

**GADSDEN TECHNICAL INSTITUTE
CONTINUAL EDUCATION
COVID-19 EMERGENCY LESSONS**

Teacher Name: Ms. G. Jones
Dates of Instruction: March 30 – April 13, 2020
Lesson Title: GED Interdisciplinary Lessons
Grade Levels: ABE and GED
Subject Area: Adult General Education

Assignment: After reading the assigned Adult General Education material, the adult student will be able to: determine central ideas or themes of texts, analyze their development, and summarize the key supporting details and ideas; comprehend explicit details and main ideas in text; summarize details and ideas in text; make sentence-level inferences about details that support main ideas; infer implied main ideas in paragraphs or whole texts; determine which detail(s) support(s) a main idea; identify a theme, or identify which element(s) in a text support a theme; make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations; draw conclusions or make generalizations that require mixing several main ideas in text; analyze how individuals, events, and ideas develop and interact over the course of a text; order sequences of events in texts; make inferences about plot/sequence of events, characters/people, settings, or ideas in texts; analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning; infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship); analyze the roles that details play in complex literary or informational texts.

Lesson Instructions:

Week of March 30 – April 3, 2020, read lessons 1 – 5 and Cumulative Review 1.

Week of April 6 – 13, 2020, please read lessons 6 -9 and Cumulative Review 2.

Practice Activities:

Week of March 30 – April 3, 2020, answer review questions 17, 23, 29, 35, 41, 76.

Week of April 6 – 13, 2020, please answer questions on pages 51, 57, 63, 69 and 73.

Instructional Materials:

1. Adult General Education reading material packets.
2. Adult General Education Cumulative Reviews 1 and 2.

Special Notes from Instructor:

ALL paper work should be signed and dated to reflect completion date(s) prior to bringing them to class with you on April 16, 2020. If there are any questions, I can be reached at (850) 875-8324; ext. 5115 or by email jonesg@gcpsmail.com.

Mission Statement

The mission of Gadsden Technical Institute is to recognize the worth and potential of each student. We are committed to providing opportunities for basic and advanced instruction in a conducive learning environment. The Center encourages academic and technical curiosity, innovation and creativity by integrating applied academic skills in all occupational areas. We strive to instill the attitudes and skills necessary to produce motivated, self-sufficient individuals who are able to function effectively in our ever-changing, complex society.

Main Ideas and Supporting Details

SKILL OVERVIEW

As you read informational text on the GED test, check your understanding of it. Ask yourself, "What is this passage about? What points does the author make?" The answers will help you understand the two most important parts of the text: the main ideas and supporting details.

Topic and Main Idea

Every informational text has a topic and one or more main ideas. The **topic** is the general subject that the text is about. The **main idea** is the point or points that the author makes about the topic. A topic can usually be expressed in a word or two. Often, the topic is stated in the title of a text. A main idea is usually expressed in a sentence or two, often at the end of the text's introduction.

- **Topic:** the Great Depression
- **Title:** Hard Times During the Great Depression
- **Main Idea:** Many Americans suffered severe hardships during the economic disaster known as the Great Depression.

Supporting Details and the Topic Sentence

Main ideas are **supported**, or explained, by details in the text. **Supporting details** are specific ideas or pieces of information, such as these:

- reasons
- examples
- statistics (facts in number form)
- definitions
- quotations
- descriptions

Supporting details are grouped in paragraphs. Each paragraph has its own "mini" main idea, or main point, which helps support the overall main idea. This paragraph main idea may be stated in a **topic sentence**. In the following paragraph, the underlined topic sentence is supported by two kinds of details: a statistic and a quotation:

Unemployment reached its peak in 1933, maybe the worst year of the Great Depression. More than 25 percent of all Americans who wanted to work were jobless. People looked for jobs, but their efforts were in vain. As one man put it, "I felt hopeless. I had no way to support my family. There was nothing for me."

WATCH OUT!

Though the first sentence of a paragraph is often the topic sentence, do not count on that. The first sentence may be a **transition**—a "bridge" that shows the connection between ideas in that paragraph and in the paragraph that came before it. A topic sentence may appear anywhere in a paragraph, even at the end.

Stated and Implied Main Ideas

A main idea may be put into words for readers, or it may be implied. Recall that implied ideas are suggested, or hinted at, rather than directly stated. The main idea of a paragraph or of a whole text may be implied. To find implied main ideas, see what the supporting details have in common. As you read the paragraph below, ask yourself, "How are the details similar?"

During the Depression, people lived in makeshift wooden shacks in Central Park in New York City. In Arkansas, people were found living in caves. In Oakland, California, some people found shelter in sewer pipes.

Did you notice that all the details are about homelessness during the Great Depression? If the topic sentence were stated, it might be something like this: Homelessness was a terrible problem during the Great Depression.

Sections and Headings

In some texts, paragraphs are grouped together in sections. Each section has a **heading**, or subtitle, that states or suggests the main idea of the section. Use headings for help in figuring out main ideas. For an example of a passage with headings, see "Living Together" on pages 14–15.

A Final Look

You have now looked at two main parts of an informational text: the main ideas and supporting details. Before you move on, look at the concept map below to review how these parts fit together. Notice that each paragraph's main idea supports the overall main idea by describing a different hardship that Americans suffered. Each detail, in turn, explains a paragraph's main idea.

MAIN IDEA			
Many Americans suffered severe hardships during the economic disaster known as the Great Depression.			
"MINI" MAIN IDEA (supports the main idea) Unemployment reached its peak in 1933, perhaps the worst year of the Great Depression.		"MINI" MAIN IDEA (supports the main idea) Homelessness was a terrible problem during the Great Depression.	
Supporting Detail (supports mini main idea) example	Supporting Detail (supports mini main idea) quotation	Supporting Detail (supports mini main idea) example	Supporting Detail (supports mini main idea) statistic

4 Parasitism

Parasitism is a symbiotic relationship in which one species benefits while the other species is harmed. The relationship between the tick and the rhinoceros is an example. Ticks attach themselves to rhinos to feed on rhino blood. The painful bites, which can become infected, do not benefit the rhinos in any way. In fact, the bites are harmful. The ticks, on the other hand, receive vital nutrition from rhino blood. Parasitism is very common. If you have ever been bitten by a tick or a mosquito, you know firsthand what parasitism is!



4. Remember to use headings to find main ideas. Which sentence states the main idea about parasitism? Underline this topic sentence. Which sentence gives a supporting example? Underline it.

GED PRACTICE Write each bulleted supporting detail in the box of the symbiotic relationship it explains.

- Mosquitoes bite people and drink their blood, creating itchy bites.
- Anemone tentacles protect clownfish; clownfish chase away butterfly fish, which eat anemones.
- Cattle stir up insects; cattle egrets eat the insects without bothering the cattle.

1. Mutualism	2. Commensalism	3. Parasitism

Answers and explanations start on page 74.

GUIDED PRACTICE

PRACTICE Read the following passage from beginning to end. Then, read and answer the questions in the strategies column.

STRATEGIES

Living Together

1. A text's overall main idea is often stated at the end of the introduction. What main idea is stated here? Underline it.

2. The heading tells you that this section is about mutualism. Which sentence states the main idea? Underline it. (WATCH OUT! It is not the first sentence.)

3. Remember to look for details that support main ideas. What example explains commensalism? Underline it.

1 It's an odd sight. As a rhinoceros ambles along an African plain looking for vegetation to munch on, a bird lands on its back—and stays there. It's not just any bird. It's an oxpecker, a kind of bird that lives with rhinos. The rhino doesn't mind if the oxpecker hitches a ride. The bird eats ticks that attach themselves to the rhino and suck its blood. So while the oxpecker gets a free lunch, the rhino gets free pest control. This interaction is an example of *symbiosis*. The word comes from Greek roots that mean "living" and "together." As the roots suggest, symbiosis refers to interactions between different species that live together. Symbiotic relationships can be divided into three categories: mutualism, commensalism, and parasitism.

2 Mutualism

The relationship between the rhinoceros and the oxpecker illustrates *mutualism*—interactions between two different species that benefit both species. In mutualistic relationships, each species provides a benefit to the other that helps both species' chances of survival. The relationship between sea anemones and clownfish is another example of mutualism. Sea anemones look something like plants. They are, however, animals that live on the sea floor. They often attach themselves to rocks and remain stationary for long periods of time. To catch prey, they use their tentacles, which have stingers that inject a deadly poison. Most fish and other animals stay away, but not the clownfish. It is not hurt by the anemone's sting. In fact, the clownfish lives with the anemone, lingering among its tentacles. The tentacles protect the clownfish from animals that want to eat it. In return, the clownfish chases away butterfly fish, which eat anemones.

3 Commensalism

Commensalism is a symbiotic relationship in which one species benefits while the other species is unaffected. Cattle and the cattle egret, a type of bird, have this kind of relationship. As cattle graze, they inadvertently stir up insects in the grass. Cattle egrets eat insects. Because the cattle make insects easier to spot and catch, cattle egrets live near cattle. The birds benefit. The cattle do not, but they are not harmed either.

GED APPLICATION

PRACTICE

Read the passage. Answer the questions that follow.

An Ongoing Global Issue

- 1 In the 1930s, a terrible drought struck the Great Plains in the central United States. This region is naturally semi-arid, so it rarely gets plenty of rain. But in the 1930s, the dryness was severe. Strong winds picked up the dry soil and blew it hundreds of miles away. Many farmers left, abandoning their homes and giving up their farms. What happened to the land is known as *desertification*, the process by which semi-arid land changes into a desert. Desertification can occur naturally as the climate gradually changes and areas become drier. However, it can also occur when human activities put too much stress on the land. Today, as during the 1930s, desertification has devastated the lives of many people, and people themselves are partly to blame.
- 2 The problem in the Great Plains started in the 1920s, when new types of farm machinery allowed farmers to plant larger crops more quickly. Farmers used the machinery to cultivate many more acres of land than they had previously—about 5 million acres more. Much of that land had been covered with a drought-resistant grass native to the region. Farmers plowed the land, killed the grass, and planted wheat, which is not resistant to drought.
- 3 As long as there was enough rainfall, the wheat grew. But a long drought struck during the 1930s. The region usually survives dry periods, but in this case, people made the situation worse. Even as the drought deepened, farmers kept plowing and planting. Without water, the wheat did not grow. The soil was exposed to the sun and wind, and desertification occurred.
- 4 Today, the Great Plains area has recovered from the desertification of the 1930s. It is once again a productive farming region. And farmers today follow better agricultural practices. But desertification has continued to threaten other places around the world. A case in point is the Sahel, a region of West Africa. In 1968,

a terrible drought struck there. Like the Great Plains, the Sahel is semi-arid. Also like the Great Plains, the land was overused. Large herds of cattle roamed the land. They trampled the soil, overgrazed the sparse vegetation, and left the land exposed to the sun and wind. The drought lasted for years. By 1973, 100,000 people and 12 million cattle had died.

- 5 Desertification remains a threat in parts of Africa and other places in the world. To help solve the problem, the United Nations has spearheaded educational programs to teach people about wise land use. As Luc Gnacadja, executive secretary of the UN Counsel to Combat Desertification (UNCCD), pointed out, "[Solving the problem of] desertification is first and foremost avoiding the misuse of land."



GED PRACTICE

Circle the letter of the option that correctly answers each question.

1. What is the passage's main idea?
 - A. Desertification is the process by which semi-arid land becomes desert.
 - B. Drought made the 1930s a devastating time for Great Plains farmers.
 - C. The Sahel is similar to the Great Plains because it often has droughts.
 - D. Desertification is a continuing problem that is partially caused by people.
2. Which heading would best sum up the main idea of paragraphs 2-3?
 - A. The Dreadful Drought
 - B. Plant Grass, Not Wheat
 - C. Faulty Farming Practices
 - D. New Machines, New Problems
3. Why does the author give the example of desertification in the Sahel?
 - A. to prove that African farmers need financial aid
 - B. to show that desertification is a global issue
 - C. to contrast farming methods in the United States and in Africa
 - D. to compare drought conditions in the United States and in Africa

Answers and explanations start on page 74.

Sequence of Events

SKILL OVERVIEW

Some questions on the GED test may ask about the organization of a passage. The **organization** is the order in which details are given—what comes first, next, then, and after that. Identifying the order of information can help you figure out which details are the most important. It can also help you remember those details. In this lesson, you will learn about one of the most common organizational patterns—sequence of events.

Sequential Order

Sequential order, or **sequence of events**, is the order in which events actually happen. If you have ever watched a how-to show on TV, you know what this organizational pattern is. On a cooking show, for example, a chef may tell you to first gather all the ingredients you will need, then to chop an onion and some celery, then to melt butter in a pan and cook the chopped vegetables, and so on. Explaining events in sequence is the clearest way to present a step-by-step process, or plan. You will also find sequential order in these kinds of texts:

- owners' manuals, such as those that come with cell phones and other electronic devices
- directions that explain how to walk or drive from one place to another
- science texts that explain a natural process, such as photosynthesis
- math texts that explain how to do a problem or apply a formula

Time Order

Sequential order is also used to present events in narratives, or stories about real or imaginary events. These may include the following:

- news stories
- science texts about discoveries and inventions
- social studies and history texts about past events

When people describe sequential order in narratives like these, they often use the terms *time order* or *chronological order*. Notice all the references to time in the news story below:

EXTRA-ALARM FIRE LEAVES EIGHT HOMELESS

A fire broke out in an apartment on Pastan Boulevard at **approximately 6 p.m. last night** when a stack of newspapers placed near a heater ignited. Tenants called the fire department, which arrived **about five minutes later**. Treaton firefighters found the apartment fully engulfed in flame. Everyone was safely evacuated from the building, and no one was injured. After Fire Chief Mosby upgraded the blaze to an extra-alarm fire, firefighters from Mirisville arrived on the scene **about 6:45 p.m.** to assist. **At 9 p.m.**, Chief Mosby announced that firefighters had successfully extinguished the fire. The fire damaged three apartments and left eight tenants of a multi-unit building without a place to stay.

Sequence Signal Words

Words that draw readers' attention to a sequence of events are sometimes called **sequence signal words**. If you look for signal words, you can more easily pick out which events are key. Look at how the signal words in the news story can be used to keep track of important events.

- At approximately 6 p.m.: Fire broke out.
- About five minutes later: Treaton firefighters arrived and evacuated tenants.
- About 6:45 p.m.: Mirisville firefighters arrived to assist.
- At 9 p.m.: Chief Mosby announced that the fire had been extinguished.

In addition to references to specific times, look for sequence signal words like these:

Words that mean "first"	Words that mean "next"	Words that mean "at the same time"	Words that mean "last"
at first	after, afterward	during	finally
in the first place	then	meanwhile	at the end
to begin	later	while	last of all
to start	subsequently	simultaneously	in conclusion

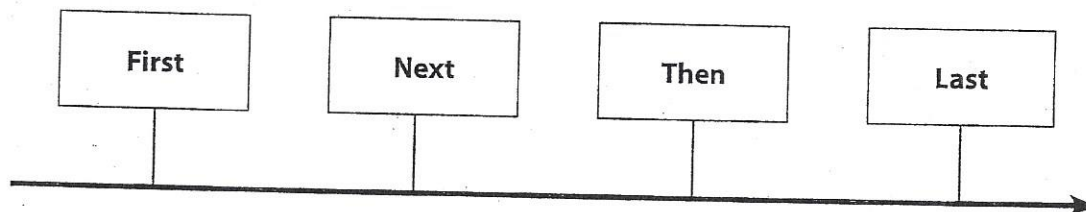
WATCH OUT!

Sequence signal words are not the only words that can help you figure out the order of events. **Verbs**, or action words, can also indicate sequence. Look at the **tense**, or time, indicated by a verb to tell when an action occurred. Example: The farmers **had** just **finished** planting when the heavy rains **came**.

The verb tense (had + finish + -ed) tells you that the first action—planting—took place before the second action—the coming of the rains.

A Final Look

You have now looked at sequential order, the kinds of texts in which it is used, and words that signal sequence. Before you move on, study the timeline below. It sums up sequence of events.



GUIDED PRACTICE

PRACTICE Read the following passage from beginning to end. Then, read and answer the questions in the strategies column.

STRATEGIES

The Science of Sleep

1. What four things should you look for as you read? Underline the main idea sentence that tells you.
 2. What happens during the first stage of sleep? Underline key details that explain what happens.
 3. Underline the sequence word that signals that a new stage in the sleep process will be described.
 4. Which stage of sleep is described in this paragraph? Underline the name of the stage.
- 1 We spend approximately one third of our lives sleeping, yet few of us know much about that quiet, peaceful state. Fortunately, scientists have investigated the mystery, and they have a few things to tell us. Scientists study sleep by connecting volunteers to electroencephalograms (EEGs), machines that record brain activity. Whenever we think or move a muscle, our brain neurons, or nerve cells, fire tiny electric charges, which an EEG records as brain waves. These waves are represented on computers or on EEG paper as continuous lines. There are different kinds of brain waves, each of which is defined by the speed at which the wave moves. Scientists measure brain waves in cycles per second, or cps. When we are awake, our brains are extremely active, and brain waves appear as rapid, irregular marks on the EEG. During sleep, brain activity slows down and generates regular patterns on the EEG. Based on the characteristics of brain waves, scientists have divided sleep into four principal stages.
 - 2 When we first fall asleep, we enter stage 1, a transition between wakefulness and sleep that lasts 5 to 10 minutes. Our brains slow down and begin producing what are called theta waves, which move at 3 to 7 cps. During this stage, our muscles relax and a state called flaccid paralysis develops. Basically, this means large muscles, such as those in our arms and legs, cease to be under our control. It is easy to wake a person in stage 1 sleep.
 - 3 Next, we enter stage 2. Our brain waves slow through the theta range and show occasional spikes in size or amplitude. Conscious awareness of the world around us disappears. We spend about half of our sleep time in stage 2. As our brains continue to slow down, they start producing delta waves, which move at 3 cps or fewer.
 - 4 Stage 3 starts when at least 20 percent of brain waves are delta waves. Some lists show an additional stage during which at least 50 percent of the waves are deltas. The deepest sleep happens during this stage. Heart and respiration rates and body temperature reach their lowest points. If we are awakened during delta sleep, we may feel disoriented for a few minutes. After a period of deep sleep, our brains

begin to wake up, reversing the stages we passed through as we fell into deep sleep. However, on repeat cycles we go into an important stage known as REM (rapid eye movement) sleep instead of stage 1.

- 5 During REM sleep, our eyes begin to move rapidly from side to side, although our eyelids remain closed. Meanwhile, heart rate, respiration rate, and body temperature increase and become irregular. During REM sleep we have our most vivid dreams. Our brains become more active, almost as active as they are when we are awake. Our fingers and hands may twitch, but our major muscles become paralyzed. Young people and adults spend about 20 percent of their sleep time in REM sleep. Infants may spend half of their time in REM.
- 6 A full sleep cycle lasts about 90 to 110 minutes and then repeats five or six times each night. During the first part of the night, we spend more time in deep sleep and less time in REM. As the night progresses, we spend less time in deep sleep and increasingly more time in REM sleep.

5. What signal word in this paragraph tells you that different events are happening at the same time? Underline it.



GED PRACTICE Write each event in the box of the stage in which it occurs during the sleep cycle.

- Vivid dreams occur.
- The brain produces theta waves and then delta waves.
- Flaccid paralysis develops.
- At least 20 percent of brain waves are delta waves.

1. Stage 1	2. Stage 2	3. Stage 3	4. REM sleep

Answers and explanations start on page 75.

GED APPLICATION

PRACTICE

Read the passage. Answer the questions that follow.

Lewis and Clark Cross the Bitterroots

- 1 Before 1803, the United States occupied only the eastern half of North America. The country's western border was represented by the Mississippi River, with lands farther west still owned by France. President Thomas Jefferson wanted to gain control of that land and of the Mississippi River. In 1803, France offered to sell the land, and Jefferson quickly bought it in what became known as the Louisiana Purchase.
- 2 Jefferson didn't know exactly what he was buying because so much of the land west of the Mississippi remained unexplored. No one knew what the land held or even its true size. To learn more about his purchase, Jefferson organized a group of explorers, calling them the Corps of Discovery. In command were Meriwether Lewis and William Clark.
- 3 In 1804, Lewis and Clark set out from St. Louis. The first part of the journey was by water. They traveled up the Missouri River as far as they could. After leaving the river, they started the overland part of their cross-country journey. Soon, they reached the Bitterroot Mountains in what is now Idaho and Montana. On September 11, 1805, they began their trek through the mountains—a dangerously late time of year to begin such a crossing. Even before entering the mountains, the expedition was running low on food. They had maintained insufficient supplies of food for their horses, so the explorers let the animals forage for grass at night. That forced the men to waste precious time finding their horses again in the morning.
- 4 On September 14, the weather turned bad. The travelers endured rain, snow, and hail. Then, their guide lost the trail. When they camped, they were exhausted. The next day, the group found the trail again. They climbed steep mountainsides on which the trail was often on the edge of a drop-off; any stumble could have proved deadly. The group made only twelve miles' progress that day. They needed to move faster before bad weather caught them.

- 5 Having already endured great physical hardship, the men were unprepared for what was to come the next day, September 16. The snow began before dawn, and it did not stop all day. In such conditions, the trail was hard to see. In the days that followed, the expedition stumbled on through the mountains. The horses were starving and weak, and the explorers were in equally poor condition. Several times, they had to slaughter a horse to feed themselves. However, this was only a temporary solution, because soon they were down to a dangerously low number of horses, and they needed their few remaining ones to carry supplies.
- 6 As the people and horses grew weaker and weaker, the journey became harder and they covered fewer miles. It was difficult to keep going, but they had no choice. Miserable as they were, they got up each day and struggled on. Finally, on September 22, the travelers reached the end of the Bitterroots. They had traveled 160 miles through some of the most rugged country in North America.



GED PRACTICE

Circle the letter of the option that correctly answers each question.

1. **Why did Lewis and Clark explore the land west of the Mississippi?**
 - A. to find out more about the land acquired in the Louisiana Purchase
 - B. to take part in an expedition that included President Thomas Jefferson
 - C. to look for a water route from the Mississippi to the Bitterroot Mountains
 - D. to claim the land that is now Idaho and Montana for the United States
2. **Which event in Lewis and Clark's journey occurred first?**
 - A. Lewis and Clark began their journey overland.
 - B. Lewis and Clark encountered snowy weather.
 - C. Lewis and Clark entered the mountains.
 - D. Lewis and Clark traveled up the Missouri River.
3. **Which of the following events occurred on September 15, 1804?**
 - A. Members of the expedition lost their horses and had to search for them.
 - B. The expedition was able to pick up the trail the guide had lost in the snow.
 - C. A blizzard forced the expedition to stop climbing the mountains and find shelter.
 - D. A member of the expedition was injured after slipping and falling down a steep cliff.

Answers and explanations start on page 75.

Comparisons and Contrasts

SKILL OVERVIEW

For the GED test, you may be asked to answer questions about passages that compare and contrast people, places, and things. In this lesson, you will learn tips for reading comparisons and contrasts, and you will practice answering questions that require you to compare and contrast.

Reasons to Compare and Contrast

To **compare** means to find similarities. To **contrast** means to find differences. These two skills, which often go hand in hand, are useful for making decisions. At the grocery store, for example, you have probably compared and contrasted different brands of cereal, pizza, or another kind of food to decide which one to buy. You may also compare and contrast to understand subjects more deeply. By looking at similarities and differences in people, places, and things, you may come to see each of them more clearly. As you read the science passage below, ask yourself, "What things are being compared and contrasted? How are they the same? How are they different?"

A **compound** is made up of elements that are joined together by chemical bonds. These bonds are so strong that they can be broken only by a chemical reaction. For example, to separate the compound iron oxide into the elements it is made of—iron and oxygen—you must melt the iron oxide in a blast furnace. In contrast, a **mixture** is made from elements and compounds that are combined without chemical bonds. Because a mixture does not have these bonds, it is easier to break into its parts. For example, to separate seawater, a mixture, into water and salt, all you have to do is let the water evaporate, and the salt will reappear.

The passage compares and contrasts a compound and a mixture in order to help readers more clearly understand what each thing is. One way that a compound and a mixture are similar is that both are made of two or more elements. One way that they are different is the way in which the elements are joined.

Comparison and Contrast Signal Words

As you read the science passage, how did you know when the author began to explain the main difference between a compound and a mixture? Did you notice the phrase *in contrast*? Comparison and contrast signal words like *in contrast* can help you identify key similarities and differences as you read. Listed below are some of the most common signal words.

Comparison

- alike
- both
- compared to
- in the same way
- like, likewise
- similar, similarly

Contrast

- although
- as opposed to
- but
- different, differences
- however
- in contrast
- on the other hand
- unlike

WATCH OUT!

Not every similarity and difference is pointed out by a comparison and contrast signal word. Though these words are helpful, you should not rely solely on signal words when you look for similarities and differences.

Patterns of Organization

You can also find key similarities and differences more easily if you understand how a comparison-and-contrast text is organized. Authors may follow the block pattern or the point-by-point pattern. In the block pattern, an author writes about Subject A, point by point, before moving on to Subject B. The author then writes about Subject B, comparing and contrasting it point by point to Subject A. The following diagram shows the block pattern of organization.

Block: A Comparison and Contrast of Two Brands of Pizza

Pizza A	Pizza B
Point 1: How it looks: unappetizing	Point 1: How it looks: delicious (difference)
Point 2: How it tastes: like cardboard	Point 2: How it tastes: like homemade (difference)
Point 3: How much it costs: \$5.99	Point 3: How much it costs: \$5.99 (similarity)

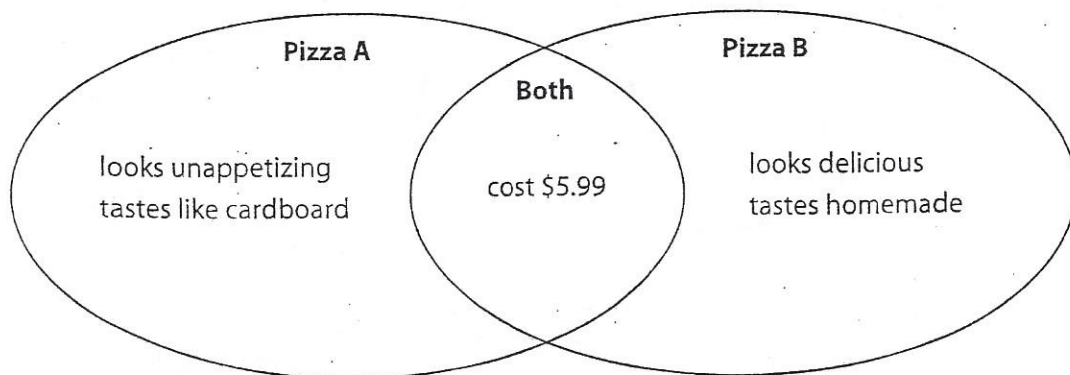
In the point-by-point pattern, the author organizes the comparison around each point rather than around each subject.

Point-by-Point: A Comparison and Contrast of Two Brands of Pizza

Point 1: How they look: Pizza A is unappetizing; Pizza B looks delicious.
Point 2: How they taste: Pizza A tastes like cardboard; Pizza B tastes homemade.
Point 3: How much they cost: Both Pizza A and Pizza B cost \$5.99.

A Final Look

Before you move on, take a look at the Venn diagram below. Many people use this kind of diagram to keep track of similarities and differences as they read. Differences are listed in the outer circles. Similarities are listed in the overlap section in the middle.



GUIDED PRACTICE

PRACTICE Read the following passage from beginning to end. Then, read and answer the questions in the strategies column.

STRATEGIES

Booker T. Washington and W. E. B. Du Bois

1. How did Washington spend his early childhood years? Underline the sentence that tells you.

1 Although the Thirteenth Amendment to the U.S. Constitution officially freed enslaved African Americans in 1865, the struggle for equal rights was not over. Racism and discrimination still existed in the United States despite the passing of the new law. Many African Americans looked to black leaders like Booker T. Washington for guidance on how to better their lives. Born in 1856, nine years before the Thirteenth Amendment was passed, Washington had spent his early childhood as a slave. Once he was free, he learned to read and write, went to school, and became a teacher.
2. What did Washington believe blacks should do to get ahead? Underline the sentences that tell you.

2 Washington believed that the best way for African Americans to get ahead was to become financially independent. He advised African Americans to work hard at being farmers, tradespeople, and workers in industry. "The individual who can do something that the world wants done will, in the end, make his way regardless of his race," Washington counseled. To help educate blacks, he founded the Tuskegee Normal and Industrial Institute, which specialized in teaching practical skills such as farming, carpentry, and shoemaking.
3. What was Washington's approach to fighting discrimination? Underline the sentence that answers this question.

3 Washington also counseled blacks not to fight discrimination outright and to accept their second-class status, at least temporarily. This approach, sometimes called "accommodationist" because it accommodated, or fit in with, the wishes of many whites, won Washington the admiration and support of Southern whites. In front of an all-white audience, Washington declared his acceptance of continued racial separation, but predicted that segregation would one day come to an end. He stated, "In all things social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress. No race that has anything to contribute to the markets of the world is long in any degree ostracized."
- 4 Not all African Americans agreed with Washington's approach to civil rights. A new generation of leaders emerged, and they took a harder line toward civil rights. One of those leaders was W. E. B. Du Bois. Unlike Washington, Du Bois had never known slavery. He was born three years after the passage of the Thirteenth Amendment,

and he spent his early years not in slavery but in school. By age twenty, Du Bois had a bachelor's degree from Fisk University, an all-black school in Nashville, Tennessee, and by age twenty-seven, he had earned a PhD in history from Harvard. After further studies in Europe, Du Bois taught sociology, history, and economics at Atlanta University.

4. How was Du Bois's childhood different from Washington's? Underline the sentences that tell you.

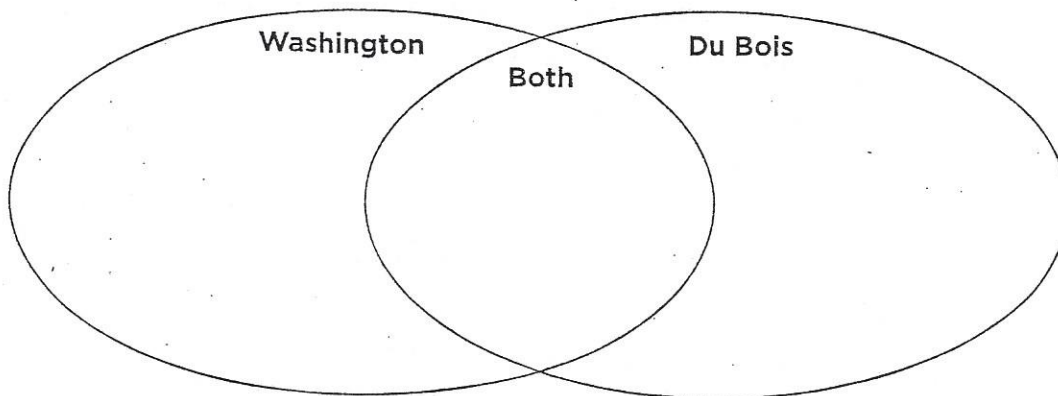
5 Du Bois's civil-rights strategy was straightforward. He believed that African Americans could effect social change only through a combination of political action and protest. Without aggressively pushing for civil rights, Du Bois concluded, nothing would happen. This philosophy put Du Bois in direct opposition to accommodationist black leaders like Booker T. Washington. Du Bois disagreed with Washington's approach to education as well. Though both men deeply believed in the importance of education, Du Bois believed that blacks should receive a classical liberal arts education—the kind that he himself had received—rather than an education that focused on practical skills.

5. What two differences between Washington and Du Bois are presented in this paragraph? Underline them.

6 To promote political action, Du Bois secretly met in 1905 with a handful of black businessmen and black intellectuals in Niagara Falls, Ontario, Canada. There, the group issued this manifesto: "We want full manhood suffrage and we want it now. . . . We are men! We want to be treated as men. And we shall win." The meeting in Niagara grew into the Niagara Movement, a forerunner of the National Association for the Advancement of Colored People (NAACP).



GET PRACTICE Use the Venn diagram to compare and contrast Washington and Du Bois. Where the circles overlap, write at least two ways in which the men were similar. In each outer circle, write at least two ways in which the men were different.



GED APPLICATION

PRACTICE Read the passage. Answer the questions that follow.

Herbert Hoover and Franklin Delano Roosevelt

- 1 Herbert Hoover had bad luck. Just months after he was elected president, the stock market crash of 1929 occurred. What followed was the worst economic depression in U.S. history. Thousands of banks failed, wiping out people's life savings. Businesses filed for bankruptcy. Unemployment rates soared. Like many people, Hoover believed that the depression was temporary and that the nation would soon recover. His main goal was to try to restore Americans' faith in the economy—and in the U.S. banking system. He opposed direct government aid to the people. Handouts, Hoover believed, would lead to a weakening of American morale and character. People needed to help themselves—and their neighbors. "The basis of successful relief in national distress is to mobilize and organize the infinite number of agencies of self help in the community," Hoover told the press in 1931. "That has been the American way of relieving distress among our own people, and the country is successfully meeting its problem in the American way today."
- 2 As time passed and the depression deepened, however, it became clear that more action was needed. Hoover responded in several ways, including setting up the Reconstruction Finance Corporation (RFC). Modeled after the War Finance Corporation of World War I, the RFC gave about \$2 billion in aid to state and local governments and made loans to banks and other businesses. However, it was too little, too late. By the end of Hoover's presidency, economic recovery had not occurred, and Hoover was very unpopular with the American people.
- 3 Franklin D. Roosevelt (FDR) won the presidency in 1932 by a landslide. People wanted change, and FDR gave it to them. He called his program a "New Deal" for the American people. One of his first steps was to help reform the U.S. banking system so that Americans would trust it again. Unlike Herbert Hoover, who had let nature take its course and allowed failing banks to close (more than 800 banks failed in September and October of 1930 alone), Roosevelt declared an official bank holiday. He closed all U.S. banks for a short time so that examiners could determine which banks were healthy and which weren't. Roosevelt also asked Congress for legislation that would make the banking system stronger and help protect the money that people deposited in banks. Congress responded, healthy banks were allowed to reopen, and people's confidence in banks began to grow.

- 4 Roosevelt's response to relief for the poor was also different from Hoover's.

Roosevelt started a number of new government programs of direct aid. For example, the Federal Relief Administration provided assistance in the form of housing, food, and other basic necessities; and the Civilian Conservation Corps (CCC) created jobs for young men who conserved and developed natural resources on government owned land. "We are clearly enhancing the value of our natural resources and second, we are relieving an appreciable amount of actual distress," FDR explained. Other steps included improving a vast area in the Tennessee Valley, granting half a billion dollars to the states, and passing laws to help people who were having trouble paying back their home loans. The New Deal did not end the problems caused by the Great Depression, but it did help. Slowly, the country began to recover.



STUDY TIP Circle the letter of the option that correctly answers each question.

1. Which is a similarity between Hoover and Roosevelt?

- A. Both opposed direct government aid to poor people.
- B. Both were popular presidents with high approval ratings.
- C. Both wanted to restore Americans' faith in the U.S. banking system.
- D. Both believed the economy would improve without government help.

2. Which is a difference between Hoover and Roosevelt?

- A. Roosevelt started a number of government programs that created new jobs; Hoover didn't.
- B. Roosevelt's actions ended the Great Depression; Hoover's actions caused the Great Depression.
- C. Roosevelt let nature take its course and allowed failing banks to close; Hoover worked to keep banks open.
- D. Roosevelt believed relief should come from private charities; Hoover believed it should come from the government.

3. What is the overall main idea of the passage?

- A. During the Great Depression, the conservation of American land became a national priority.
- B. Presidents Hoover and Roosevelt had very different approaches to solving the economic problems of the Great Depression.
- C. As a result of the Great Depression, the U.S. banking system underwent massive reforms.
- D. With the stock market crash of 1929, the United States entered a period of economic difficulty called the Great Depression.

Answers and explanations start on page 76.

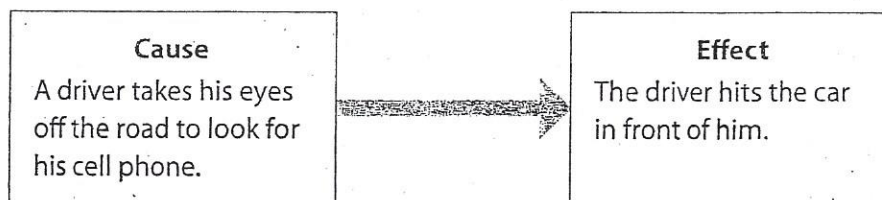
Cause-and-Effect Relationships

SKILL OVERVIEW

For the GED test, you will read passages that explore cause-and-effect relationships. Understanding these kinds of relationships is similar to understanding sequence of events—with one very important difference. With cause-and-effect relationships, one event does not just happen before another; it makes the other event happen.

Cause and Effect

A **cause** is a reason why something happens. An **effect** is what happens as a result of the cause. Suppose, for example, that a driver becomes distracted when his cell phone rings. He reaches into the pocket of his jacket to get the phone, but it is not there. As he looks around the front seat of his car for the phone, he does not notice that the car in front of him is slowing down for a stop sign. Bump! The driver hits the car in front of him. Take a moment to examine the relationship between these events.



Notice that the cause comes before the effect. The effect follows the cause. In describing cause-and-effect relationships, a writer may put the effect before the cause, as in the sentence below:

- A driver got into an accident because he took his eyes off the road.

Though the effect is stated first, in reality the effect came after the cause. Remember that a cause makes something happen. An effect is the result, or outcome, of the cause.

Cause-and-Effect Signal Words

Writers use certain words and phrases to draw readers' attention to cause-and-effect relationships. Sometimes, writers use the words *cause* and *effect*. Other times, they use cause-and-effect signal words and phrases such as the ones below.

as a result	Jason overslept. As a result , he was late for work.
because	Jason's boss was upset because Jason is often late.
consequently	"You're late," she said. " Consequently , you will lose an hour's pay."
for this reason	Jason needed the money. For this reason , he was very upset.
if, then	His boss warned, " If you are late again, then I will have to fire you."
so	Jason wanted to keep his job, so he promised never to be late again.
therefore	Jason kept his promise. Therefore , he still has his job.

WATCH OUT!

Not all cause-and-effect relationships are pointed out by signal words. All the sentences below describe cause-and-effect relationships, yet they do not contain any signal words:

- *Watching her bake made me hungry.* (cause: watching her bake; effect: hunger)
- *It rained so hard that I stayed home.* (cause: heavy rain; effect: stayed home)
- *My muscles are always sore after I exercise.* (cause: exercise; effect: soreness)

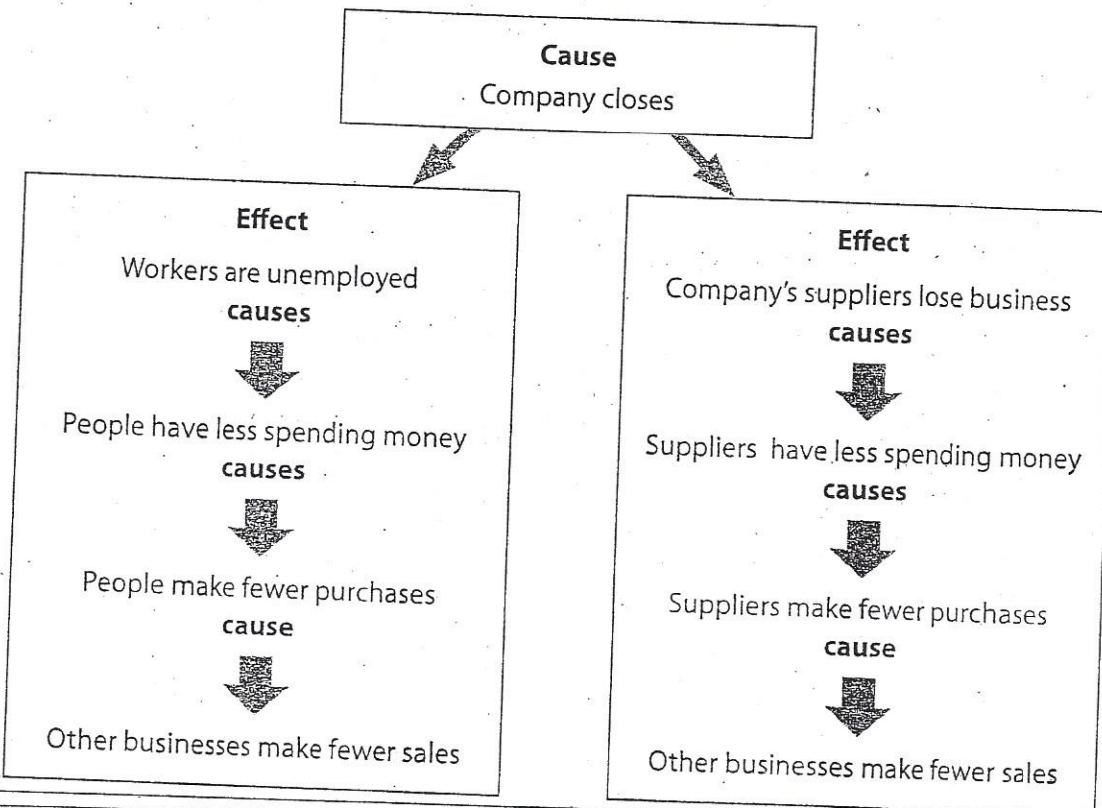
Multiple Causes, Multiple Effects

So far, you have been looking at cause-and-effect relationships that have only one cause and one effect. Causes and effects do not always have a one-to-one relationship, however. Often, an event results from more than one cause. For example, when a company succeeds, it usually succeeds for a number of reasons, not just one. The company has to provide a good product or service, but there also has to be a demand for the product or service that the company provides. Moreover, the company has to sell the product or service at the right price—neither higher than people are willing to pay nor lower than the product or service costs to produce—with some money left over for profit.

Similarly, one event can have a number of effects. If a company closes, all the employees lose their jobs, and all the company's suppliers lose business. However, the effects do not stop there. The employees and suppliers may buy fewer things because they have less money to spend. The cutbacks in spending will, in turn, affect the businesses where they used to spend money. Notice that in this example, some events are both effects *and* causes. Unemployment is an *effect* of the company's closing, but it is also the *cause* of less money to spend. This kind of cause-and-effect relationship is called a **causal chain**.

A Final Look

Before you move on, review the cause-and-effect relationship you have just read about. Study the concept map below to understand a **causal chain**.



GUIDED PRACTICE

PRACTICE Read the following passage from beginning to end. Then, read and answer the questions in the strategies column.

STRATEGIES

Heat Wave

1. After reading this paragraph, which do you think this passage will mainly explore? (Check ✓ one.)

- ☐ Cause
☐ Effects

Underline the sentence that tells you so.

2. This paragraph describes a causal chain. Fill in the missing link in the chain.

warming trend



melting of ice caps



3. Which word signals a cause-and-effect relationship between warmer weather and the time that a seed has to grow and mature? Underline the word.

- 1 Scientists estimate that the Earth's temperature is about 5° to 9° F warmer now than it was 10,000 years ago. A change in climate is not unheard of; the Earth's climate has changed many times during its long history. However, the rate at which the climate is changing now is unusually fast, and that has scientists worried. Earth's average temperature has increased by about a degree over the last 100 years. But half of this change has taken place in just the last 25 years. Moreover, the rate of warming is increasing. Scientists at the U.S. Environmental Protection Agency (EPA) have estimated that if the trend continues the world's temperature will increase at least 1° and maybe up to 11° F by the end of the century. Warmer temperatures could trigger a number of far-reaching effects.
- 2 One is the melting of the polar ice caps. Pictures taken by the National Aeronautics and Space Administration (NASA) show that the ice covering the North Polar Region is rapidly shrinking. In fact, the polar ice caps have melted faster in the last 20 years than in the last 10,000. If the trend continues, the Arctic will contain no ice during summer by mid-century. Melting ice caps could, in turn, have a dramatic effect on sea levels. A comprehensive satellite study confirms that the melting ice caps are raising sea levels at an accelerating rate. Levels have risen between four and eight inches in the past century alone, and the EPA estimates that they could rise as much as another two feet in the next 100 years. In the U.S., this change will be felt most strongly by coastal cities such as San Diego, Galveston, Miami, and New York. Such low-lying cities could experience massive flooding.
- 3 Major changes in climate could also affect agriculture. For instance, in the U.S. Midwest, which grows much of the country's grain, warmer weather may cause smaller crop yields. That would mean that the amount of grain harvested per acre of land would decrease. Grains grow more quickly in warmer weather; consequently, seeds have less time to grow, mature, and produce large, strong plants. Warming trends could also increase the incidence of extreme weather, such as severe storms and drought. This would have a negative impact on crops too.

4 Although the Earth's climate has always been in a state of change, the rate of change has accelerated because of the actions of human beings. Earth is getting warmer because people are adding heat-trapping gases to the atmosphere, mainly by burning fossil fuels such as coal, gasoline, and natural gas.

4. Is this paragraph mainly about an effect or a cause of global warming? (Check ✓ one.)

☐ Cause

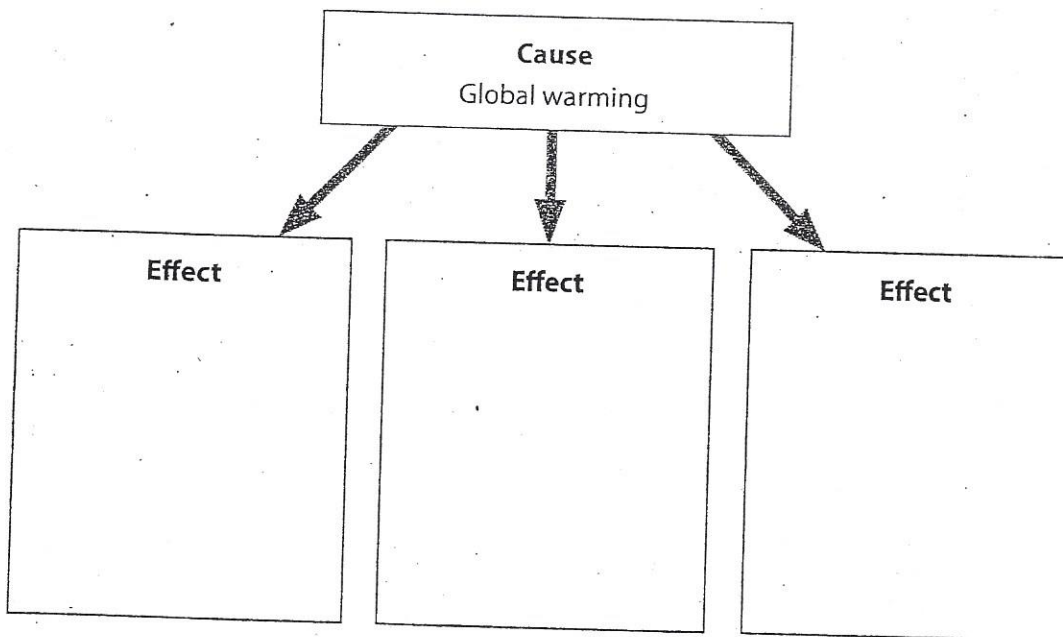
☐ Effect

Underline the signal word that tells you so.

5 No one knows exactly how these changes will affect Earth. It depends partly on how the Earth responds to the pollutants that are already in the air and partly on whether people around the world choose to make lifestyle changes. We can cut back on our use of fossil fuels, or we can ignore the warning signs and go on living as we have been, gambling on what will happen. Either way, changes are taking place.



GED PRACTICE Fill in each empty box with an effect of global warming described in the passage.



Answers and explanations start on page 76.

GED APPLICATION

PRACTICE

Read the passage. Answer the questions that follow.

Ecology of the Redwood Forest

- 1 The redwood trees that grow along the coast of northern California and southern Oregon are the tallest trees in the world. They grow up to 360 feet tall—as tall as a 35-story building. These trees also grow old. In fact, scientists think the oldest trees we know about have lived more than 2,000 years. While the size and age of these trees make them intriguing, the ecology of the ancient redwoods is also fascinating.
- 2 The redwoods grow in a unique environment along the coast. It is characterized by frequent, dense fog. This fog helps create conditions that make it possible for the giant trees to survive and to grow large and old. When the fog moves into the forest, it condenses, or collects, on the foliage of the redwoods. The trees absorb some of the water through their needle-like leaves. The rest of the water drips onto the lower branches and onto the ground below. The fog provides up to 45 percent of the water used each year by the trees.
- 3 Summers are the driest time of the year in this region. Because the redwoods capture moisture from the fog, other plants and animals thrive in the area. Moisture captured from the fog by the redwoods supplies two-thirds of the water used by the trees, bushes, and other plants that grow below the huge trees. The fog creates an environment where the redwood trees can survive, and the trees, in turn, improve on the conditions, making it possible for other living things to survive too.
- 4 Within this special environment, something else is happening high in the canopies, or tops, of the redwoods. The trees lose about a third of their foliage each year. Some of that discarded foliage falls on lower branches, where it collects. Slowly, the foliage rots, creating rich soil. Plants called epiphytes grow in this soil. Epiphytes are plants that grow on other plants rather than on the ground. Because redwoods live so long and get so large, they provide soil for large communities of plants that live hundreds of feet up in the canopy. Among these plants are various kinds of ferns and fungi. Even some bushes and trees grow up there.

- 5 These large plant communities create an environment for certain animals as well. Beetles, crickets, earthworms, and millipedes make their homes in the soil and on the plants in the canopy. Even amphibians, such as newts and salamanders, live and breed in the trees. Rodents, bats, and other mammals live there too. Of course, there are also many birds in the canopy, including hawks, owls, bald eagles, egrets, and great blue herons.
- 6 In the mid-1800s, redwood forests covered about two million acres in Oregon and California. Then, timber companies discovered the trees and logged them extensively. Today, only four percent of the original redwood forests remain. Some forests are growing back. However, the young trees in these forests are not big enough or old enough to create the special environment found among older trees. As a result, the land has changed. The soil is drier and the streams carry less water. So plants and animals that thrive in old redwood forests do not do as well in the new ones.



Circle the letter of the option that correctly answers each question.

1. Which is a cause of the unusual growth of the redwoods?
 - A. dry summers
 - B. frequent fog
 - C. falling foliage
 - D. dense canopy
2. Which explains why redwoods can support epiphytes?
 - A. Foliage from the trees falls on the tree branches and rots, producing soil.
 - B. Various kinds of ferns and fungi grow, creating canopies in the treetops.
 - C. Beetles and earthworms enrich the soil, making it conducive to plant life.
 - D. The thick foliage filters the sunlight, protecting plants from intense heat.
3. Which are effects of the loss of old redwood trees?
 - A. There are more animals but fewer plants.
 - B. Newts and salamanders now live on the ground.
 - C. There are no canopies, so birds have left the forest.
 - D. The soil is drier, and the streams carry less water.

Answers and explanations start on page 76.

Language: Meaning and Tone

SKILL OVERVIEW

Some questions on the GED test may ask you to choose the right definition of a word. Other questions may ask you about an author's choice of words and the effect that the word choice has on meaning. This lesson will help you answer those kinds of questions. It explains a method you can use to figure out the meanings of words, and it provides practice in identifying the effects of the words that an author uses.

Context Clues

When a text contains a word that you do not know, look at nearby words and phrases to see whether they suggest what the word means. These suggestions, or **context clues**, can help you figure out the definition of the unfamiliar word. See if you can use the underlined context clues in the passage below to define the word *docile*.

The rancher could see that the child was frightened, and he understood. He remembered what it was like to ride a horse for the first time. For that reason, he had chosen his most docile horse for the child—Gentle Jim. That sweet-tempered horse had always been his most obedient.

If you think that docile means “tame,” “obedient,” or “gentle,” you are right. The situation suggests that the rancher would choose a horse that is easily handled, and the context clues state that the horse he chose was gentle, sweet tempered, and obedient—in other words, *docile*.

Denotation and Connotation

So far, you have been focusing on **denotation**—the literal meaning, or “dictionary definition,” of a word. But many words have another layer of meaning—**connotation**, or the feelings associated with the word. For example, suppose that you want to describe sunny, 85-degree weather. If you like that kind of weather, you might use the word *balmy*, or “pleasantly warm,” to describe the day. The positive connotations of *balmy* would convey your positive attitude. On the other hand, if you dislike the weather, you might use the word *broiling* to convey negative feelings of being too hot. If you do not have strong feelings one way or the other, you might use the neutral word *hot* to describe the day. All three words—*balmy*, *hot*, and *broiling*—have a similar denotation, but their connotations are very different.

The chart below gives other examples of differences in the connotations of similar words.

Positive	Neutral	Negative
petite	small	puny
aroma	smell	odor
youthful	young	childish

Tone

As you have seen, the connotations of the words that people use can reveal their attitudes toward subjects. The attitude that an author conveys in writing is known as **tone**. When you read, try to “hear” the author’s tone. Think about the author’s word choice, and imagine how the author might sound if he or she were reading the text aloud. Try this as you read the passage below.

The day of the tornado, it was unusually warm. People who live in the Midwest rarely wake up to a 65-degree day in February. As the day wore on, the temperature rose, and people began to feel uneasy. It was *too* warm; it was hard to breathe. And it was too still. Where was the breeze? Around 2 p.m., the sky turned a sickly green. The air grew heavy; people felt as if invisible hands were pushing down on them, weighing them down. Uneasiness changed to fear.

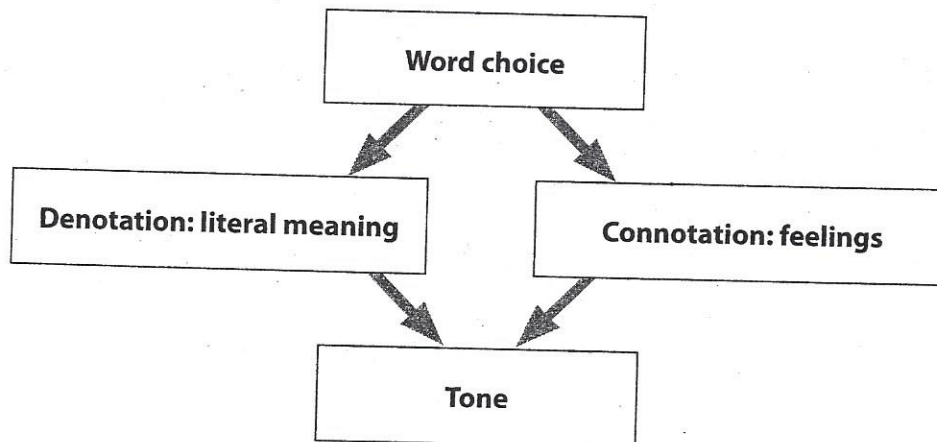
The tone of the passage might be described as ominous, fearful, tense, or worried. Words and phrases that help convey this tone include *uneasy*; *too warm*; *hard to breathe*; *too still*; *sickly*; *invisible hands were pushing down on them*; *weighing them down*; and *fear*.

WATCH OUT!

The purpose of straightforward factual passages, such as encyclopedia articles, is to convey information in as clear and objective a manner as possible. In these kinds of passages, authors purposely avoid conveying emotion. The tone of passages such as these may be described as “objective” or “serious.”

A Final Look

Before you move on, review what you have learned about word meaning and tone.



GUIDED PRACTICE

PRACTICE Read the following passage from beginning to end. Then, read and answer the questions in the strategies column.

STRATEGIES

1. What does *transient* mean in this paragraph? (Check ✓ one.)

- ☐ serious
☐ temporary

Which clues help you figure out the meaning? Underline them.

2. What words does the author use to describe the Mississippi River? Underline them. What is the connotation of these words? (Check ✓ one.)

- ☐ positive
☐ neutral
☐ negative

Excerpt from *Life on the Mississippi* by Mark Twain

- 1 When I was a boy, there was but one permanent ambition among my comrades in our village on the west bank of the Mississippi River. That was, to be a steamboatman. We had transient ambitions of other sorts, but they were only transient. When a circus came and went, it left us all burning to become clowns; the first negro minstrel show that came to our section left us all suffering to try that kind of life; now and then we had a hope that if we lived and were good, God would permit us to be pirates. These ambitions faded out, each in its turn; but the ambition to be a steamboatman always remained.
- 2 ... After all these years I can picture that old time to myself now, just as it was then: the white town drowsing in the sunshine of a summer's morning; the streets empty, or pretty nearly so; one or two clerks sitting in front of the Water Street stores, with their splint-bottomed chairs tilted back against the wall, chins on breasts, hats slouched over their faces, asleep ... a sow and a litter of pigs loafing along the sidewalk, doing a good business in watermelon rinds and seeds; ... the great Mississippi, the majestic, the magnificent Mississippi, rolling its mile-wide tide along, shining in the sun. ... Presently a film of dark smoke appears above one of the remote 'points;' instantly a negro drayman, famous for his quick eye and prodigious voice, lifts up the cry, 'S-t-e-a-m-boat a-comin'!' ... All in a twinkling the dead town is alive and moving. Drays, carts, men, boys, all go hurrying from many quarters to a common center, the wharf. Assembled there, the people fasten their eyes upon the coming boat as upon a wonder they are seeing for the first time. And the boat IS rather a handsome sight, too. She is long and sharp and trim and pretty; she has two tall, fancy-topped chimneys, with a gilded device of some kind swung between them; a fanciful pilot-house, a glass and 'gingerbread,' perched on top of the 'texas' deck behind them; the paddle-boxes are gorgeous with a picture or with gilded rays above the boat's name; the boiler deck, the hurricane deck, and the texas deck are fenced and ornamented with clean white railings; there is a flag gallantly flying from the jack-staff; the furnace doors are open and the fires glaring bravely; the upper decks are black with passengers; the captain stands by the big

bell, calm, imposing, the envy of all; great volumes of the blackest smoke are rolling and tumbling out of the chimneys—a husbanded grandeur created with a bit of pitch pine just before arriving at a town; the crew are grouped on the forecastle; the broad stage is run far out over the port bow, and an envied deckhand stands picturesquely on the end of it with a coil of rope in his hand; the pent steam is screaming through the gauge-cocks, the captain lifts his hand, a bell rings, the wheels stop; then they turn back, churning the water to foam, and the steamer is at rest. Then such a scramble as there is to get aboard, and to get ashore, and to take in freight and to discharge freight, all at one and the same time; and such a yelling and cursing as the mates facilitate it all with! Ten minutes later the steamer is under way again, with no flag on the jack-staff and no black smoke issuing from the chimneys. After ten more minutes the town is dead again



GED PRACTICE Reread the description of the steamboat and its arrival in town. Which words and phrases help you understand the tone, or the author’s attitude toward the steamboat and its arrival? Write them in the first box. What tone do these words and phrases create? Describe the tone in the second box.

Words and Phrases	Description of Tone

Answers and explanations start on page 76.

GED APPLICATION

PRACTICE Read the passage. Answer the questions that follow.

Excerpt from “The Story of an Eyewitness” by Jack London

Published in *Collier’s Weekly*, May 5, 1906

- 1 The earthquake shook down in San Francisco 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. 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 of the nabobs, are all gone. Remains only the fringe of dwelling houses on the outskirts of what was once San Francisco.
- 2 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. All the shrewd contrivances and safeguards of man had been thrown out of gear by thirty seconds’ twitching of the earth-crust.

The Fire Made its Own Draft

- 4 By Wednesday afternoon, inside of twelve hours, half the heart of the city was gone. At that time I watched the vast conflagration from out on the bay. It was dead calm

Not a flicker of wind stirred. Yet from every side wind was pouring in upon the city. 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. Day and night this dead calm continued, and yet, near to the flames, the wind was often half a gale. . . .

5. Before the flames, throughout the night, fled tens of thousands of homeless ones. Some were wrapped in blankets. Others carried bundles of bedding and dear household treasures. Sometimes a whole family was harnessed to a carriage or delivery wagon that was weighted down with their possessions. Baby buggies, toy wagons, and go-carts were used as trucks, while every other person was dragging a trunk. Yet everybody was gracious. The most perfect courtesy obtained. Never in all San Francisco's history, were her people so kind and courteous as on this night of terror. . . .



GED PRACTICE Circle the letter of the option that correctly answers each question.

1. Which of the definitions below most closely matches the use of the word *imperial* in paragraph 1?
 - A. royal
 - B. large
 - C. political
 - D. magnificent
2. Which of the definitions below most closely matches the use of the word *gracious* in paragraph 5?
 - A. religious
 - B. grateful
 - C. thoughtful
 - D. curious
3. Which of the words below describes the overall tone of the passage?
 - A. angry
 - B. excited
 - C. objective
 - D. despairing

Answers and explanations start on page 76.

CUMULATIVE REVIEW

Read the passage. Answer the questions that follow.

The Black Death

- 1 The Black Death swept the globe in the 1300s, taking with it the lives of millions of people and animals. Today, we know the Black Death as the bubonic plague. We also know what causes the disease and how it is spread. Rod-shaped bacteria called *yersinia pestis* live in host animals—typically rodents such as rats or ground squirrels—and then are usually passed among animals by fleas. When fleas bite and suck blood from an infected rat, squirrel, or other animal, they ingest the bacteria along with the blood. The infected fleas then spread the bacteria to any animals or human beings that they bite. A single bacterium is enough to infect an animal or person. Of course, in the 1300s, these facts were not known. People's lack of knowledge about the plague made a terrible situation even worse.
- 2 Many historians believe that the plague epidemic of the 1300s broke out in China's Gobi Desert, a nexus of global trade. Caravans trading goods among China, Europe, and other parts of the world became the unwitting hosts of plague-infected fleas and rats. Within a few years, the plague spread to India, Syria, and Mesopotamia, and by 1346, to the Black Sea port of Kaffa, in what is now the Ukraine.
- 3 From Kaffa, an important trading city, ships from Genoa, Italy, traveled in 1347 to the port city of Messina, Sicily, just off Italy's southern coast. During the journey, many crew members had become sick and died. Most of the sailors who were still alive were infected and dying. Michael of Piazza, a Franciscan friar, described them as having "sickness clinging to their very bones." City officials, alarmed by the mysterious illness, quarantined the ships for a few days. This preventive measure did not, of course, work; infected rats ran down the mooring ropes that tied the ships to the harbor and came ashore. At the time, however, no one knew how the disease was transferred. The plague quickly spread to other port cities, then inland to the rest of Italy—with devastating results. The population of entire towns was wiped out. In all, about half the people of Italy died.

- 4 Following the trade routes, the Black Death quickly swept north. The plague struck Paris in the spring of 1348, England that September, and Eastern Europe by 1350. Because medical science at the time was so primitive, the plague's causes were misunderstood. Some officials thought that the disease was spread by the smell of death, so people burned incense or dipped handkerchiefs in fragrances to hold over their faces. Doctors in Paris warned people to avoid poultry, pork, fish, and excessive exercise. Other cities quarantined the houses of the sick and ships arriving in port, with limited success.
- 5 By 1351, the Black Death had run its course in Europe; in three years, it had killed between 25 and 50 percent of Europe's population. In China, epidemics continued through much of the 1300s, and in all, that country lost about one-third of its population. Then, as quickly as it had arrived, the Black Death disappeared, at least temporarily.
- 6 Throughout the ages, the plague has periodically recurred, including repeated outbreaks on a smaller scale in the 1400s and 1500s. In 1665, a terrible epidemic swept through London and killed about 100,000 people. Bubonic plague has occurred in the United States as well, with the last epidemic striking Los Angeles in 1924 and 1925. To this day, an average of seven cases of the plague occur in the United States each year. Globally, between 1,000 and 2,000 cases are reported yearly to the World Health Organization (WHO). Of course, modern medical treatment for the plague is far more effective than the courses of action people took in the past. Today, if the plague is diagnosed early enough, a simple course of antibiotics is usually enough to cure a victim. Only about 10 percent of those who catch the plague die of the disease.
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GED PRACTICE

Circle the letter of the option that correctly answers each question.

1. **What is the main idea of the passage?**
 - A. The bubonic plague is still a threat in many parts of the world.
 - B. The Black Death started in the Gobi Desert and then spread directly to Europe.
 - C. People's lack of scientific knowledge about the bubonic plague made a bad situation worse.
 - D. People used various means to protect themselves from the Black Death, including the burning of incense.
2. **Why does the author give information about the number of people in Italy who died of the plague?**
 - A. to support the statement that the plague had devastating results
 - B. to show the negligence of the Italian government in protecting people from the plague
 - C. to provide a basis for comparing the number of plague-related deaths in Italy and China
 - D. to give evidence that Italy's quarantine program was successful in reducing the death rate
3. **What can the reader infer from the passage?**
 - A. The plague spread to Paris after infected meat was brought there.
 - B. The dry climate of the Gobi Desert caused the plague's outbreak there.
 - C. Caravans traveled through the Gobi Desert rather than through cities to avoid the plague.
 - D. The plague became a world epidemic because traders spread the disease as they traveled.
4. **Which is the main cause of the spread of the plague in the 1300s?**
 - A. lack of nutritious food
 - B. bites from infected fleas
 - C. microbes in dirty water
 - D. poor medical care
5. **To which location did the plague spread first after the initial outbreak in the Gobi Desert?**
 - A. India
 - B. Paris
 - C. England
 - D. Kaffa
6. **Which of the definitions most closely matches the use of the word ingest in paragraph 1?**
 - A. bite
 - B. infect
 - C. absorb
 - D. swallow
7. **Which word best describes the overall tone of the passage?**
 - A. amazed
 - B. outraged
 - C. serious
 - D. sarcastic
8. **Which states a significant contrast between the outbreak of the plague in the 1300s and outbreaks today?**
 - A. Outbreaks today are generally confined to the United States.
 - B. Death rates today are significantly lower because of antibiotics.
 - C. The causes of the bubonic plague today are different from the causes of the past.
 - D. Outbreaks today generally affect larger numbers of people than did the outbreak of the 1300s.

Answers and explanations start on page 76