

Lesson 5.1 Determine Author's Purpose and Point of View

This lesson will help you practice analyzing an author's purpose and point of view in two informational texts. Use it with core lesson 5. 1 Determine Author's Purpose and Point of View to reinforce and apply your knowledge.

Key Concept

Authors have a reason for writing, and they often have an opinion about the topic of their writing.

Core Skills

- Determine Author's Purpose
- Establish Point of View

Identifying an Author's Purpose

Authors write texts for a specific purpose. A text may be written to inform you about a topic, to persuade you to think a certain way, or to entertain you.

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

The Nature of Waves

The Nature of Waves

A wave is a periodic or harmonic disturbance in space or through a medium (water, for instance) by which energy is transmitted. Water, sound, and light all travel in waves. The illumination a lamp provides comes from light waves, while the music emanating from a stereo comes from sound waves. The powers to preserve food and warm it come from electromagnetic waves, and the power that transmits signals to a television comes from radio waves. The energy that gives a waterbed its soothing motion comes from water waves.

Types of Properties of Waves

Waves transmit energy in different ways, and all phases of matter transmit waves. An example of a solid transmitting wave energy is an earthquake that takes place when rocks are under pressure and snap or slide into new positions. Waves that are felt and seen in water are examples of a liquid transmitting wave energy. Gases also transmit wave energy, as in an explosion, when heat, sound, and light waves are generated. Two basic types of waves exist: longitudinal waves and transverse waves.

Longitudinal Wave

Particles of the medium move back and forth in the same direction as the wave itself moves. An example of a longitudinal wave is a sound wave that occurs when a tuning fork is tapped. When a tuning fork is tapped, the prongs move from right to left in a rapid periodic motion. A sound wave is produced, and it moves parallel (right and left) to the moving prong.

Transverse Wave

Particles of the medium move at right angles to the direction of the wave's movement. An example of a transverse wave is one that occurs when a pebble is tossed into a still pond.

When a stone is dropped into a pond, the waves produced appear to move outward. These waves move at right angles to the dropped stone.

Waves have two components, a crest and a trough. A crest is the point of highest displacement in a wave, and a trough is the point of lowest displacement. Crests and troughs are easily visible in water waves.

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Two specific characteristics of a wave are length and frequency:

- Wavelength is defined as the distance between two successive wave crests or two successive wave troughs.
- Wave frequency is the number of wave crests that pass a given point per second.

Therefore, the shorter the wavelength is, the higher the wave frequency will be. In fact, a wave's speed equals the wavelength times the wave frequency.

When a source of a wave is in motion, a compression of the wavelength is detected. This can be demonstrated with sound waves. As a train passes while you are standing on the platform, you will notice a distinct drop in the pitch or sound quality. This drop in sound pitch is heard by the observers standing on the side during an automotive race such as the Indianapolis 500. Water waves demonstrate the same compression in the direction of motion. The water waves in the front of a boat are squeezed together, while those at the rear of the boat are far apart. This is referred to as the Doppler Effect. Scientists use the Doppler Effect to forecast tornadoes and to detect the motion of stars in our galaxy.

Sound Wave

Sound waves are longitudinal waves. A musical pitch, or tone, is heard when there is a definite frequency to a wave. The lower the frequency, the lower the tone. For example, the frequency of a bass speaker in a stereo system is lower than a tweeter, or high-frequency speaker, because the low-pitched sound of the bass results from a lower number of vibrations per second.

1. The author's purpose for writing this passage is **3**. How does the second sentence of the section on transverse waves support the author's purpose?
to _____.
2. How does the following sentence support the author's purpose?
"This drop in sound pitch is heard by the observers standing on the side during an automotive race such as the Indianapolis 500. "
A. It persuades the reader to attend a car race.
B. It convinces the reader to be careful around noisy machinery.
C. It gives an example to explain compression in sound waves.
D. It helps the reader visualize the excitement of a car race.
3. How does the following sentence support the author's purpose?
"The water waves in the front of a boat are squeezed together, while those at the rear of the boat are far apart."
A. It provides an example of transverse waves to inform the reader.
B. It provides vivid sensory details to spark the reader's imagination.
C. It uses figurative language to entertain the reader.
D. It provides a reason to persuade the reader to agree with the viewpoint.
4. Which of the following definitions best fits the meaning of the word **frequency** used in this passage?
A. what tunes you in to a radio station
B. how often something happens
C. the number of times an electric current changes direction
D. the proportion of one type of item in a group

Recognizing an Author's Point of View

An author's point of view is the writer's attitude toward a topic. A point of view may be positive, negative, or neutral. It may be expressed directly or implied.

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

Excerpt from a speech made by George W. Bush

- 1 Both parties have been talking about education reform for quite a while. It's time to come together to get it done so that we can truthfully say in America, "No child will be left behind—not one single child. "
- 2 We share a moment of exceptional promise—a new administration, a newly sworn-in Congress, and we have a chance to think anew and act anew.
- 3 All of us are impatient with the old lines of division. All of us want a different attitude here in the nation's capital. All in this room, as well as across the country, know things must change.
- 4 We must confront the scandal of illiteracy in America, seen most clearly in high poverty schools, where nearly 70 percent of fourth graders are unable to read at a basic level. We must address the low standing of [American] test scores amongst industrialized nations in math and science, the very subjects most likely to affect our future competitiveness. We must focus the spending of federal tax dollars on things that work. Too often we have spent without regard for results, without judging success or failure from year to year.
- 5 We must face up to the plague of school violence, with an average of 3 million crimes committed against students and teachers inside public schools every year. That's unacceptable in our country. Change will not come by adding a few new federal programs to the old. If we work only at the edges, our influence will be confined to the margins. We need real reform.
- 6 Change will not come by disdaining or dismantling the federal role of education. I believe strongly in local control of schools. I trust local folks to chart the path to excellence. But educational excellence for all is a national issue, and at this moment is a presidential priority. I've seen how real education reform can lift up scores in schools and effectively change lives.
- 7 And real education reform reflects four basic commitments. First, children must be tested every year in reading and math. Every single year. Not just in the third grade or the eighth grade, but in the third, fourth, fifth, sixth and seventh and eighth grade.... Without yearly testing, we don't know who is falling behind and who needs help. Without yearly testing, too often we don't find failure until it is too late to fix....
- 8 Secondly, the agents of reform must be schools and school districts, not bureaucracies Teachers and principals, local and state leaders must have the responsibility to succeed and the flexibility to innovate. One size does not fit all when it comes to educating the children in America. School districts, school officials, educational entrepreneurs should not be hindered by excessive rules and red tape and regulation.
- 9 If local schools do not have the freedom to change, they cannot be held accountable for failing to change. Authority and accountability must be aligned at the local level, or schools will have a convenient excuse for failure. "I would have done it this way, but some central office or Washington, D. C., caused me to do it another way. "
- 10 Third, many of our schools, particularly low income schools, will need help in the transition to higher standards. When a state sets standards, we must help schools achieve those standards.

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- 11 We must measure, we must know; and if a school or school district falls short, we must understand that help should be applied.... Once failing schools are identified, we will help them improve.... We want success, and when schools are willing to accept the reality that the accountability system points out and are willing to change, we will help them.
- 12 Fourth, American children must not be left in persistently dangerous or failing schools. When schools do not teach and will not change, parents and students must have other meaningful options. And when children or teenagers go to school afraid of being threatened or attacked or worse, our society must make it clear it's the ultimate betrayal of adult responsibility.
- 13 Parents and children who have only bad options must eventually get good options, if we are to succeed all across the country....
- 14 These four principles are the guides to our education reform package. Yet today I'm offering more than principles. I'm sending a series of specific proposals to the United States Congress; my own blueprint for reform. I want to begin our discussion in detail with the members of the House and the Senate, because I know we need to act by this summer so that the people at the local level can take our initiatives and plan for the school year beginning next fall.
- 15 ... If somebody's got a better idea, I hope they bring it forward, because the secretary and I will listen.
- 16 We've got one thing in mind: an education system that's responsive to the children, an education system that educates every child, an education system that I'm confident can exist; one that's based upon sound fundamental curriculum, one that starts teaching children to read early in life, one that focuses on systems that do work, one that heralds our teachers and makes sure they've got the necessary tools to teach, but one that says every child can learn. And in this great land called America, no child will be left behind.

—From *Selected Speeches of George W. Bush* 2001-2008

1. Which of the following best expresses the author's point of view?
 - A. High standards leave some children behind.
 - B. Parents and children have too many choices in education.
 - C. The education system is not working and needs to be changed.
 - D. Education in the United States allows everyone to be successful.
2. Which of the following words best describes the author's point of view about the education system in the United States at the time of the speech?
 - A. positive
 - B. negative
 - C. neutral
 - D. optimistic

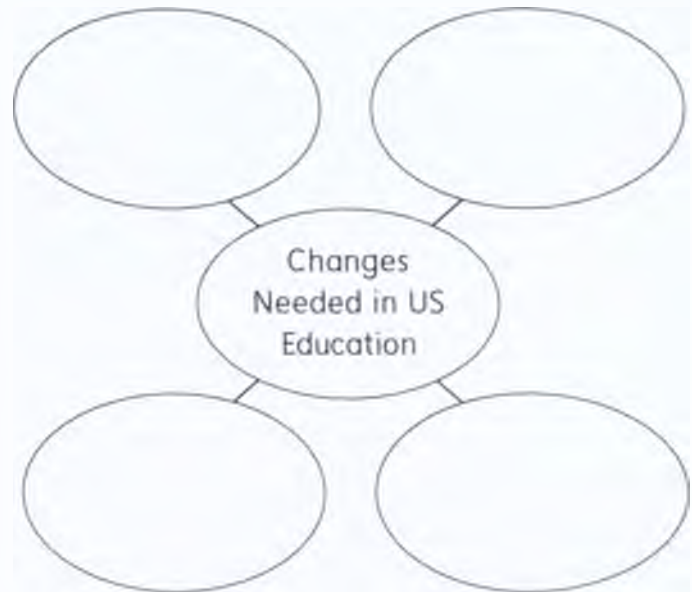
Lesson 5.1 Determine Author's Purpose and Point of View

3. The author's point of view is expressed _____ because it is stated in paragraph 4.

4. According to the author's point of view, what is most needed in the US educational system?

- A. reform
- B. money
- C. leaders
- D. diversity

5. Write in the outer circles of the concept web the examples of proposed changes that the author uses to support his point of view.



Test children every year in math and reading.

Create a uniform model for all children.

Help schools transition to higher standards.

Encourage schools and not bureaucracies to be agents of change.

Allow children to leave dangerous or failing schools.

Place more control at the federal level.



Test-Taking Tip

During a test, as you are reading a question, circle or write key words that help you understand what the question is asking. For example, you might circle the words *point of view* or *author's purpose*.

Writing Practice

Many schools want to increase their students' access to technology, but they have limited funds to purchase these devices. One solution that has been proposed is to allow students to bring their own devices such as tablets and smart phones to school to use in class. Some people argue that allowing students to bring their own devices into school will create new problems.

Directions: Write a speech in which you give your opinion about this issue, clearly stating your point of view in your writing. Remember that your purpose is to persuade the listener to agree with your opinion. Use persuasive language, and provide reasons to support your opinion.

Lesson 5.2 Analyze How Author's Purpose Determines Structure

This lesson will help you practice analyzing how an author's purpose helps determine the text structure within two texts. Use it with core lesson 5. 2 Analyze How Author's Purpose Determines Structure to reinforce and apply your knowledge.

Key Concept

Authors choose specific text structures to clarify what they want to say. The text structures engage the reader and help authors achieve a purpose.

Core Skills

- Analyze Text Structure
- Determine Author's Purpose

Text Structure in Informational Texts

All authors have a purpose for writing. The most common purposes are to inform, to persuade, and to entertain. An author of an informational text chooses an organization or structure that supports his or her purpose for writing. Some common text structures include sequence, compare and contrast, cause and effect, description, and problem and solution.

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

Earth and Space Science

Earth science is the study of planet Earth—its origin and the forces at work that are constantly changing the surface of the planet. Earth science differs from the life sciences in that Earth science focuses on nonliving rather than living things. It is a very broad field that covers the subjects of astronomy, geology, meteorology, paleontology, and oceanography.

Astronomy: The Study of Space

One of the oldest fields of study in science deals with how Earth was created and how this planet fits into the design of the universe. **Astronomy** is the study of the size, movements, and composition of the planets, stars, and other deep-space objects. By observing objects in space, astronomers hope to understand how our planet was created and how it evolved. A number of important theories have been advanced to explain the beginning of Earth and its universe.

The Beginning of the Universe

According to the leading theory, known as the *big bang theory*, a “cosmic egg” made up of dust and gas containing all the matter in the universe exploded. This explosion occurred 15 to 20 billion years ago, creating the basic atoms of our lightest gases from which the stars formed. The big bang theory accounts for the measured expansion of the universe and the background radiation found in all directions in outer space. According to the *open universe theory*, the universe will either continue the expansion indefinitely or begin a collapse. A different theory, called the *closed universe theory*, predicts that the total mass of the universe is large enough to gather up all matter into a concentrated central point and then gravitationally collapse at some point in the distant future. This collapse is referred to as the “big crunch.”

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The most distant (but unknown) objects detected by science are known as quasars (quasi stellar radio sources). The light and energy that has arrived from these objects is about 16 billion years old. It is likely that the energy that we receive now came from these objects during their formation. Every time scientists investigate deep-space objects, they must remember that information we receive now took time to get to Earth. Even the light from the Sun takes eight minutes to reach Earth. The nearest star to the Sun is Alpha Centauri, which is more than four light years away.

1. The author's main purpose for writing this piece is to _____.
2. Which best describes the overall structure of this passage?
 - A. sequence
 - B. compare and contrast
 - C. cause and effect
 - D. description
3. How does the overall structure help the author achieve his or her purpose for writing?
 - A. It helps the reader understand what topics are included in astronomy.
 - B. It helps the reader compare Earth and life sciences.
 - C. It helps the reader understand the order in which major theories in astronomy were developed.
 - D. It helps the reader understand how lack of funding causes limits on astronomy research.
4. Which best describes the structure of paragraph 3?
 - A. sequence
 - B. compare and contrast
 - C. cause and effect
 - D. description



Test-Taking Tip

When faced with a multiple-choice test question, read the question and formulate an answer in your head. Then read the answer choices. Choose the answer that is most similar to your answer. Following these steps will help you eliminate any answer choices that you know are incorrect.

Text Structure in Literary Texts

Like authors of informational texts, literary writers also choose a text structure to convey their purpose. These structures, such as sequence, may be similar to those used by informational writers. Sometimes literary writers enhance the structure with special techniques such as alternating viewpoints, flashback, and parallel plots.

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

- 1 [T]hese other apartments were densely crowded, and in them beat feverishly the heart of life. And the revel went whirlingly on, until at length there commenced the sounding of midnight upon the clock. And then the music ceased, as I have told; and the evolutions of the waltzers were quieted; and there was an uneasy cessation of all things as before. But now there were twelve strokes to be sounded by the bell of the clock.... [B]efore the last echoes of the last chime had utterly sunk into silence, there were many individuals in the crowd who had found leisure to become aware of the presence of a masked figure which had arrested the attention of no single individual before. And the rumor of this new presence having spread itself whisperingly around, there arose at length from the whole company a buzz, or murmur, expressive of disapprobation and surprise—then, finally, of terror, of horror, and of disgust.
- 2 In an assembly of phantasms such as I have painted, it may well be supposed that no ordinary appearance could have excited such sensation. In truth the masquerade license of the night was nearly unlimited; but the figure in question had out-Heroded Herod, and gone beyond the bounds of even the prince's indefinite decorum. There are chords in the hearts of the most reckless which cannot be touched without emotion. Even with the utterly lost, to whom life and death are equally jests, there are matters of which no jest can be made. The whole company, indeed, seemed now deeply to feel that in the costume and bearing of the stranger neither wit nor propriety existed.
- 3 The figure was tall and gaunt, and shrouded from head to foot in the habiliments of the grave. The mask which concealed the visage was made so nearly to resemble the countenance of a stiffened corpse that the closest scrutiny must have had difficulty in detecting the cheat. And yet all this might have been endured, if not approved, by the mad revellers around. But the mummer had gone so far as to assume the type of the Red Death. His vesture was dabbled in blood—and his broad brow, with all the features of the face, was besprinkled with the scarlet horror.
- 4 When the eyes of Prince Prospero fell upon this spectral image (which with a slow and solemn movement, as if more fully to sustain its role, stalked to and fro among the waltzers) he was seen to be convulsed, in the first moment with a strong shudder either of terror or distaste; but, in the next, his brow reddened with rage.

—From “The Masque of the Red Death” by Edgar Allan Poe

1. The author's main purpose for writing this piece is to _____
2. Which term best describes the overall structure?
 - A. problem and solution
 - B. parallel plots
 - C. sequence
 - D. flashback
3. How does the structure help achieve the author's purpose for writing?
 - A. It helps the reader compare the feelings and actions of different characters at the masked ball.
 - B. It helps the reader follow the events that occur during the masked ball.
 - C. It helps the reader understand how earlier events influenced the masked character's current actions.
 - D. It helps the reader see the events at the masked ball from different perspectives.
4. Which of the following techniques does the author use to help tell the story?
 - A. alternating viewpoints
 - B. parallel plots
 - C. flashbacks
 - D. time-order words
5. Which of the following definitions best fits the meaning of the word sustain as it is used in paragraph 4?
 - A. nourish
 - B. keep up
 - C. undergo
 - D. withstand

6. Read the sentences below the graphic organizer. Then write each of the sentences in a box of the graphic organizer to show the order in which the events occur.

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graph TD; A[ ] --> B[ ]; B --> C[ ]; C --> D[ ]
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People were disturbed by the way the masked character was dressed.

The prince became angry.

People began to notice a masked character.

The music stopped around midnight, and the party got quieter.



Test-Taking Tip

If possible, use your life experiences as the basis for your extended responses on a test. If you are writing something you know well, you will feel more confident and engaged. In addition, you will have a ready supply of real-life examples to use as evidence to support your ideas.

Writing Practice

News articles are structured in different ways, depending on the authors purpose. For example, an article written to inform citizens about a mayors response to graffiti on public buildings might describe the problems along with several of the mayor's proposed solutions. However, a news article written to explain the history of a conflict between two nations might relate the events in the order in which they happened.

Directions: Write a one-paragraph newspaper article about a current event that interests you. Think about your purpose for writing. Then select an organizational structure such as sequence, problem and solution, cause and effect, or description to help you present your information.

This lesson will help you practice inferring an author's purpose in two informational texts. Use it with core lesson 5. 3 Infer Author's Purpose to reinforce and apply your knowledge.

Key Concept

When an author does not explicitly state his or her purpose for writing a text, readers can use their prior knowledge and details from the text to infer the author's purpose.

Core Skills

- Use a Graphic Organizer
- Determine the Implicit Purpose in a Text

Inferring the Author's Purpose

Authors write with a specific purpose in mind. They might want to inform you about a topic, to persuade you to think a certain way, or to entertain you. They might even have more than one purpose. Whatever their reason for writing, authors do not always state the purpose explicitly. Sometimes you have to infer it by using context, details, and your own knowledge of the topic.

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

MEMO

Date: October 15

To: All Medical Staff

From: Wendy Lockwood, Human Resources Manager

Subject: Hand-washing guidelines

This memo is a follow-up to the recent training about workplace hygiene and safety. We would like to outline the key points addressed in the training about clean hands in the workplace. These guidelines are crucial for all medical staff to follow. However, they also serve as common-sense hygiene tips for everyone in a workplace setting.

To ensure that all germs and bacteria are released, be sure to follow these steps:

1. Place hands together under warm water. Using antibacterial soap, rub your hands together for at least 20 seconds.
2. Thoroughly wash both sides of the hands, the wrists, and under the fingernails.
3. Rinse well.
4. Completely dry your hands using a clean towel, which helps remove the germs. If using a disposable towel, be sure to throw it in the trash.

If water is not available, use an alcohol-based hand sanitizer. Place a small dollop of the product on the palm of one hand, and then rub it all over your hands and fingers until it dries.

Frequent hand-washing can help you and others avoid illness. You should wash your hands

- after using the bathroom.
- before and after eating or preparing food (especially raw meat).
- after sneezing, coughing, or blowing your nose.
- before and after tending to a wound.

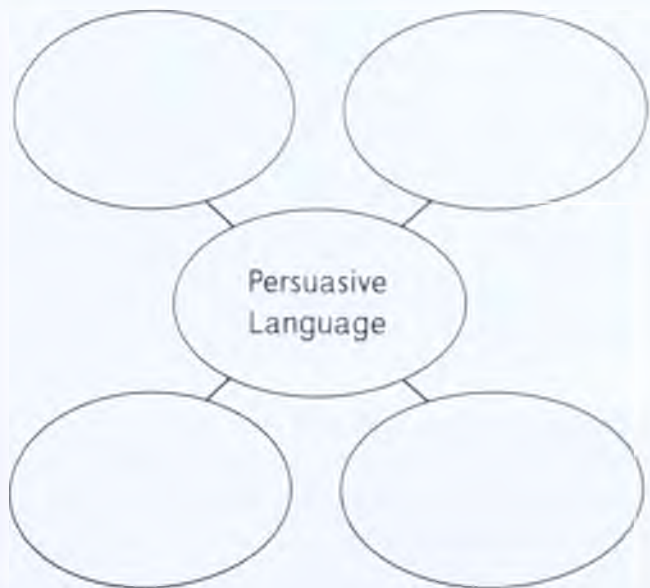
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- after handling trash and/or hazardous materials.
- after touching objects contaminated by floodwater or sewage.
- after handling animals or their waste.
- when your hands are visibly dirty.

This information and a recording of last week's training presentation are available on our company's intranet. We strongly encourage all medical staff to review the information. Please help us adhere to the highest standards possible, ensuring the health and safety of our cohorts and patients.

Source: Centers for Disease Control and Prevention: www.cdc.gov/handwashing/

- Wendy Lockwood's purposes for writing the memo are to persuade and to _____.
- The main reason for including the bullet points is to convey that
 - hands can become contaminated in many ways.
 - animals should not be present in the workplace.
 - people who are sick can spread disease.
 - hands are susceptible to getting dirty.
- Which of the following definitions best fits the meaning of the word **hazardous** as it is used in this passage?
 - dirty
 - slippery
 - unpleasant
 - dangerous
- Which of the following is an implied purpose of the text?
 - to highlight the work of researchers in the hospital
 - to reduce training costs for the hospital
 - to prevent the spread of disease in the hospital
 - to address complaints from patients about the hospital
- Choose the four terms from the memo that belong in the concept web.



crucial	be sure to
key points	should
adhere	encourage

Using Context to Infer Implicit Purpose

If an author does not state why he or she is writing, you can use your knowledge and the details in the text to infer the purpose. It is also helpful to consider the author and the context.

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

President Gerald Ford gave this speech toward the end of the US involvement in the Vietnam War.

- 1 Instead of my addressing the image of America, I prefer to consider the reality of America. It is true that we have launched our bicentennial celebration without having achieved human perfection, but we have attained a very remarkable self-governed society that possesses the flexibility and the dynamism to grow and undertake an entirely new agenda, an agenda for America's third century.
- 2 So, I ask you to join me in helping to write that agenda. I am as determined as a president can be to seek national rediscovery of the belief in ourselves that characterized the most creative periods in our nation's history. The greatest challenge of creativity, as I see it, lies ahead.
- 3 We, of course, are saddened indeed by the events in Indochina. But these events, tragic as they are, portend neither the end of the world nor of America's leadership in the world.
- 4 Let me put it this way, if I might. Some tend to feel that if we do not succeed in everything everywhere, then we have succeeded in nothing anywhere. I reject categorically such polarized thinking. We can and we should help others to help themselves. But the fate of responsible men and women everywhere, in the final decision, rests in their own hands, not in ours.
- 5 America's future depends upon Americans—especially your generation, which is now equipping itself to assume the challenges of the future, to help write the agenda for America.
- 6 Earlier today, in this great community, I spoke about the need to maintain our defenses. Tonight, I would like to talk about another kind of strength, the true source of American power that transcends all of the deterrent powers for peace of our armed forces. I am speaking here of our belief in ourselves and our belief in our nation.
- 7 Abraham Lincoln asked, in his own words, and I quote, "What constitutes the bulwark of our own liberty and independence?" And he answered, "It is not our frowning battlements or bristling seacoasts, our army or our navy. Our defense is in the spirit which prized liberty as the heritage of all men, in all lands everywhere."
- 8 It is in this spirit that we must now move beyond the discords of the past decade. It is in this spirit that I ask you to join me in writing an agenda for the future.

—From "A War That Is Finished" by President Gerald R. Ford, April 23, 1975

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| <p>1. The speaker was the president of the United States. Which of the following statements about the presidency is most relevant in determining the purpose of Ford's speech?</p> <p>A. The president is elected every four years.</p> <p>B. The president signs legislation.</p> <p>C. The president leads his or her political party.</p> <p>D. The president guides the nation and the military.</p> | <p>2. Which contextual information is most relevant in determining the purpose of Ford's speech?</p> <p>A. Many celebrations were held to celebrate the US bicentennial.</p> <p>B. Some Americans were discouraged by the outcome of the Vietnam War.</p> <p>C. The speech was made at Tulane University in Louisiana.</p> <p>D. President Ford served in the US Navy during World War II.</p> |
|--|--|

- 3.** Which sentence from the speech best conveys Ford's overall purpose?

A. "Instead of my addressing the image of America, I prefer to consider the reality of America. "

B. "I ask you to join me in writing an agenda for the future."

C. "I am speaking here of our belief in ourselves and our belief in our nation."

D. "We, of course, are saddened indeed by the events in Indochina. "

4. President Ford's main purpose for writing and delivering this speech was to_____



Test-Taking Tip

If you are unsure of the answer to a question, you can click on “Flag for Review” in the upper right corner of the screen. A yellow flag will appear. Continuing with the remaining questions might help you figure out the answer to a difficult question. At the end of the test, you will come to a review screen, where your flagged questions will be marked. If time remains, you can return to those questions.

Writing Practice

Think about your favorite advertisement. It probably doesn't come right out and ask you to purchase the product. Instead, it tries to persuade you to want a product or service by listing features and using persuasive words to entice you.

Directions: Write a paragraph in which you convey your feelings about a product or service you enjoy without explicitly stating your purpose: to persuade the reader to agree with your opinion. Use persuasive language and provide details that will make your purpose clear without stating it explicitly.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This lesson will help you practice analyzing how authors differentiate and support their positions. Use it with core lesson 5. 4 Analyze How Authors Differentiate Their Positions to reinforce and apply your knowledge.

Key Concept

Authors can strengthen their position by acknowledging viewpoints that differ from their own and by using evidence or reasoning to refute them.

Core Skills

- Identify an Author's Position
- Evaluate Arguments

Identifying an Author's Position

To support their positions, or opinions, on a topic, authors often introduce opposing, or conflicting, viewpoints. Then they strengthen their position by disproving, or refuting, conflicting viewpoints or by showing them to be unreasonable.

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

- 1 Women should have equal political rights with men as provided for in Senate Constitutional Amendment No. 8 because—
- 2 Women are equal to men intellectually. In fact, if we take the number of graduates from our schools and colleges, we must admit that they are farther advanced mentally.
- 3 Women should not be subject to taxation without representation any more than men. "Consent of the governed" means women as well as men, for they are subject to government as well as men.
- 4 Women are recognized in the family as a large part of the governing force. The state is only a large family composed of both sexes. Why should she not be considered in the government of the larger family?
- 5 Women have been given suffrage in numerous countries and in several states in this Union, and partial suffrage in nearly all civilized countries. We have no knowledge of such action having proved to be a failure or of such laws being repealed. Of course, [this] would be done were the experiment not a success.
- 6 Women are better morally, as evidenced by the criminals in the penitentiaries. For example, in the penitentiaries in California we have about three thousand men and about thirty women. The cases tried before the police courts probably average about the same. We must, therefore, admit that women would be a great factor in promoting honesty, equity and morality if given the ballot.
- 7 It is argued that all women do not wish to vote. The same argument applies to men. It has become common practice on election days to send [transportation] for a large percent of the male voters, and many who go voluntarily do so from a sense of duty. Women, being more faithful to duty, will exercise their right of franchise and do it cheerfully. Besides, their presence on such occasions will.. guarantee that everything will be carried on respectably.
- 8 Women who are in touch with public affairs are none the less womanly. On the contrary, they are better and more companionable wives, more interesting mothers, because they have a common interest with their sons.

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9 The time was thought that to allow a girl a high school education would ruin her morals, destroy her religion, impair her health... and take away her desire to be a good wife and mother. Such theories are long since exploded. As we have progressed in these matters, let us progress in reference to suffrage; let us show the saloon element, the gambling element, the selfish element (for these are the opponents of women's suffrage) that this great state of California is really a progressive state in every way.

—From 1911 California voters' information manual by assemblyman H. G. Cattell

1. Which of the following statements best reflects the authors' position?
 - A. Women should be allowed to attend college.
 - B. Women should be allowed to hold government office.
 - C. Women should be allowed to vote in elections.
 - D. Women should be allowed to hold peaceful protests.
2. An opposing viewpoint cited by the author is that
 - A. all women do not want to vote.
 - B. women do not have the morals to vote.
 - C. women are not intelligent enough to vote.
 - D. women cannot vote in other countries.
3. The author uses the following statement as _____ to support his assertion that women are morally superior to men: "In the penitentiaries in California we have about three thousand men and about thirty women."
4. Which of the following definitions best fits the meaning of the word franchise as it is used in paragraph 7?
 - A. a business that sells a company's goods
 - B. the right for an individual to vote
 - C. a team that belongs to a sports league
 - D. freedom from any type of restriction



Test-Taking Tip

Before writing an extended response, take a few minutes to plan your response. You might want to use a graphic organizer to organize your thoughts. Consider using a flow chart to explain steps in a process or a Venn diagram to compare and contrast ideas. A diagram used to visually represent causes and effects can also work for problems and solutions. Finally, concept webs are helpful for showing relationships among ideas.

Analyzing Support for an Author's Position

To make their persuasive texts effective, authors provide evidence to support their positions. They also offer evidence to refute opposing viewpoints. Without evidence, readers are not likely to be convinced to agree with the author or to disagree with the opposing position.

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

- 1 Wednesday I will send to Congress a law designed to eliminate illegal barriers to the right to vote.... This bill will establish a simple, uniform standard which cannot be used, however ingenious the effort, to flout our Constitution.
- 2 It will provide for citizens to be registered by officials of the United States government if the state officials refuse to register them.
- 3 It will eliminate tedious, unnecessary lawsuits which delay the right to vote.
- 4 Finally, this legislation will ensure that properly registered individuals are not prohibited from voting.
- 5 I will welcome the suggestions from all the members of Congress—I have no doubt that I will get some—on ways and means to strengthen this law and to make it effective. But experience has plainly shown that this is the only path to carry out the command of the Constitution
- 6 To those who seek to avoid action by their national government in their own communities, who want to and who seek to maintain purely local control over elections, the answer is simple:
- 7 Open your polling places to all your people. Allow men and women to register and vote whatever the color of their skin. Extend the rights of citizenship to every citizen of this land....
- 8 There is no constitutional issue here. The command of the Constitution is plain.
- 9 There is no moral issue. It is wrong—deadly wrong—to deny any of your fellow Americans the right to vote in this country.
- 10 There is no issue of states' rights or national rights. There is only the struggle for human rights....
- 11 The last time a president sent a civil rights bill to the Congress it contained a provision to protect voting rights in federal elections. That civil rights bill was passed after eight long months of debate. And when that bill came to my desk from the Congress for my signature, the heart of the voting provision had been eliminated.

(continued)

- 12** This time, on this issue, there must be no delay, no hesitation and no compromise with our purpose. We cannot, we must not, refuse to protect the right of every American to vote in every election that he may desire to participate in. And we ought not and we cannot and we must not wait another eight months before we get a bill. We have already waited a hundred years and more, and the time for waiting is gone.
- 13** So I ask you to join me in working long hours—nights and weekends, if necessary—to pass this bill. And I don't make that request lightly. For from the window where I sit with the problems of our country I recognize that outside this chamber is the outraged conscience of a nation, the grave concern of many nations, and the harsh judgment of history on our acts....
- 14** But even if we pass this bill, the battle will not be over. What happened in Selma* is part of a far larger movement which reaches into every section and state of America. It is the effort of [African Americans] to secure for themselves the full blessings of American life.
- 15** Their cause must be our cause too. Because it is not just [African Americans], but really it is all of us, who must overcome the crippling legacy of bigotry and injustice.
- 16** And we shall overcome.

—From “We Shall Overcome” speech by Lyndon B. Johnson, March 15, 1965

* Police in Selma, Alabama, physically attacked hundreds of civil rights marchers.

viewpoints help Johnson strengthen his position.

- A. Congress must work harder.
 - B. Congress must draft a new bill.
 - C. Congress must guarantee states' rights.
 - D. Congress must pass the voting rights bill.
2. What is the opposing position that Johnson refutes in paragraph 10?
- A. The national government should determine election laws.
 - B. States' rights take precedence over national rights.
 - C. All people should have the right to vote in elections.
 - D. The entire country agrees that change should be made.

4. In which paragraph does Johnson provide evidence that discredits the opposition?
- A. 5
 - B. 9
 - C. 11
 - D. 15

Writing Practice

Some schools have added service learning to their programs. In these programs, students are required to complete volunteer hours as a part of their coursework or even as a graduation requirement. Many times these volunteer programs are incorporated into the curriculum. For example, a history class studying World War II might volunteer at a local veterans' hospital.

Directions: Write an essay about whether service learning belongs in schools. Develop a logical argument in which you clearly state your opinion and introduce an opposing viewpoint. Indicate that you understand that position and explain how it is different from yours. Cite evidence to support your position and to refute the opposing position.

Lined area for writing the essay.

Lesson 5.5 Analyze Author's Intention and Effect

This lesson will help you practice analyzing an author's intention and effect in two texts. Use it with core lesson 5. 5 Analyze Author's Intention and Effect to reinforce and apply your knowledge.

Key Concept

Authors use several types of rhetorical devices to communicate their position and to achieve their goals for writing.

Core Skills

- Analyze Author's Purpose
- Determine Point of View

Identifying Rhetorical Devices

Authors write with goals, or intentions, in mind. Among the many techniques they use are rhetorical devices, which help authors create the desired effects on their audiences. Some common rhetorical devices are analogy, asking questions, enumeration, juxtaposition of opposites, qualification statements, repetition, and parallelism.

Directions: Read the passage below. Then choose the best answer to each question.

- 1 That winter had been a very severe one in Romania. The Danube froze solid a week before Christmas and remained tight for five months. It was as if the blue waters were suddenly turned into steel. From across the river, from the Dobrudja, on sleds pulled by long-homed oxen, the Tartars brought barrels of frozen honey, quarters of killed lambs, poultry and game, and returned heavily laden with bags of flour and rolls of sole leather. The whole day long the crack of whips and the curses of the drivers rent the icy atmosphere. Whatever their destination, the carters were in a hurry to reach human habitation before nightfall—before the dreaded time when packs of wolves came out to prey for food.
- 2 In cold, clear nights, when even the wind was frozen still, the lugubrious howling of the wolf permitted no sleep. The indoor people spent the night praying for the lives and souls of the travellers.

(continued)

3 All through the winter there was not one morning but some man or animal was found tom or eaten in our neighbourhood. The people of the village at first built fires on the shores to scare the beasts away, but they had to give it up because the thatched roofs of the huts in the village were set on fire in windy nights by flying sparks. The cold cowed the fiercest dogs. The wolves, crazed by hunger, grew more daring from day to day. They showed their heads even in daylight. When Baba liana, the old... fortune-teller, ran into the school-house one morning and cried, "Wolf, wolf in the yard, " the teacher was inclined to attribute her scare to a long drink the night before. But that very night, Stan, the horseshoer, who had returned late from the inn and had evidently not closed the door as he entered the smithy, was eaten up by the beasts. And the smithy stood in the centre of the village! A stone's throw from the inn, and the thatch-roofed school, and the red painted church!

—From "Ghitza" by Konrad Bercovici

1. What type of rhetorical device is the author using in the following sentence?

"It was as if the blue waters were suddenly turned into steel. "

 - A. enumeration
 - B. repetition
 - C. parallelism
 - D. analogy

2. The following sentence contains which type of rhetorical device?

"Whatever their destination, the carters were in a hurry to reach human habitation before nightfall—before the dreaded time when packs of wolves came out to prey for food. "

 - A. qualifying statement
 - B. analogy
 - C. enumeration
 - D. juxtaposition of opposites

3. Which of the following sentences is an example of enumeration?
 - A. "The Danube froze solid a week before Christmas and remained tight for five months. "
 - B. "In cold, clear nights, when even the wind was frozen still, the lugubrious howling of the wolf permitted no sleep. "
 - C. "A stone's throw from the inn, and the thatch-roofed school, and the red painted church! "
 - D. "The wolves, crazed by hunger, grew more daring from day to day. "

4. Which of the following definitions best fits the meaning of the word quarters used in paragraph 1?
 - A. coins worth twenty-five cents
 - B. one-fourth portions of slaughtered animals
 - C. lodgings for soldiers or crew members
 - D. at close range or nearly in contact

Identifying an Author's Intention and Effect

Authors write for a purpose: to entertain, to inform, or to persuade. Authors also write with an intention, which combines purpose and point of view. The author's intention is what he or she hopes to accomplish with the written work. The author uses rhetorical devices to produce the desired effect.

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

- 1 There were no beds given the slaves, unless one coarse blanket be considered such, and none but the men and women had these. This, however, is not considered a very great privation. They find less difficulty from the want of beds, than from the want of time to sleep; for when their day's work in the field is done, the most of them having their washing, mending, and cooking to do, and having few or none of the ordinary facilities for doing either of these, very many of their sleeping hours are consumed in preparing for the field the coming day; and when this is done, old and young, male and female, married and single, drop down side by side, on one common bed, —the cold, damp floor, — each covering himself or herself with their miserable blankets; and here they sleep till they are summoned to the field by the driver's horn. At the sound of this, all must rise, and be off to the field.
- 2 There must be no halting; every one must be at his or her post; and woe betides them who hear not this morning summons to the field; for if they are not awakened by the sense of hearing, they are by the sense of feeling: no age nor sex finds any favor. Mr. Severe, the overseer, used to stand by the door of the quarter, armed with a large hickory stick and heavy cowskin, ready to whip any one who was so unfortunate as not to hear, or, from any other cause, was prevented from being ready to start for the field at the sound of the horn.
- 3 Mr. Severe was rightly named: he was a cruel man. I have seen him whip a woman, causing the blood to run half an hour at the time; and this, too, in the midst of her crying children, pleading for their mother's release. He seemed to take pleasure in manifesting his fiendish barbarity. Added to his cruelty, he was a profane swearer. It was enough to chill the blood and stiffen the hair of an ordinary man to hear him talk. Scarce a sentence escaped him but that was commenced or concluded by some horrid oath. The field was the place to witness his cruelty and profanity. His presence made it both the field of blood and of blasphemy. From the rising till the going down of the sun, he was cursing, raving, cutting, and slashing among the slaves of the field, in the most frightful manner. His career was short. He died very soon after I went to Colonel Lloyd's; and he died as he lived, uttering, with his dying groans, bitter curses and horrid oaths. His death was regarded by the slaves as the result of a merciful providence.

—From "Narrative of the Life of Frederick Douglass an American Slave" by Frederick Douglass

1. Judging from the rhetorical devices he uses, Frederick Douglass' intention was likely
 - A. to convince readers that Mr. Severe's death was deserved.
 - B. to convey how unfairly he and other slaves were treated.
 - C. to clarify what it is like to work on a farm.
 - D. to entertain readers with a tale from his childhood.
2. Which sentence best describes the effect of rhetoric in the narrative?
 - A. It prompts people to be skeptical about the experiences of slaves.
 - B. It stimulates a discussion about life in the rural south in the 1800s.
 - C. It inspires people to make changes in their daily lives.
 - D. It evokes an emotional response to the treatment of the slaves.
3. In the following excerpt from the text, the author uses the rhetorical device of _____

"... and when this is done, old and young, male and female, married and single, drop down side by side..."
4. Which of the following excerpts from the text does NOT convey the author's intention?
 - A. "His career was short. "
 - B. "There were no beds given the slaves..."
 - C. "... the cold, damp floor..
 - D. "... ready to whip any one..

Language Practice

A participle is a verb that acts as an adjective. It modifies nouns and pronouns and comes in two forms: present, ending with *-ing*, and past, ending with *-ed*. Not all verbs with these endings are participles. When you use participles, make sure you use the correct form.

Directions: Circle the correct participial version of the verb.

1. The Select... dog dashed after the mail truck.

barked
barking

2. Select... at the movie theater just in time, I got a seat in the front row.

Arrived
Arriving

3. Rose, Select... by the long flight, fell fast asleep,

exhausted
exhausting

4. Select..., Nestor read the sign again to make sure he had understood it.

Confused
Confusing

5. On stressful days, I like to listen to Select... music.

relaxed
relaxing

6. The Select... water washed the boat downstream,

rushed
rushing



Test-Taking Tip

To familiarize yourself with computerized tests, consider using an online test-taking tutorial. Tutorials provides information on how to navigate through the test, how to select an answer, and how to enter and edit text. You will also learn how to keep track of remaining time and how to monitor your progress.

Writing Practice

Have you ever read something that had a dramatic effect on you? Perhaps it helped you see an issue in a new way, or it included descriptions that evoked an emotional response. A writer's intention and use of rhetorical devices may create these effects. When you are reading, it is helpful to think critically about the devices the writer uses to achieve his or her goals.

Directions: Analyze one of the reading passages in this lesson. Summarize the excerpt, and explain the author's intention and effect. Describe at least two rhetorical devices the writer uses, and explain how those devices help the writer achieve his goals. Support your ideas with details and examples.