C. Establishing a Community of Readers

Students can be asked to keep a reading journal in a notebook. With each chapter they read, they can write their reactions, favorite quotes, questions, self-assessments, and words they want to remember for their permanent knowledge base. Teachers may collect the notebooks two or three times in a term, either all at the same time or little by little. Because the purpose is to encourage reading, teacher reactions (if any) should be confined to content and not accuracy of writing.

D. Developing Critical Thinking

Simply understanding what is written on a page is not enough for college-level work. **Critical thinking** involves many skills: drawing conclusions, assessing accuracy, relating information to what is already known or to another area of knowledge, and applying what has been learned. Critical thinking involves the ability to:

- Describe
- Compare and contrast
- Associate (What does it make you think of?)
- Analyze
- Apply (How can the insights be used?)
- Argue for or against

Critical thinking is more than just a solitary process. It must be shared in the academic environment, and students must be able to participate in class discussion. The teacher needs to explain **how students can contribute to a class discussion**:

- Report what their group has discussed.
- Report differences of opinion.
- State a personal opinion.
- Agree or disagree with another student.
- Add something to what another student has said.
- Give another example.

E. Administering Assessments

Students should be encouraged to **refer back to the text** to answer questions. There may not be an explicit part that tells them the answer to a question, but they can work from the context.

- **Quizzes** for each chapter are available in this Teacher's Manual. Since each chapter contains three readings, one reading with main ideas and close reading can also be used as an assessment.
- Readings can be used as **information-gap exercises**. Half the class reads Reading One at home or in class and half reads Reading Two. Then, in pairs, students tell each other the main points of their assigned readings. This encourages students to develop skills in oral summarizing. Students should be guided to understand they cannot include everything in a summary; they must be able to distinguish main ideas and support from details.
- Readings can also be timed. **Timed readings** can be done on the first reading of a text; students then answer only main idea questions. Have students time themselves and see how their performance (i.e., the number of correct answers they provide) improves.

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C Suffix *-en* and Prefix *en-*: Making Adjectives and Nouns into Verbs

1. Introduce this exercise by reminding students that in the reading, Quindlen talked about making adjectives into nouns. This exercise provides practice with turning nouns and adjectives into verbs.
2. Have students fill in the charts and discuss their answers with a partner.
3. Ask students to create sentences orally with three of the target words.

CRITICAL THINKING *(page 14)*

Use these questions as the basis for a class discussion. Have students practice the answers in small groups.

LINKING READINGS ONE AND TWO *(page 14)*

1. Students should go back to the readings and fill in the chart with their notes.
2. Have students review their notes in small groups. Fill in the blanks on the board or collect the notes for assessment.
3. If there is time, have the class do a role-play. First, students think of reasons why governments or agencies would *not* want to give individual space to the homeless. (It's too costly, takes up too much space, and so on.) Then the class can organize a town meeting where people express a variety of opinions.

READING THREE: Helping and Hating the Homeless *(pages 15–22)*

A Warm-Up *(page 15)*

Ask students to look at the pictures on pages 15 and 16 as they consider the questions. Have them discuss the questions with a partner and share some of their opinions with the class.

B Reading Strategy *(page 15)*

Explain that making up questions before you read can help focus your attention on the reading. Ask students what questions they thought of. Later, they can go back and consider the usefulness of their questions.

COMPREHENSION *(page 17)*

A Main Ideas *(page 17)*

Have students discuss their answers with a partner. Go over the answers with the class. Then write some corrections on the board for the false sentences.

B Close Reading *(page 18)*

1. Have students read the text again and work on the questions alone.
2. Go over the answers. If there were errors, have students retrace their reasoning so the inaccuracies can be pointed out.
3. Point out specific words or expressions that can help students answer the questions (e.g., *has its roots in*, *social contract*, *cruel charity*).

VOCABULARY *(page 19)*

A Word Forms *(page 19)*

1. Go over the answers in part 1 by writing the chart on the board and asking students to fill in the correct responses.
2. Explain that the exercise in part 2 asks students to use the correct form of each word in the sentences. Make sure students know how to look at a sentence and determine which part of speech is needed: adjectives modify nouns, adverbs modify verbs, a noun is needed after an article, and so on.
3. Ask students about the story of Alice and if her story influenced their opinions about the problem of homelessness.
4. Have students create two or three sentences by using the different forms of each target word. Go around the room and correct the sentences; then have students read the best sentences aloud.

B Synonyms *(page 20)*

1. After students compare answers with a partner, address any difficulties they encountered.
2. Have students make three sentences with the target words.

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2. Have students search the Internet to find the list of "100 Greatest Films" from the American Film Institute. Then have them compare the lists.

READING ONE: One Hundred Years of Cinema *(pages 58–66)*

A Warm-Up *(page 58)*

Expand the discussion by pointing out that all movies include photography (moving pictures), and the framing of the image (deciding what the viewer sees) brings into play the elements of painting (composition) and architecture (placement of objects). Most movies show the movement of the human body, contain musical elements, and have a story line (the plot) that includes dialogue (sometimes poetic) and theatrical elements like a play.

B Reading Strategy *(page 58)*

Emphasize that an academic essay is written to convince the reader of a specific point of view. Its purpose is not to inform or entertain. The thesis statement pinpoints the opinion that the essay defends.

COMPREHENSION *(page 60)*

Main Ideas *(page 60)*

1. Remind students that to find the correct paraphrase for each paragraph, they must consider the choices carefully. Some choices represent ideas discussed in the paragraph but not the main idea.
2. Ask students to write the answers on a separate piece of paper and collect the answers to see how students are progressing.
3. Go over the answers with the class.

Close Reading *(page 61)*

1. Have students read the text again and complete this exercise. Go over the answers with the class.
2. Point out that in question 1, there is no mention of a "dreamlike state." In question 2, the text does not say there are no more masterpieces, and it does not refer to 15 years ago. In question 3, production costs are now so high that blockbusters seem to be Hollywood's preferred answer. In question 4, most young people, in Sontag's opinion, are no longer cinephiles interested in film history.
3. Have students go back to the reading to identify another quote they believe is significant. Ask them to explain their choice.

VOCABULARY *(page 62)*

A Synonyms *(page 62)*

1. Make sure students know how to pronounce the target words.
2. Have students discuss their answers with a partner. If there are questions about a word, direct students to find the word in the reading. Dictionaries should also be available.
3. Ask students to write their own sentences with three of the target words. Then have them read their sentences aloud in class or write them on the board.

B Using the Dictionary *(page 63)*

Point out that this exercise showcases the way a dictionary can help students understand the richness of words. It also gives them another occasion to discriminate between different parts of speech.

C Verbs Showing Increase and Decrease *(page 63)*

1. Have students practice the pronunciation of the words by reading the sentences aloud.
2. Go over the answers with the class.
3. Ask students for other words that show increase and decrease, such as *decline*, *steep decline,* and *growth*.
4. Have students apply what they learned by analyzing a graph or chart about movies.

D Idioms with *ground/grounded* *(page 64)*

Ask students to read the sentences aloud, do the exercises, and then compare answers with a partner. Then have students create their own sentences for two or three of the idioms.

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B Close Reading *(page 256)*

1. Have students work alone and then compare answers with a partner.
2. To help students go from quote to answer, review each question together. This is especially necessary because of the difficulty of this text. In question 1, emphasize that the whole quote refers to women *if married*. There is no mention of women's rights when they are not married. So, the comparison of married women and single women in choice *a* is not the logical conclusion. Furthermore, the phrase *civilly dead in the eye of the law* reinforces the statement that *all right to any property* has been taken from her. This is to show students why choice *b* is the only possible answer here. In question 2, the phrases *obedience to her husband* and *he . . . her master* are key to understanding the quote and the reasons why choice *b* is the answer. In question 3, the qualifiers *nearly all* (*the profitable employments*) and *very little* (*remuneration*) tell us that women can work, thereby excluding the possibility of choice *b*. However, the qualifiers also tell us that they can work with limitations, thereby affirming the correctness of choice.

VOCABULARY *(page 257)*

A Word Forms *(page 257)*

Write the chart on the board or project it on a computer screen. Go over the answers with the class. Ask students if they have any questions about the word forms as you discuss possible answers, going over the reasoning for the parts of speech (i.e., noun, verb, adjective, adverb) and forms of the words needed in each sentence. Although most of the forms needed in this exercise should be clear to the students, it would be beneficial to point out that for question 3, students should understand that the answer—*depriving*—is correct because it connects functionally with *confining* at the beginning of the clause: "confining women to the home was increasingly seen as depriving them of their rights."

B Synonyms *(page 258)*

1. Have students compare answers with a partner. Then ask them to test one another on the target words and their synonyms.
2. Have students give oral summaries of what they learned in the three paragraphs they just read.

CRITICAL THINKING *(page 259)*

1. Divide the class into five groups and have each group be responsible for one of the five questions. In each group, assign a recorder who will take notes.
2. Lead a full-class discussion during which the recorders sit on a panel and report the different opinions expressed in their groups. Then have the rest of the class enter the discussion. Ask: "What ideas do you agree with? What ideas do you disagree with? What are your ideas now that you have heard other people's ideas?"
3. Have students write an entry in their response journals to reflect two different "directions" in their thought process: (1) an opinion expressed with which they agree and that reinforces their own point of view; and (2) an opinion expressed with which they disagree and that has made them think more about the topic.

READING TWO: Speech on Women's Rights (1888) *(pages 260–271)*

A Warm-Up *(page 260)*

Discuss the meaning of the quotes about freedom with the class. Then have students search the Internet for other quotes on freedom. Encourage them to bring these quotes into the discussion at different points as you move through the chapter.

B Reading Strategy *(page 260)*

Remind students how important it is to use this strategy well—not only for reading comprehension but also for taking notes and reporting other authors' ideas in research papers. For more immediate practice, have students go back to Reading One of this chapter. For homework, have them paraphrase some paragraphs of Stanton's speech.

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B. Match the words with their definitions.

____ **1.** to pick up	**a.** to lift; to improve; to learn
____ **2.** to pick out	**b.** to notice something
____ **3.** to pick at	**c.** to choose / recognize someone or something
____ **4.** to pick up on	**d.** to eat something by taking small bites, without interest

Vocabulary: Reading Three

Circle the option that best rephrases each sentence. Focus carefully on the word in *italics*.

1. Scientists are not sure whether animals can feel *empathy*.
- **a.** Scientists are not sure if animals can feel compassion.
- **b.** Scientists do not know if animals understand each other.

2. There is a *discontinuity* between our desire to understand animal morality and our actual knowledge.
- **a.** Our knowledge of animal morality and our desire to understand it are not the same.
- **b.** Society wants to understand animal morality better.

3. Marc Bekoff and Jessica Pierce *articulate* the idea that there is a connection between human and animal morality.
- **a.** Bekoff and Pierce discuss morality in a persuasive way.
- **b.** Bekoff and Pierce express the idea that there is a connection between human and animal morality.

4. Some people believe that morality is absolute, and others believe it exists on a *continuum*.
- **a.** Some people believe that morality exists on a spectrum, while others disagree.
- **b.** We should continue to study morality.

5. Without morality, *self-governance* is impossible.
- **a.** Governments should behave in a moral way.
- **b.** In order for societies to exist autonomously, morality is necessary.

6. Language is *inextricably* tied to morality.
- **a.** Language and morality are closely related.
- **b.** Language stems from morality.

7. Monkeys behave in an *altruistic* way when they share food with one another.
- **a.** When monkeys share food, they show generosity.
- **b.** When monkeys share food, they show self-interest.

8. Animals are not capable of expressing *contempt.*
- **a.** Animals cannot show love.
- **b.** Animals cannot show hatred.

9. The *cognitive* abilities of humans and animals are not the same.
- **a.** The physical abilities of humans and animals are not equal.
- **b.** The mental capabilities of humans and animals are not the same.

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Vocabulary: Reading Two

Cross out the choice that is NOT a synonym for the target word.

1. humane
- **a.** compassionate
- **b.** kind
- **c.** humanity

2. call (someone) to account for
- **a.** make (someone) responsible for
- **b.** make (someone) ask about
- **c.** make (someone) pay attention to

3. denounce
- **a.** criticize
- **b.** lie
- **c.** accuse

4. humble
- **a.** proud
- **b.** modest
- **c.** unassuming

5. enlightened
- **a.** progressive
- **b.** tolerant
- **c.** religious

6. advocated
- **a.** criticized
- **b.** campaigned for
- **c.** supported

7. fallacy
- **a.** lie
- **b.** exaggeration
- **c.** incorrect belief

8. refutation
- **a.** evidence
- **b.** rejection
- **c.** denial

9. accruing
- **a.** growing
- **b.** declining
- **c.** accumulating

10. promote
- **a.** vote for
- **b.** support
- **c.** endorse

11. suppress
- **a.** restrain
- **b.** stifle
- **c.** build

12. faculties
- **a.** advantages
- **b.** abilities
- **c.** capabilities

Vocabulary: Reading Three

Circle the option that best rephrases each sentence. Focus carefully on the words in *italics*.

1. *Feminists* play an important role in society.
- **a.** Women are important to society.
- **b.** People who support women's rights are important to society.

2. Women *waged* historic struggles in the 1920s.
- **a.** In the 1920s, women carried out important struggles.
- **b.** As a result of their struggles in the 1920s, women earned more money.

3. No one knows when the *ratification* of the Equal Rights Amendment might occur.
- **a.** No one is certain when the Equal Rights Amendment will be approved.
- **b.** The Equal Rights Amendment has not been approved.

4. Many countries have *stepped up* their efforts to support equality.
- **a.** Many countries are discussing equality.
- **b.** A lot of countries have increased their efforts to support equality.

5. Standing in *vigil* sends a powerful message.
- **a.** Silent protest is an effective way to communicate a message.
- **b.** Patience is helpful in achieving difficult goals.

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