

This lesson will help you practice determining connotative and figurative meanings in two types of texts. Use it with core lesson 3. 1 Determine Connotative and Figurative Meanings to reinforce and apply your knowledge.

## Key Concept

The connotative meaning of a word or phrase is the meaning suggested by the word. Figurative language includes words or phrases that imply more than their literal meaning.

## Core Skills

- Analyze and Evaluate Word Choice
- Interpret Words and Phrases

## Identifying Connotative and Figurative Meanings

Authors use connotative and figurative language to set the tone and mood of a text. The tone conveys the author's attitude about a subject; the mood is how the writing makes the reader feel. As you read, analyze the author's use of specific words and phrases to identify the text's mood and tone.

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

### The Pony Express

- 1 From 1860 to 1861, the young riders of the Pony Express galloped their way across the western United States into American history. When the Pony Express first began its operation, there was no quick way for people on the East Coast of the United States to communicate with people on the West Coast. Mail was delivered by steamship or stagecoach. The founders of the Pony Express came up with a better—and faster—method.
- 2 They created a mail service between St. Joseph, Missouri, and Sacramento, California, that consisted of riders, horses, and way stations. Most of the riders were young teenagers, often orphans. They were lightweight, hard-working, and brave enough to take on incredible risks. Each rider would mount a fresh horse and ride at breakneck speed to the next station, about ten to fifteen miles away. There the rider would mount another fresh horse and ride on from station to station until he had covered about 75 miles. Then a new rider would take over the mailbag and complete the next section of the Pony Express route.
- 3 At its busiest point of operation, the Pony Express had more than 80 riders, between 400 and 500 horses, and more than 100 stations. The riders were often heroic for their dedication to getting the mail through. They rode during the day and during the night. They crossed mountains and deserts and rough trails in all kinds of weather. They carried firearms to protect themselves from the many dangers they encountered while crossing the Wild West.
- 4 The Pony Express had a short but glorious history. It ended after 19 months of operation when the Pacific Telegraph line was completed in October, 1861. Then the Pony Express and its riders ended their exciting chapter in American history.

1. Which sentence from the passage is an example of figurative language?
  - A. "The riders were often heroic for their dedication to getting the mail through. "
  - B. "... the young riders of the Pony Express galloped their way across the western United States into American history. "
  - C. "Then a new rider would take over the mailbag and complete the next section of the Pony Express route. "
  - D. "Most of the riders were young teenagers, often orphans. "
2. What is the mood of the article?
  - A. concerned
  - B. suspenseful
  - C. longing
  - D. exciting
3. What is the tone in the article?
  - A. suspicious
  - B. complimentary
  - C. sympathetic
  - D. indifferent
4. The sentence "Then the Pony Express and its riders ended their exciting chapter in American history" is an example of a \_\_\_\_\_.
  - A. dangerous
  - B. cautious
  - C. torturous
  - D. relaxed
5. What is the connotative meaning of the word **breakneck** in the second paragraph?
  - A. famous
  - B. interesting
  - C. troubled
  - D. wonderful
6. Which of the following definitions best fits the meaning of the word **glorious** as it is used in final paragraph?
  - A. famous
  - B. interesting
  - C. troubled
  - D. wonderful

## Understanding Connotative and Figurative Meanings in Literary Text

Connotative and figurative language add depth to literary texts. An author's descriptions and word choices indicate the author's tone, the mood that the text conveys, and how the reader should feel toward the characters and about the events in the story. As you read, reflect on the author's reason for using certain words and phrases.

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

### Rip Van Winkle

- 1 Rip Van Winkle was one of those happy mortals of foolish, pleasant dispositions who take the world easy, eat white bread or brown (which ever can be got with least thought or trouble), and would rather starve on a penny than work for a pound. He would have whistled life away in perfect contentment but for his wife's continual harping about his idleness, his carelessness, and the ruin he was bringing on his family. Morning, noon, and night, her tongue was incessantly going. Every thing he said or did was sure to produce a torrent of criticism. Rip had but one way of replying to all lectures of the kind. He shrugged his shoulders, shook his head, cast up his eyes, but said nothing. This, however, always provoked a fresh volley from his wife. He was then forced to retreat to the outside of the house—the only side which, in truth, belongs to a henpecked husband.
- 2 Rip's sole domestic adherent was his dog Wolf, who was as much henpecked as his master. Dame Van Winkle regarded them as companions in idleness, looking upon Wolf with an evil eye as the cause of his master's so often going astray. True, he was as courageous an animal as ever scoured the woods—but what courage can withstand the terrors of a woman's tongue? The moment Wolf entered the house, his crest fell, his tail drooped to the ground, or curled between his legs. He sneaked about with a gallows air, casting many a sidelong glance at Dame Van Winkle. At the least flourish of a broomstick or ladle, he flew to the door with a pre-emptive yelp.
- 3 Times grew worse and worse with Rip Van Winkle as years of matrimony rolled on. A tart temper never mellows with age, and a sharp tongue is the only edge tool that grows keener by constant use. For a long while he used to console himself by frequenting a kind of club of the sages, philosophers, and other idle men of the village. Sessions were held on a bench before a small inn designated by a ruddy portrait of his majesty George the Third. Here they used to sit in the shade of a long lazy summer's day, talk listlessly over village gossip, or tell endless sleepy stories about nothing. But it would have been worth any statesman's money to have heard the profound discussions that sometimes took place when by chance an old newspaper fell into their hands from some passing traveller. How solemnly they would listen to the contents, as drawled out by Derrick Van Bummel, the schoolmaster. A dapper learned little man, he was not to be daunted by the most gigantic word in the dictionary. Then how sagely they would deliberate upon public events some months after they had taken place.
- 4 The opinions of this band were completely controlled by Nicholas Vedder, a patriarch of the village and landlord of the inn. At the inn's door he took his seat from morning till night, just moving sufficiently to avoid the sun and keep in the shade of a large tree. The neighbours could tell the hour by his movements as accurately as by a sun dial. It is true, he was rarely heard to speak, but smoked his pipe incessantly. His adherents, however, (for every great man has his adherents) perfectly understood him and knew how to gather his opinions. When any thing that was read or related displeased him, he was observed to smoke his pipe vehemently and send forth short, frequent, and angry puffs. When pleased, he would inhale the smoke slowly and tranquilly, emitting it in light and placid clouds. Sometimes he would even deign to take the pipe from his mouth to let the fragrant vapour curl about his nose, gravely nodding his head in token of approval.

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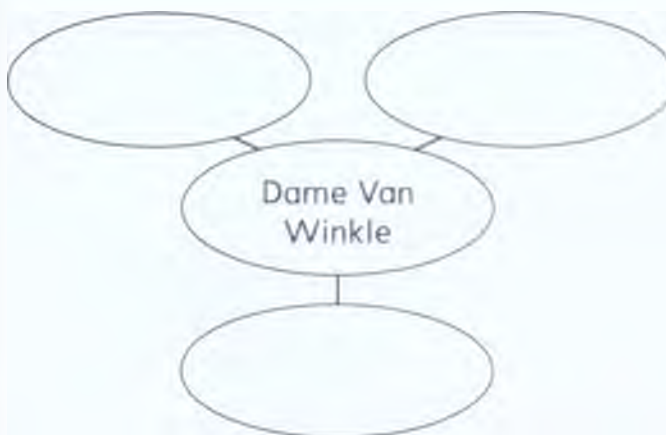


- 5 From even this strong hold the unlucky Rip was at length thwarted by his unruly wife, who would suddenly break in upon the tranquillity of the meeting and call the members all to task. That honourable personage, Nicholas Vedder himself, was hardly safe from the daring tongue of this terrible shrew who charged him outright with encouraging her husband in habits of idleness.
- 6 Poor Rip was at last reduced almost to despair. His only alternative to escape from the labour of the farm and the clamour of his wife was to take gun in hand and stroll away into the woods. Here he would sometimes seat himself at the foot of a tree and share the contents of his wallet with Wolf, with whom he sympathized as a fellow sufferer in persecution. "Poor Wolf," he would say, "thy mistress leads thee a dog's life of it; but never mind, my lad, while I live thou shalt never want a friend to stand by thee!" Wolf would wag his tail, look wistfully in his master's face, and if dogs can feel pity, I truly believe he reciprocated the sentiment with all his heart.

—From "Rip Van Winkle," by Washington Irving, 1819

- How does the author want readers to feel toward Rip Van Winkle?
  - irritated
  - understanding
  - loyal
  - sympathetic
- The \_\_\_\_\_ in the third paragraph is one of amusement.
- Review paragraphs 2 and 4. Which pair of words could replace "adherent" and "adherents" to give the connotation of someone who supports or believes in another?
  - student/students
  - friend/friends
  - enemy/enemies
  - pet/pets
- How' does the mood change between paragraphs 4 and 5?
  - It changes from calm to frenzied.
  - It changes from unpleasant to pleasant.
  - It changes from riotous to peaceful.
  - It changes from humorous to serious.

- Write three words that describe Dame Van Winkle in the character web.



brash                      passive  
dominant                unpleasant  
meek

- Reread the first paragraph. Based on the paragraphs context, what is the connotative meaning of the word henpecked?
  - enjoying lovely solitude
  - suffering constant nagging
  - feeling spiritually fulfilled
  - taking pleasure in silence

# Lesson 3.1 Determine Connotative and Figurative Meanings



## Test-Taking Tip

If you can't identify all the correct answers in a drag-and-drop activity, begin with the one or two that you know. Eliminate the choices that you know are incorrect, and then select the best option from the remaining choices. Blank answer spaces will count against your overall score.

## Language Practice

Homophones are words that sound the same but are spelled differently and have different meanings. Using the correct homophones is an important part of crafting a text that is clear and easy to understand.

**Directions:** Circle the correct homophone to complete each sentence.

1. Juan Select... that something was wrong as soon as he stepped into the house,

knew  
new

2. Courtney and Malik couldn't wait to move out of Select... old apartment.

they're  
there  
their

3. One shoe alone does not make a Select...

pear  
pair  
pare

4. We're leaving now, Select... you're ready or not.

weather  
whether



## Test-Taking Tip

It is easy to stray off course while completing a timed extended response. Before you begin to write, closely reread the directions. Then write a brief outline of the points you want to address. The outline serves as a roadmap that will keep you on track and help you use the time to thoroughly answer the question.

## Writing Practice

Connotative and figurative language brings depth to your writing. These types of descriptive language add interest while guiding the reader to react to the text in a specific way. For example, “Jaime was silent” simply tells that Jaime didn’t make any noise. “Jaime was as quiet as a mouse” is more descriptive. It still relates that Jaime was quiet, but it also makes Jaime seem small and meek.

**Directions:** Write a paragraph describing an emotional moment in your life. It can be a memory filled with happiness, sadness, **anger**, or humor. Use connotative and figurative language to give the reader a vivid description of the situation and the emotions you felt at the time.

## Lesson 3.2 Analyze Tone

This lesson will help you practice analyzing tone in two types of texts. Use it with core lesson 3. 2 Analyze Tone to reinforce and apply your knowledge.

### Key Concept

Tone is the expression of a writer's attitude through stylistic choices.

### Core Skills

- Analyze Word Choice
- Interpret Words and Phrases to Draw Conclusions

## Identifying Author's Tone in an Informational Text

The tone an author conveys is much like the tone of your voice when you speak. In writing, authors convey tone through word choices and sentence structure. The tone of an informational text should be appropriate to the author's purpose for writing and for the text's topic and genre.

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

Manager

Value Inn Hotel

122 Massachusetts Avenue

Washington, DC 20027

Dear Manager,

- 1 I am writing about a number of problems I had when I stayed at your hotel in May of this year. The headaches began at the front desk, where I had to wait in line for 10 minutes. When I finally reached the desk, the employee was unable to find my reservation even after I spelled my name several times and gave her my reservation number. She then said there were no more non-smoking rooms, even though I had reserved one weeks ago. She also informed me that only rooms on the twenty-second floor were available despite the fact that I had reserved a lower floor room.
- 2 Naturally, I had trouble with my room key and had to return to the desk, where more customers were in line. The clerk who checked me in wasn't there, and the new clerk huffily told me to wait in line with the others. I had to wait 15 more minutes to get a key to my room. When I finally entered my room, it was nothing short of a disaster. I returned to the front desk for a third time. Imagine my surprise when the clerk offered me a non-smoking room on a lower floor!
- 3 Despite the better room, my troubles were far from over. Your website clearly said that Internet access was free, yet I had to pay \$9. 95 in order to access it. When I made my reservation, I was told that the pool was open. Once at the hotel, however, I learned that the pool was not scheduled to open until the following weekend, which was Memorial Day. As the cherry on top, the air conditioner in my room broke that night. I called the front desk, but the engineer was not at all successful in his attempts to repair it. Since there were no other rooms available (not even those on the twenty-second floor, apparently), I had to sleep in a stuffy, uncomfortable room.
- 4 I complained to a desk clerk about all these problems, but she said that there was nothing she could do to solve them. Because of the problems I experienced, I would like the cost of my stay refunded to me.

Sincerely,

Charles Walters



1. How does the topic of this letter affect its tone?
  - A. The topic, a compliment about a hotel stay, sets a tone of congratulations.
  - B. The topic, a complaint about a hotel stay, sets a tone of anger or frustration.
  - C. The topic, a compliment about a hotel stay, sets a tone of neutrality.
  - D. The topic, a complaint about a hotel stay, sets a tone of disappointment or sadness.
2. Which sentence from paragraph 2 best expresses the tone in the letter?
  - A. "Naturally, I had trouble with my room key and had to return to the desk. "
  - B. "I had to wait 15 more minutes to get a key to my room. "
  - C. "I returned to the front desk for a third time. "
  - D. "Imagine my surprise when the clerk offered me a non-smoking room on a lower floor! "
3. In paragraph 1, the word \_\_\_\_\_ is a metaphor that conveys the tone by showing the author's frustration with the staff.
4. What tone does the word "Sincerely" convey as used at the end of the letter?
  - A. dismissive
  - B. flattering
  - C. respectful
  - D. furious
5. In paragraph 3, replacing "As the cherry on top, " with "Thankfully, " would change the \_\_\_\_\_ of the sentence to gratitude.



### Test-Taking Tip

Fill-in-the-blank items are sentences that have a blank space or line in the place of a word or phrase. You are expected to give the word or phrase that completes the sentence. Fill-in-the-blank items often test your knowledge of vocabulary words, key terms, or important facts. Read the fill-in-the-blank item, looking for clues in the surrounding words to help you identify a specific term or fact.



## Analyzing Tone in a Literary Text

Tone plays an important role in literary writing. It can help build suspense in a mystery story, or create a sense of urgency in an adventure story. When writers carefully craft the details of a story, the words and phrases they choose help express the tone.

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

### The Thief


- 1 “And now, if you have all seen the coin and sufficiently admired it, you may pass it back. I make a point of never leaving it off the shelf for more than fifteen minutes. ”
- 2 The half dozen or more guests seated about the board of the genial speaker, glanced casually at each other as though expecting to see the object mentioned immediately produced.
- 3 But no coin appeared.
- 4 “I have other amusements waiting, ” suggested their host, with a smile in which even his wife could detect no signs of impatience. “Now let Robert put it back into the cabinet. ”
- 5 Robert was the butler.
- 6 Blank looks, negative gestures, but still no coin.
- 7 “Perhaps it is in somebody’s lap, ” timidly ventured one of the younger women. “It doesn’t seem to be on the table. ”
- 8 Immediately all the ladies began lifting their napkins and shaking out the gloves which lay under them, in an effort to relieve their own embarrassment and that of the gentlemen who had not even so simple a resource as this at their command.
- 9 “It can’t be lost, ” protested Mr. Sedgwick, with an air of perfect confidence. “I saw it but a minute ago in somebody’s hand. Darrow, you had it; what did you do with it? ”
- 10 “Passed it along. ”
- 11 “Well, well, it must be under somebody’s plate or doily. ” And he began to move about his own and such dishes as were within reach of his hand.
- 12 Each guest imitated him, lifting glasses and turning over spoons till Mr. Sedgwick himself bade them desist. “It’s slipped to the floor, ” he nonchalantly concluded. “A toast to the ladies, and we will give Robert the chance of looking for it. ”
- 13 As they drank this toast, his apparently careless, but quietly astute, glance took in each countenance about him. The coin was very valuable and its loss would be keenly felt by him. Had it slipped from the table some one’s eye would have perceived it, some hand would have followed it, Only a minute or two before, the attention of the whole party had been concentrated upon it. Darrow had held it up for all to see, while he discoursed upon its history. He would take Darrow aside at the first opportunity and ask him—But—it! how could he do that? These were his intimate friends. He knew them well, more than well, with one exception, and he—Well, he was the handsomest of the lot and the most debonair and agreeable. A little more gay than usual to-night, possibly a trifle too gay, considering that a man of Mr. Blake’s social weight and business standing sat at the board; but not to be suspected, no, not to be suspected, even if he was the next man after Darrow and had betrayed something like confusion when the eyes of the whole table turned his way at the former’s simple statement of “I passed it on. ”

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- 14 “And now, some music!” he cheerfully cried, as with lingering glances and some further pokings about of the table furniture, the various guests left their places and followed him into the adjoining room.
- 15 But the ladies were too nervous and the gentlemen not sufficiently sure of their voices to undertake the entertainment of the rest at a moment of such acknowledged suspense; and notwithstanding the exertions of their host and his quiet but much discomfited wife, it soon became apparent that but one thought engrossed them all, and that any attempt at conversation must prove futile so long as the curtains between the two rooms remained open and they could see Robert on his hands and knees searching the floor and shoving aside the rugs.
- 16 Darrow, who was Mr. Sedgwick’s brother-in-law and almost as much at home in the house as Sedgwick himself, made a move to draw these curtains, but something in his relative’s face stopped him and he desisted with some laughing remark which did not attract enough attention, even, to elicit any response....
- 17 “Robert will find it if it is there.” Then, distressed at this involuntary disclosure of his thought, added in his whole-hearted way: “It’s such a little thing, and the room is so big and a round object rolls unexpectedly far, you know. Well, have you got it?” he eagerly demanded, as the butler finally showed himself in the door.
- 18 “No, sir; and it’s not in the dining-room. I have cleared the table and thoroughly searched the floor.”
- 19 Mr. Sedgwick knew that he had. He had no doubts about Robert. Robert had been in his employ for years and had often handled his coins and, at his order, sometimes shown them.
- 20 “Very well,” said he, “we’ll not bother about it any more to-night; you may draw the curtains.”
- 21 But here the clear, almost strident voice of the youngest man of the party interposed.
- 22 “Wait a minute,” said he. “This especial coin is... unique in this country, and not only worth a great deal of money, but cannot be duplicated at any cost.... Gentlemen—I leave the ladies entirely out of this—I do not propose that he shall have further opportunity to associate me with this very natural doubt. I demand the privilege of emptying my pockets here and now, before any of us have left his presence. I am a connoisseur in coins myself and consequently find it imperative to take the initiative in this matter.”

—*Room Number 3 and Other Detective Stories* by Anna Katherine Greene, 1913

1. What tone can a reader expect from a story of this genre?
  - A. a tone of disbelief
  - B. a tone of wonder
  - C. a tone of suspense
  - D. a tone of neutrality
  
2. Which of the following definitions best fits the meaning of the word **futile** as it is used in paragraph 15?
  - A. annoying
  - B. pointless
  - C. careless
  - D. useful
  
3. The effect of short phrases and short sentences in paragraphs 3 through 6 conveys a tone of
  - A. lightheartedness and fun.
  - B. confusion.
  - C. suspicion.
  - D. anticipation.
  
4. What is the tone in the story?
  - A. intense
  - B. terrifying
  - C. friendly
  - D. frantic
  
5. How does paragraph 13 affect the tone of the passage?
  - A. The paragraph supplies a demonstration of the building tension by revealing Mr. Sedgwick's suspicions.
  - B. Paragraph 13 gives details about Robert's search for the coin, which slows the pace and relieve the tension.
  - C. In paragraph 13, the author misleads readers by naming Darrow as the culprit, changing the tone to confusion.
  - D. The descriptions in the paragraph focus on Mr. Blake, which creates a humorous tone.
  
6. Reread the last paragraph of the passage. Which words listed below could replace "demand" while maintaining the tone of the paragraph? Write your answers in the concept web.
 



ask

call upon

crave

insist on

plead

urgently request



## Test-Taking Tip

Some test items ask about specific words or phrases, paragraphs, or sections of a passage. Before answering a question about a text detail, reread the related sentence or paragraph whether or not the item directs you to reread it. As you reread, focus on what the question is about. For example, if the item is about the meaning of a word, think about how the word is used as you reread.



## Writing Practice

Connotative words, figurative language, and sentence structure are the building blocks that an author uses to express tone in a story. Think about the words you would use to tell a ghost story versus the words you would use to talk about an exciting baseball play. As a writer, expressing your tone can deepen the readers understanding of and interest in the story.

**Directions:** Write a paragraph in which you describe the adult responsibilities you now have that you did not have when you were a child. For example, you are responsible for waking yourself up and getting to work on time. Before you write, decide on your purpose for writing. Choose words, descriptions, and sentence structures that will convey your desired tone.



This lesson will help you practice analyzing word choice in two speeches. Use it with core lesson 3.3 Analyze Word Choice to reinforce and apply your knowledge.

### Key Concept

To communicate accurately, authors make careful decisions about the words they use.

### Core Skills

- Analyze Word Choice
- Evaluate Word Choice

## Choosing the Right Word

An author's word choices determine the tone, mood, and impact of a text. Readers or listeners can gain a deeper understanding about what an author wants them to feel, think, and understand by analyzing his or her word choices and writing style.

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

### President Updates America on Operations Liberty Shield and Iraqi Freedom

- 1 Right now men and women from every part of America, supported by a strong coalition, are fighting to disarm a dangerous regime and to liberate an oppressed people.
- 2 It has been 11 days since the major ground war began. In this short time, our troops have performed brilliantly, with skill and with bravery.... In 11 days, coalition forces have taken control of most of western and southern Iraq,. In 11 days, we've seized key bridges, opened a northern front, achieved—nearly achieved complete air superiority, and are delivering tons of humanitarian aid. By quick and decisive action, our troops are preventing Saddam Hussein from destroying the Iraqi people's oil fields. Our forces moved into Iraqi missile launch areas that threatened neighboring countries. Many dangers lie ahead, but day by day, we are moving closer to Baghdad. Day by day, we are moving closer to victory....
- 3 Our victory will mean the end of a tyrant who rules by fear and torture. Our victory will remove a sponsor of terror, armed with weapons of terror. Our victory will uphold the just demands of the United Nations and the civilized world. And when victory comes, it will be shared by the long-suffering people of Iraq, who deserve freedom and dignity....
- 4 The dictator's regime has ruled by fear and continues to use fear as a tool of domination to the end. Many Iraqis have been ordered to fight or die by Saddam's death squads. Others are pressed into service by threats against their children. Iraqi civilians attempting to flee to liberated areas have been shot and shelled from behind by Saddam's thugs. Schools and hospitals have been used to store military equipment.... Iraqis who show friendship toward coalition troops are murdered in cold blood by the regime's enforcers.
- 5 The people of Iraq, have lived in this nightmare world for more than two decades. It is understandable that fear and distrust run deep. Yet, here in the city where America itself gained freedom, I give this pledge to the citizens of Iraq: We're coming with a mighty force to end the reign of your oppressors. We are coming to bring you food and medicine and a better life. And we are coming, and we will not stop, we will not relent until your country is free....

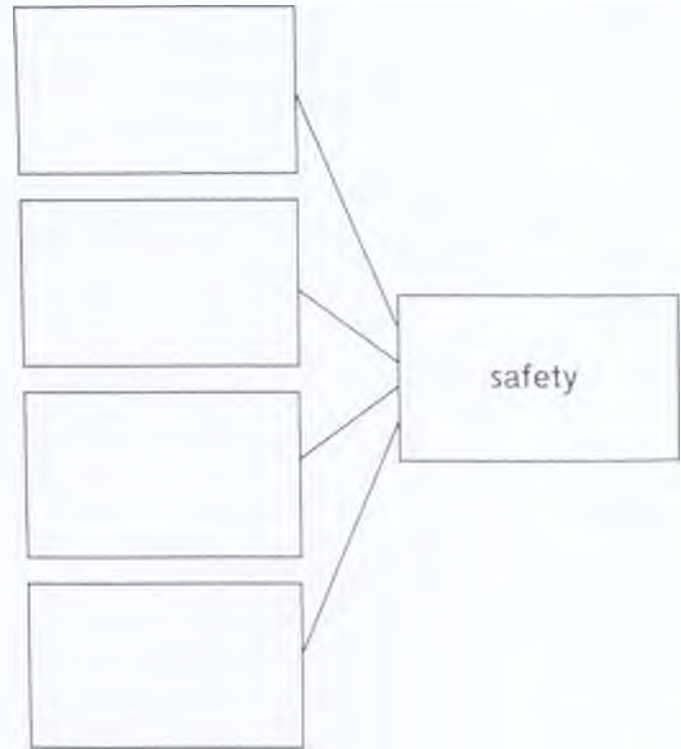
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- 6 We know that our enemies are desperate; we know that they're dangerous. The dying regime in Iraq, may try to bring terror to our shores. Other parts of the global terror network may view this as a moment to strike, thinking that we're distracted. They're wrong.
- 7 ... The United States and allied troops are shattering the al Qaeda network. We're hunting them down, one at a time. We're finding them, we're interrogating them, and we're bringing them to justice....
- 8 We will end the Iraqi regime, an ally of terrorist groups and a producer of weapons of mass destruction.... Shortly before we begin the liberation of Iraq, we launched Operation Liberty Shield, to implement additional measures to defend the American homeland against terrorist attacks.
- 9 This nationwide effort is focused on five specific areas. First, we are taking even greater security measures at our borders and ports. We have relocated hundreds of security personnel on our borders. We've added additional reconnaissance aircraft patrols at our borders.... Friends and immigrants will always be welcome in this land. Yet we will use all our power to keep out the terrorists and the criminals so they can't hurt our citizens....
- 10 Second, we are strengthening protections throughout our national transportation system. We're enforcing temporary flight restrictions over some of our major cities. We've stepped up surveillance of hazardous material shipments within our country and taken measures to keep them away from places where large numbers of people gather.... We will do all in our power to make sure our skies and rails and roads are safe from terror.
- 11 Third, we've increased surveillance of suspected terrorists. Certain individual[s] with ties to Iraqi intelligence services have been ordered out of this country. We're interviewing Iraqi-born individuals on a voluntary basis for two reasons: to gain information on possible terrorist plans, and to make sure they've not experienced discrimination or hate crimes.... Iraqi Americans will be protected, and enemy agents will be stopped-----
- 12 Fourth, under Operation Liberty Shield, we are guarding our nation's most important infrastructure with greater vigilance. Under the direction of our governors, thousands of National Guardsmen and state police officers are protecting chemical facilities and nuclear power sites, key electrical grids and other potential targets....
- 13 And, finally, we're strengthening the preparedness of our public health system. Tim Departments of Agriculture and Health and Human Services have increased field inspections of livestock and crops. Public health officials have increased medical surveillance in major cities....
- 14 After our nation was attacked on September the 11th, 2001, America made a decision: We will not wait for our enemies to strike before we act against them. We're not going to permit terrorists and terror states to plot and plan and grow in strength while we do nothing.
- 15 The actions we're taking in Operation liberty Shield are making this nation more secure. And the actions we're taking abroad against a terror network and against the regime in Iraq are removing a grave danger to all free nations. In every case, by acting today, we are saving countless lives in the future.

—From “President Updates America on Operations Liberty Shield and Iraqi Freedom”  
by George W. Bush

1. How does the author's word choice in paragraphs 1-7 support his purpose to persuade readers of the necessity of Operation Liberty Shield?
  - A. He uses words such as "regime" and "network" to describe the initiative.
  - B. He uses words such as "brilliantly" and "skill" to describe the troops on the ground.
  - C. He uses words such as "nightmare" and "murdered" to describe the atrocities happening.
  - D. He uses words such as "distracted" and "interrogating" to describe the work of the troops.
  
2. In paragraph 4, why does the author use the word *thugs* to describe the people working with Saddam Hussein?
  - A. to show that Hussein depends on soldiers who served in prison
  - B. to highlight that Hussein has been resistant to attempts at diplomacy
  - C. to communicate the idea that Hussein's soliders are criminals
  - D. to emphasize that Hussein has been working with fighters from many nations
  
3. In paragraph 4, how does President Bush show his feelings about Saddam Hussein?
  - A. He refers to Hussein's people as "Iraqis."
  - B. He refers to Hussein's rule as a "dictator's regime."
  - C. He refers to the demands of the United Nations as "just."
  - D. He refers to members of Hussein's military as "troops."

4. Reread paragraphs 8-15. Add the words that contribute to the speech's focus on safety to the appropriate box in the graphic organizer.



future	surveillance
vigilance	information
secure	protection

5. Why is the word *attacked* used in paragraph 14?
  - A. to show that the United States was not responsible for the events of September 11
  - B. to remind listeners of the violent nature of the events that occurred on September 11
  - C. to provide a neutral explanation of what happened on September 11
  - D. to persuade listeners that the events of September 11 could not be prevented



## Analyzing and Evaluating Word Choice in Various Texts

Word choice is particularly important when a text is written for the purpose of persuasion. The author's word choices, including connotative language and figurative language, inform the reader about how the writer wants him or her to feel about the topic.

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

- 1 Friends and Fellow' Citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any State to deny.
- 2 Our democratic-republican government is based on the idea of the natural right of every individual member thereof to a voice and a vote in making and executing the laws. We assert the province of government to be to secure the people in the enjoyment of their unalienable rights. We throw to the winds the old dogma that governments can give rights. Before governments were organized, no one denies that each individual possessed the right to protect his own life, liberty and property. And when 100 or 1, 000, 000 people enter into a free government, they do not barter away their natural rights; they simply pledge themselves to protect each other in the enjoyment of them, through prescribed judicial and legislative tribunals. They agree to abandon the methods of brute force in the adjustment of their differences, and adopt those of civilization...
- 3 The preamble of the Federal Constitution says: "We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America. "
- 4 It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government—the ballot.

—From "Is It a Crime for a Citizen of the United States to Vote?" by Susan B. Anthony



1. Susan B. Anthony gave this speech and chose her words to \_\_\_\_\_ people that women have the right to vote.
2. The speaker chose her words to influence which audience?
  - A. male landowners
  - B. women
  - C. politicians
  - D. average citizens
3. Which of the following definitions best fits the meaning of the word **exercised** as it is used in paragraph 1?
  - A. eliminated
  - B. used
  - C. ignored
  - D. maintained
4. The phrase *throw to the winds* in paragraph 2 is an example of \_\_\_\_\_ language.
5. What idea is conveyed by the word *mockery* in paragraph 4?
  - A. It is meaningless to talk of rights when women are not able to vote.
  - B. It is silly to talk of rights when women are not able to vote.
  - C. It is difficult to talk of rights when women are not able to vote.
  - D. It is encouraging to talk of rights when women are not able to vote.
6. How does Anthony want her audience to feel as a result of her word choices?
  - A. hopeful
  - B. angry
  - C. depressed
  - D. excited



### Test-Taking Tip

Context clues can help you figure out the meaning of a word used in a test question. If you come across a test question that has an unfamiliar word, search the rest of the question for clues to its meaning. You can also refer to the test's introduction and directions for context clues.

## Writing Practice

Powerful writing comes from the heart. Authors convey their feelings about a particular subject through the use of carefully chosen words meant to evoke feelings or emotions in the reader. As a writer, it is important to bring your passion to life with connotative and figurative language, as well as vivid descriptions to give the reader a clear picture of your feelings.

**Directions:** Write a paragraph describing your viewpoint on a current social or political topic, such as forced school closings or mandatory health insurance. Choose words that will convey your point of view and persuade the reader to agree with you.