

Lesson 7.1 Compare Similar Topics in Different Formats

This lesson will help you practice comparing the formats of two similar texts. Use it with core lesson 7. 1 Compare Similar Topics in Different Formats to reinforce and apply your knowledge.

Key Concept

Different writers can present similar information in different formats. Each format fits the message the writer wants to convey.

Core Skills

- Compare Two Texts in Different Formats
- Compare Fiction and Nonfiction

Comparing Texts on Similar Topics

Two texts about the same topic can be presented in different ways. The texts might have differing formats; that is, they might be arranged differently. In addition, the writing could be influenced by the context, or the circumstances in which the author wrote. Format and context affect a reader's understanding of a text.

Directions: Read the passage below. Then complete the activities.

- 1 Some idea of the impression which Mammoth Cave makes upon the senses, irrespective even of sight, may be had from the fact that blind people go there to see it, and are greatly struck with it..... The blind seem as much impressed by it as those who have their sight. When the guide pauses at the more interesting point, or lights the scene up with a great torch... and points out the more striking features, the blind exclaim, "How wonderful! How beautiful! " They can feel it, if they cannot see it. They get some idea of the spaciousness when words are uttered. The voice goes forth in these colossal chambers like a bird. When no word is spoken, the silence is of a kind never experienced on the surface of the earth.... This, and the absolute darkness, to a person with eyes makes him feel as if he were face to face with the primordial nothingness....
- 2 Here in the loose soil are ruts worn by cart-wheels in 1812, when, during the war with Great Britain, the earth was searched to make saltpetre. The guide kicks corn cobs out of the dust where the oxen were fed at noon, and they look nearly as fresh as ever they did. In those frail corn-cobs and in those wheel tracks, as if the carts had but just gone along, one seemed to come very near to the youth of the century, almost to overtake it.
- 3 Probably the prettiest thing they have to show you in Mammoth Cave is the "Star (Chamber. "... The guide takes your lantern from you and leaves you seated upon a bench by the wayside, in the profound cosmic darkness. He retreats down a side alley that seems to go down to a lower level, and at a certain point shades his lamp with his hat, so that the light falls upon the ceiling over your head. You look up, and the first thought is that there is an opening just there that permits you to look forth upon the midnight skies. You see the darker horizon line where the sky ends and the mountains begin. The sky is blue black and is thickly studded with stars—rather small stars, but apparently genuine. At one point a long luminous streak simulates exactly the form and effect of a comet.

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4 As you gaze, the guide slowly moves his hat, and a black cloud gradually creeps over the sky, and all is blackness again. Then you hear footsteps retreating and dying away in the distance. Presently all is still, save the ringing in your own ears. Then after a few moments, during which you have sat in silence like that of the interstellar spaces, you hear over your left shoulder a distant flapping of wings, followed by the crowing of a cock. You turn your head in that direction and behold a faint dawn breaking on the horizon. It slowly increases till you hear footsteps approaching, and your dusky companion, playing the part of Apollo with lamp in hand, ushers in the light of day. It is rather theatrical, but a very pleasant diversion nevertheless.

—From “In Mammoth Cave” by John Burroughs

- 1 Mammoth Cave National Park was established in 1941. It preserves and protects the world’s longest known cave system, along with a portion of the Green River valley and much of south central Kentucky. More than 400 miles of its caves have been explored to date.
- 2 Study has shown the park to be far more complex than first imagined, and not simply because of its labyrinthine underground. The area sustains a broad diversity of plant and animal life, in myriad specialized and interconnected ecosystems. More than 70 threatened, endangered, or state-listed species make their homes there. The Federal Endangered Species Act of 1973 gives park officials the means to ensure the survival of these species.
- 3 The cave system ecosystem ranks among the most diverse in the world, hosting more than 130 varieties of animal. These species are almost equally divided among the three classes of cave life: troglobites, which need a cave environment to survive; troglaphiles, which can survive in or out of caves; and troglonexes, which use caves primarily for refuge.
- 4 Even if one does not consider the abundance of life underground, the Mammoth Cave area merits its National Park status due solely to the extraordinary density and variety of its plant life. While... Great Smoky Mountains National Park, has approximately 1, 500 flowering species in its more than 500, 000 acres, Mammoth Cave National Park supports more than 1, 300 species within only one-tenth of that acreage.
- 5 The park is open to visitors year-round. Most of its resources and facilities are available free of charge. The following fees are charged for cave tours, camping, and selected picnic shelters.

Cave Tour Fees			
Cave Tour	Adults	Youth*	Seniors
Mammoth Passage Tour	\$5. 00	\$3. 50	\$2. 50
Historic Tour	\$12. 00	\$8. 00	\$6. 00
Grand Avenue Tour	\$24. 00	\$18. 00	\$12. 00
Great Onyx Tour	\$15. 00	\$11. 00	\$7. 50
Violet City Lantern Tour	\$15. 00	\$11. 00	\$7. 50
River Styx Tour	\$13. 00	\$9. 00	\$6. 50
Star Chamber Tour	\$12. 00	\$8. 00	\$6. 00
Wild Cave Tour	\$48. 00	n/a	\$24. 00
Introduction to Caving	\$23. 00	\$18. 00	\$11. 50
Trog	n/a	\$14. 00	n/a
*Youth is 6-12 years of age.			

Campground and Picnic Shelter Fees	
Campsite/ Picnic Area	Fee <i>Senior discounts in ()</i>
Mammoth Cave Campground	\$17. 00 (\$8.50)
Maple Springs Group Camp	\$30. 00
Houchins Ferry Campground	\$12. 00 (\$6. 00)
Open-Air Picnic Shelter	\$25. 00/day; limited availability
Enclosed Picnic Shelter	\$50. 00/day: one shelter, available Sat/Sun March 1-Memorial Day; daily Memorial Day-Labor Day; Sat/Sun Labor Day-November 30

Lesson 7.1 Compare Similar Topics in Different Formats

1. The _____ of both passages is Mammoth Cave.
2. Which contextual fact most affects your understanding of passage 1?
 - A. It is an excerpt from a longer work.
 - B. It was written in the late 19th century.
 - C. It is a work of nonfiction.
 - D. It was written by a nature essayist
3. Who is the intended audience for passage 2?
 - A. park visitors
 - B. historians
 - C. families
 - D. conservationists
4. How do the main purposes of the two passages differ?
 - A. passage 1 was written to inform; passage 2 was written to entertain.
 - B. passage 1 was written to persuade; passage 2 was written to inform.
 - C. passage 1 was written to entertain; passage 2 was written to inform.
 - D. passage 1 was written to entertain; passage 2 was written to persuade.

Comparing Fiction and Nonfiction

It is not always easy to distinguish fiction from nonfiction, especially when the fictional tale is rooted in fact. By studying a text's characteristics, you can identify it as fiction or nonfiction. Pay particular attention to the text's context, purpose, and tone.

Directions: Read the passage below. Then complete the activities.

- 1 There were three sorts of persons distinguished by the Tribunal as suspected of heresy [belief disagreeing with a particular religion, in this case Catholicism]: those who were lightly suspected, those who were seriously suspected, and those who were violently suspected.
- 2 There were three methods of torture; the cord, fire, and water. In the first method, they tied the hands behind the back of the patient by means of a cord which passed through a pulley attached to the roof, and the executioners drew him up as high as possible. After suspending him for some time, the cord was loosened, and he fell within six inches of the ground. This terrible shock dislocated all the joints and cut the flesh even to the sinews. The process was renewed every hour and left the patient without strength or motion. It was not until after the physician had declared that the sufferer could no longer endure the torture without dying, that the Inquisitors sent him back to prison.

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- 3 The second was performed by means of water. The executioners stretched the victim over a wooden instrument like a spout... without any bottom but a stick passing across it. The body falling backwards, came to such a position that the feet were higher than the head. In this cruel position the executioners passed into the throat a piece of fine linen, wet, a part of which covered the nostrils. They then turned water into the mouth and nose and left it to filter so slowly that one hour at least was consumed before the sufferer had swallowed a drop, although it trickled without interruption. Thus the patient found no interval for respiration.
- 4 If by this second torment they could obtain no confession, the inquisitors resorted to fire. For this purpose the executioners tied the hands and feet in such a manner that the sufferer could not change his position. They then rubbed the feet with oil and lard, and other penetrating matter, and placed them before the fire, until the flesh was so roasted that the bones and sinews appeared in every part.

—From Records of the Spanish Inquisition, translated by Andrew Dickson White

- 1 Unreal! —Even while I breathed there came to my nostrils the breath of the vapour of heated iron! A suffocating odour pervaded the prison! A deeper glow settled each moment in the eyes that glared at my agonies! A richer tint of crimson diffused itself over the pictured horrors of blood— I gasped for breath! There could be no doubt of the design of my tormentors—oh!... most demoniac of men! Yet, for a wild moment, did my spirit refuse to comprehend the meaning of what I saw. At length it forced—it wrestled its way into my soul—it burned itself in upon my shuddering reason. —Oh! for a voice to speak! —oh! horror! —oh! any horror but this! With a shriek, I rushed from the margin, and buried my face in my hands—weeping bitterly—
- 2 “Death,” I said, “any death but that of the pit! ” Fool! Might I have not known that into the pit it was the object of the burning iron to urge me? Could I.. withstand its pressure? And now, flatter and flatter grew the lozenge.. Its centre, and of course, its greatest width, came just over the yawning gulf. I shrank back—but the closing walls pressed me resistlessly onward. At length for my seared and writhing body there was no longer an inch of foothold on the firm floor of the prison. I struggled no more, but the agony of my soul found vent in one loud, long, and final scream of despair. I felt that I tottered upon the brink—I averted my eyes—
- 3 There was a discordant hum of human voices! There was a loud blast as of many trumpets! There was a harsh grating as of a thousand thunders! The fiery walls rushed back! An outstretched arm caught my own as I fell, fainting entered Toledo. The Inquisition was in the hands of its enemies.
—From “The Pit and the Pendulum” by Edgar Allan Poe

1. What is the topic of both of these passages?
 - A. the key players in the creation of the Spanish Inquisition
 - B. the purposes behind the formation of the Spanish Inquisition
 - C. the methods of torture used during the Spanish Inquisition
 - D. the events that led to the end of the Spanish Inquisition
2. What is the difference in the way the authors approach the subject?
 - A. White criticizes the methods used by the inquisitors; Poe shows sympathy for the accused.
 - B. White gives a factual account of torture methods; Poe focuses on the terror felt by the prisoner.
 - C. White details the torture experienced by one man; Poe writes about the experiences of many.
 - D. White writes from the point of view of the inquisitor; Poe writes from the point of view of the accused.
3. What is the main purpose of passage 1?
 - A. to help
 - B. to persuade
 - C. to entertain
 - D. to inform
4. Which of the following definitions best fits the meaning of the word **instrument** as it is used in paragraph 3 of passage 1?
 - A. a device used to produce music
 - B. a means of getting something done
 - C. a measuring device
 - D. a tool or an implement
5. The characteristics of “The Pit and the Pendulum” help me determine that its genre is _____.



Test-Taking Tip

If you aren't happy with your score in one or more subject tests, consider retaking the test in those subjects. You can retake each subject up to three times a year. You will be at an advantage the second time around because you can focus your studying, and you'll be familiar with the test's format.

Writing Practice

One of the first decisions an author has to make is how he or she will address a topic. For example, will the writer tell a fictional story about the topic or write a nonfiction article? If nonfiction is chosen, will the writer share facts, express opinions, or both? Writers must also select the format that will best convey their message to the audience.

Directions: Write two accounts of a significant event in your life, such as meeting a future spouse or partner, getting your first job, or learning how to drive a car. The first account should be informational. Provide facts and details about the event. Write the second account as if it were a fictional story or a persuasive essay. Use language that conveys your purpose.

Lesson 7.2 Compare Similar Genres

This lesson will help you practice comparing two texts from similar genres. Use it with core lesson 7. 2 Compare Similar Genres to reinforce and apply your knowledge.

Key Concept

Authors may use similar genres to address common themes or ideas.

Core Skills

- Determine Genre
- Compare Similar Genres

Identifying Genre

A genre is a category of writing that has specific characteristics. Identifying the differences in genres helps the reader understand the differences in the authors' purposes for writing.

Directions: Read the passages below. Then complete the activities.

- 1 Tea began as a medicine and grew into a beverage. In China, in the eighth century, it entered the realm of poetry as one of the polite amusements. The fifteenth century saw Japan ennoble it into a religion of aestheticism—Teaism. Teaism is a cult founded on the adoration of the beautiful among the sordid facts of everyday existence. It inculcates purity and harmony, the mystery of mutual charity, the romanticism of the social order. It is essentially a worship of the Imperfect, as it is a tender attempt to accomplish something possible in this impossible thing we know as life....
- 2 The long isolation of Japan from the rest of the world, so conducive to introspection, has been highly favorable to the development of Teaism. Our home and habits, costume and cuisine, porcelain, lacquer, painting—our very literature—all have been subject to its influence. No student of Japanese culture could ever ignore its presence. It has permeated the elegance of noble boudoirs, and entered the abode of the humble. Our peasants have learned to arrange flowers, our meanest laborer to offer his salutation to the rocks and waters. In our common parlance we speak of the man “with no tea” in him, when he is insusceptible to the serio-comic interests of the personal drama. Again we stigmatize the untamed aesthete who, regardless of the mundane tragedy, runs riot in the springtide of emancipated emotions, as one “with too much tea” in him.
- 3 The outsider may indeed wonder at this seeming much ado about nothing. What a tempest in a tea-cup! he will say. But when we consider how small after all the cup of human enjoyment is, how soon overflowed with tears, how easily drained to the dregs in our quenchless thirst for infinity, we shall not blame ourselves for making so much of the tea-cup. Mankind has done worse....
- 4 Those who cannot feel the littleness of great things in themselves are apt to overlook the greatness of little things in others. The average Westerner, in his sleek complacency, will see in the tea ceremony but another instance of the thousand and one oddities which constitute the quaintness and childishness of the East to him. He was wont to regard Japan as barbarous while she indulged in the gentle arts of peace: he calls her civilized since she began to commit wholesale slaughter on Manchurian battlefields. Much comment has been given lately to the Code of the Samurai—the Art of Death which makes our soldiers exult in self-sacrifice; but scarcely any attention has been drawn to Teaism, which represents so much of our Art of Life.

—From *The Book of Tea* by Kakuzo Okakura

A History of Japanese Americans in California: Immigration

- 1 One of the first groups of settlers that came from Japan to the United States, the Wakamatsu Tea and Silk Farm Colony under the leadership of John Schnell, arrived at Cold Hill, El Dorado County, in June 1869. Additional colonists arrived in the fall of 1869. These first immigrants brought mulberry trees, silk cocoons, tea plants, bamboo roots, and other agricultural products. The U. S. Census of 1870 showed 55 Japanese in the United States; 33 were in California, with 22 living at Gold Hill. Within a few years of the colony's founding, the colonists had dispersed, their agricultural venture a failure.
- 2 The 1880 Census showed 86 Japanese in California, with a total of 148 in the United States. Possibly these were students, or Japanese who had illegally left their country, since Japanese laborers were not allowed to leave their country until after 1884 when an agreement was signed between the Japanese government and Hawaiian sugar plantations to allow labor immigration. From Hawaii, many Japanese continued on to the United States mainland_____
- 3 Laborers for the Hawaiian sugar plantations were carefully chosen_____ [A] systematic method of recruiting workers from specific regions in Japan was established. Natives from Hiroshima, Kumamoto, Yamaguchi, and Fukushima were sought for their supposed expertise in agriculture, for their hard work, and for their willingness to travel_____
- 4 Except for a temporary suspension of immigration to Hawaii in 1900, the flow of immigration from Japan remained relatively unaffected until 1907-08, when agitation from white supremacist organizations, labor unions, and politicians resulted in the "Gentlemen's Agreement, " curtailing further immigration of laborers from Japan. A provision in the Gentlemen's Agreement, however, permitted wives and children of laborers, as well as laborers who had already been in the United States, to continue to enter the country. Until that time, Japanese immigrants had been primarily male. The 1900 Census indicates that only 410 of 24, 326 Japanese were female. From 1908 to 1924, Japanese women continued to immigrate to the United States, some as "picture brides. "
- 5 In Japan... go-betweens arranged marriages between compatible males and females... [A]n exchange of photographs became a first step in this long process. Entering the bride's name in the groom's family registry legally constituted marriage. Those Japanese males who could afford the cost of traveling to Japan returned there to be married. Others resorted to long-distance... marriages.... [T]he bride would immigrate to the United States as the wife of a laborer.... For wives who entered after 1910, the first glimpse of the United States was the Detention Barracks at Angel Island in San Francisco Bay. New immigrants were processed there, and given medical exams. As a result, this was the place where most "picture brides" saw their new husbands for the first time.

—From "A History of Japanese Americans in California," National Park Service

1. Which genres are used in the two passages?
 - A. The first passage is biography, and the second passage is historical fiction.
 - B. The first passage is autobiography, and the second passage is biography.
 - C. The first passage is an essay, and the second passage is a historical article.
 - D. The first passage is a folktale, and the second passage is an essay.

2. The main purpose of both passages is to _____ readers about Japanese culture.

3. What is the main difference in literary technique between the two passages?
 - A. Passage 1 includes vivid descriptions and connotative language; passage 2 relies on facts and figures.
 - B. Passage 1 begins in the 8th century; passage 2 begins in the 19th century, which affects the authors' perspectives.
 - C. Passage 1 is about Teaism in Japan; passage 2 is about immigrants.
 - D. Passage 1 contains a plot; passage contains only facts and figures.

4. How does the portrayal of the Japanese differ in these two passages?
 - A. Passage 1 depicts the Japanese as hard working; passage 2 depicts the Japanese as lazy.
 - B. Passage 1 shows the refinement of Japanese culture; passage 2 shows the plight of Japanese laborers in America.
 - C. Passage 1 emphasizes the woman's place in Japan; passage 2 highlights the lack of Japanese women in America at the turn of the 20th century.
 - D. Passage 1 depicts Japanese culture as more advanced than other cultures; passage 2 depicts Japanese culture as less advanced than American culture.



Test-Taking Tip

When you are writing an extended response, pay attention to grammar, punctuation, and spelling. The computer-based scoring system will notice errors just as a human would. Study and practice the rules of grammar, punctuation, and spelling ahead of time so you can focus on the content of your essay. And don't forget to check for typographical errors before you submit your response.

Comparing Texts from Similar Genres

Some nonfiction texts, such as memoirs, biographies, or letters, are narratives. They tell the story of a person, event, time, or place. As you compare narrative texts of similar genres, pay attention to text features, literary techniques, tone, and the author's attitude toward his or her topic.

Directions: Read the passage below. Then complete the activities.

- 1 As we edged our way out to a better position, the sun rose and threw a series of three rainbows in the mist clouds as they floated up out of the shadowed depths. The lowest and clearest of these semicircles of irised spray seemed to spring from a patch of bright saffron sand, where it was laid bare by the melting snow. Now I know where the story of the gold at the end of the rainbow came from.
- 2 Carr and I tried to come through from the canyon by moonlight last night and had rather a bad time of it. First a fog obscured the moon. Then we tried to take a shortcut by following the telephone line, got lost in the dark, and stayed lost till the moon set and made it darker still. In cutting across the hills to get back into Hayden Valley, Carr fell over a snow bank and landed right in the middle of the road. . . .
- 3 After a while we were lost again, this time in a level space bounded on four sides by a winding creek. I know it was on four sides of the place, for we carefully walked off toward each point of the compass in rotation, and each time landed in the creek. We finally escaped by wading. How we got in without wading will always be a mystery...
- 4 We passed the famous and only Mud Geyser an hour before daybreak. Things were in a bad way with him, judging from the noise.... Carr said it reminded him of something between a mad bull buffalo and a boatload of seasick tourists when the summer wind stirs up the lake. But Carr was too tired and disgusted to be elegant. Indeed, we were both pretty well played out. Personally, I felt just about like the Mud Geyser sounded.

—From *Down the Yellowstone* by Lewis R. Freeman, 1922

November 1st [1868]

- 1 I was extremely glad to receive yet one more of your ever welcome letters.... I am not surprised to hear of your leaving Madison and am anxious to know where your lot will be cast.... If you make your home in California, I know from experience how keenly you will feel the absence of the special flowers you love.... [How ever,] I think that you will find in California just what you desire in climate and scenery, for both are so varied.
- 2 March is the springtime of the plains, April the summer, and May the autumn The other months are dry and wet winter.... I rode across the seasons in going to the Yosemite last spring. I started from the Joaquin in the last week of May. All the plain flowers, so lately fresh in the power of full beauty, were dead. Their parched leaves crisped and fell to powder....

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Lesson 7.2 Compare Similar Genres

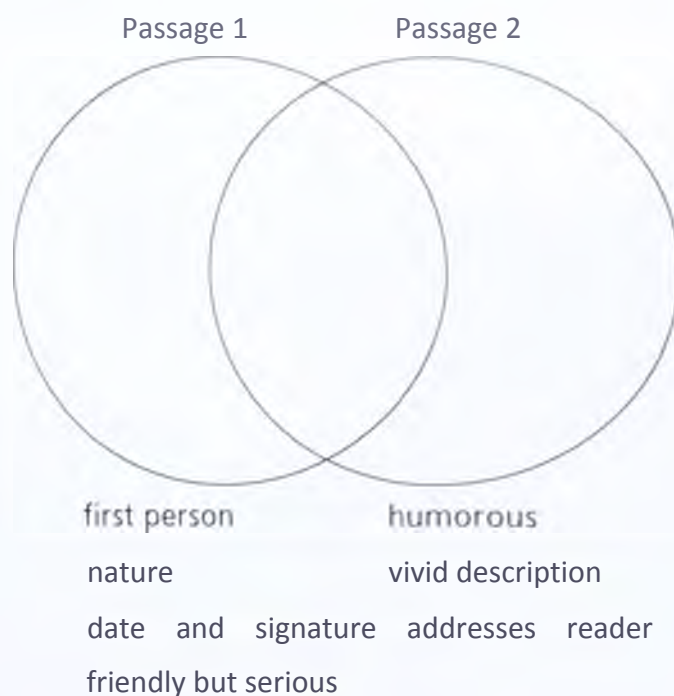
- 3 After riding for two daps in this autumn I found summer again in the higher foothills. Flower petals were spread confidingly open, the grasses waved their branches all bright and gag in the colors of healthy prime, and the winds and streams were cool. Forty or fifty miles further into the mountains, I came to spring. The leaves on the oak were small and drooping, and they still retained their first tintings of crimson and purple, and the wrinkles of their bud folds were distinct as if newly opened....
- 4 A few miles farther "onward and upward" I found the edge of winter. Scarce a grass could be seen.... Soon my horse was plunging in snow ten feet in depth, the sky became darker and more terrible, many-voiced mountain winds swept the pines, speaking the dread language of the cold north....
- 5 Descending these higher mountains towards the Yosemite, the snow gradually disappeared from the pines and the sky... and violets appeared again, and I once more found spring in the grand valley. Thus meet and blend the seasons of these mountains and plains, beautiful in their joinings as those of lake and land or of the bands of the rainbow____

Ever yours most cordially,

J. M.

—From *Letters to a Friend* by John Muir

1. The genre of passage 1 is _____.
The genre of passage 2 is _____.
2. How do the authors' attitudes toward their topic differ?
- A. Lewis: disgusted; Muir: fearful
- B. Lewis: surprised; Muir: awestruck
- C. Lewis: awestruck; Muir: amused
- D. Lewis: amused; Muir: amazed
3. Which of the following definitions best fits the meaning of the word **keenly** as it is used in paragraph 1 of passage 2?
- A. cleverly
- B. intensely
- C. sharply
- D. sensitively
4. Compare the two passages by evaluating the topic, text features, and tone. Then write each passage's unique characteristics in the appropriate sections of the graphic organizer and the shared characteristics in the overlapping section.



Writing Practice

Biographies are about the life of a person written by someone other than that person. Autobiographies are about the life of the author. These genres are related, but each has its own distinct qualities, influenced by the author's purpose and point of view.

Directions: Write two paragraphs about yourself: the first as a biography and the second as an autobiography. The point of view of the biography should be objective and written in the third person. The autobiography should be subjective and written in the first person. Before you begin writing, choose your purpose for writing in each genre.

This lesson will help you practice analyzing opposing arguments expressed in two texts. Use it with core lesson 7. 3 Analyze Two Arguments to reinforce and apply your knowledge.

Key Concept

In order to choose which side of an argument to support, a reader must evaluate the evidence and logic used by each side.

Core Skills

- Compare Arguments
- Evaluate Evidence in Opposing Arguments

Comparing and Contrasting Two Arguments

For every argument in favor of an opinion, there is likely to be an argument that disputes, or argues against it. When reading an argument, begin by identifying the claim. Then analyze the evidence to determine whether the claim is valid and supported.

Directions: Read the passages below. Then complete the activities.

- 1 Not very long before birth the human embryo is strikingly similar to the embryo of the ape; still earlier, it presents an appearance very like that of the embryos of other mammals lower in the scale, like the cat and the rabbit... Indeed, as we trace back the still earlier history, more and more characters are found which are the common properties of wider and wider arrays of organisms. [A]t one time the embryo exhibits gill-slits in the sides of its throat which in all essential respects are just like those of the embryos of birds and reptiles and amphibian... Can we reasonably regard these resemblances as indications of anything else but a community of ancestry of the forms that exhibit them?
- 2 Yet a still more wonderful fact is revealed by the study of the very earliest stages of individual development. The human embryo begins its very existence as a single cell, —nothing more and nothing less... I do not think we could ask nature for more complete proof that human beings have evolved from one-cell ancestors as simple as modern protozoa... They at least are real and not the logical deductions of reason....
- 3 And now... we may look to nature for fossil evidence regarding the ancestry of our species. Much is known about the remains of many kinds of men who lived in prehistoric times, but we need consider here only one form which lived long before the glacial period in the so-called Tertiary times. In 1894 a scientist named Dubois discovered in Java some of the remains of an animal which was partly ape and partly man. So well did these remains exhibit the characters of Haeckel's hypothetical ape-man, *Pithecanthropus*, that the name fitted the creature like a glove. Specifically, the cranium presents an arch which is intermediate between that of the average ape and of the lowest human beings. It possessed protruding brows like those of the gorilla. The estimated brain capacity was about one thousand cubic centimeters, four hundred more than that of any known ape, and much less than the [human average]. Even without other characters, these would indicate that the animal was actually a “missing link” in the scientific sense, —that is, a form which is near the common progenitors of the modern species of apes and of man.... So *Pithecanthropus* is a part of the chain leading to man, not far from the place where the human line sprang from a lower primate ancestor....
- 4 The foregoing facts illustrate the conclusive evidence brought forward by science that human evolution in physical respects is true. Even if we wished to do so, we cannot do away with the facts of structure and development and fossil history, nor is there any other explanation more reasonable than evolution for these facts.

—From *The Doctrine of Evolution: Its Basis and Its Scope* by Henry Edward Crampton, 1911

- 1 [I]t would be indeed strange, if no honest man could be found to tell... the truth regarding Darwinism. This has occurred sooner than I dared to hope. This chapter can announce the glad tidings that even in "social-democratic science" Darwinism is doomed to decay. Much printer's ink will, of course, be yet wasted before it will be so entirely dead as to be no longer available as a weapon against Christianity; but a beginning at least has been made.
- 2 In the December [issue] of the ninth year of the *Sozialistische Monatshefte*, a social-democratic writer, Curt Grottewitz, undertakes to bring out an article on "Darwinian Myths." It is stated there that Darwin had a few eminent followers, but that the educated world took no notice of their work; that now, however, they seemed to be attracting more attention. "There is no doubt that a number of Darwinian views, which are still prevalent to-day, have sunk to the level of untenable myths...."
- 3 Grottewitz very frankly continues: "The difficulty with the Darwinian doctrines consists in the fact that they are incapable of being strictly and irrefutably demonstrated. The origin of one species from another, the conservation of useful forms, the existence of countless intermediary links, are all assumptions, which could never be supported by concrete cases found in actual experience." Some are said to be well established indirectly by proofs drawn from probabilities, while others are proved to be absolutely untenable. Among the latter Grottewitz includes "[natural] selection," which is indeed a monstrous figment of the imagination. There was moreover really no reason for adhering to it so long. It is eminently untrue, that the biological research of the last few years proved for the *first* time the untenableness of this doctrine, as Grottewitz seems to think. Clear thinkers recognized its untenableness long ago...
- 4 It is certainly a very peculiar phenomenon; for decades we behold a doctrine reverently re-echoed; thoughtful investigators expose its folly, but still the worship continues.

—From *At the Deathbed of Darwinism* by Eberhard Dennert, 1904

1. What is the claim of Crampton's argument?
 - A. Human embryos are similar to ape embryos.
 - B. Humans are physically similar to other types of primates.
 - C. Fossils provide a record of the evolution of humans over time.
 - D. Humans have evolved from other species over the centuries.
2. Crampton's argument about evolution is credible because the evidence is based on _____.
3. Which of the following definitions best fits the meaning of the word **scale** as it is used in paragraph 1 of Crampton's argument?
 - A. a device used to measure weight
 - B. a thin plate covering the skin, as on a fish
 - C. a series of tests used to rate performance
 - D. a graduated series of order

Lesson 7.3 Analyze Two Arguments

4. What is the claim of the Dennert's argument?

- A. Evolution cannot be proved.
- B. Darwinism damages Christianity.
- C. Darwinism is not widely accepted.
- D. Natural selection is impossible.

5. Dennert _____ Darwin's theory of evolution.

6. Which of these additional claims are most likely to be made by Crampton? Which would be made by Dennert? Write each claim in the correct side of the chart.

Crampton	Dennert

Humans were created in God's image.

Unused traits disappear as a species evolves.

Humankind began with a single cell.

There is no relation between human and monkey.

Analyzing Evidence in Two Arguments

When comparing opposing arguments, readers must carefully evaluate the evidence provided by each author and decide whether it is relevant, accurate, sufficient, credible, and logical, and supports the claim.

Directions: Reread the passages in the previous section. Then choose the best answer to each question.

1. How does the information about *Pithecanthropus* support Crampton's argument?

- A. It shows that other well-regarded scientists supported Darwin's theory of evolution.
- B. It proves that humans are more highly evolved than other primates.
- C. It supports the claim of the physiological relationship between humans and apes.
- D. It indicates that the *Pithecanthropus* is not the "missing link."

2. Which types of evidence does Crampton use to support his argument?

- A. logic and scientific research/analysis
- B. expert opinion and scientific research/analysis
- C. logic and witness statements
- D. witness statements and expert opinion

3. What type of evidence does Dennert's argument provide?
 - A. scientific research
 - B. opinion
 - C. logic
 - D. records of events
4. What evidence in Crampton's argument contradicts the claim of Dennert's argument?
 - A. Cats and rabbits are on the lower end of the evolutionary scale.
 - B. Humans and apes are primates with similar structures.
 - C. A "missing link" between ape and human once existed.
 - D. Amphibians, reptiles, and birds have similar embryonic structures.



Test-Taking Tip

How much should you write for an extended response? The answer is as much as you feel is necessary to clearly answer the question and to provide supporting evidence. If you do not have much to say about the topic, do not try to stretch your material. Adding extraneous or irrelevant information just to add more length can harm your overall score.

Writing Practice

You need to compare and contrast opposing arguments to determine which argument you agree with. To make an informed decision, compare the arguments and evaluate the evidence for accuracy, relevance, and sufficiency. Once you have analyzed the two arguments, you can decide which argument to support.

Directions: Briefly compare and contrast two sides of an argument that you've recently read or heard, such as a debate between two politicians or a disagreement between friends about what movie to go see. Which argument was stronger? Why? Did you agree with either of their arguments? Explain why or why not. Support your viewpoint with examples.

Lesson 7.4 Evaluate the Impact of Genre and Format

This lesson will help you practice evaluating the impact of genre and format. Use it with core lesson 7. 4 Evaluate the Impact of Genre and Format to reinforce and apply your knowledge.

Key Concept

By comparing genres that present similar ideas, readers can identify differences in scope, impact, purpose, and intended audience.

Core Skills

- Compare Text and Image
- Compare Textual Genres

Comparing Textual and Visual Genres

The genre and format that writers choose depends in part on their purpose. Writers, as well as visual artists, consider the impact, or effect, that they want to have on their audience. The same topic presented strictly as text or in a visual format can affect readers in different ways.

Directions: Read the passages, and look at the time line below. Then complete the activities.

Niagara, June 10, 1843

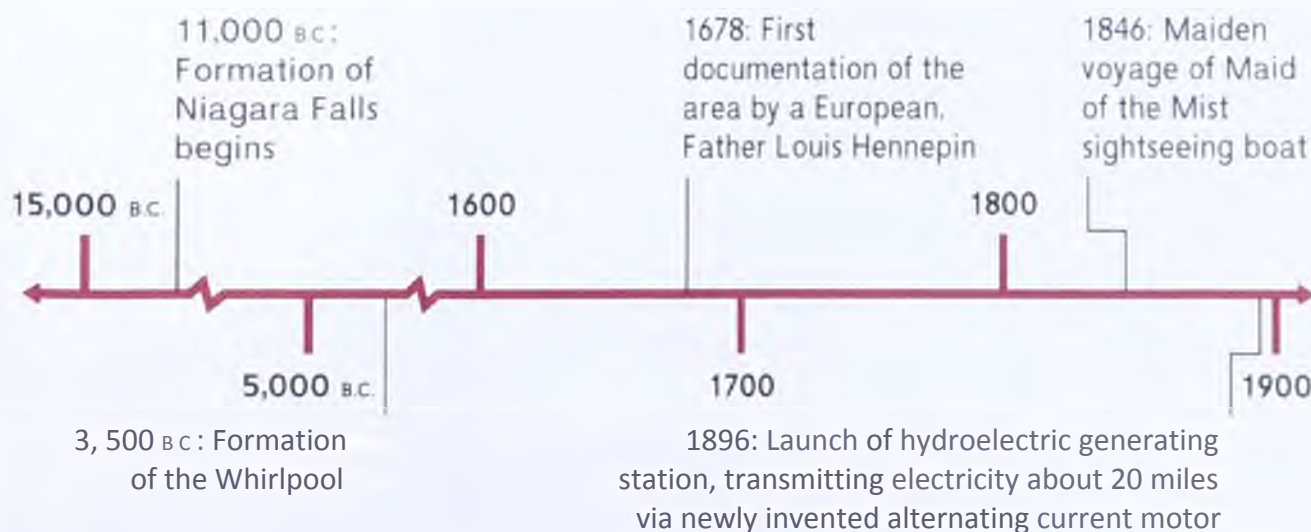
- 1 The whirlpool I like very much. It is seen to advantage after the great falls; it is so sternly solemn. The river cannot look more imperturbable, almost sullen in its marble green, than it does just below the great fall. But the slight circles that mark the hidden vortex seem to whisper mysteries the thundering voice above could not proclaim—a meaning as untold as ever....
- 2 It is fearful, too, to know... that whatever has been swallowed by the cataract is like to rise suddenly to light here, whether uprooted tree, or body of man or bird.
- 3 The rapids enchanted me far beyond what I expected. They are so swift that they cease to seem so; you can think only of their beauty. The fountain beyond the Moss Islands I discovered for myself. [I] thought it for some time an accidental beauty which it would not do to leave, lest I might never see it again. After I found it permanent, I returned many times to watch the play of its crest. In the little waterfall beyond, Nature seems, as she often does, to have made a study for some larger design. She delights in this—a sketch within a sketch, a dream within a dream. Wherever we see it, the lines of the great buttress in the fragment of stone, the hues of the waterfall copied in the flowers that star its bordering mosses, we are delighted; for all the lineaments become fluent, and we mold the scene in congenial thought with its genius.
- 4 People complain of the buildings at Niagara, and fear to see it further deformed. I cannot sympathize with such an apprehension. The spectacle is capable of swallowing up all such objects; they are not seen in the great whole, more than an earthworm in a wide field.
- 5 And now farewell, Niagara.... I will be here again beneath some flooding July moon and sun. Owing to the absence of light, I have seen the rainbow only two or three times by day, the lunar bow not at all. However, the imperial presence needs not its crown, though illustrated by it.

—Prom *At Home and Abroad; or, Things and Thoughts in America and Europe* by Margaret Fuller Ossoli

Niagara Falls Geology Facts & Figures

- The Niagara River is about 36 miles in length and is the natural outlet from Lake Erie to Lake Ontario....
- More than 6 million cubic feet of water go over the Crestline of the Falls every minute during peak daytime tourist hours....
- The rapids above the Falls reach a maximum speed of 25 mph, with the fastest speeds occurring at the Falls themselves (recorded up to 68 mph). The water through the Whirlpool Rapids below the Falls reaches 30 mph, and at Devil's Hole Rapids, 22 mph.
- ... The huge volume of water rushing from the Falls is crushed into the narrow Great Gorge, creating the Whirlpool Rapids that stretch for 1 mile. The water surface here drops 50 feet and the rushing waters can reach speeds as high as 30 feet per second.
- The whirlpool is a basin 1, 700 feet long by 1, 200 feet wide, with depths up to 125 feet. This is the elbow, where the river makes a sharp right-angled turn _____
- When the Niagara River is at full flow, the waters travel over the rapids and enter the pool, then travel counter-clockwise around the pool past the natural outlet. Pressure builds up... and this pressure forces the water under the incoming stream. The swirling waters create a vortex, or whirlpool....
- The [green] color [of the water] comes from... dissolved salts and "rock flour, " very finely ground rock. [These are] picked up primarily from the limestone bed. [They] probably also [come] from the shales and sandstones under the limestone cap at the falls.

—From "Niagara Falls Geology Facts & Figures" by Niagara Parks



1. "Niagara, June 10, 1843," "Niagara Falls Geology Facts & Figures," and the time line are about the same topic, but their _____ are different.

2. Which of the following definitions best fits the meaning of the word **apprehension** used in paragraph 4 of "Niagara, June 10, 1843"?

- A. capture
- B. comprehension
- C. understanding

3. Which statement best describes the impact of “Niagara, June 10, 1843” on readers?
- A. Readers learn statistics about the features of Niagara Falls.
 - B. Readers understand the author’s feelings about Niagara Falls.
 - C. Readers agree that buildings should be built at Niagara Falls.
 - D. Readers learn about the history of Niagara Falls.
4. Which statement best describes how the time line compares to “Niagara Falls Geology Facts & Figures”?
- A. The time line visually organizes information about the history of Niagara Falls, whereas the passage describes a person’s visit to the falls.
 - B. The time line gives interesting facts about the water at Niagara Falls, whereas the passage explains the best sites to visit there.
 - C. The time line organizes the events of a person’s visit to Niagara in a visual way, whereas the passage describes the events on the trip.
 - D. The time line visually organizes information about the history of Niagara Falls, whereas the passage lists significant facts about the falls.

Evaluating Differences between Genres

Readers can evaluate the differences between genres by recognizing each genre’s unique characteristics. It is helpful to reflect on the intended audience of a piece of writing and to compare the impact of different genres. Also consider the scope, or breadth, of the information presented.

Directions: Read the passage below. Then complete the activity.

Evacuating Yourself and Your Family

- 1 Evacuations are more common than many people realize. Fires and floods cause evacuations most frequently across the US. and almost every year, people along coastlines evacuate as hurricanes approach....
- 2 In some circumstances, local officials... require mandatory evacuations. In others, evacuations are advised or households decide to evacuate to avoid situations they believe are potentially dangerous. When community evacuations become necessary local officials provide information to the public through the media. In some circumstances, other warning methods, such as sirens, text alerts, emails or telephone calls are used....
- 3 If the event is a weather condition, such as a hurricane, you might have a day or two to get ready. However, many disasters allow no time for people to gather even the most basic necessities, which is why planning ahead is essential.
- 4 Plan how you will assemble your family and supplies and anticipate where you will go for different situations. Choose several destinations in different directions so you have options in an emergency and know the evacuation routes to get to those destinations. Follow these guidelines for evacuation:
 - Plan places where your family will meet, both within and outside of your immediate neighborhood....
 - If you have a car, keep a full tank of gas in it if an evacuation seems likely.... Gas stations may be closed during emergencies and unable to pump gas during power outages. Plan to take one car per family to reduce congestion and delay.

(continued)

- Become familiar with alternate routes... out of your area_____
- Leave early enough to avoid being (rapped by severe weather.
- Follow recommended evacuation routes. Do not take shortcuts; they may be blocked.
- Be alert for road hazards such as washed-out roads... and downed power lines_____
- Take your emergency supply kit unless... it has been contaminated.
- Listen to a battery-powered radio and follow local evacuation instructions.
- Take your pets with you, but understand that only service animals may be permitted in public shelters. Plan how you will care for your pets in an emergency.

—From "Evacuating Yourself and Your Family" by the Federal Emergency Management Agency

Story of an Eye-Witness

- 1 The earthquake in San Francisco shook down hundreds of thousands of dollars' worth of walls and chimneys. But the conflagration that followed burned up hundreds of millions of dollars' worth of property. There is no estimating within hundreds of millions the actual damage wrought.
- 2 Not in history has a modern imperial city been so completely destroyed. San Francisco is gone. Nothing remains of it but memories and a fringe of dwelling houses on its outskirts. Its industrial section is wiped out. Its business section is wiped out. Its social and residential section is wiped out. The factories and warehouses, the great stores and newspaper buildings, the hotels and the palaces... are all gone.... Within an hour after the earthquake shock, the smoke of San Francisco's burning was a lurid tower visible a hundred miles away. And for three days and nights this lurid tower swayed in the sky, reddening the sun, darkening the day, and filling the land with smoke.
- 3 On Wednesday morning at a quarter past five came the earthquake. A minute later the flames were leaping upward. In a dozen different quarters south of Market Street, in the working-class ghetto, and in the factories, fires started. There was no opposing the flames. There was no organization, no communication. All the cunning adjustments of a twentieth-century city had been smashed by the earthquake. The streets were humped into ridges and depressions and piled with the debris of fallen walls. The steel rails were twisted into perpendicular and horizontal angles, The telephone and telegraph systems were disrupted. And the great water mains had burst.
- 4 By Wednesday afternoon... half the heart of the city was gone... East, west, north, and south, strong winds were blowing upon the doomed city. The heated air rising made an enormous suck. Thus did the fire of itself build its own colossal chimney through the atmosphere....

(continued)

Lesson 7.4 Evaluate the Impact of Genre and Format

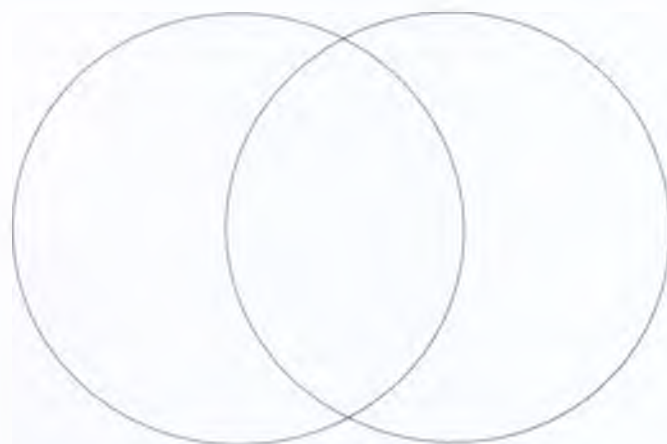
- 5 San Francisco... is like the crater of a volcano, around which are camped tens of thousands of refugees.... All the surrounding cities and towns are jammed with the homeless ones, where they are being cared for by the relief committees. The refugees were carried free by the railroads to any point they wished to go, and it is estimated that over one hundred thousand people have left.... The government has the situation in hand, and, thanks to the immediate relief given by the whole United States, there is not the slightest possibility of a famine. The bankers and business men have already set about making preparations to rebuild San Francisco.

—From *The Story of an Eye-Witness* by Jack London

1. Evaluate the characteristics that appear below the Venn diagram. Then write each passage's unique characteristics in the outer sections of the circles and the shared characteristics in the overlapping section.

**Evacuating
Yourself and
Your Family Eye-Witness**

**The Story
of an
Eye-Witness**



compassion

disaster

evacuation

practical advice

information

vivid descriptions

bullet points

3. How does the format support the author's purpose in writing "The Story of an Eye-Witness"?

- A. The use of bullets helps explain key concepts about earthquakes.
- B. The visual format allows the reader to keep track of the sequence of events.
- C. This format allows for rich details that appeal to the reader's emotions.
- D. This format allows the writer to be persuasive about earthquake preparedness.

4. In a comparison of how the two passages cover the topic of evacuation, the scope of passage 1 is _____ the scope of passage 2.

- A. narrower than
- B. broader than
- C. equal to
- D. superior to

2. Which conclusion could the reader draw about the intended audience of passage 1?

- A. They are people who want to prepare for a natural disaster.
- B. They are people who have experienced a natural disaster.
- C. They are people who want to learn about the weather.
- D. They are people who work for the Federal Emergency Management Agency.



Writing Practice

Directions: Write two paragraphs, each in a different format. In the first paragraph, use bullet points or numbered lists to provide information about the rules of a sport or skills needed to perform a certain song, dance, and so on. In the second paragraph, use descriptive details to write a narrative account of a game or a performance.