my wife, Catherine, who has been her uncle’s housekeeper since before our marriage. She had already heard many of his stories. I did not begin hearing the great man’s fascinating tales of science and inquiry until I moved into their house at 35 St. Martin’s Street in London.

“Why, no, Uncle Isaac,” Catherine smiled, “I don’t believe John has heard that story.”

I quietly picked up my journal and quill and settled back to take notes. Uncle Isaac has led such a remarkable life and uncovered so many of the universe’s mysteries that last year I decided to record his memoirs for future generations to read.

In his old age, Uncle Isaac is short and stout with pointed features, silver hair, and keen, brown eyes. At times he becomes so focused on his ideas that he forgets what he is doing. One night he rose from the dinner table to get some bread in the kitchen and never returned. We found him hours later hunched over the desk in his study, as deep in thought as a new student studying for his first university exam.

“I began unwinding the problem by considering the fishermen,” Uncle Isaac said. “For thousands of years, they have been able to predict when the tide would be high or low. And yet, despite this concrete practical knowledge, no one knew what caused the ocean’s waters to rise or fall.”

I asked the elderly scholar if he could clarify the nature of tides, for I wanted to include every detail in my account.

“There are two high tides and two low tides every day. About six hours separate each low and high tide,” Uncle Isaac explained. “Tides are highest around the times of the full moon—when the moon is opposite the sun, and the new moon—when the moon is closest to the sun. They are lowest when the moon is in one of its two half-phases.”

Uncle Isaac’s mention of the moon made me suspect that it had something to do with tides. My suspicion was proven correct when he said, “Before my time, there was a German mathematician named Kepler who believed that an attractive force holds all the planets in their orbits. He thought that this same force existed between Earth and the moon and that it was the moon’s pull on the oceans that caused tides.”
“However,” Uncle Isaac continued, “an Italian astronomer and physicist named Galileo disagreed with Kepler. He said that it wasn’t the moon that affected tides, but the speed of Earth’s rotation and its orbit around the sun that caused tides to be high or low.”

Uncle Isaac suddenly slapped the top of the oval table next to him, making me jump. “But what neither one of those men could explain,” he shouted, “was why there were two high tides a day!”

“And what about Kepler’s attractive force?” I said. “That sounds like it must have some connection with your theory of gravity.”

“Yes, exactly!” Uncle Isaac cried triumphantly. “Building on Kepler’s ideas, I stated that all objects in the universe exert an attractive force on each other. And once I had proven the existence of gravity with mathematical calculations and experiments, I could explain tides in terms of the pull of the moon on Earth’s oceans.

“You see, the water on the side of Earth facing the moon is more strongly pulled toward the moon than the water on the other side. Earth itself is pulled toward the moon and slightly away from the water on its far side. This produces two high tides, each twelve hours apart. As Earth turns, these high tides sweep across the oceans and coasts. Over the course of a month, as Earth and the moon come closer to each other, gravity becomes stronger and tides become higher. As the two bodies move farther away, tides become smaller.”

“And what about the sun?” I asked hesitantly.

“Good question!” he answered. “The sun has a similar but weaker effect because of its great distance from Earth. So, that’s the story of how I solved the mystery of the tides.”

“You should also point out,” Catherine reminded him, “how reluctant you were to publish your findings. You were so determined to wait until you were absolutely sure they were correct that you might never have revealed your solution if Edmund Halley hadn’t begged you to share it.”

“And then,” I remarked, “the world might never have known the name ‘Isaac Newton!’”
Comprehension Check

1. Describe the setting of the story; include both the time and place where it occurs.

2. What is one detail in the story that supports the conclusion that Uncle Isaac is proud of his accomplishments?

3. Describe the narrator’s point of view toward Uncle Isaac.

4. Why does the narrator compare Uncle Isaac to a “new student studying for his first university exam”?
   A. He thinks that Uncle Isaac looks much younger when he is deep in thought.
   B. He knows that Uncle Isaac still has many scientific discoveries to make.
   C. He wants to describe how Uncle Isaac looks when he is concentrating on a problem.
   D. He hopes to convince readers that studying is important for success.

5. Which of the following is the most accurate summary of the story?
   A. A scientist explains how logic and careful analysis helped him figure out the cause of tides.
   B. Uncle Isaac solves a problem that had been puzzling his nephew and niece.
   C. John, the narrator, records stories about the life and discoveries of his wife’s famous uncle.
   D. Tides are caused by the effect of the moon’s gravitational pull on Earth.
Read the passage. Then answer the questions that follow.

The Mystery of the Tides

1. One frosty March day in 1722, Uncle Isaac drew his chair closer to the fire, looked pensively for a moment at the burning coals, and then turned to us and asked, “Did I ever tell you about the time I resolved the mystery of the tides?”

2. I exchanged glances with my wife, Catherine, who has been her uncle's housekeeper since before our marriage, and so knew most of the great man's stories by heart. Of course, I did not begin hearing his fascinating tales of science and inquiry until I moved into their house at 35 St. Martin's Street in London.

3. “Why, no, Uncle Isaac,” Catherine smiled, “I don’t believe John has heard that story.”

4. I quietly picked up my journal and quill and settled back to take notes. Uncle Isaac has led such a remarkable life and uncovered so many of the universe's mysteries that last year I decided to record his memoirs for future generations to read.

5. In his old age, Uncle Isaac is short and stout with pointed features, silver hair, and keen, brown eyes. At times he becomes so focused on his ideas that he forgets what he is doing. One night he rose from the dinner table to get some bread in the kitchen and never returned. We found him leaning excitedly over the desk in his study, as deep in thought as a new student studying for his first university exam.

6. Uncle Isaac looked pleased to have an audience and began his story. “My investigation began when I started to think about the fishermen,” he explained, taking his time to make sure I was following. “For thousands of years they have been able to predict when the tide will be high or low. And yet, despite this practical knowledge, no one knew what caused the ocean’s waters to rise or fall.”

7. I asked the elderly scholar for clarification about the nature of tides, for I wanted to include every detail in my account.

8. “There are two high tides and two low tides every day. About six hours separate each low and high tide,” Uncle Isaac explained. “Tides are highest around the times of the full moon—when the moon is opposite the sun, and the new moon—when the moon is closest to the sun. They are lowest when the moon is in one of its two half-phases.”
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Uncle Isaac suddenly slapped the top of the oval table next to him, making me jump. “But what neither one of those men could explain,” he shouted, “was why there were two high tides a day!”

“And what about Kepler’s attractive force?” I said. “That sounds like your theory of gravity.”

“Yes, exactly!” Uncle Isaac cried triumphantly. “Building on Kepler’s ideas, I stated that all objects in the universe exert an attractive force on each other. And once I had proven the existence of gravity with mathematical calculations and experiments, I could explain tides in terms of the pull of the moon on Earth’s oceans.

“You see, the water on the side of Earth facing the moon is more strongly pulled toward the moon than the water on the other side. Earth itself is pulled toward the moon and slightly away from the water on its far side. This produces two high tides, each twelve hours apart. As Earth turns, these high tides sweep across the oceans and coasts. Over the course of a month, as Earth and the moon come closer to each other, gravity becomes stronger. Tides become higher. As the two bodies move farther away, tides become smaller.”

“But what about the sun?” I asked hesitantly. “Isn’t it a great deal larger than the moon?”

“Good question!” he answered. “The sun does have a similar effect, but it is much weaker because of its great distance from Earth, which more than compensates for its much greater mass. And that, my friend, is the story of how I solved the mystery of the tides.”

“You should also point out,” Catherine reminded him, “how reluctant you were to publish your findings. You were so determined to wait until you were absolutely sure they were correct that you might never have revealed your solution if Edmund Halley hadn’t implored you to share it.”

“And then,” I remarked, “the world might never have known the name ‘Isaac Newton!’”
**Comprehension Check**

1. Describe the setting of the story; include both the time and place where it occurs.

   ____________________________________________________________
   ____________________________________________________________

2. What is one detail in the story that supports the conclusion that Uncle Isaac is proud of his accomplishments?

   ____________________________________________________________
   ____________________________________________________________

3. Describe the narrator's point of view toward Uncle Isaac.

   ____________________________________________________________
   ____________________________________________________________

4. Why does the narrator compare Uncle Isaac to a “new student studying for his first university exam”?

   A. He thinks that Uncle Isaac looks much younger when he is deep in thought.
   B. He knows that Uncle Isaac still has many scientific discoveries to make.
   C. He wants to describe how Uncle Isaac looks when he is concentrating on a problem.
   D. He hopes to convince readers that studying is important for success.

5. Which of the following is the most accurate summary of the story?

   A. A scientist explains how logic and careful analysis helped him figure out the cause of tides.
   B. Uncle Isaac solves a problem that had been puzzling his nephew and niece.
   C. John, the narrator, records stories about the life and discoveries of his wife’s famous uncle.
   D. Tides are caused by the effect of the moon’s gravitational pull on Earth.
From Awful Rail to Awesome Trail: A Community Proposal

1 Good afternoon, Newsbrook residents, Mayor Wilson, and members of the town council.

2 People say, “you can’t make a silk purse out of a sow’s ear.” They mean that you can’t make something beautiful out of something ugly. Yet I believe that our town has a unique chance to do just that. If we work together, we can turn the abandoned Mill Creek Railway from an unsightly problem into an attractive community asset.

3 I’m sure that everyone here is aware of the problems with the Mill Creek Railway. The commercial railway closed twelve years ago. Since then, the line has become a victim of neglect. It is overgrown with weeds and buried under trash. The tracks are an ugly and dangerous blight. I spoke with Dr. Marcus Warren, who works in the emergency room at Morton Medical Center. He told me that last month he treated six people for injuries caused along or near the railway. Whenever someone comes into the clinic with an injured foot, Dr. Warren assumes that the patient has stepped on a rusty nail along the tracks. Unfortunately, his assumption is usually correct.

4 Even worse, the seven miles of railway have become a magnet for criminal activity. Police Commissioner Alison Juarez notes that arrests along the tracks have increased more than 45 percent in the last three years. That trend will surely continue unless we do something to stop it.

5 Local businesses have been greatly affected by the situation as well. Three restaurants and four stores located near the rails closed due to a drop in customers. Is it any surprise that people don’t want to come to such an unsafe area?

6 Many Newsbrook residents have given up on the Mill Creek Railway. They are content to let the area continue its slide into neglect. They don’t think there’s anything we can do. But I’m not that pessimistic. I would like to propose an exciting new community project. Sure, it will be challenging. But the results will be spectacular. We can bring the Mill Creek Railway back to life.
I call my proposal the Mill Creek Railway Trail. It will be a seven-mile bicycle and pedestrian trail. The plan will change a community mess into a community jewel. The new trail will include a walking path and a bicycle lane. Both of those features encourage healthy exercise. The trail will also include new plantings that highlight local trees and flowers. The path of the tracks is uniquely located in our town. It passes alongside several great views. Right now, these views are blocked by weeds and trash.

Some people believe that no one will ever return to the Mill Creek Railway region. They think it has become too dangerous to ever be popular again. But a quick trip to the nearby town of Madison suggests that’s not the case. Last year, Madison opened Eaton Green. The park was built in what had been an industrial wasteland. Critics of the Eaton Green project were sure that it would be unpopular because of its location in a bad part of town. But recent statistics prove those critics were wrong. Today, Eaton Green is the most popular park in Madison. I encourage everyone to visit that beautiful new park. You will see a fine example of how an urban area can be brought back to life.

Of course, creating the Mill Creek Railway Trail will not be cheap. But money spent will be an investment in the future of our town. We might follow the model of the town of Madison and combine both public and private funding. Don’t ask yourself, “Can we afford to build this park?” Ask instead, “Can we afford not to?” If the area remains untouched, there is a very real danger that the current conditions will spread.

The benefits of a new trail will be many. Close your eyes. Imagine the sorry state of the Mill Creek Railway as it exists today. It is seven straight miles of decay. Now, imagine a bright Sunday afternoon on the new Mill Creek Railway Trail. Bicyclists ride safely past beautiful local trees and bushes. Families walk along the trail and stop on the old stone bridge. They look out at the green fields of Mill Creek Valley. Across the street, a busy business zone offers visitors a wide variety of dining and shopping options.

Now open your eyes. Our finest visions can become reality if we all commit to working together to create them.
**Comprehension Check**

1. Summarize the author’s point of view about the Mill Creek Railway.

2. Give two examples of words that have strong positive or negative connotations, and tell why the author uses each word.

3. How does the author respond to arguments against the plan to build a bike and pedestrian trail?

4. Which of the following best describes the structure of the speech?
   - A. The speaker identifies the reasons why the Mill Creek Railway closed.
   - B. The speaker explains why proposed solutions to a community problem will not be effective.
   - C. The speaker outlines a variety of solutions in order from least to most desirable.
   - D. The speaker identifies a problem and then presents evidence to support one solution.

5. Why does the speaker mention Dr. Warren and Police Commissioner Juarez?
   - A. to show that they support the plan to build a new community park
   - B. to prove that the problem has reached the highest levels of government
   - C. to demonstrate that experts agree that the current situation is very dangerous
   - D. to persuade listeners that doctors and police officers understand community problems
Read the passage. Then answer the questions that follow.

**From Awful Rail to Awesome Trail:**
**A Community Proposal**

1. Good afternoon, Newsbrook residents, Mayor Wilson, and members of the town council.

2. We’ve all heard the saying that “you can’t make a silk purse out of a sow’s ear.” It means that you can’t create something beautiful out of something ugly. Yet I believe that our town has a unique chance to do just that. If we work together, we can change the abandoned Mill Creek Railway from an unsightly liability into an attractive community asset.

3. I’m sure that everyone here is aware of the problems with the Mill Creek Railway. Since the commercial railway closed twelve years ago, the line has become a riot of neglect. It is overgrown with weeds and buried under trash. The tracks are an ugly and dangerous blight. I spoke with Dr. Marcus Warren, who works in the emergency room at Morton Medical Center. He told me that just last month, he treated six people for injuries caused along or near the railway. Whenever he sees someone come into the clinic with an injured foot, he assumes that the patient has stepped on one of the many rusty nails along the tracks. Unfortunately, his assumption is usually correct.

4. Even worse, the seven miles of railway have become a magnet for criminal activity. Police Commissioner Alison Juarez notes that arrests along the tracks have increased by more than 45 percent in the last three years. That trend will surely continue unless we do something to stop it.

5. Local businesses have been greatly affected by the lack of safety in that area. Three restaurants and four stores located near the old rail station have closed due to a sharp drop in customers. Is it any surprise that people don’t want to come to such an unsafe area?

6. Many Newsbrook residents have given up on the Mill Creek Railway. They are content to let the area continue its slide into neglect. They don’t think there’s anything we can do. But I’m not that pessimistic. I would like to propose an exciting new community project. Sure, it will be challenging. But the results will be spectacular. We can bring the Mill Creek Railway back to life.
I call my proposal the Mill Creek Railway Trail. It will be a seven-mile bicycle and pedestrian trail that will change a community eyesore into a community jewel. The new trail will include a walking path and a bicycle lane. Both of those features encourage healthy exercise, which will help anyone who takes advantage of them. The trail will also include new plantings that highlight local trees and flowers. The railway is uniquely located in our town. It passes alongside several scenic views, yet is currently so overgrown that they can’t be seen.

Some people might worry that no one will ever want to return to the Mill Creek Railway region, since it has become so dangerous. But evidence from the nearby town of Madison suggests that’s not the case. Last year, Madison opened Eaton Green in what had been an industrial wasteland. Critics of the Eaton Green project were sure that it would be unpopular because of its location in an undesirable part of town. Yet attendance statistics at Eaton Green prove those critics were wrong. Today, Eaton Green is the most popular park in Madison. I encourage everyone to visit that beautiful new development. You will see how an urban area can be reclaimed and brought back to life.

Of course, creating the Mill Creek Railway Trail will not be cheap. But any money spent is an investment in our future. We might follow the model of the town of Madison and combine both public and private funds. Don’t ask, “Can we afford to build this park?” Ask instead, “Can we afford not to?” If the area remains untouched, there is a very real danger that the conditions will spread.

The benefits of a new trail will be many. Close your eyes. Imagine the sorry state of the Mill Creek Railway as it exists today—seven straight miles of decay. Now, imagine a bright Sunday afternoon on the new Mill Creek Railway Trail. Bicyclists ride safely past beautiful local trees and bushes. Families walk along the trail and stop on the old stone bridge. They look out at the green fields of Mill Creek Valley. Across the street, a busy business zone offers visitors a wide variety of dining and shopping options.

Now open your eyes. Our finest visions can become reality, if we all commit to working together to create them.
**Comprehension Check**

1. Summarize the author’s point of view about the Mill Creek Railway.

2. Give two examples of words that have strong positive or negative connotations, and tell why the author uses each word.

3. How does the author respond to arguments against the plan to build a bike and pedestrian trail?

4. Which of the following best describes the structure of the speech?
   - A. The speaker identifies the reasons why the Mill Creek Railway closed.
   - B. The speaker explains why proposed solutions to a community problem will not be effective.
   - C. The speaker outlines a variety of solutions in order from least to most desireable.
   - D. The speaker identifies a problem and then presents evidence to support one solution.

5. Why does the speaker mention Dr. Warren and Police Commissioner Juarez?
   - A. to show that they support the plan to build a new community park
   - B. to prove that the problem has reached the highest levels of government
   - C. to demonstrate that experts agree that the current situation is very dangerous
   - D. to persuade listeners that doctors and police officers understand community problems
From Awful Rail to Awesome Trail: A Community Proposal

Good afternoon, Newsbrook residents, Mayor Wilson, and members of the town council.

We've all heard the saying that “you can't make a silk purse out of a sow's ear.” This means that you can't create something elegant out of something coarse. Yet I believe that our town has a unique opportunity to do just that. If we work together, we can transform the abandoned Mill Creek Railway from a dreadful liability into an attractive community asset.

I'm sure that everyone here is aware of the problems with the Mill Creek Railway. Since the commercial railway closed twelve years ago, the line has become a riot of neglect. Overgrown with weeds and buried under trash, the tracks are an unsightly and dangerous blight. I spoke with Dr. Marcus Warren, who works in the emergency room at Morton Medical Center. He told me that just last month, he treated six people for injuries caused along or near the railway. Whenever he sees someone come into the clinic with an injured foot, he assumes that the patient has stepped on one of the many exposed, rusty nails along the tracks. Unfortunately, his assumption is more often than not proven correct.

Even worse, the seven-mile stretch of railway has become a magnet for criminal activity. Police Commissioner Alison Juarez notes that arrests along the tracks have increased by more than 45 percent in the last three years. That trend is likely to continue unless we do something to rescue this area.

Local businesses have been greatly affected by the lack of safety in that area. Three restaurants and four stores located near the rails have been forced to close due to a sharp drop in customers. Is it any surprise that people don't want to come to an area in which their personal safety is threatened?

Many Newsbrook residents have given up on the region. They are content to let the Railway continue its slide into neglect. They don't believe there's anything we can do to stop the inevitable decline. But I'm not that pessimistic. I propose a community project that will be challenging, yet result in a spectacular change that will revive the Mill Creek Railway.
I call my proposal the Mill Creek Railway Trail. It will be a seven-mile bicycle and pedestrian trail that will transform a community blemish into a community jewel. The new multi-use trail will include a pedestrian path and a bicycle lane. Both of those features encourage healthy exercise, which will benefit anyone who takes advantage of them. The trail will also include carefully chosen plantings that highlight local trees and flowers. The railway is uniquely located in our town. It passes alongside several scenic vistas that are currently too overgrown to afford access to the magnificent views they should provide.

Skeptics might worry that no one will ever want to return to the Mill Creek Railway region, as it has become so strongly identified with danger and crime. But evidence from the nearby town of Madison suggests otherwise. Last year, Madison opened Eaton Green in what had been an industrial wasteland. Critics of the Eaton Green project were certain that it would be unpopular because of its location in an undesirable part of town. Yet attendance statistics at Eaton Green have proved those critics wrong. Today, Eaton Green is the most used public park in Madison. I encourage everyone to visit that beautiful new development to see firsthand how an urban area can be reclaimed and returned to vibrant life.

Of course, creating the Mill Creek Railway Trail will not be cheap, but this should be considered an investment in the future of our town. We might follow the model of Madison and combine both public and private resources to raise the capital required. Don’t ask yourself, “Can we afford to build this park?” Ask instead, “Can we afford not to?” If the area remains untouched, there is a very real danger that the current conditions will spread beyond the limits of the railway.

The benefits of a reclaimed trail will be many. I ask you to close your eyes and imagine the sorry state of the Mill Creek Railway as it exists today: seven straight miles of derelict decay. Now, imagine a bright Sunday afternoon as it could be on the newly renovated Mill Creek Railway Trail. Bicyclists ride safely past glorious plantings of birch trees and hawthorn bushes. Families out for a stroll stop above the stone bridge that overlooks Mill Creek Valley. Across the street, a thriving business zone offers park visitors a wide variety of dining and shopping options.

Now open your eyes. Our finest visions can become reality, if we all commit to working together to create them.
Comprehension Check

1. Summarize the author's point of view about the Mill Creek Railway.

____________________________________________________________________________
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2. Give two examples of words that have strong positive or negative connotations, and tell why the author uses each word.

____________________________________________________________________________
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3. How does the author respond to arguments against the plan to build a bike and pedestrian trail?

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4. Which of the following best describes the structure of the speech?
   A. The speaker identifies the reasons why the Mill Creek Railway closed.
   B. The speaker explains why proposed solutions to a community problem will not be effective.
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   C. to demonstrate that experts agree that the current situation is very dangerous
   D. to persuade listeners that doctors and police officers understand community problems
Independent Practice
Lesson 5: Reading Historical Texts

Read the passage. Then answer the questions that follow.

Shadow and Stone: Europe’s Medieval Castles

Life in a Castle

1 Europe’s medieval castles were once the grand homes of kings and nobility. However, those castles were not the elegant palaces of fairy tales. They were built to defend lands and to display the power of their owners. Life in a castle could be exciting, but it was also very uncomfortable and dangerous.

2 Consider the lovely tapestries that hang in museums today. They were not used just for decoration. Instead, they blocked the dampness and cold of a castle’s walls. The only source of heating in most castles was a central fireplace in the great hall. Only the nobles had thick blankets and furs on their beds. Nights were long and cold for other castle inhabitants.

3 Castles were also filthy and smelled awful. Their floors were made of hard earth or stone. Carpets were usually nothing more than dried weeds called rushes. Herbs were used to make the rooms smell nicer. But herbs could only do so much good. Until the older rushes were swept out and replaced with newer ones, the floors were a stinking mess. They were littered with spilled drinks, bits of bone and meat from the dinner table, and droppings from animals that lived in the castle.

4 People living within a castle needed to be self-sufficient. They raised animals, had wells for water, and made their own clothes, tools, and candles. Weapons and armor used for defense were made in the castle. Laundresses washed clothes while potters created bowls and trays. Soldiers kept watch from the towers, and guards walked along the tops of the outer walls.

Scotland’s Edinburgh Castle: A Pawn in a War

5 Sitting high on a rock that was once a volcano is Edinburgh (EH-duhn-buhr-uh) Castle. It was a favorite home of Scottish kings for hundreds of years.

6 Scotland never won a battle in its struggle for independence from England. Yet Edinburgh Castle was passed back and forth several times between Scottish and English forces. This stone fortress was often under siege. At those times, an attacking army surrounded the castle. Their goal was to keep people inside and prevent supplies from coming in. A siege was an effective way to weaken the enemy. During a siege, attacking soldiers rolled a wheeled tower up to the walls to climb into the castle. Attackers also used trebuchets to hurl boulders at or over the walls. Meanwhile, those inside the castle fought back. They shot arrows at the attackers and poured boiling oil on them.
Edinburgh Castle usually changed hands because of the military strength of the English or the cleverness of the Scottish. In 1296, the English king, Edward I, captured the castle after attacking it with catapults for eight days and nights. Then in 1313, a group of only thirty Scotsmen retook the castle by secretly climbing ropes up its north side. Caught off guard, the English lost control of the castle. But in 1335, the English regained the castle. In 1341, the Scottish once more won it back by disguising themselves as merchants. They brought piles of goods to the castle’s front gate. By the time the English realized they were under attack, the goods had blocked the gate from closing. This allowed the Scottish troops to enter the castle with ease.

**Wales's Caerphilly Castle: A Fortress on a Lake**

In the late thirteenth century, a clash broke out in South Wales between the Welsh prince Llywelyn ap Gruffudd (hluh-WELL-ihn ap GREE-futh) and the territorial English lord Gilbert de Clare. The conflict led to the construction of Caerphilly (kahr-FIH-lee) Castle. This stone castle was built in the center of an artificial lake.

For centuries, Caerphilly Mountain was a natural barrier between the English and the Welsh. But in 1267, De Clare decided to build a fortress to protect himself. Unlike in Edinburgh, there was no high rock on which to put a castle. So he began with a slightly raised area of land. Then he dammed a nearby river to form a lake around the fortress.

**Castles and Castle Ruins in South Wales**
Llywelyn and his troops attacked twice while the castle was being built. They set fire to the site and destroyed the castle's defenses. Eventually De Clare drove Llywelyn away and the castle was completed.

An interesting feature of the castle is its leaning tower. No one is certain how it came to tilt so much. One belief is that the tower was affected when the castle was partially taken apart during the British Civil War. A popular legend offers another explanation. It claims that after King Edward II of England lost his throne in 1327, he hid from his wife and her troops in Caerphilly Castle. The queen's troops captured the castle tower. Inside, there was a furnace used to melt lead. They let water from the lake come into contact with the furnace. Steam made the furnace explode and caused the tower to tilt.

**Castles Today**

Many medieval castles were destroyed in wars. All that remains of them are ruins.

But some castles have been restored. Others, like Edinburgh Castle, have been rebuilt in later styles. Some castles have been turned into elegant hotels or mansions. Life in these palaces today is certainly different from that in medieval times!
Comprehension Check

1. Is it a fact or an opinion that life in castles today is very different from castle life in medieval times? Explain your answer.

2. Describe how one paragraph in the article follows chronological order.

3. Is “Shadow and Stone: Europe’s Medieval Castles” a primary or secondary source? Explain your answer.

4. Based on its use in paragraph 6 of the article, which of the following is the best definition of trebuchet?
   A. to attack an enemy by surprise, often at night
   B. a weapon used to launch heavy objects toward the enemy
   C. the members of an attacking force during warfare
   D. to recapture stolen land, buildings, goods, or other property

5. According to the map, where are the most castles in South Wales?
   A. in the mountains
   B. in central Wales
   C. along coastal regions
   D. beside major cities
Read the passage. Then answer the questions that follow.

**Shadow and Stone: Europe’s Medieval Castles**

**Life in a Castle**

1. Europe’s medieval castles were once the majestic homes of kings and nobility. However, those castles were not the elegant palaces of fairy tales. They were built to defend lands and to display the power of their owners. Life in a castle could be exciting, but it was also very uncomfortable and dangerous.

2. Consider the lovely tapestries we admire in museums today. They were not woven just for decoration but also to block the dampness and cold of a castle’s walls. The only source of heating in most castles was a central fireplace in the great hall. Only the nobles had thick blankets and furs on their beds. Castles were also filthy and smelled awful. Their floors were made of hard earth or stone. Carpets were usually nothing more than dried weeds called rushes. Herbs were used to make the rooms smell better, but they could only do so much good. Until the older rushes were swept out and replaced with newer ones, the floors were littered with spilled drinks, bits of bone and meat from the dinner table, and droppings from animals living in the castle.

3. People who lived within the castle walls needed to be self-sufficient. They raised animals, had wells for water, and made their own clothes, tools, and candles. Weapons and armor used for defense were made in the castle. Laundresses washed clothes while potters created bowls and trays. Soldiers kept watch from the towers, and guards walked along the tops of the outer walls.

**Scotland’s Edinburgh Castle: A Pawn in a War**

4. Sitting high on a rock that was once a volcano is Edinburgh (EH-duhn-buhr-uh) Castle. It was a favorite home of Scottish kings for hundreds of years.

5. Although Scotland never won a battle in its struggle for independence from England, Edinburgh Castle was passed back and forth several times between Scottish and English forces. This stone fortress was often under siege. At those times, an attacking army surrounded the castle to keep people inside and prevent supplies from coming in. Siege warfare was a way of weakening the enemy. During a siege, attacking soldiers rolled a wheeled tower up to the walls to climb into the castle. Attackers also used trebuchets to hurl boulders at or over the walls. Meanwhile, those inside the castle shot arrows at the attackers and poured boiling oil on them.
Edinburgh Castle usually changed hands because of the military strength of the English or the cleverness of the Scottish. In 1296, the English king, Edward I, captured the castle after attacking it with catapults for eight days and nights. Then in 1313, a group of only thirty Scotsmen retook the castle by secretly climbing ropes up its north side. Caught off guard, the English lost control of the castle. But in 1335, the English seized the castle again. In 1341, the Scottish once more won it back by disguising themselves as merchants. They brought piles of goods to the castle’s front gate. By the time the English realized they were under attack, the goods had blocked the gate from closing. This allowed the Scottish troops to enter the castle with ease.

**Wales’s Caerphilly Castle: A Fortress on a Lake**

In the late thirteenth century, a clash in South Wales between the Welsh prince Llywelyn ap Gruffudd (hluh-WELL-ihn ap GREE-futh) and the territorial English lord Gilbert de Clare led to the construction of Caerphilly (kahr-FIH-lee) Castle. This concentric stone castle was built in the center of an artificial lake.

For centuries, Caerphilly Mountain was a natural barrier between the English and the Welsh. But in 1267, De Clare decided to build a fortress to protect himself. Unlike in Edinburgh, there was no high rock on which to put a castle. So he began with a slightly raised area of land. Then he dammed a nearby river to form a lake around the fortress.

Llywelyn and his troops attacked twice while the castle was being built. They set fire to the site and destroyed the castle’s defenses. Eventually De Clare drove Llywelyn away and the castle was completed.

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**Castles and Castle Ruins in South Wales**

![Map of Castles and Castle Ruins in South Wales]
An interesting feature of the castle is its leaning tower. No one is certain how it came to tilt so precariously. One belief is that the tower was affected when the castle was partially dismantled during the British Civil War. A popular legend offers another explanation. It claims that after King Edward II of England lost his throne in 1327, he hid from his wife and her troops in Caerphilly Castle. The queen’s troops captured the castle tower, which held a furnace for producing molten lead. They let water from the lake come into contact with the furnace. Steam made the furnace explode and caused the tower to tilt.

**Castles Today**

Many medieval castles were destroyed in warfare. All that remains of them are ruins.

But some castles have been restored. Others, like Edinburgh Castle, have been rebuilt in later styles. Some castles have been turned into elegant hotels or mansions. Life in these palaces today is certainly different from that in medieval times!
Comprehension Check

1. Is it a fact or an opinion that life in castles today is very different from castle life in medieval times? Explain your answer.

   ____________________________________________________________

   ____________________________________________________________

2. Describe how one paragraph in the article follows chronological order.

   ____________________________________________________________

   ____________________________________________________________

3. Is “Shadow and Stone: Europe’s Medieval Castles” a primary or secondary source? Explain your answer.

   ____________________________________________________________

   ____________________________________________________________

4. Based on its use in paragraph 5 of the article, which of the following is the best definition of trebuchet?

   A. to attack an enemy by surprise, often at night
   B. a weapon used to launch heavy objects toward the enemy
   C. the members of an attacking force during warfare
   D. to recapture stolen land, buildings, goods, or other property

5. According to the map, where are the most castles in South Wales?

   A. in the mountains
   B. in central Wales
   C. along coastal regions
   D. beside major cities
Read the passage. Then answer the questions that follow.

**Shadow and Stone: Europe's Medieval Castles**

**Life in a Castle**

1. Located high atop craggy cliffs or surrounded by moats, Europe’s medieval castles were once the majestic homes of kings and nobility. However, those castles were not the elegant palaces of fairy tales. They were built to defend lands and to display the power of their owners. Life in a castle could be exciting, but it was also very uncomfortable and dangerous.

2. Consider the lovely tapestries we admire in museums today. They were not woven simply for decoration but also to block the dampness and cold of a castle’s walls. The only source of heating in most castles was a central fireplace in the great hall. Only the nobles had the luxury of thick blankets and furs on their beds. Castles were also filthy and foul-smelling. Their floors were made of hard earth or stone. Carpets were nothing more than dried reeds called rushes. Sometimes herbs were used to make the rooms smell nicer, but until the older rushes were swept out and replaced with newer ones, the floors might be littered with puddles of spilled drinks, bits of bone and meat from the dinner table, and droppings from the animals living in the castle.

3. People who lived within the castle walls needed to be self-sufficient. They raised animals, had wells for water, and made their own clothes, tools, and candles. The weapons and armor used for defense were made in the castle. Laundresses washed clothes while potters created bowls and trays for the noble family. Soldiers kept watch from the towers, and guards walked along the tops of the outer walls.

**Scotland's Edinburgh Castle: A Pawn in a War**

4. Sitting high on a rock that was once a volcano is Edinburgh (EH-duhn-buhr-uh) Castle. It was a favorite home of Scottish kings for hundreds of years.

5. Scotland never won a battle in its struggle for independence from England. Nonetheless, Edinburgh Castle was passed back and forth several times between Scottish and English forces. This stone fortress was frequently under siege. At those times, an attacking army surrounded the castle to keep people inside from leaving and prevent supplies from coming in. Siege warfare was a way of weakening the enemy. During a siege, attacking soldiers rolled a wheeled tower up to the castle walls to help themselves climb into the castle. The attackers also used trebuchets to hurl boulders at or over the walls. Meanwhile, those inside the castle shot arrows at the attackers and poured boiling oil on them.
6 Usually Edinburgh Castle changed hands because of the military strength of the English or the shrewdness of the Scottish. In 1296, the English king, Edward I, captured the castle after attacking it with catapults for eight days and nights. Then in 1313, a group of only thirty Scotsmen retook the castle by secretly climbing ropes up its north side and surprising the English inside. In 1335, the English seized the castle again, and then, in 1341, the Scottish once more won it back by disguising themselves as merchants. They delivered piles of goods next to the castle’s front gate. By the time the English realized they were under attack, the goods had blocked the gate from closing, allowing the Scottish troops to sweep into the castle with ease.

Wales’s Caerphilly Castle: A Fortress on a Lake

7 In the late thirteenth century, a clash in South Wales between the Welsh prince Llywelyn ap Gruffudd (hluh-WELL-ihn ap GREE-futh) and the territorial English lord Gilbert de Clare led to the construction of Caerphilly (kahr-FIH-lee) Castle, a concentric stone castle built in the center of an artificial lake.

8 For centuries, Caerphilly Mountain had acted as a barrier between the English and the Welsh, but in 1267, De Clare decided he needed a fortress to protect himself. Unlike in Edinburgh, there was no high rock on which to construct a castle. So he built it on a slightly raised area of land, then dammed a nearby river to form a lake around the fortress.

9 Llywelyn and his troops attacked twice while the castle was being built. They set fire to the site and destroyed the castle’s defenses. Eventually De Clare drove Llywelyn away and the castle was completed.

Castles and Castle Ruins in South Wales
An interesting feature of the castle is its leaning tower. No one is certain how it came to tilt so precariously. One belief is that the castle was partially dismantled during the British Civil War and the tower was affected. A popular legend says that after King Edward II of England lost his throne in 1327, he hid from his wife and her troops in Caerphilly Castle. The queen’s troops captured the castle tower, which held a furnace for producing molten lead. They let water from the lake come into contact with the furnace. Steam made the furnace explode and caused the tower to tilt.

**Castles Today**

Many medieval castles were destroyed in warfare. All that remains of them are ruins.

But some castles have been restored. Others, like Edinburgh Castle, have been rebuilt in later styles. Some castles have been turned into elegant hotels or mansions. Life in these palaces today is certainly different from that in medieval times!
Comprehension Check

1. Is it a fact or an opinion that life in castles today is very different from castle life in medieval times? Explain your answer.

____________________________________________________________________

____________________________________________________________________

2. Describe how one paragraph in the article follows chronological order.

____________________________________________________________________

____________________________________________________________________

3. Is “Shadow and Stone: Europe’s Medieval Castles” a primary or secondary source? Explain your answer.

____________________________________________________________________

____________________________________________________________________

4. Based on its use in paragraph 5 of the article, which of the following is the best definition of trebuchet?

A. to attack an enemy by surprise, often at night
B. a weapon used to launch heavy objects toward the enemy
C. the members of an attacking force during warfare
D. to recapture stolen land, buildings, goods, or other property

5. According to the map, where are the most castles in South Wales?

A. the mountains
B. in central Wales
C. along coastal regions
D. beside major cities
Read the scene. Then answer the questions that follow.

The Torn Tapestry

CHARACTERS

Lady Anne, 13 years old, a noblewoman
Fiona, 11 years old, Lady Anne's cousin
Elizabeth, 13 years old, Lady Anne's lady-in-waiting
Montague, an elderly servant of the castle

SCENE: LADY ANNE and ELIZABETH's chamber at Lamont Castle in the 1400s.
Stone walls are covered by heavy woven tapestries. The furniture is made of wood.
Candles flicker on a heavy wooden table. Cool breezes sweep through the castle at all times. A tray of food rests on the table. It is in front of a tapestry.

(ELIZABETH and MONTAGUE enter.)

1 Elizabeth: Hurry. We must clean up before Lady Anne arrives.

Montague: You don't have to hide from Lady Anne. I have known her since she was born. She has always been a fair and patient mistress.

Elizabeth: Normally, that is true. But haven't you noticed she has changed lately?

Montague: I have hardly seen her lately. She spends most of her time here in your chamber.

5 Elizabeth: Exactly. But she used to treat me like a sister. Lately she has been so rude. Living with her lately is like living with a stranger.

Montague: Her Uncle Richard's troubles must have affected her mood. He and his troops are doing their best to resist Lord Fitzgerald's army. You know how hard it is to live in a castle under siege.

Elizabeth: Yes, that is probably part of the explanation.

Montague: Lady Anne must be terribly worried about her cousin Fiona. She is so young. It must be terrifying for such a young girl to live in the middle of a siege.

Elizabeth: Yes, Lady Anne must be concerned. But she has taken to scolding me for everything. And she is behaving very strangely. Moving around furniture for no reason. Like this table, for example. Why would she place it right in front of this tapestry? It was much better next to the chairs where we usually eat. (ELIZABETH walks to the tapestry behind the wooden table.) And this torn tapestry. I was trying to fix it this morning and—

10 (LADY ANNE appears in the room. She shouts when she sees ELIZABETH go near the tapestry.)
Lady Anne: Elizabeth! Leave that alone!

Elizabeth: (bowing obediently) I’m sorry, my lady. I was just showing Montague—

Lady Anne: (cutting her off) Montague, what are you doing in my chamber? Leave at once.

Montague: Elizabeth asked me to help her clean up.

15 Lady Anne: Well don’t! She can do it by herself. (imperiously) You may go.

Montague: (bowing stiffly) Very good, my lady.

( MONTAGUE exits.)

Elizabeth: You should not treat old Montague that way. He has been a loyal servant to your family since before you were born.

Lady Anne: I don’t care. He mustn’t meddle. And that goes for you as well. (She paces moodily around the room.) Everyone is always meddling.

( ELIZABETH sits quietly. She waits for LADY ANNE to calm down.)

Elizabeth: Perhaps we could do some sewing to pass the time. As I showed you this morning, this tapestry has a small tear in the corner. We can easily fix it.

Lady Anne: (shouting) Leave that alone! I said not to touch anything! If you must do something, then go to get me something to eat.

Elizabeth: But you just had your noon meal (pointing to the tray). You didn’t even finish that. Besides, don’t you want to save your appetite for the great banquet tonight?

Lady Anne: (stamping her foot) Do not argue, Elizabeth! You must bring me a tray of food. Now!

20 Elizabeth: (bowing) Yes, my lady.

( ELIZABETH leaves with the tray of food. LADY ANNE continues to pace nervously. She sits in a chair and tries to relax. But she is suddenly startled and jumps up.)

Lady Anne: What’s that? Who’s there?

( No one is there. LADY ANNE continues to pace. After a few moments, ELIZABETH returns with another tray.)

Elizabeth: I have brought you some bread and honey.

25 Lady Anne: Fine. (She points to the table.) Put it there.

( ELIZABETH places the tray down. As she does, she stumbles. She catches the tray, but the tapestry behind the table gets tangled with her skirt.)

Lady Anne: (shrieking) What are you doing, you clumsy thing?

Elizabeth: The tapestry is caught, my lady. (She tugs firmly at the corner of the tapestry.)
Lady Anne: Elizabeth! No!

(ELIZABETH pulls on the tapestry. LADY ANNE runs to stop her, but it is too late. A part of the wall creaks open. There is a secret chamber behind the tapestry. FIONA is inside the tiny space. She is shaking with fear and cold.)

Elizabeth: Fiona!

Lady Anne: Don’t worry, Fiona. Elizabeth is my lady-in-waiting. I won’t allow my servant to tell anyone.

Elizabeth: (offended) Won’t allow me? Your servant?

Lady Anne: No one must know that Fiona is here.

Elizabeth: Of course I will not give away your secret. Don’t you trust me? I only wish you had told me before. I have been so worried about you, my lady. I could have helped.

Lady Anne: The fewer people who know, the safer Fiona is. Even a friendly word could cause problems for her. Uncle Richard had her taken away from his castle as soon as the siege started. My father brought her here through a secret passage. It ends in the tiny room on the other side of this tapestry. Fiona has hidden there for days.

Elizabeth: (to FIONA) You poor thing. You must be so frightened. And you are shivering.

Fiona: It is very cold and damp in there. But Anne could not give me too many blankets off her bed. People might notice them missing.

Elizabeth: No one will notice if I bring up some bedding from the storeroom. And I can also get food from the kitchen more easily than Lady Anne can.

Lady Anne: That would be wonderful, Elizabeth! (LADY ANNE is clearly relieved.) Then we can start mending this tapestry’s torn corner. That way, no one else will discover our secret!
**Comprehension Check**

1. Describe two pieces of important information that the audience learns during the opening scene between Elizabeth and Montague.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. What do Lady Anne’s dialogue and actions reveal about her character?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. What is the mood of the drama before its conclusion?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. Which of the following words has a strong negative connotation in the drama?
   A. chamber
   B. explanation
   C. secret
   D. servant

5. Why does Elizabeth compare Lady Anne to a stranger?
   A. to emphasize how much Lady Anne’s behavior has changed recently
   B. to explain how much danger Lady Anne and her family are in
   C. to point out that Lady Anne has always acted strangely
   D. to persuade Montague to reveal the secret of Fiona’s hiding place
Read the scene. Then answer the questions that follow.

The Torn Tapestry

CHARACTERS

Lady Anne, 13 years old, a noblewoman  
Fiona, 11 years old, Lady Anne’s cousin  
Elizabeth, 13 years old, Lady Anne’s lady-in-waiting  
Montague, an elderly servant of the castle

SCENE: LADY ANNE and ELIZABETH’s chamber at Lamont Castle, the 1400s.  
Stone walls are covered by heavy woven tapestries. The furnishings are spare.  
Candles on the table flicker. Cool breezes sweep through the castle at all times.  
A platter of half-eaten food rests on a heavy wooden table in front of one tapestry.

(ELIZABETH and MONTAGUE enter.)

1 Elizabeth: Hurry. We must clean up before Lady Anne arrives.

Montague: But surely you need not hide from Lady Anne. I have known her since she was born. She has always been a fair and patient mistress.

Elizabeth: Normally, that is true. But haven’t you noticed a change in her lately?

Montague: I have hardly seen her in the last weeks. She seems to spend all of her time here in your chamber.

5 Elizabeth: Exactly. She usually treats me almost like a sister. Lately she has been rude and indifferent. Living with her lately is like living with a stranger.

Montague: Her Uncle Richard’s troubles must have affected her mood. He and his troops are doing their best to resist Lord Fitzgerald’s siege. You know how difficult it can be to live in a castle under siege.

Elizabeth: Yes, of course, that is part of the explanation.

Montague: Lady Anne must be terribly worried about her cousin Fiona. It must be terrifying for such a young girl to live in such frightening circumstances.

Elizabeth: Yes, Lady Anne must be concerned. But she has taken to scolding me for the slightest fault. And she is behaving most oddly. Moving around furniture in the oddest ways. Like this table, for example. Why would she place it directly in front of this tapestry? It was much more comfortable next to the chairs where we usually eat. (ELIZABETH walks to the tapestry behind the wooden table.) And this torn tapestry. . . . I was trying to mend it this morning and—

10 (LADY ANNE appears in the chamber. She shouts when she sees ELIZABETH approach the tapestry.)
Lady Anne: Elizabeth! Stop your fussing at once!

Elizabeth: (bowing obediently) I’m sorry, my lady. I was just pointing out to Montague—

Lady Anne: (cutting her off) Montague, what are you doing in my chamber? Leave at once.

Montague: Elizabeth asked me to help her clean up.

Lady Anne: Well don’t! She can manage by herself. (imperiously) You may go.

Montague: (bowing stiffly) Very good, my lady.

(LMONTAGUE exits.)

Elizabeth: You shouldn’t treat old Montague so roughly. He has been a loyal servant to your family since before you were born.

Lady Anne: I don’t care. He mustn’t meddle. And that goes for you as well. (She paces moodily around the room.) Everyone is always interfering.

(ELIZABETH sits quietly. She waits for LADY ANNE to calm down.)

Elizabeth: Perhaps we could do some mending to pass the time. As I showed you this morning, this tapestry has a small tear in the corner. We can easily fix it.

Lady Anne: (shouting) Leave that alone! I said not to touch anything! If you must do something, then go to the kitchens. Fetch me something to eat.

Elizabeth: But you just had your noon meal (pointing to the tray). You didn’t even finish that. Besides, don’t you want to save your appetite for the great banquet tonight?

Lady Anne: (stamping her foot) Do not argue, Elizabeth! I insist that you bring me a tray of food. Now!

Elizabeth: (bowing) Yes, my lady.

(ELIZABETH leaves with the tray of food. LADY ANNE continues to pace nervously. After a few moments, ELIZABETH returns with another tray.)

Lady Anne: What’s that? Who’s there?

(But there is no one there. LADY ANNE continues to pace. After a few moments, ELIZABETH returns with another tray.)

Elizabeth: I have brought you some bread and honey.

Lady Anne: Fine. (She points indifferently to the table.) Put it there.

(ELIZABETH places the tray and stumbles slightly. She catches the tray, but the tapestry behind the table gets tangled with her skirt.)
Lady Anne: *(shrieking)* What are you doing, you clumsy thing?

Elizabeth: The tapestry is caught, my lady. *(She tugs firmly at the corner of the tapestry.)*

Lady Anne: Elizabeth! No!

(Elizabeth pulls on the tapestry. Lady Anne runs to stop her, but it is too late. A portion of the wall creaks open. There is a secret chamber behind the tapestry. Fiona is inside the tiny space, trembling.)

Elizabeth: Fiona!

Lady Anne: Don’t worry, Fiona. Elizabeth is my lady-in-waiting. I won’t allow my servant to tell anyone.

Elizabeth: *(offended)* Won’t allow me? Your servant?

Lady Anne: No one must know that Fiona is here.

Elizabeth: Of course I will not tell your secret. What do you take me for? I only wish you had informed me before about what was bothering you, my lady. I could have helped.

Lady Anne: The fewer people who know, the safer Fiona is. Even friends may speak out of turn. Uncle Richard had her taken from his castle after the siege started. My father smuggled her into ours through a secret passage that ends in the tiny room on the other side of this tapestry. Fiona has hidden there for days.

Elizabeth: *(to Fiona)* You poor thing, you must be terribly frightened. And you are shivering.

Fiona: It is so chilly and damp in here. But Anne could not give me too many blankets off her bed because people might notice them missing.

Elizabeth: No one will notice if I carry some bedding from the storeroom. And I can also get food from the kitchen more easily than Lady Anne can.

Lady Anne: That would be wonderful, Elizabeth! *(LADY ANNE is clearly relieved.)* Then we can start mending this tapestry’s torn corner so that no one else discovers our secret!
Comprehension Check

1. Describe two pieces of important information that the audience learns during the opening scene between Elizabeth and Montague.

2. What do Lady Anne’s dialogue and actions reveal about her character?

3. What is the mood of the drama before its conclusion?

4. Which of the following words has a strong negative connotation in the drama?
   A. chamber
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   D. to persuade Montague to reveal the secret of Fiona’s hiding place
Read the scene. Then answer the questions that follow.

The Torn Tapestry

CHARACTERS

Lady Anne, 13 years old, a noblewoman
Fiona, 11 years old, Lady Anne’s cousin
Elizabeth, 13 years old, Lady Anne’s lady-in-waiting
Montague, an elderly servant of the castle

SCENE: LADY ANNE and ELIZABETH’s chamber at Lamont Castle, the 1400s.

Heavy stone walls are covered by intricately woven tapestries. The furnishings are spare. Candles on the table flicker, suggesting the cool breezes that sweep through the castle at all times. A platter of half-eaten food rests on a heavy wooden table in front of one tapestry.

(ELIZABETH and MONTAGUE enter.)

1 Elizabeth: Hurry, we must clean up before Lady Anne arrives.

Montague: But surely you need not hide your work from Lady Anne. I have known her since she was born, and she has never been anything but a fair and patient mistress.

Elizabeth: Normally that is true. But haven’t you noticed a change in her of late?

Montague: I have hardly seen her in the last weeks. She seems to spend all of her time here in your chamber.

5 Elizabeth: Exactly so. She usually confides in me almost as a sister, but lately she has been rude and indifferent. Living with her lately is like living with a stranger, and a bad-tempered one at that.

Montague: I suppose that news of her Uncle Richard’s troubles have affected her mood. He and his troops are doing their best to resist Lord Fitzgerald’s brutal siege of their castle, but you know how challenging it can be to live in a castle under siege.

Elizabeth: Yes, of course, that is part of the explanation.

Montague: Lady Anne must be terribly worried about her cousin Fiona. One can only imagine how terrifying it is for such a young girl to endure such frightening circumstances.
Elizabeth: I am sure that Lady Anne is indeed concerned. But she has taken to chastising me for the slightest fault. And she is behaving most oddly—moving around furniture in most illogical ways, like this table, for example. Why would she place it directly in front of this tapestry, rather than next to the chairs where we usually dine? (ELIZABETH walks to the tapestry behind the wooden table.) And this torn tapestry... I was trying to mend it this morning and—

10 (LADY ANNE appears in the chamber and shouts when she sees ELIZABETH approach the tapestry.)

Lady Anne: Elizabeth! Stop fussing about over there!

Elizabeth: (dropping her hands to her sides and bowing) I’m sorry, my lady. I was merely pointing out to Montague—

Lady Anne: (cutting her off) Montague, what are you doing in my chamber? Leave at once.

Montague: Elizabeth asked me to help her clean up.

Lady Anne: Well don’t! She is quite able to manage by herself. (imperiously) You may go.

Montague: (bowing stiffly) Very good, my lady.

(MONTAGUE exits.)

Elizabeth: You oughtn’t treat old Montague so roughly. He has been a loyal servant to your family for longer than you have been a part of it.

Lady Anne: I don’t care. He mustn’t meddle. And that goes for you as well. (She paces moodily around the room.) Everyone is constantly interfering.

20 (ELIZABETH sits quietly, waiting for LADY ANNE to calm down.)

Elizabeth: Perhaps we could do some mending to pass the time. As I pointed out to you this morning, this tapestry has a small tear in the corner, one which we might easily mend.

Lady Anne: (shouting) Leave that alone! I said not to touch anything! If you must do something, then go to the kitchens and fetch me something to eat.

Elizabeth: But you just had your noon meal (pointing to the tray) and you didn’t even finish that. Besides, don’t you want to save your appetite for the great banquet tonight?

Lady Anne: (stamping her foot) Do not argue, Elizabeth! I insist that you bring me a tray of food. Now!

Elizabeth: (bowing) Yes, my lady.

(ELIZABETH leaves with the tray of food. LADY ANNE continues to pace nervously around the chamber. She sits in a chair and tries to relax, but is suddenly startled and jumps up.)
Lady Anne: What’s that? Who’s there?

(But there is no one there. LADY ANNE continues to pace anxiously. After a few moments, ELIZABETH returns, carrying another tray.)

Elizabeth: I have brought you some bread and honey.

30 Lady Anne: Fine. (She gestures indifferently to the table.) Put it there.

(ELIZABETH places the tray and stumbles slightly. She catches the tray, but the tapestry behind the table gets tangled with her skirt.)

Lady Anne: (shrieking) What are you doing, you clumsy thing?

Elizabeth: The tapestry is snagged, my lady. (She tugs firmly at the corner of the tapestry.)

Lady Anne: Elizabeth! No!

35 (ELIZABETH pulls on the tapestry. LADY ANNE runs to stop her, but it is too late. A portion of the wall creaks open, revealing a secret chamber. FIONA is inside the cramped space, trembling.)

Elizabeth: Fiona!

Lady Anne: Don’t worry, Fiona. Elizabeth is my lady-in-waiting. I won’t allow my servant to tell anyone.

Elizabeth: (offended) Won’t allow me? Your servant?

Lady Anne: No one must know that Fiona is here.

40 Elizabeth: Why of course I will not reveal your secret. What do you take me for? I only wish you had informed me before about what was bothering you, my lady. I could have helped.

Lady Anne: The fewer people who know, the safer Fiona is. Even friends may speak out of turn. Uncle Richard had her spirited away from his castle after the siege started, and my father smuggled her into ours through a secret passage that ends in the tiny room on the other side of this tapestry. Fiona has hidden there for days.

Elizabeth: (to FIONA) You poor thing, you must be terribly frightened. And you are shivering.

Fiona: It is so chilly and damp in here, but Anne could not give me too many blankets off her bed because people might notice them missing.

Elizabeth: No one will think it unusual for me to be seen carrying bedding from the storehouse. And I can also obtain food from the kitchen more easily than Lady Anne can.

45 Lady Anne: That would be wonderful, Elizabeth! (LADY ANNE is clearly relieved.) Then we can start mending this tapestry’s torn corner so that no one else discovers our secret!
Comprehension Check

1. Describe two pieces of important information that the audience learns during the opening scene between Elizabeth and Montague.

2. What do Lady Anne’s dialogue and actions reveal about her character?

3. What is the mood of the drama before its conclusion?

4. Which of the following words has a strong negative connotation in the drama?
   A. chamber
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5. Why does Elizabeth compare Lady Anne to a stranger?
   A. to emphasize how much Lady Anne’s behavior has changed recently
   B. to explain how much danger Lady Anne and her family are in
   C. to point out that Lady Anne has always acted strangely
   D. to persuade Montague to reveal the secret of Fiona’s hiding place
Read the poem. Then answer the questions that follow.

**The Fool’s Song**  
*by William Carlos Williams*

I tried to put a bird in a cage.  
O fool that I am!  
For the bird was Truth.  
Sing merrily, Truth: I tried to put

5  
Truth in a cage!

And when I had the bird in the cage,  
O fool that I am!  
Why, it broke my pretty cage.  
Sing merrily, Truth; I tried to put

10  
Truth in a cage!

And when the bird was flown from the cage,  
O fool that I am!  
Why, I had nor bird nor cage.  
Sing merrily, Truth: I tried to put

15  
Truth in a cage!  
Heigh-ho! Truth in a cage.
**Comprehension Check**

1. Describe the structure of the poem in terms of lines, stanzas, and rhyme scheme.

2. Describe the speaker's tone in your own words.

3. How do you interpret the symbol of the cage in this poem?

4. Which line from the poem contains an example of alliteration?
   - A. O fool that I am!
   - B. For the bird was Truth.
   - C. Why, it broke my pretty cage
   - D. Sing merrily, Truth; I tried to put

5. Which of the following is one way this poem uses figurative language?
   - A. A bird is personified as having human qualities.
   - B. A simile compares the speaker to a bird.
   - C. A cage is personified as being like a fool.
   - D. A metaphor compares a bird and truth.
Independent Practice
Lesson 7: Reading Poetry

Read the poem. Then answer the questions that follow.

To Wish Myself Courage
by William Carlos Williams

On the day when youth is no more upon me
I will write of the leaves and the moon in a tree top!
I will sing then the song, long in the making—
When the stress of youth is put away from me.

5 How can I ever be written out as men say?
Surely it is merely an interference with the long song—
This that I am now doing.

But when the spring of it is worn like the old moon
And the eaten leaves are lace upon the cold earth—

10 Then I will rise up in my great desire—
Long at the birth—and sing me the youth-song!
**Comprehension Check**

1. Describe the structure of the poem in terms of lines, stanzas, and rhyme scheme.

2. What mood do the speaker’s observations create?

3. What might the image of singing mean to the speaker of the poem?

4. Which line from the poem contains alliteration?
   A. I will write of the leaves and the moon in a tree top!
   B. When the stress of youth is put away from me.
   C. How can I ever be written out as men say?
   D. Then I will rise up in my great desire—

5. Which of the following is one way this poem uses figurative language?
   A. Personification compares youth and old age.
   B. A metaphor compares fall leaves and lace.
   C. A simile compares singing and growing older.
   D. Imagery compares being born and dying.
Blizzard
by William Carlos Williams

Snow:
years of anger following
hours that float idly down—
the blizzard
5  drifts its weight
deeper and deeper for three days
or sixty years, eh? Then
the sun! a clutter of
yellow and blue flakes—
10  Hairy looking trees stand out
in long alleys
over a wild solitude.
The man turns and there—
his solitary track stretched out
15  upon the world.
**Comprehension Check**

1. Describe the structure of the poem in terms of lines, stanzas, and rhyme scheme.

2. Give three examples of assonance in the poem.

3. What could be the meaning of the image the speaker shares in lines 13–15?

4. Which best describes the mood of this poem?
   - A. angry and agitated
   - B. confused and nervous
   - C. quiet and reflective
   - D. bitter and regretful

5. Which of the following is one way this poem uses figurative language?
   - A. Personification compares snow with an angry child.
   - B. A metaphor compares sunlight with colored flakes.
   - C. A simile compares walking with thinking about the past.
   - D. Personification gives a blizzard human characteristics.
Global Warming, Local Warning

Global Warming

1. Global warming has become a serious issue. The term describes the general rise in temperature on Earth. The effects of global warming vary around the world. People are largely to blame.

2. Some effects of global warming seem to make sense. Summers in many areas will be warmer. Other effects might surprise you. Some regions will face colder winters. Still other effects of global warming seem contradictory. For example, some places will have too much water; others won’t have enough. However, it is clear that global warming will make weather more extreme.

3. Many human activities cause global warming. The problem begins with the production of gases known as greenhouse gases. Many of the things we use every day, such as electricity and automobiles, give off these gases. Carbon dioxide is the most common of the greenhouse gases in Earth’s atmosphere.

This graph shows the number of metric tons of carbon dioxide produced by energy consumption in the world and in seven of the most populous countries.
Greenhouse gases are produced by burning fuels, such as gasoline. However, there are other sources of these gases as well. The garbage that people throw out each day is another cause. When trash collects in landfills, it gives off a greenhouse gas. Cutting down forests also contributes to global warming. Trees help to clean our air. They absorb greenhouse gases and give off fresh oxygen. When there are fewer trees, more of the harmful gases stay in the air.

Weather scientists detected the effects of global warming years ago. But now people are becoming more aware of the problem. If nothing is done, these effects will become worse in the future. And the problems extend far beyond higher temperatures. Earth is a delicately balanced system. Increased global temperatures could lead to a wide range of possible changes. Many scientists predict that a rise that seems insignificant, such as a one- or two-degree increase in global temperature, could have profound effects. These effects go far beyond weather. The chain of connections within our global environment suggests that global warming could have a huge impact on water, food, and diseases around the world. Critical warnings are arising from data that has been collected and analyzed by many teams of dedicated scientists. We would be wise to pay attention to these warnings.

The darker gray areas on this map show where Earth was significantly warmer between 2000 and 2009 as compared to its temperatures between 1951 and 1980.

**Water Warnings**

You may have heard about severe droughts and floods that are already happening. On one side of the issue, scientists predict that warming would cause freshwater to evaporate. More of Earth’s surface will become arid. In time, millions to billions of people might not have enough drinking water.
On the opposite side, warming would melt ice at the North and South Poles, as well as glaciers. Water from melted ice would raise sea levels everywhere. As a result, hurricanes and typhoons may become more frequent. This will cause even more flooding. We need to find ways to protect our coastlines. People who live near the coast could lose their homes to floods.

**Food Warnings**

Parts of Earth that are now too cold to grow much food, such as northern Canada, could become warmer. Farming and ranching would be possible in those places. However, parts of Earth that are currently warm and grow a lot of food, such as Florida and Mexico, could become too hot to grow food.

In general, the results will be negative. More land would be lost in overheated places than would be gained in cold places. Scientists predict that in less than eighty years, millions of people may not have enough to eat.

**Disease Warnings**

Warmer weather may bring tropical diseases to parts of Earth where they have never been a problem before. Many diseases are spread by insects such as mosquitoes and ticks. Warmer weather allows insects from tropical places to spread to new places. When the insects arrive, they could bring diseases with them. For example, malaria is a disease that usually exists near the equator. With global warming, malaria could become a problem in places beyond the equator.

**Fighting Global Warming**

Scientists are working hard to find strategies that fight global warming. Some people feel that new laws can help reduce the amount of greenhouse gases produced. Solar and wind power are one solution. They create clean energy that does not produce greenhouse gases. People can buy hybrid cars that run in part on a rechargeable battery, not just gasoline. Recycling is more common. Improvements in public transportation and bike paths mean fewer people have to drive cars. Some companies are helping to reduce waste by changing the way they package products.

The term *global warming* gives only a general view of the challenges that we face. Every area will have its own set of challenges. Every area will have to meet those challenges in its own way.
Comprehension Check

1. Describe one fact and one speculation in “Global Warming, Local Warning.”

__________________________________________________________

__________________________________________________________

2. The section “Water Warnings” states that global warming may cause more areas to become “arid.” What does this mean?

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__________________________________________________________

3. What are three possible negative effects of global warming?

__________________________________________________________

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4. Which of the following conclusions can be drawn based on the graphics in the article?

A. Global warming is no longer a problem in the United States and Japan because carbon dioxide use has decreased in these countries.

B. Global warming will affect the temperatures in oceans and lakes much more greatly than temperatures on land.

C. Although the production of carbon dioxide is increasing worldwide, some countries are producing less of this gas than they used to.

D. Global warming will affect regions near the equator much more strongly than any other regions on the planet.

5. How is the article “Global Warming, Local Warning” structured?

A. It uses chronological order to describe steps in a process.

B. It compares and contrasts two different scientific theories.

C. It explains how using categories can help us understand global warming.

D. It describes a problem and then identifies possible solutions.
Global Warming, Local Warning

Global Warming

1. Global warming has become a serious issue. The term describes the general rise in temperature on Earth. The effects of global warming vary around the world, and people are largely to blame for it.

2. Some effects, such as warmer summers, seem to correspond with the term global warming. But other effects, such as colder winters, might surprise you. And some of global warming’s effects seem contradictory. For example, some places will have too much water; others won’t have enough. Most places will have hotter summers, but some will have colder winters. Some areas will experience both changes. Global warming seems to make weather more extreme.

3. Many of the things we use every day, such as electricity and automobiles, give off greenhouse gases. These gases cause global warming. Of the gases produced by human activity and energy consumption, carbon dioxide is the most abundant in Earth’s atmosphere.

This graph shows the number of metric tons of carbon dioxide produced by energy consumption in the world and in seven of the most populous countries.
Greenhouse gases are produced by burning fuels, such as gasoline, but there are other sources of these gases as well. Consider the garbage that people throw out each day. When trash collects in landfills, it gives off a greenhouse gas. The cutting down of forests also contributes to global warming. Trees help to clean our air by absorbing greenhouse gases and giving off fresh oxygen. When there are fewer trees, more of the harmful gases stay in the air.

Weather scientists detected the effects of global warming years ago, but now people are becoming more aware of the problem. If nothing is done, these effects will become worse in the future. And the problems extend far beyond higher temperatures. Earth is a delicately balanced system. Increased global temperatures could lead to a wide range of possible changes. Many scientists predict that a rise that seems insignificant, such as a one- or two-degree increase in global temperature, could have profound effects. These effects go far beyond weather. The chain of connections within our global environment suggests that global warming could have a huge impact on water, food, and diseases around the world. Critical warnings are arising from data that has been collected and analyzed by many teams of dedicated scientists. We would be wise to pay attention to these warnings.

The darker gray areas on this map show where Earth was significantly warmer between 2000 and 2009 as compared to its temperatures between 1951 and 1980.

**Water Warnings**

You may have heard about severe droughts and floods that are already happening. On one side of the issue, scientists predict that warming would cause freshwater to evaporate. More of Earth's surface will become arid. As decades pass, millions to billions of people might not have enough drinking water.
7 On the opposite side, warming would melt ice at the North and South Poles, as well as glaciers. Water from melted ice would raise sea levels everywhere. As a result, hurricanes and typhoons may become more frequent and more violent, leading to even more flooding. We need to find ways to protect our coastlines. People who live near the coast could lose their homes to floods.

FoodWarnings

8 Parts of Earth that are now too cold to grow much food, such as northern Canada, could become warmer. Farming and ranching would be possible in those places. However, parts of Earth that are currently warm and grow a lot of food, such as Florida and Mexico, could become too hot to grow food.

9 In general, the results will be negative. More land would be lost in overheated places than would be gained in cold places. Scientists predict that in less than eighty years, millions of people may not have enough to eat.

DiseaseWarnings

10 Warmer weather may bring tropical diseases to parts of Earth where they have never been a problem before. Many diseases are spread by insects such as mosquitoes and ticks. Warmer weather allows insects from tropical places to spread to new places and possibly bring diseases with them. Malaria, for example, is a disease that usually exists near the equator. With global warming, malaria could become a problem in places beyond the equator.

FightingGlobalWarming

11 Scientists are working hard to find strategies that fight global warming. Some people feel that new laws can help reduce the amount of greenhouse gases produced. Solar and wind power can be used instead of electricity to create energy. People can buy hybrid cars that run in part on a rechargeable battery, not just gasoline. Recycling is more common. Improvements in public transportation and bike paths mean fewer people have to drive cars. Some manufacturers are helping to reduce waste by changing the way they package products.

12 The term global warming gives only a general view of the challenges that we face. Every area will have its own set of challenges. Every area will have to meet those challenges in its own way.
Comprehension Check

1. Describe one fact and one speculation in “Global Warming, Local Warning.”


2. The section “Water Warnings” states that global warming may cause more areas to become “arid.” What does this mean?


3. What are three possible negative effects of global warming?


4. Which of the following conclusions can be drawn based on the graphics in the article?
   
   A. Global warming is no longer a problem in the United States and Japan because carbon dioxide use has decreased in these countries.
   
   B. Global warming will affect the temperatures in oceans and lakes much more greatly than temperatures on land.
   
   C. Although the production of carbon dioxide is increasing worldwide, some countries are producing less of this gas than they used to.
   
   D. Global warming will affect regions near the equator much more strongly than any other regions on the planet.


5. How is the article “Global Warming, Local Warning” structured?
   
   A. It uses chronological order to describe steps in a process.
   
   B. It compares and contrasts two different scientific theories.
   
   C. It explains how using categories can help us understand global warming.
   
   D. It describes a problem and then identifies possible solutions.
Global Warming, Local Warning

Global Warming

1 Global warming has become a serious issue. The term describes the general rise in temperature on Earth. The effects of global warming vary around the world, and people’s actions are largely to blame for these potentially problematic changes.

2 Some effects, such as warmer summers, seem to correspond with the term *global warming*. But other effects, such as colder winters, might surprise you. And some of global warming’s effects may seem contradictory. For example, some places will have too much water, while others won’t have enough. Most places will have hotter summers, but some will have colder winters, and some areas will experience both changes. Global warming seems to make weather more extreme.

3 Many of the things we use every day, such as electricity and automobiles, generate greenhouse gases, which cause global warming. Of the gases produced by human activity and energy consumption, carbon dioxide is the most abundant in Earth’s atmosphere.

This graph shows the number of metric tons of carbon dioxide produced by energy consumption in the world and in seven of the most populous countries.
Greenhouse gases are produced by burning fuels, such as gasoline, but there are other sources of these gases as well, such as the garbage that people throw out each day. When trash collects and decays in landfills, it gives off a greenhouse gas. The cutting down of forests also contributes to global warming. Trees help to clean our air by absorbing greenhouse gases and giving off fresh oxygen. When there are fewer trees, more of the harmful gases stay in the air.

Weather scientists detected the effects of global warming years ago, but now people are becoming more aware of the problem. If nothing is done, these effects will become worse in the future. And the problems extend far beyond higher temperatures. Earth is a delicately balanced system. Increased global temperatures could lead to a wide range of possible changes. Many scientists predict that a rise that seems insignificant, such as a one- or two-degree increase in global temperature, could have profound effects. These effects go far beyond weather. The chain of connections within our global environment suggests that global warming could have a huge impact on water, food, and diseases around the world. Critical warnings are arising from data that has been collected and analyzed by many teams of dedicated scientists. We would be wise to pay attention to these warnings.

The darker gray areas on this map show where Earth was significantly warmer between 2000 and 2009 as compared to its temperatures between 1951 and 1980.

**Water Warnings**

You may have heard about severe droughts and floods that are already taking place around the globe. On one side of the issue, scientists predict that warming would cause freshwater to evaporate and make more of Earth's surface arid. As decades pass, millions to billions of people might not have enough drinking water.
On the opposite side, warming would melt ice at the North and South Poles, as well as glaciers, causing sea levels to rise everywhere. As a result, hurricanes and typhoons may become more frequent and more violent. Even more flooding will result. We need to find ways to protect our coastlines. People who live near the coast could lose their homes to floods.

Food Warnings

Parts of Earth that are now too cold to grow much food, such as northern Canada, could become warmer. Farming and ranching would be possible in places where it is currently too cold for these activities. However, parts of Earth that are currently warm and grow a lot of food, such as Florida and Mexico, could become too hot to grow food.

On balance, experts predict that the results will be more negative than positive. More farmland would be lost in overheated places than would be gained in cold places. Scientists predict that in less than eighty years, millions of people may not have enough to eat.

Disease Warnings

Warmer weather may bring tropical diseases to parts of Earth where they have never before been a problem. Many diseases are spread by insects such as mosquitoes and ticks. Warmer weather allows insects from tropical places to spread to new places and possibly bring diseases with them. Malaria, for example, is a disease that usually exists near the equator. With global warming, malaria could become a problem in regions well beyond the equator.

Fighting Global Warming

Scientists are working hard to find strategies to fight global warming. Some people feel that new laws can help reduce the amount of greenhouse gases produced. Solar and wind power, which do not produce greenhouse gases, can be used instead of electricity to create energy. People can buy hybrid cars that run in part on a rechargeable battery, not just gasoline. Recycling makes more efficient use of limited resources, as well as limiting the production of harmful gases. Improvements in public transportation and bike paths mean fewer people have to drive cars. Some manufacturers are helping to reduce waste by changing the way they package products.

The term global warming gives only a general view of the challenges that we face. Every region will have its own set of challenges. Meeting those specific challenges will require unique local solutions.
Comprehension Check

1. Describe one fact and one speculation in “Global Warming, Local Warning.”

2. The section “Water Warning” states that global warming may cause more areas to become “arid.” What does this mean?

3. What are three possible negative effects of global warming?

4. Which of the following conclusions can be drawn based on the graphics in the article?
   A. Global warming is no longer a problem in the United States and Japan because carbon dioxide use has decreased in these countries.
   B. Global warming will affect the temperatures in oceans and lakes much more greatly than temperatures on land.
   C. Although the production of carbon dioxide is increasing worldwide, some countries are producing less of this gas than they used to.
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   C. It explains how using categories can help us understand global warming.
   D. It describes a problem and then identifies possible solutions.
Read the passage. Then answer the questions that follow.

**Changing the Laws for Teenage Driving**

**One Nation, One Law**

1. Right now, driving ages differ from state to state. In South Dakota, teens can drive when they are fourteen years old. New Jersey teens must wait until they are seventeen. Are teens in South Dakota more mature than those in New Jersey? Do teens suddenly become less responsible when they cross state borders? Of course not. Allowing states to set different driving ages has created this ridiculous impression.

2. The average driving age in the United States is between sixteen and sixteen and a half. It makes sense to adopt the age of sixteen as the national driving age. This would be a fair law. All United States teenagers would be treated equally. Where they live would not affect their basic right to drive.

**The Limits of Statistics**

3. Some people want to raise the driving age to eighteen. They say that statistics prove that young drivers are dangerous. They mention a 2005 study by the National Highway Traffic Safety Administration. The report showed that 64 out of every 100,000 sixteen-year-old drivers were involved in fatal accidents. Only 59 out of every 100,000 seventeen-year-old drivers were involved in similar accidents.

4. Representative John D’Amico is in favor of a bill to raise the driving age in Illinois. He points out that “all fifty states prohibit sixteen-year-olds from drinking alcohol, buying cigarettes, and purchasing handguns. Yet somehow most states are willing to put them in charge of a car, which could potentially be a deadly weapon.” He also says that between 1995 and 2004, there were 30,917 deaths in accidents in which the drivers were between the ages of fifteen and seventeen. In about a third of those accidents, the teen driver was killed. The rest of the victims were passengers, other drivers, or pedestrians.

5. Obviously, no one wants to increase the number of traffic accidents. But there’s no guarantee that raising the driving age to eighteen would help. All drivers need experience driving. The number of candles on their last birthday cake isn’t the issue. It’s true that inexperienced drivers are responsible for many accidents. However, young drivers need the opportunity to gain experience. How else can they become safe drivers? Alex Koroknay-Palicz of the National Youth Rights Association rightly points out that “raising the driving age won’t save lives. Studies show that it is inexperience, not age, that causes accidents. Raising the driving age will just create inexperienced, accident-prone drivers at eighteen instead of sixteen.”
Statistics are not the answer. Reports also show that men are 77 percent more likely to kill others while driving than women. Should we pass a law that only women can drive? That law would make the roads safer, right? Using statistics alone makes you draw that absurd conclusion.

**Driving Rights and Responsibilities**

This is clearly an emotional issue. Horrible accidents in which teens were driving often make the headlines. When they do, some people rush to judgment. They suggest that raising the driving age is the answer. But that solution is both unfair and unrealistic.

It is unfair to judge all teenagers by the actions of a few drivers. We must also remember the realities of living in the United States. Driving isn’t a luxury for many teenagers. It’s a necessity. Many teens need to be able to drive to their schools or work. Many families rely on teenage drivers to pick up younger siblings from school. Taking away the right to drive is not a minor matter. For better or worse, cars are necessary for getting around in many areas of the United States.

People talk a lot about teenagers needing to accept their responsibilities. But how can they do so if they are treated like young children and kept away from anything possibly dangerous? Knives are dangerous—should teenagers be forbidden to cook? Many sports can be dangerous—should teens have to wait until they are older to learn the skills they need to become excellent athletes? The desire to shield young adults from harm is understandable but also deeply impractical. Life is full of many challenges, some of which are dangerous. The answer isn’t to avoid them. Rather, we all need to approach dangers with respect and care.

A universal driving age of sixteen would be fair. A national driver’s education program will help to make sure that all young drivers get the training they need to be safe on the road. Raising the driving age is not the answer to reducing accidents. Any driver will tell you that it’s time behind the wheel that gives you the confidence to make wise decisions while driving. It would be a serious mistake to assume that sixteen-year-olds are too young to take on this responsibility.
Comprehension Check

1. Describe the main idea of “Changing the Laws for Teenage Driving.”

2. Give two examples of persuasive techniques used by the writer.

3. Explain how the writer responds to one counterargument.

4. Which of the following best describes the author’s purpose?
   A. to inform readers about statistics regarding teenage driving
   B. to persuade readers to support a national driving age of sixteen
   C. to explain different ways that statistics can be misinterpreted
   D. to express an opinion about the importance of driving in the United States

5. What is the author’s point of view about statistics?
   A. They are meaningless because they are usually collected poorly.
   B. They are the only fair basis for a reasonable and fair decision.
   C. They should not be used as evidence because they can be misinterpreted.
   D. They do not always accurately reflect the complexities of a situation.
Independent Practice
Lesson 11: Reading Persuasive Nonfiction

Read the passage. Then answer the questions that follow.

Changing the Laws for Teenage Driving

One Nation, One Law

1 Right now, driving ages vary from state to state. In South Dakota, teens can drive when they are just fourteen years old. In New Jersey, teens must wait until they are seventeen. Are teens in South Dakota more mature than those in New Jersey? Do teens suddenly become less responsible when they cross state borders? Of course not. Allowing states to set different driving ages has created this ridiculous impression.

2 The average driving age in the United States is between sixteen and sixteen and a half. It makes sense to adopt the age of sixteen as the national driving age. This would be a fair law. All United States teenagers would be treated equally, regardless of where they live.

The Limits of Statistics

3 Some people want to raise the driving age to eighteen. They say that statistics prove that young drivers are dangerous. They might mention a 2005 study by the National Highway Traffic Safety Administration. The report showed that 64 out of every 100,000 sixteen-year-old drivers were involved in fatal accidents. Only 59 out of every 100,000 seventeen-year-old drivers were involved in similar collisions.

4 Representative John D’Amico supports a bill to raise the driving age in Illinois. He points out that “all fifty states prohibit sixteen-year-olds from drinking alcohol, buying cigarettes, and purchasing handguns. Yet somehow most states are willing to put them in charge of a car, which could potentially be a deadly weapon.” He also says that between 1995 and 2004, there were 30,917 deaths in accidents that involved drivers between the ages of fifteen and seventeen. In about a third of those accidents, the teen driver was killed. The rest of the victims were passengers, people in cars that the teenage drivers hit, or pedestrians.

5 Obviously, no one wants to increase the number of traffic accidents. But there’s no guarantee that raising the driving age to eighteen would help. What all drivers need is experience driving. The number of candles on their last birthday cake isn’t the issue. It’s true that inexperienced drivers are responsible for many accidents, but they must be allowed to gain the experience they need in order to become safe drivers. Alex Koroknay-Palicz of the National Youth Rights Association rightly points out that “raising the driving age won’t save lives. Studies show that it is inexperience, not age, that causes accidents. Raising the driving age will just create inexperienced, accident-prone drivers at eighteen instead of sixteen.”

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Statistics are not the answer. Reports also show that men are 77 percent more likely to kill others while driving than women. Should we outlaw male drivers in order to make the roads safer? Using statistics alone makes you draw that absurd conclusion.

**Driving Rights and Responsibilities**

There’s no question that this is an emotional issue. Horrible accidents in which teens were driving often make the headlines. When they do, some people rush to suggest raising the driving age. But that suggestion is both unfair and unrealistic.

It is unfair to judge all teenagers by the actions of a few irresponsible or inexperienced drivers. It’s also important to remember the realities of living in the United States. Driving isn’t a luxury for many teenagers. It’s a necessity. Many teens need to be able to drive to their schools, their activities, and their jobs. Many families rely on teenage drivers to pick up younger siblings from school. Taking away the right to drive is not a minor matter. For better or worse, cars are necessary for mobility in many areas of the United States.

People talk a lot about teenagers needing to accept their responsibilities. But how can they do so if they are treated like young children and kept away from anything possibly dangerous? Knives are dangerous—should teenagers be forbidden to cook? Many sports can be dangerous—should teens have to wait until they are older to learn the skills they need to become excellent athletes? The desire to shield young adults from harm is understandable but also deeply impractical. Life is full of many challenges, some of which are dangerous. The answer isn’t to avoid them. Rather, we all need to approach dangers with respect and care.

A universal driving age of sixteen would be fair and consistent. A national driver’s education curriculum will help to ensure that all young drivers get the training they need to be safe on the road. Raising the driving age is not the answer to reducing accidents. Any driver will tell you that it’s time behind the wheel that gives you the comfort and confidence to make wise decisions while driving. It would be a serious mistake to assume that sixteen-year-olds are too young to take on this responsibility.
Comprehension Check

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Independent Practice
Lesson 11: Reading Persuasive Nonfiction

Read the passage. Then answer the questions that follow.

Changing the Laws for Teenage Driving

One Nation, One Law

Currently, driving ages vary from state to state. In South Dakota, unsupervised teens can drive when they are just fourteen years old. In New Jersey, teens must wait until they are seventeen to receive the same privilege. Are teens in South Dakota more mature than those in New Jersey? Do teens suddenly become less responsible when they cross state borders? Of course not. Allowing states to set individual driving ages has created this ridiculous impression.

The average driving age in the United States is between sixteen and sixteen and a half. It makes sense to adopt the age of sixteen as the national driving age. This would help to create a uniform and fair legal system in which all United States teenagers are treated equally, regardless of where they live.

The Limits of Statistics

Some people have proposed raising the driving age to eighteen. They say that statistics prove that young drivers are more dangerous than older drivers. For example, a 2005 study by the National Highway Traffic Safety Administration showed that 64 out of every 100,000 sixteen-year-old drivers were involved in fatal accidents. Only 59 out of every 100,000 seventeen-year-old drivers were involved in similar collisions.

Writing in support of a bill to raise the driving age in Illinois, Representative John D’Amico pointed out that “all fifty states prohibit sixteen-year-olds from drinking alcohol, buying cigarettes, and purchasing handguns. Yet somehow most states are willing to put them in charge of a car, which could potentially be a deadly weapon.” He went on to point out that between 1995 and 2004, there were 30,917 fatalities in accidents that involved drivers between the ages of fifteen and seventeen. In about a third of those accidents, the teen driver was killed. The rest of the victims were passengers, people in other cars, or pedestrians.

Obviously, no one wants to increase the number of traffic accidents. But there’s no guarantee that raising the driving age to eighteen would prevent accidents. What all drivers need is experience driving, not a birthday cake with a particular number of candles. It’s true that inexperienced drivers are responsible for many accidents, but they must be allowed to gain the experience they need in order to become safe drivers. Alex Koroknay-Palicz of the National Youth Rights Association accurately points out that “raising the driving age won’t save lives. Studies show that it is inexperience, not age, that causes accidents. Raising the driving age will just create inexperienced, accident-prone drivers at eighteen instead of sixteen.”
Statistics are not the answer. Reports also show that men are 77 percent more likely to kill others while driving than women. Does that mean that we should outlaw male drivers in order to make the roads safer? Using statistics alone forces you to draw that absurd conclusion.

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There’s no question that this is an emotional issue. Horrible accidents in which teens were driving often make the headlines. When they show up, people rush to suggest raising the driving age limit. But that proposal is both unfair and unrealistic.

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