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Common Core Standards Bellringers

Grade 8 – English Language Arts Set


Student Edition

Second Edition

Includes Language, Reading, and Writing

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Common Core Standards Bellringers

Grade 8 – English Language Arts,
Language Section

Student Edition

Second Edition

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8TH Grade Language: L.8.1

Problem: Identify the gerund in the following sentence.

Running is my favorite pastime.

- a. Running
- b. Favorite
- c. Pastime

Answer: a

This type of question has to do with gerunds, participles, and infinitives. What are some things to remember about this type of question?

Answer the following questions about gerunds, using the following sentences.

My grandmother is practiced in knitting. Knitting is no longer a popular hobby.

1. Identify the gerund in the first sentence.

- a. Grandmother
- b. Practiced
- c. Knitting

Answer:

2. What part of speech is the gerund used as in the first sentence?

- a. Subject
- b. Object
- c. Object of preposition

Answer:

3. What part of speech is the gerund used as in the second sentence?

- a. Subject
- b. Object
- c. Object of preposition

Answer:

8TH Grade Language: L.8.1

Problem: Identify the form of the verb in the following sentence.

I rake leaves in the yard every autumn.

- a. Active
- b. Passive

Answer: a

This type of question has to do with active and passive voice. What are some things to remember about this type of question?

Answer the following questions about active and passive voice, using the following.

The trees produce a lot of leaves at this time of the year. A lot of falling acorns are produced by oak trees.

1. Identify the form of the verb in the first sentence.

- a. Active
- b. Passive

Answer:

2. Identify the form of the verb in the second sentence.

- a. Active
- b. Passive

Answer:

3. The way to identify the passive voice is:

- a. Sentences with passive voice contain a form of *to be* and a past participle.
- b. Passive voice sentences direct an action toward the subject.
- c. Both a and b.

Answer:

8TH Grade Language: L.8.1

Problem: The following sentence is an example of the indicative mood:

- a. Can you stay in our yard when you go out to play?
- b. Stay in our yard when you go out to play.
- c. I wish you would stay in our yard when you go out to play.

Answer: a

This type of question has to do with indicative, imperative, interrogative, conditional, and subjunctive mood.

What are some things to remember about this type of question?

Instructions: Identify the mood as identified in the sentences below.

1. Imperative mood:

- a. Please don't jump rope in the living room.
- b. I like to jump rope in the living room.
- c. Either a or b

Answer:

2. Indicative mood:

- a. I like riding skateboards with my friends.
- b. Do you like riding skateboards?
- c. Both a and b.

Answer:

3. Subjunctive mood:

- a. If he had known, he would have asked you to play.
- b. He had known.
- c. He had asked you to play.

Answer:

8TH Grade Language: L.8.1

Problem: Which sentence is correct?

- a. My sister liked parties because they are always fun.
- b. My sister likes parties because they are always fun.

Answer: b

This type of question has to do with recognizing inappropriate shifts in verb voice and/or mood. What are some things to remember about this type of question?

Instructions: For each set of sentences, select the correct one.

- a. If I were more organized, I would become a party planner.
- b. If I was more organized, I would become a party planner.

Answer:

- c. If it was not for the playgrounds in the neighborhood, I would not have a place to go after school.
- d. If it were not for the playgrounds in the neighborhood, I would not have a place to go after school.

Answer:

- e. Joe was headed for the community center, where he realized he had forgotten his tutoring assignment.
- f. Joe was headed for the community center, where it was realized that he had forgotten his tutoring assignment.

Answer:

8TH Grade Language: L.8.2

Problem: Which sentence is correct?

- a. Only one drink is my favorite;
green tea.
- b. Only one drink is my favorite—
green tea.

Answer: b

This type of question has to do with properly using punctuation. What are some things to remember about this type of question?

Instructions: For each set of sentences, select the correct one.

- a. After trying a lot of different restaurants she decided to choose the deli to cater her reception.
- b. After trying a lot of different restaurants, she decided to choose the deli to cater her reception.

Answer:

- c. She tasted and tasted the samples...and then tasted some more.
- d. She tasted and tasted the samples: and then tasted some more.

Answer:

- e. Her decision—a last minute one—is final.
- f. Her decision; a last minute one; is final.

Answer:

8TH Grade Language: L.8.2

Problem: Where has the material been omitted?

“Where is my book?...Why does it keep disappearing?”

- a. Material is omitted before the first sentence.
- b. Material is omitted between the sentences.

Answer: b

This type of question has to do with properly using an ellipsis. What are some things to remember about this type of question?

Instructions: True or false: the sentence is correctly rewritten using ellipses.

1. **Original:** “Beth was too bashful to go to school; it had been tried, but she suffered so much that it was given up, and she did her lessons at home with her father.”
Rewritten: “Beth was too bashful to go to school; it had been tried, but she suffered so much that it was given up...”

Answer:

2. **Original:** There were six dolls to be taken up and dressed every morning, for Beth was a child still, and loved her pets as well as ever. Not one whole or handsome one among them; all were outcasts till Beth took them in; for, when her sisters outgrew these idols, they passed to her, because Amy would have nothing old or ugly. Beth cherished them all the more tenderly for that very reason, and set up a hospital for infirm dolls. No pins were ever stuck into their cotton vitals; no harsh words or blows were ever given them; no neglect ever saddened the heart of the most repulsive: but all were fed and clothed, nursed and caressed, with an affection which never failed.

Rewritten: There were six dolls to be taken up and dressed every morning, for Beth was a child still, and loved her pets as well as ever...No pins were ever stuck into their cotton vitals; no harsh words or blows were ever given them; no neglect ever saddened the heart of the most repulsive: but all were fed and clothed, nursed and caressed, with an affection which never failed.

Answer:

8TH Grade Language: L.8.2

Problem: Select the correct spelling.

- a. Sizeable
- b. Sizable
- c. Sizable

Answer: b

This type of question has to do with spelling correctly. What are some things to remember about this type of question?

Instructions: Which word is spelled correctly?

- a. Receive
 - b. Recieve
 - c. Reseive
- Answer:

- d. Sincerly
 - e. Sinceerly
 - f. Sincerely
- Answer:

- h. Outragous
 - i. Outrageous
 - j. Outrajeous
- Answer:

8TH Grade Language: L.8.3

Problem: Is this sentence written in the active or passive voice?

I pick up my child at school every day.

Answer: Active

This type of question has to do with active/passive voice and subjunctive/conditional mood. What are some things to remember about this type of question?

Instructions: For each set of sentences, select the correct one.

1. Passive or Active voice:

Children enjoy playing at the park near our house.

Answer:

2. Passive or Active voice:

The toys were picked up by the daycare providers.

Answer:

3. Subjunctive or conditional mood:

If only we were going to the pet store...

Answer:

4. Subjunctive or conditional mood:

If the children chose our pets, we would have too many to count.

Answer:

8TH Grade Language: L.8.4

Problem: What is the meaning of the underlined word?

His churlish attitude made him unpopular with others.

- a. Friendly
- b. Difficult
- c. Excited

Answer: b

This type of question has to do with using context to find the meaning of a word. What are some things to remember about this type of question?

Instructions: Use the context of the sentence to select the meaning of each underlined word.

1. We studied the excerpt of the story in class, and then had a quiz on it.

- a. Portion
- b. Words
- c. Pictures

Answer:

2. The student actors received plaudits from the newspaper for their performance.

- a. Bouquets
- b. Approval
- c. Grants

Answer:

3. I wish I knew why there is such a discordant attitude among the members of the track team, but I hope things will improve.

- a. Positive
- b. Friendly
- c. Disagreeing

Answer:

8TH Grade Language: L.8.4

Problem: What is the root of the word and its meaning?

Benefactor

- a. Bene – good
- b. Bene – vegetable
- c. Factor – math

Answer: a

This type of question has to do with using roots to find the meaning of a word. What are some things to remember about this type of question?

Instructions: For each word below, select the root of the word and its meaning.

1. Audience

- a. Aud – strange
- b. Aud – to hear
- c. lence – science

Answer:

2. Fortress

- a. Fort – fourth
- b. Tress – full of
- c. Fort – strength

Answer:

3. Malevolent

- a. Mal – bad
- b. Mal – shop
- c. Evolent – violent

Answer:

8TH Grade Language: L.8.4

Problem: What is the definition of hover?

- a. To vacuum something
- b. To hang in the air
- c. To live in a shelter

Answer: b

This type of question has to do with using reference materials to find out information about words, such as definitions, pronunciations, and parts of speech. What are some things to remember about this type of question?

Instructions: Use resources provided by your teacher to look up the following words in class. You may also take this sheet home and use resources you have there to look up the words. Use a dictionary, a thesaurus, or the internet and determine what is asked about each.

1. What is the definition of laggard?

- a. Slow
- b. Worn
- c. Rope

Answer:

2. What is the pronunciation of vigil?

- a. \ˈvir-jil\
- b. \ˈvi-jəl\
- c. \ˈvi-gool\

Answer:

3. What part of speech is the word adage?

- a. Verb
- b. Adverb
- c. Noun

Answer:

8TH Grade Language: L.8.4

Problem: Select the meaning of the word. Then confirm the meaning by checking the sentence's context.

Antic

- a. Related to ants
- b. Habitual motion
- c. Funny action

Sentence: His antics in class gave him a reputation as a comedian.

Answer: c

This type of question has to do with determining the meaning of a word. What are some things to remember about this type of question?

Instructions: Select the meaning of the word first. Then confirm your answer by checking the inferred meaning in context by reviewing the sentence.

1. Detriment

- a. A cause of damage
- b. Something owed
- c. Three months

Sentence: Some believe that playing too many video games is a detriment to youth.

Answer:

2. Banter

- a. To prohibit from using
- b. To be boring with visitors
- c. To speak in a witty way

The students liked to banter back and forth with the other actors in the school play.

Answer:

8TH Grade Language: L.8.5

Problem: What type of figure of speech is used below?

Bouncing babies babble.

- a. Personification
- b. Symbol
- c. Alliteration

Answer: a

This type of question has to do with interpreting figures of speech. What are some things to remember about this type of question?

Instructions: Select which figurative language is being used on each question.

1. In light of my current weight loss, I am going to keep exercising.

- a. Pun
- b. Satire
- c. Verbal irony

Answer:

2. Susie was expecting to spend time with Ann, a friend she traveled a long distance to visit. When she heard another girl was going to be at Ann's house, she said under her breath, "That's great!"

- a. Symbol
- b. Imagery
- c. Verbal irony

Answer:

3. "A quick, bright smile went round like a streak of sunshine."

- a. Metaphor
- b. Simile
- c. Pun

Answer:

8TH Grade Language: L.8.5

Problem: Complete this analogy.

Friend: Enemy

Up: _____

- a. Foe
- b. Down
- c. Away

Answer: b

This type of question has to do with using the relationship between words to find a definition. What are some things to remember about this type of question?

Instructions: Answer the following questions.

1. Which word is a synonym for bountiful?

- a. Abundant
- b. Hunter
- c. Unified

Answer:

2. Complete the analogy.

Minimize: Maximize

Venerate: _____

- a. Honor
- b. Dishonor
- c. Create

Answer:

3. Which word is an antonym for frugal?

- a. Thrifty
- b. Sparing
- c. Wasteful

Answer:

8TH Grade Language: L.8.5

Problem: Rate these words from the most negative connotation to the most positive connotation.

- a. Quaint
- b. Offbeat
- c. Strange

Answer: c, b, a

This type of question has to do with connotative and denotative meanings. What are some things to remember about this type of question?

Instructions: For each set of words, rate the words from the most negative to the most positive connotative meaning.

- a. Svelte
- b. Skinny
- c. Thin

Answer:

- d. Bizarre
- e. Odd
- f. Unique

Answer:

- g. Wretched
- h. Sad
- i. Depressing

Answer:

8TH Grade Language: L.8.6

Problem: Select the appropriate definition for the following word.

She handled the open can gingerly, so as to avoid cutting herself.

- a. Quietly
- b. Cautiously

Answer: b

This type of question has to do with using your vocabulary. What are some things to remember about this type of question?

Instructions: Answer the questions below.

1. As a result of unapproved procedures being followed during the scientific study, the results were invalidated.

What does “invalidated” mean?

- a. Approved
- b. Negated
- c. Accepted

Answer:

2. The singer had to arrive at the concert _____, so she would not be mobbed by fans.

- a. Incognito
- b. Lavishly
- c. Tentatively

Answer:

3. The _____ third grader raised money for her trip by setting up a lemonade stand.

- a. Reserved
- b. Enterprising
- c. Unhappy

Answer:

8TH Grade Language: L.8.1

Problem: Select the infinitive phrase.

I wished to take a nap this afternoon.

- a. Wished
- b. To take
- c. This afternoon

Answer: b

This type of question has to do with gerunds, participles, and infinitives. What are some things to remember about this type of question?

Instructions: For each sentence below, identify the requested phrase.

1. Gerund phrase: Writing essays is difficult for me because I can't come up with any new ideas.

- a. Writing essays
- b. Is difficult
- c. Because I can't come with any new ideas

Answer:

2. Infinitive clause: My teacher asked me to improve my reading comprehension skills by completing some extra work.

- a. My teacher
- b. To improve
- c. By completing

Answer:

3. Participial phrase: Fundraising for the school trip will take all year.

- a. All year
- b. Will take
- c. Fundraising for the school trip

Answer:

8TH Grade Language: L.8.1

Problem: Does this sentence use active or passive voice?

The ring was purchased by my mom.

Answer: Passive

This type of question has to do with active and passive voice. What are some things to remember about this type of question?

Instructions: Answer the following questions.

1. **Does this sentence use active or passive voice?** I bought a card for my sister's birthday.

Answer:

2. **Rewrite this sentence using active voice:** The party will be held at the skating rink.

- The party is held at the skating rink.
- The rink is where the party will be held.
- We will hold the party at the skating rink.

Answer:

3. **Rewrite this sentence using passive voice:** My mom gives my sister a piece of jewelry for her birthday every year.

- My mom gave my sister a piece of jewelry for her birthday every year.
- A piece of jewelry is given by my mom to my sister for her birthday every year.
- My mom will give my sister a piece of jewelry for her birthday every year.

Answer:

8TH Grade Language: L.8.1

Problem: Does the following underlined phrase express the indicative, imperative, or subjunctive mood?

If I were older, I would have my own car.

Answer: Subjunctive

This type of question has to do with indicative, imperative, interrogative, conditional, and subjunctive mood. What are some things to remember about this type of question?

Instructions: Identify the correct mood of the sentences below.

1. When is the next swim meet?
 - a. Indicative
 - b. Imperative
 - c. SubjunctiveAnswer:

2. "Come to practice on time," said the coach.
 - a. Indicative
 - b. Imperative
 - c. SubjunctiveAnswer:

3. Which of the following sentences expresses the conditional?
 - a. I will make the team this year.
 - b. If I could improve my time, I would make the team this year.
 - c. I want to improve my time.Answer:

8TH Grade Language: L.8.1

Problem: Which sentence is correct?

- a. My family always goes on vacation in July and we left on the same day.
- b. My family always goes on vacation in July and we leave on the same day.

Answer: b

This type of question has to do with recognizing inappropriate shifts in verb voice and/or mood. What are some things to remember about this type of question?

Instructions: For each set of sentences, select the correct one.

- a. I like camping because you got lost in the beauty of nature.
- b. I like camping because you get lost in the beauty of nature.

Answer:

- c. If she had remembered, she would have brought her dried fruit.
- d. If she had remembered, she would bring her dried fruit.

Answer:

- e. If John were an outdoor person, he would have come on the trip with us.
- f. If John was an outdoor person, he would have come on the trip with us.

Answer:

- g. If I had enough for everyone, I would have shared the s'mores.
- h. If I have enough for everyone, I would have shared the s'mores.

Answer:

8TH Grade Language: L.8.2

Problem: Which sentence is correct?

- a. Spring is here; at last.
- b. Spring is here—at last.

Answer: b

This type of question has to do with properly using punctuation. What are some things to remember about this type of question?

Instructions: For each set of sentences, select the correct one.

- a. The flowers on the trees—they are so colorful—always make me think of my aunt.
- b. The flowers on the trees: they are so colorful: always make me think of my aunt.

Answer:

- c. One unfortunate side effect of the flowers and I hate to say this are my allergies.
- d. One unfortunate side effect of the flowers, and I hate to say this, are my allergies.

Answer:

- e. My friend that lives in Hawaii—she would never admit this to anyone else—misses the change of the seasons.
- f. My friend that lives in Hawaii she would never admit this to anyone else...misses the change of the seasons.

Answer:

8TH Grade Language: L.8.2

Problem: Where has the material been omitted?

During the past few months...we have noticed the mice destroying our gear.

- a. Material is omitted before the sentence.
- b. Material is omitted between “months” and “we”.

Answer: b

This type of question has to do with properly using an ellipsis. What are some things to remember about this type of question?

Instructions: True or false: the sentence is correctly rewritten using ellipses.

1. **Original:** We first noticed foam pieces throughout the garage. We did not realize that mice were eating our camping mats until last fall. I saw a mouse when I preparing to pack for a trip to a cabin at the lake.

Rewritten: We first noticed foam pieces throughout the garage....I saw a mouse when I preparing to pack for a trip to a cabin at the lake.

Answer:

2. **Original:** If I knew then what I know now, I would have called an exterminator to take care of the issue. Instead, we attempted to catch the mice ourselves. The mice built a nest using our camping gear. Much of it was ruined, including a very expensive sleeping bag.

Rewritten: ...If I knew then what I know now, I would have called an exterminator to take care of the issue. Instead, we attempted to catch the mice ourselves. The mice built a nest using our camping gear. Much of it was ruined, including a very expensive sleeping bag.

Answer:

8TH Grade Language: L.8.2

Problem: Select the correct spelling.

- a. Biskit
- b. Biscut
- c. Biscuit

Answer: c

This type of question has to do with spelling correctly. What are some things to remember about this type of question?

Instructions: Which word is spelled correctly?

- a. Brocoli
- b. Broccoli
- c. Broccolli

Answer:

- d. Phisical
- e. Physickal
- f. Physical

Answer:

- g. Calendar
- h. Calender
- i. Calinder

Answer:

8TH Grade Language: L.8.3

Problem: Is this sentence written in the active or passive voice?

Music is something enjoyed by many children.

Answer: Passive

This type of question has to do with active/passive voice and subjunctive/conditional mood. What are some things to remember about this type of question?

Instructions: For each set of sentences, select the correct one.

1. Passive or Active voice:

Too much television is watched by young people.

Answer:

2. Passive or Active voice:

Playing miniature golf is a good alternative to staying indoors.

Answer:

3. True or false: The sentence below expresses a condition that is uncertain or contrary to fact.

If I were a parent, I would not allow my child to spend too much time inside.

Answer:

4. True or false: The sentence below expresses a condition that is uncertain or contrary to fact.

Her older sister is the mother of two children.

Answer:

8TH Grade Language: L.8.4

Problem: What is the meaning of the underlined word?

Jennifer had a myriad of ideas for the dance, but the committee had to choose just one.

- a. Lack
- b. Choice
- c. Great number

Answer: c

This type of question has to do with using context to find the meaning of a word. What are some things to remember about this type of question?

Instructions: Using context of the sentence, select the meaning of the underlined word.

1. The audacious attitude of the racecar driver helped him win many races, but also caused him many crashes.

- a. Positive
- b. Bold
- c. Friendly

Answer:

2. Tammy was skittish about joining the track and field team, but to her surprise, found that she enjoyed the discus.

- a. Enthusiastic
- b. Hopeful
- c. Cautious

Answer:

3. The swimmers are vying for positions on the team.

- a. Waiting
- b. Competing
- c. Wishing

Answer:

8TH Grade Language: L.8.4

Problem: What is the root of the word and its meaning?

Judicial

- a. Jud – fortune
- b. Icial – glacier
- c. Jud – judge

Answer: c

This type of question has to do with using roots to find the meaning of a word. What are some things to remember about this type of question?

Instructions: For each word below, select the root of the word and its meaning.

1. Ambidextrous

- a. Ambi – both
- b. Ambi – deer
- c. Dex – boat

Answer:

2. Fracture

- a. Frac – collect
- b. Frac – break
- c. Ture – travel

Answer:

3. Portable

- a. Port – ship
- b. Port – carry
- c. Able – grow

Answer:

8TH Grade Language: L.8.4

Problem: What is the definition of oust?

- a. Hit a ball
- b. Remove
- c. Tell time

Answer: b

This type of question has to do with using reference materials to find out information about words, such as definitions, pronunciations, and parts of speech. What are some things to remember about this type of question?

Instructions: Use resources provided by your teacher to look up the following words in class. You may also take this sheet home and use resources you have there to look up the words. Use a dictionary, a thesaurus, or the internet and determine what is asked about each.

1. What is the definition of sustain?
- a. Mess up
 - b. Suspect
 - c. Support
- Answer:

2. What is the definition of residue?
- a. Morning dew
 - b. Resident
 - c. Remains
- Answer:

3. What is the definition of deplore?
- a. Regret strongly
 - b. Send out of the country
 - c. Look for
- Answer:

8TH Grade Language: L.8.4

Problem: Select the meaning of the word. Then confirm the meaning by checking the sentence's context.

Facetious

- a. Positive
- b. Joking
- c. Grateful

His sarcastic attitude led to facetious remarks about my new recipe.

Answer: c

This type of question has to do with determining the meaning of a word. What are some things to remember about this type of question?

Instructions: Select the meaning of the word first. Then confirm your answer by checking the inferred meaning in context by reviewing the sentence.

1. Pulverize
 - a. Add
 - b. Change
 - c. Crush

Sentence: We had to pulverize the spices with a mortar and pestle before adding them to our dish.

Answer:

2. Ample
 - a. A sample
 - b. More than adequate
 - c. Related to an amphitheater

Sentence: Despite having ample time to research the paper, she waited until the last moment.

Answer:

8TH Grade Language: L.8.5

Problem: What type of figure of speech is used below?

When I saw that traffic was backed up on the interstate, I exclaimed, "I love city life!"

- a. Personification
- b. Verbal irony
- c. Alliteration

Answer: b

This type of question has to do with interpreting figures of speech. What are some things to remember about this type of question?

Instructions: Select which figurative language is being used on each question.

1. The flowers stood at attention like little soldiers after the rain storm.

- a. Verbal irony
- b. Simile
- c. Pun

Answer:

2. The mice in our house mocked us every time they were able to eat the cheese without being captured.

- a. Personification
- b. Symbol
- c. Alliteration

Answer:

3. As Peggy tripped across the finish line, she angrily yelled, "I love running!"

- a. Alliteration
- b. Simile
- c. Verbal irony

Answer:

8TH Grade Language: L.8.5

Problem: Complete this analogy.

Happy: Glad

Car: _____

- a. Semitruck
- b. All-terrain vehicle
- c. Automobile

Answer: c

This type of question has to do with using the relationship between words to find a definition. What are some things to remember about this type of question?

Instructions: Answer the following questions.

1. Which word is a synonym for apparition?

- a. Friend
- b. Foe
- c. Ghost

Answer:

2. Which word is an antonym for volatile?

- a. Stable
- b. Unsteady
- c. Tired

Answer:

3. Complete the analogy.

Sequel: Result

Ethical: _____

- a. Bad
- b. Joyous
- c. Moral

Answer:

8TH Grade Language: L.8.5

Problem: Rate these words from the most negative connotation to the most positive connotation.

- a. Feel indifferent
- b. Dislike
- c. Hate

Answer: c, b, a

This type of question has to do with connotative and denotative meanings. What are some things to remember about this type of question?

Instructions: For each set of words, rate the words from the most negative to the most positive connotative meaning.

- a. Odiferous
- b. Fragrant
- c. Foul

Answer:

- d. Adoring
- e. Friendly
- f. Hostile

Answer:

- g. Nonabrasive
- h. Scathing
- i. Gentle

Answer:

8TH Grade Language: L.8.6

Problem: Select the appropriate definition for the following word.

The genial personality of the doctor made her popular with staff and patients alike.

- a. Negative
- b. Friendly
- c. Distant

Answer: b

This type of question has to do with using your vocabulary. What are some things to remember about this type of question?

Instructions: Answer the questions below.

1. I felt totally abashed when I missed the ball during physical education.

- a. Confident
- b. Embarrassed
- c. Encouraged

Answer:

2. There were various repercussions for Frank as a result of not showing up for work.

- a. Exciting rewards
- b. Joyful exclamations
- c. Unforeseen effects

Answer:

3. Despite what she felt were positive contributions to the project, she was used as a scapegoat when it failed.

- a. One who is the boss
- b. One who bears blame
- c. One who is the hero

Answer:

8TH Grade Language: L.8.1

Problem: Identify the participle in the following sentence.

The pending storm will bring our area more rain.

- a. Storm
- b. More
- c. Pending

Answer: c

This type of question has to do with gerunds, participles, and infinitives. What are some things to remember about this type of question?

Instructions: For each sentence below, identify the requested information:

1. **Participle:** Having vacationed last month, I look forward to getting back to my routine.

- a. Having
- b. I
- c. Look

Answer:

2. **Gerund phrase:** Being quiet is a challenge for her because she is an outspoken person.

- a. Is a challenge
- b. For her
- c. Being quiet

Answer:

3. **Infinitive Clause:** My friend Darla asked me to fill in for her when she was out sick.

- a. To fill in
- b. My friend Darla
- c. When she was out sick

Answer:

8TH Grade Language: L.8.1

Problem: Identify the form of the verb in the following sentence.

I enjoy the breezes of the ocean.

- a. Active
- b. Passive

Answer: a

This type of question has to do with active and passive voice. What are some things to remember about this type of question?

Instructions: Answer the following questions.

1. **Does this sentence use active or passive voice?** The gutters are checked by the handy man.

Answer:

2. **Rewrite this sentence using passive voice:** I mow my grass every Friday, unless it is raining.

- a. My grass is mowed by the maintenance crew every Friday, unless is it raining.
- b. My grass is mowed by me every Friday, unless it is raining.
- c. Unless it is raining, I mow my grass every Friday.

Answer:

3. **Rewrite this sentence using active voice:** The bulbs are planted by me every fall, and then they sprout in the spring.

- a. When the bulbs are planted by me every fall, they sprout in the spring.
- b. The bulbs sprout in the spring after they are planted by me in the fall.
- c. I plant the bulbs every fall, and then they sprout in the spring.

Answer:

8TH Grade Language: L.8.1

Problem: Does the following underlined phrase express the indicative, imperative, or subjunctive mood?

Answer me.

Answer: Imperative

This type of question has to do with indicative, imperative, interrogative, conditional, and subjunctive mood. What are some things to remember about this type of question?

Instructions: Identify the correct mood of the sentences below.

1. Which of the following sentences expresses the conditional?
 - a. If the bus came on time, I would have started the exam sooner.
 - b. I would have started the exam sooner.
 - c. The bus came on time.

Answer:

2. Where do you catch the bus in the mornings?
 - a. Imperative
 - b. Subjunctive
 - c. Indicative

Answer:

3. Get to school on time tomorrow.
 - a. Indicative
 - b. Imperative
 - c. Subjunctive

Answer:

8TH Grade Language: L.8.1

Problem: Which sentence is correct?

- a. Fluffy runs around the yard once and then she sprinted to the neighbor's house.
- b. Fluffy ran around the yard once and then she sprinted to the neighbor's house.

Answer: b

This type of question has to do with recognizing inappropriate shifts in verb voice and/or mood. What are some things to remember about this type of question?

Instructions: For each set of sentences, select the correct one.

- a. If she had known her friend did not like soda, she would bring her something else to drink.
- b. If she had known her friend did not like soda, she would have brought her something else to drink.

Answer:

- c. I enjoy spending time with my friends at camp because you got to know them so well.
- d. I enjoy spending time with my friends at camp because you get to know them so well.

Answer:

- e. If Taylor was a little older, she could go with us.
- f. If Taylor were a little older, she could go with us.

Answer:

8TH Grade Language: L.8.2

Problem: Which sentence is correct?

- a. It's almost time for the party—
can't wait!
- b. It's almost time for the party;
can't wait!

Answer: a

This type of question has to do with properly using punctuation. What are some things to remember about this type of question?

Instructions: For each set of sentences, select the correct one.

- a. I tried tennis for the first time yesterday—it was great—but I am sore today.
- b. I tried tennis for the first time yesterday; it was great; but I am sore today.

Answer:

- c. Although the speed limit is 20 miles per hour: people drive much faster than what's posted in my neighborhood.
- d. Although the speed limit is 20 miles per hour, people drive much faster than what's posted in my neighborhood.

Answer:

- e. The bus is another story...I'll talk to you about it later.
- f. The bus is another story: I'll talk to you about it later.

Answer:

8TH Grade Language: L.8.2

Problem: Where has the material been omitted?

I love to travel...and this year we are renting a recreation vehicle.

- a. Material is omitted between the words "travel" and "and".
- b. Material is omitted after the sentence.

Answer: a

This type of question has to do with properly using an ellipsis. What are some things to remember about this type of question?

Instructions: True or false: the sentence is correctly rewritten using ellipses.

1. **Original:** Our family recently travelled to a nearby town to watch the circus. Little did I know, the production does not change much from year to year. It was almost identical to the one we had seen years earlier.

Rewritten: Our family recently travelled to a nearby town to watch the circus. Little did I know, the production does not change much from year to year. It was almost identical to the one we had seen years earlier....

Answer:

2. **Original:** I was able to purchase some discount tickets online for the show. However, there were many other events at the show that cost extra. My daughter really wanted to ride the elephant, but it was not in our budget and she was really disappointed.

Rewritten: I was able to purchase some discount tickets online for the show. However, there were many other events at the show that cost extra. My daughter really wanted to ride the elephant, but it was not in our budget...

Answer:

8TH Grade Language: L.8.2

Problem: Select the correct spelling.

- a. Alofe
- b. Aloof
- c. Alufe

Answer: b

This type of question has to do with spelling correctly. What are some things to remember about this type of question?

Instructions: Which word is spelled correctly?

- a. Repurcussion
- b. Repercusion
- c. Repercussion

Answer:

- d. Rehabilitate
- e. Rehabillitate
- f. Rehabilitat

Answer:

- g. Sudonym
- h. Sudonim
- i. Pseudonym

Answer:

8TH Grade Language: L.8.3

Problem: Is this sentence written in the active or passive voice?

I am annoyed by unsolicited telephone calls.

Answer: Passive

This type of question has to do with active/passive voice and subjunctive/conditional mood. What are some things to remember about this type of question?

Instructions: For each set of sentences, select the correct one.

1. Passive or Active voice:

News programs provide information at all hours of the day.

Answer:

2. Passive or Active voice:

The opinion that the media is politically biased is expressed by many people.

Answer:

3. True or false: The sentence below expresses a condition that is uncertain or contrary to fact.

Photographs are taken of celebrities by paparazzi.

Answer:

4. True or false: The sentence below expresses a condition that is uncertain or contrary to fact.

If I worked for the media, I would do my best to present information impartially.

Answer:

8TH Grade Language: L.8.4

Problem: What is the meaning of the underlined word?

One attribute of an Olympic athlete is dedication.

- a. Characteristic
- b. Name
- c. Gift

Answer: a

This type of question has to do with using context to find the meaning of a word. What are some things to remember about this type of question?

Instructions: Using context of the sentence, select the meaning of the underlined word.

1. The cryptic text message did not convey the message she wanted to communicate.

- a. Delightful
- b. Ambiguous
- c. Detailed

Answer:

2. The tennis ball plummeted into to the storm drain.

- a. Dropped sharply
- b. Fell gently
- c. Rolled quietly

Answer:

3. The poor customer service I received at the department store really rankled me.

- a. Petrified
- b. Pleased
- c. Angered

Answer:

8TH Grade Language: L.8.4

Problem: What is the root of the word and its meaning?

Misspell

- a. Mis – miss out
- b. Mis – wrongly
- c. Mis – missing

Answer: b

This type of question has to do with using roots to find the meaning of a word. What are some things to remember about this type of question?

Instructions: For each word below, select the root of the word and its meaning.

1. Subway

- a. Sub – sandwich
- b. Sub – water
- c. Sub – under

Answer:

2. Chronological

- a. Chron – drawing
- b. Chron – time
- c. Chron – zoo

Answer:

3. Telephone

- a. Phon – deer
- b. Phon – foam
- c. Phon – sound

Answer:

8TH Grade Language: L.8.4

Problem: What is the definition of gaunt?

- a. Gentleman
- b. Related to golf
- c. Excessively thin

Answer: c

This type of question has to do with using reference materials to find out information about words, such as definitions, pronunciations, and parts of speech. What are some things to remember about this type of question?

Instructions: Use resources provided by your teacher to look up the following words in class. You may also take this sheet home and use resources you have there to look up the words. Use a dictionary, a thesaurus, or the internet and determine what is asked about each.

1. What is the definition of proxy?
- a. Substitute
 - b. Oxygen
 - c. Oxen

Answer:

2. What is the definition of crony?
- a. A large crow
 - b. A close friend
 - c. An encyclopedia

Answer:

3. What is the definition of divergent?
- a. Tireless trying
 - b. Differing from a standard
 - c. Related to a river

Answer:

8TH Grade Language: L.8.4

Problem: Select the meaning of the word. Then confirm the meaning by checking the sentence's context.

Proclaimed

- a. Declared publicly
- b. Fabricated quickly
- c. Solidified slowly

The prince proclaimed his love for the people from the palace's balcony.

Answer: a

This type of question has to do with determining the meaning of a word. What are some things to remember about this type of question?

Instructions: Select the meaning of the word first. Then confirm your answer by checking the inferred meaning in context by reviewing the sentence.

1. Capitulate

- a. Listen
- b. Surrender
- c. Hope

Sentence: My mom refused to capitulate—I had to be home at my regular time.

Answer:

2. Mien

- a. Related to men
- b. Unkind
- c. Air or bearing

Sentence: The substitute teacher today had a mien of authority that allowed her to keep control of the class.

Answer:

8TH Grade Language: L.8.5

Problem: What type of figure of speech is used below?

My dog laughed at me when I tripped.

- a. Personification
- b. Verbal irony
- c. Alliteration

Answer: a

This type of question has to do with interpreting figures of speech. What are some things to remember about this type of question?

Instructions: Select which figurative language is being used on each question.

1. Candy makes my life sweet every day.

- a. Verbal irony
- b. Simile
- c. Pun

Answer:

2. Like an ocean breeze, she floated into the room and back out again.

- a. Verbal irony
- b. Simile
- c. Pun

Answer:

3. Parents who give their children names that begin with the same first letter are using

_____.

- a. Personification
- b. Symbolism
- c. Alliteration

Answer:

8TH Grade Language: L.8.5

Problem: Complete this analogy.

Moist: Damp

Done: _____

- a. Complete
- b. Gone
- c. Resistant

Answer: a

This type of question has to do with using the relationship between words to find a definition. What are some things to remember about this type of question?

Instructions: Answer the following questions.

1. Which word is an antonym for recluse?

- a. Homeless
- b. Artist
- c. Socialite

Answer:

2. Which word is a synonym for encroach?

- a. Creep
- b. Liberate
- c. Justify

Answer:

3. Complete the analogy:

Scoff: Jeer

Vex: _____

- a. Annoy
- b. Scare
- c. Regret

Answer:

8TH Grade Language: L.8.5

Problem: Rate these words from the most negative connotation to the most positive connotation.

- a. Inactive
- b. Lethargic
- c. Lazy

Answer: c, b, a

This type of question has to do with connotative and denotative meanings. What are some things to remember about this type of question?

Instructions: For each set of words, rate the words from the most negative to the most positive connotative meaning.

- a. Rude
- b. Curt
- c. Short

Answer:

- d. Trepidation
- e. Dread
- f. Concern

Answer:

- e. Whimsical
- f. Volatile
- g. Impulsive

Answer:

8TH Grade Language: L.8.6

Problem: Select the appropriate definition for the following word.

She rued the decision she made when she was younger because she is still paying for it.

- a. Appreciated
- b. Regretted
- c. Loved

Answer: b

This type of question has to do with using your vocabulary. What are some things to remember about this type of question?

Instructions: Answer the questions below.

1. The bodybuilder was known to habituate the gym every day.

- a. Skip
- b. Cite
- c. Frequent

Answer:

2. Her quirk is that she will only wear earrings that dangle.

- a. Proudest accomplishment
- b. Peculiar trait
- c. Saddest emotion

Answer:

3. I received many belated birthday wishes from co-workers after I told them I celebrated over the weekend.

- a. Happy
- b. Late
- c. Quiet

Answer:

great educators



Common Core Standards Bellringers

Grade 8 – English Language Arts,
Reading: Informational Text Section

Student Edition

Second Edition

8TH Grade Literature Bellringers

Story: Heidi – Part 1

From the old and pleasantly situated village of Mayenfeld, a footpath winds through green and shady meadows to the foot of the mountains, which on this side look down from their stern and lofty heights upon the valley below. The land grows gradually wilder as the path ascends, and the climber has not gone far before he begins to inhale the fragrance of the short grass and sturdy mountain-plants, for the way is steep and leads directly up to the summits above.

On a clear sunny morning in June two figures might be seen climbing the narrow mountain path; one, a tall strong-looking girl, the other a child whom she was leading by the hand, and whose little cheeks were so aglow with heat that the crimson color could be seen even through the dark, sunburnt skin. And this was hardly to be wondered at, for in spite of the hot June sun the child was clothed as if to keep off the bitterest frost. She did not look more than five years old, if as much, but what her natural figure was like, it would have been hard to say, for she had apparently two, if not three dresses, one above the other, and over these a thick red woollen shawl wound round about her, so that the little body presented a shapeless appearance, as, with its small feet shod in thick, nailed mountain-shoes, it slowly and laboriously plodded its way up in the heat. The two must have left the valley a good hour's walk behind them, when they came to the hamlet known as Dorfli, which is situated half-way up the mountain. Here the wayfarers met with greetings from all sides, some calling to them from windows, some from open doors, others from outside, for the elder girl was now in her old home. She did not, however, pause in her walk to respond to her friends' welcoming cries and questions, but passed on without stopping for a moment until she reached the last of the scattered houses of the hamlet. Here a voice called to her from the door: "Wait a moment, Dete; if you are going up higher, I will come with you."

The girl thus addressed stood still, and the child immediately let go her hand and seated herself on the ground.

"Are you tired, Heidi?" asked her companion.

"No, I am hot," answered the child.

"We shall soon get to the top now. You must walk bravely on a little longer, and take good long steps, and in another hour we shall be there," said Dete in an encouraging voice.

They were now joined by a stout, good-natured-looking woman, who walked on ahead with her old acquaintance, the two breaking forth at once into lively conversation about everybody and everything in Dorfli and its surroundings, while the child wandered behind them.

"And where are you off to with the child?" asked the one who had just joined the party. "I suppose it is the child your sister left?"

"Yes," answered Dete. "I am taking her up to Uncle, where she must stay."

“The child stay up there with Alm-Uncle! You must be out of your senses, Dete! How can you think of such a thing! The old man, however, will soon send you and your proposal packing off home again!”

“He cannot very well do that, seeing that he is her grandfather. He must do something for her. I have had the charge of the child till now, and I can tell you, Barbel, I am not going to give up the chance which has just fallen to me of getting a good place, for her sake. It is for the grandfather now to do his duty by her.”

“That would be all very well if he were like other people,” asseverated stout Barbel warmly, “but you know what he is. And what can he do with a child, especially with one so young! The child cannot possibly live with him. But where are you thinking of going yourself?”

“To Frankfurt, where an extra good place awaits me,” answered Dete. “The people I am going to were down at the Baths last summer, and it was part of my duty to attend upon their rooms. They would have liked then to take me away with them, but I could not leave. Now they are there again and have repeated their offer, and I intend to go with them, you may make up your mind to that!”

“I am glad I am not the child!” exclaimed Barbel, with a gesture of horrified pity. “Not a creature knows anything about the old man up there! He will have nothing to do with anybody, and never sets his foot inside a church from one year’s end to another. When he does come down once in a while, everybody clears out of the way of him and his big stick. The mere sight of him, with his bushy grey eyebrows and his immense beard, is alarming enough...”

8TH Grade Literature Bellringers

Question 1

Why is Heidi being taken up the mountain?

- a. To visit her friend
- b. To live with a relative
- c. To view the wildlife
- d. To attend school

Answer:

Question 2

What narrative technique does the author use in the first paragraph?

- a. Pacing
- b. Dialogue
- c. Description
- d. Reflection

Answer:

Question 3

What does the dialogue in the text reveal about Dete?

- a. She wants to have someone else care for Heidi.
- b. She does not want to give up caring for Heidi.
- c. She wants to take Heidi with her to the Baths.
- d. She wants Barbel to assume responsibility for Heidi.

Answer:

Question #1 has to do with what the text says explicitly as well as inferences drawn from the text.

What are some things to remember between the two?

8TH Grade Literature Bellringers

Question 1

Of the choices below, which is the central idea of the excerpt?

- a. Dete enjoys going to the Baths every summer and is returning there now.
- b. Dete has accepted a job in Frankfurt and is taking Heidi to stay with Alm-Uncle.
- c. Barbel would like to care for Heidi herself, but is unable to do so.
- d. Heidi is a cheerful child who is excited to be embarking on a new adventure.

Answer:

Question #1 has to do with determining the theme of and/or summarizing the story. What are some things to remember about themes and summaries?

Question 2

How does the character Barbel feel about Alm-Uncle?

- a. He is a lovable elderly man who everyone adores.
- b. He is a scary old man who lives the life of a hermit.
- c. He is a well-respected business man who runs the local store.
- d. He is a talkative and sociable member of the community.

Answer:

Question 3

What is the meaning of the underlined word “plodded” in the second paragraph?

- a. To proceed quietly
- b. To move quickly
- c. To walk slowly
- d. To skip energetically

Answer:

8TH Grade Literature Bellringers

Question 1

What does the dialogue reveal about Barbel?

- a. She does not think that Alm-Uncle is a good guardian for Heidi.
- b. She thinks Alm-Uncle will be an excellent guardian for Heidi.
- c. She wishes that Heidi could stay in the mountains indefinitely.
- d. She is very supportive of Dete's new job opportunity.

Answer:

Question #1 has to do with how particular elements of the story interact. What are some things to remember about this type of question?

Question 2

What does the dialogue reveal about Dete?

- a. She doesn't really want to leave her hometown.
- b. She wishes Heidi could live with her in Frankfurt.
- c. She is distraught and unsure about leaving Heidi behind.
- d. She feels strongly about taking advantage of her new job opportunity.

Answer:

Question 3

Imagine what Heidi might be feeling and thinking as she overheard the exchange between Dete and Barbel. Write some dialogue describing what Heidi might say.

8TH Grade Literature Bellringers

Question 1

What is the meaning of the underlined word “wayfarers” in the second paragraph?

- a. Those who return home
- b. Those who climb mountains
- c. Those who travel on foot
- d. Those who search for wildlife

Answer:

Question 2

What is the meaning of the underlined word “hamlet” in the second paragraph?

- a. A large city
- b. A small village
- c. A campsite
- d. A high cliff

Answer:

Question 3

How does Dete speak to Heidi as compared to Barbel?

- a. Dete is encouraging to Heidi and forceful with Barbel.
- b. Dete is forceful with Heidi and encouraging with Barbel.
- c. Dete is angry with both Heidi and Barbel.

Answer:

Question #1 has to do with determining the meaning of words as well as analyze the impact of words on the story. What are some things to remember about this type of question?

8TH Grade Literature Bellringers

Story: Heidi – Part 2

Now Barbel had for long past been most anxious to ascertain particulars about Alm-Uncle, as she could not understand why he seemed to feel such hatred towards his fellow-creatures, and insisted on living all alone, or why people spoke about him half in whispers, as if afraid to say anything against him, and yet unwilling to take his Part. Moreover, Barbel was in ignorance as to why all the people in Dorfli called him Alm-Uncle, for he could not possibly be uncle to everybody living there. As, however, it was the custom, she did like the rest and called the old man Uncle. Barbel had only lived in Dorfli since her marriage, which had taken place not long before. Previous to that her home had been below in Prattigau, so that she was not well acquainted with all the events that had ever taken place, and with all the people who had ever lived in Dorfli and its neighborhood. Dete, on the contrary, had been born in Dorfli, and had lived there with her mother until the death of the latter the year before, and had then gone over to the Baths at Ragatz and taken service in the large hotel there as chambermaid. On the morning of this day she had come all the way from Ragatz with the child, a friend having given them a lift in a hay-cart as far as Mayenfeld. Barbel was therefore determined not to lose this good opportunity of satisfying her curiosity. She put her arm through Dete's in a confidential sort of way, and said: "I know I can find out the real truth from you, and the meaning of all these tales that are afloat about him. I believe you know the whole story. Now do just tell me what is wrong with the old man, and if he was always shunned as he is now, and was always such a misanthrope."

"How can I possibly tell you whether he was always the same, seeing I am only six-and-twenty and he at least seventy years of age; so you can hardly expect me to know much about his youth. If I was sure, however, that what I tell you would not go the whole round of Prattigau, I could relate all kinds of things about him; my mother came from Domleschg, and so did he."

"Nonsense, Dete, what do you mean?" replied Barbel, somewhat offended, "gossip has not reached such a dreadful pitch in Prattigau as all that, and I am also quite capable of holding my tongue when it is necessary."

"Very well then, I will tell you—but just wait a moment," said Dete in a warning voice, and she looked back to make sure that the child was not near enough to hear all she was going to relate; but the child was nowhere to be seen, and must have turned aside from following her companions some time before, while these were too eagerly occupied with their conversation to notice it. Dete stood still and looked around her in all directions. The footpath wound a little here and there, but could nevertheless be seen along its whole length nearly to Dorfli; no one, however, was visible upon it at this moment.

"I see where she is," exclaimed Barbel, "look over there!" and she pointed to a spot far away from the footpath. "She is climbing up the slope yonder with the goatherd and his goats. I wonder why he is so late to-day bringing them up. It happens well, however, for us, for he can now see after the child, and you can the better tell me your tale."

"Oh, as to the looking after," remarked Dete, "the boy need not put himself out about that; she is not by any means stupid for her five years, and knows how to use her eyes. She notices all that is going

on, as I have often had occasion to remark, and this will stand her in good stead some day, for the old man has nothing beyond his two goats and his hut.”

“Did he ever have more?” asked Barbel.

“He? I should think so indeed,” replied Dete with animation; “he was owner once of one of the largest farms in Domleschg. He was the elder of two brothers; the younger was a quiet, orderly man, but nothing would please the other but to play the grand gentleman and go driving about the country and mixing with bad company, strangers that nobody knew. He drank and gambled away the whole of his property, and when this became known to his mother and father they died, one shortly after the other, of sorrow. The younger brother, who was also reduced to beggary, went off in his anger, no one knew whither, while Uncle himself, having nothing now left to him but his bad name, also disappeared. For some time his whereabouts were unknown, then some one found out that he had gone to Naples as a soldier; after that nothing more was heard of him for twelve or fifteen years. At the end of that time he reappeared in Domleschg, bringing with him a young child, whom he tried to place with some of his kinspeople. Every door, however, was shut in his face, for no one wished to have any more to do with him. Embittered by this treatment, he vowed never to set foot in Domleschg again, and he then came to Dorfli, where he continued to live with his little boy. His wife was probably a native of the Grisons, whom he had met down there, and who died soon after their marriage. He could not have been entirely without money, for he apprenticed his son, Tobias, to a carpenter. He was a steady lad, and kindly received by every one in Dorfli. The old man was, however, still looked upon with suspicion, and it was even rumoured that he had been forced to make his escape from Naples, or it might have gone badly with him, for that he had killed a man, not in fair fight, you understand, but in some brawl. We, however, did not refuse to acknowledge our relationship with him, my great-grandmother on my mother’s side having been sister to his grandmother. So we called him Uncle, and as through my father we are also related to nearly every family in Dorfli, he became known all over the place as Uncle, and since he went to live on the mountain side he has gone everywhere by the name of Alm-Uncle.”

“And what happened to Tobias?” asked Barbel, who was listening with deep interest.

“Wait a moment, I am coming to that, but I cannot tell you everything at once,” replied Dete. “Tobias was taught his trade in Mels, and when he had served his apprenticeship he came back to Dorfli and married my sister Adelaide. They had always been fond of one another, and they got on very well together after they were married. But their happiness did not last long. Her husband met with his death only two years after their marriage, a beam falling upon him as he was working, and killing him on the spot. They carried him home, and when Adelaide saw the poor disfigured body of her husband she was so overcome with horror and grief that she fell into a fever from which she never recovered. She had always been rather delicate and subject to curious attacks, during which no one knew whether she was awake or sleeping. And so two months after Tobias had been carried to the grave, his wife followed him. Their sad fate was the talk of everybody far and near, and both in private and public the general opinion was expressed that it was a punishment which Uncle had deserved for the godless life he had led. Some went so far even as to tell him so to his face. Our minister endeavored to awaken his conscience and exhorted him to repentance, but the old man grew only more wrathful and obdurate and would not speak to a soul, and every one did their best to keep out of his way. All at once we heard that he had gone to live up the Alm and did not intend ever to come down again, and since then he has led his solitary life on the mountain side at enmity with God and man. Mother and I took Adelaide’s little one, then only a year old, into our care. When mother died last year, and I

went down to the Baths to earn some money, I paid old Ursel, who lives in the village just above, to keep and look after the child. I stayed on at the Baths through the winter, for as I could sew and knit I had no difficulty in finding plenty of work, and early in the spring the same family I had waited on before returned from Frankfurt, and again asked me to go back with them. And so we leave the day after to-morrow, and I can assure you, it is an excellent place for me.”

“And you are going to give the child over to the old man up there? It surprises me beyond words that you can think of doing such a thing, Dete,” said Barbel, in a voice full of reproach.

“What do you mean?” retorted Dete. “I have done my duty by the child, and what would you have me do with it now? I cannot certainly take a child of five years old with me to Frankfurt. But where are you going to yourself, Barbel; we are now half way up the Alm?”

“We have just reached the place I wanted,” answered Barbel. “I had something to say to the goatherd’s wife, who does some spinning for me in the winter. So good-bye, Dete, and good luck to you!”

Dete shook hands with her friend and remained standing while Barbel went towards a small, dark brown hut, which stood a few steps away from the path in a hollow that afforded it some protection from the mountain wind. The hut was situated half way up the Alm, reckoning from Dorfli, and it was well that it was provided with some shelter, for it was so broken-down and dilapidated that even then it must have been very unsafe as a habitation, for when the stormy south wind came sweeping over the mountain, everything inside it, doors and windows, shook and rattled, and all the rotten old beams creaked and trembled. On such days as this, had the goatherd’s dwelling been standing above on the exposed mountain side, it could not have escaped being blown straight down into the valley without a moment’s warning.

8TH Grade Literature Bellringers

Question 1

How does this passage (Heidi - Part 2) differ from the passage you read previously (Heidi - Part 1)?

- a. More about the characters and their motives are revealed in the second passage.
- b. The setting of the first passage is a small village and the second is a large city.
- c. The first passage introduces Heidi's character and the second passage introduces Dete.

Answer:

Question #1 has to do with analyzing a text's form and meaning. What are some things to remember about this type of question?

Question 2

What is the meaning of the underlined word "misanthrope" in the first paragraph?

- a. An outgoing and friendly person
- b. A person who distrusts other people
- c. A person that likes to travel

Answer:

Question 3

What do we learn about the character Barbel in this passage?

- a. She has lived in the village her whole life
- b. She supports Dete's decision to have Heidi live with Alm-Uncle
- c. She is interested in catching up on the village gossip

Answer:

8TH Grade Literature Bellringers

Question 1

What does the story Dete tells about Alm-Uncle reveal about the people of the village?

- a. They welcomed Alm-Uncle back to their community with open arms.
- b. They believe that Alm-Uncle was punished because of the life he led.
- c. They did not even know that Alm-Uncle left the village.

Answer:

Question #1 has to do with point of view. What are some things to remember about this type of question?

Question 2

What does the dialogue reveal about Dete?

- a. She is very sad and emotional about leaving Heidi.
- b. She wants Barbel's opinion about whether to leave Heidi.
- c. She is vigorously defends her decision to leave Heidi.

Answer:

Question 3

Do you think Barbel really wanted to talk to the goatherd's wife? Or was she looking for an excuse to walk with Dete and find out more about Alm-Uncle? Support your answer with things that you have learned from the passage.

8TH Grade Literature Bellringers

Question 1

In the original movie version of “Heidi” (1937), the long conversation with Barbel that reveals information about Alm-Uncle is portrayed as a brief conversation with women in the village. Why do you think this is?

- a. The director couldn’t find a good actress to play Barbel
- b. To better show more actors’ abilities
- c. To move the plot along more quickly

Answer:

Question #1 has to do with visual and other elements of a filmed story. What are some things to remember about this type of question?

Question 2

What do the actions of and dialogue between Dete and Barbel reveal about the character of Heidi?

- a. That she is wise beyond her five years
- b. That she doesn’t realize what is going on around her
- c. That she often cries for no reason

Answer:

Question 3

According to Dete, why was Alm-Uncle shunned by the people of the village?

- a. He gambled away all of his money and his family suffered as a result.
- b. He stole money from the village treasury and used it to buy his wife jewelry.
- c. He took goats from a neighbor and sold them as his own.

Answer:

8TH Grade Literature Bellringers

Story: Heidi – Part 3

...Heidi was so full of her morning's doings that she began at once to tell her grandfather all about them: how the white bread could be fetched every day from Dorfli if there was money for it, and how the grandmother had all at once grown stronger and happier, and light had come to her. Then she returned to the subject of the rolls. "If the grandmother won't take the money, grandfather, will you give it all to me, and I can then give Peter enough every day to buy a roll and two on Sunday?"

"But how about the bed?" said her grandfather. "It would be nice for you to have a proper bed, and there would then be plenty for the bread."

But Heidi gave her grandfather no peace till he consented to do what she wanted; she slept a great deal better, she said, on her bed of hay than on her fine pillowed bed in Frankfurt. So at last he said, "The money is yours, do what you like with it; you can buy bread for grandmother for years to come with it."

Heidi shouted for joy at the thought that grandmother would never need any more to eat hard black bread, and "Oh, grandfather!" she said, "everything is happier now than it has ever been in our lives before!" and she sang and skipped along, holding her grandfather's hand as light-hearted as a bird. But all at once she grew quiet and said, "If God had let me come at once, as I prayed, then everything would have been different, I should only have had a little bread to bring to grandmother, and I should not have been able to read, which is such a comfort to her; but God has arranged it all so much better than I knew how to; everything has happened just as the other grandmother said it would. Oh, how glad I am that God did not let me have at once all I prayed and wept for! And now I shall always pray to God as she told me, and always thank Him, and when He does not do anything I ask for I shall think to myself, It's just like it was in Frankfurt: God, I am sure, is going to do something better still. So we will pray every day, won't we, grandfather, and never forget Him again, or else He may forget us."

"And supposing one does forget Him?" said the grandfather in a low voice.

"Then everything goes wrong, for God lets us then go where we like, and when we get poor and miserable and begin to cry about it no one pities us, but they say, You ran away from God, and so God, who could have helped you, left you to yourself."

"That is true, Heidi; where did you learn that?"

"From grandmamma; she explained it all to me."

The grandfather walked on for a little while without speaking, then he said, as if following his own train of thought: "And if it once is so, it is so always; no one can go back, and he whom God has forgotten, is forgotten for ever."

“Oh, no, grandfather, we can go back, for grandmamma told me so, and so it was in the beautiful tale in my book—but you have not heard that yet; but we shall be home directly now, and then I will read it you, and you will see how beautiful it is.” And in her eagerness Heidi struggled faster and faster up the steep ascent, and they were no sooner at the top than she let go her grandfather’s hand and ran into the hut. The grandfather slung the basket off his shoulders in which he had brought up a part of the contents of the trunk which was too heavy to carry up as it was. Then he sat down on his seat and began thinking.

Heidi soon came running out with her book under her arm. “That’s right, grandfather,” she exclaimed as she saw he had already taken his seat, and in a second she was beside him and had her book open at the particular tale, for she had read it so often that the leaves fell open at it of their own accord. And now in a sympathetic voice Heidi began to read of the son when he was happily at home, and went out into the fields with his father’s flocks, and was dressed in a fine cloak, and stood leaning on his shepherd’s staff watching as the sun went down, just as he was to be seen in the picture. But then all at once he wanted to have his own goods and money and to be his own master, and so he asked his father to give him his portion, and he left his home and went and wasted all his substance. And when he had nothing left he hired himself out to a master who had no flocks and fields like his father, but only swine to keep; and so he was obliged to watch these, and he only had rags to wear and a few husks to eat such as the swine fed upon. And then he thought of his old happy life at home and of how kindly his father had treated him and how ungrateful he had been, and he wept for sorrow and longing. And he thought to himself, “I will arise and go to my father, and will say to him, ‘Father, I am not worthy to be called thy son; make me as one of thy hired servants.’” And when he was yet a great way off his father saw him . . . Here Heidi paused in her reading. “What do you think happens now, grandfather?” she said. “Do you think the father is still angry and will say to him, ‘I told you so!’ Well, listen now to what comes next.” His father saw him, and had compassion, and ran, and fell on his neck and kissed him. And the son said to him, “Father, I have sinned against heaven and in thy sight, and am no more worthy to be called thy son.” But the father said to his servants, “Bring forth the best robe, and put it on him; and put a ring on his hand and shoes on his feet: and bring hither the fatted calf and kill it; and let us eat and be merry, for this my son was dead and is alive again; he was lost and is found.” And they began to be merry.

“Isn’t that a beautiful tale, grandfather,” said Heidi, as the latter continued to sit without speaking, for she had expected him to express pleasure and astonishment.

“You are right, Heidi; it is a beautiful tale,” he replied, but he looked so grave as he said it that Heidi grew silent herself and sat looking quietly at her pictures. Presently she pushed her book gently in front of him and said, “See how happy he is there,” and she pointed with her finger to the figure of the returned prodigal, who was standing by his father clad in fresh raiment as one of his own sons again.

A few hours later, as Heidi lay fast asleep in her bed, the grandfather went up the ladder and put his lamp down near her bed so that the light fell on the sleeping child. Her hands were still folded as if she had fallen asleep saying her prayers, an expression of peace and trust lay on the little face, and something in it seemed to appeal to the grandfather, for he stood a long time gazing down at her without speaking. At last he too folded his hands, and with bowed head said in a low voice, “Father, I have sinned against heaven and before thee and am not worthy to be called thy son.” And two large tears rolled down the old man’s cheeks.

Early the next morning he stood in front of his hut and gazed quietly around him. The fresh bright morning sun lay on mountain and valley. The sound of a few early bells rang up from the valley, and the birds were singing their morning song in the fir trees. He stepped back into the hut and called up, "Come along, Heidi! the sun is up! Put on your best frock, for we are going to church together!"

Heidi was not long getting ready; it was such an unusual summons from her grandfather that she must make haste. She put on her smart Frankfurt dress and soon went down, but when she saw her grandfather she stood still, gazing at him in astonishment. "Why, grandfather!" she exclaimed, "I never saw you look like that before! and the coat with the silver buttons! Oh, you do look nice in your Sunday coat!"

The old man smiled and replied, "And you too; now come along!" He took Heidi's hand in his and together they walked down the mountain side. The bells were ringing in every direction now, sounding louder and fuller as they neared the valley, and Heidi listened to them with delight. "Hark at them, grandfather! It's like a great festival!"

The congregation had already assembled and the singing had begun when Heidi and her grandfather entered the church at Dorfli and sat down at the back. But before the hymn was over every one was nudging his neighbor and whispering, "Do you see? Alm-Uncle is in church!"

8TH Grade Literature Bellringers

Question 1

What is the theme of the Bible story that Heidi reads to her grandfather, Alm-Uncle?

- a. Punishment from the father
- b. Indifference from the father
- c. Forgiveness from the father

Answer:

Question #1 has to do with how a modern work of fiction draws on theme, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible. What are some things to remember about this type of question?

Question 2

How does the story that Heidi reads from the Bible affect her grandfather, Alm-Uncle?

- a. It angers him that Heidi's grandmother has been teaching her to read the Bible.
- b. It shows him that God doesn't forget his children and inspires him to attend church again.
- c. He is happy that Heidi has learned to read, but he is indifferent to the Bible story.

Answer:

Question 3

What does Heidi say about her prayers?

- a. They were answered exactly as she had asked.
- b. They were answered differently than she had asked.
- c. They were not heard.

Answer:

8TH Grade Literature Bellringers

Question 1

What do we infer about Heidi's grandmother from the passage, Heidi – Part 3?

- a. She is a rich woman.
- b. She travels extensively.
- c. She does not have much money.

Answer:

Question #1 has to do with what the text says explicitly as well as inferences drawn from the text.

What are some things to remember about the differences between the two?

Question 2

What does the passage reveal about Heidi's grandfather?

- a. He is deeply touched by Heidi's role in his life.
- b. He is unaffected by Heidi's presence in his life.
- c. He would like Heidi to return to live with Dete.

Answer:

Question 3

What do we learn about the dress Heidi chooses to wear to church?

- a. Her grandmother made it for her.
- b. It is from a shop in the village.
- c. It is her Frankfurt dress.

Answer:

8TH Grade Literature Bellringers

Question 1

What is the overall theme of the passage, Heidi – Part 3?

- a. Remember past wrongs and seek revenge.
- b. Forgive and forget.
- c. Save your money for a rainy day.

Answer:

Question 2

What do the questions Heidi’s grandfather, Alm-Uncle, reveal about him?

- a. He is looking for forgiveness.
- b. He doesn’t care about forgiveness.
- c. He wants Heidi to stop telling the story.

Answer:

Question 3

What is the reaction of the other churchgoers to Alm-Uncle’s presence in church?

- a. They ask him to leave.
- b. They welcome him with open arms.
- c. They whisper and nudge each other.

Answer:

8TH Grade Literature Bellringers

Question 1

What does the dialogue in the passage Heidi – Part 3 reveal about Heidi?

- a. She cares more about her grandmother than herself.
- b. She cares more about herself than her grandmother.
- c. She cares for no one.

Answer:

Question #1 has to do with how particular elements of the story interact. What are some things to remember about this type of question?

Question 2

What did Heidi give up to provide her grandmother with good bread?

- a. A goat
- b. A bed
- c. A doll

Answer:

Question 3

Is the story of Heidi still relevant today? Why or why not?

8TH Grade Literature Bellringers

Story: Heidi – Part 4

Soon everybody in the church knew of Alm-Uncle's presence, and the women kept on turning round to look and quite lost their place in the singing. But everybody became more attentive when the sermon began, for the preacher spoke with such warmth and thankfulness that those present felt the effect of his words, as if some great joy had come to them all. At the close of the service Alm-Uncle took Heidi by the hand, and on leaving the church made his way towards the pastor's house; the rest of the congregation looked curiously after him, some even following to see whether he went inside the pastor's house, which he did. Then they collected in groups and talked over this strange event, keeping their eyes on the pastor's door, watching to see whether Alm-Uncle came out looking angry and quarrelsome, or as if the interview had been a peaceful one, for they could not imagine what had brought the old man down, and what it all meant. Some, however, adopted a new tone and expressed their opinion that Alm-Uncle was not so bad after all as they thought, "for see how carefully he took the little one by the hand." And others responded and said they had always thought people had exaggerated about him, that if he was so downright bad he would be afraid to go inside the pastor's house. Then the miller put in his word, "Did I not tell you so from the first? What child is there who would run away from where she had plenty to eat and drink and everything of the best, home to a grandfather who was cruel and unkind, and of whom she was afraid?"

And so everybody began to feel quite friendly towards Alm-Uncle, and the women now came up and related all they had been told by Peter and his grandmother, and finally they all stood there like people waiting for an old friend whom they had long missed from among their number.

Meanwhile Alm-Uncle had gone into the pastor's house and knocked at the study door. The latter came out and greeted him, not as if he was surprised to see him, but as if he had quite expected to see him there; he probably had caught sight of the old man in church. He shook hands warmly with him, and Alm-Uncle was unable at first to speak, for he had not expected such a friendly reception. At last he collected himself and said, "I have come to ask you, pastor, to forget the words I spoke to you when you called on me, and to beg you not to owe me ill-will for having been so obstinately set against your well-meant advice. You were right, and I was wrong, but I have now made up my mind to follow your advice and to find a place for myself at Dorfli for the winter, for the child is not strong enough to stand the bitter cold up on the mountain. And if the people down here look askance at me, as at a person not to be trusted, I know it is my own fault, and you will, I am sure, not do so."

The pastor's kindly eyes shone with pleasure. He pressed the old man's hand in his, and said with emotion, "Neighbor, you went into the right church before you came to mine; I am greatly rejoiced. You will not repent coming to live with us again; as for myself you will always be welcome as a dear friend and neighbor, and I look forward to our spending many a pleasant winter evening together, for I shall prize your companionship, and we will find some nice friends too for the little one." And the pastor laid his hand kindly on the child's curly head and took her by the hand as he walked to the door with the old man. He did not say good-bye to him till they were standing outside, so that all the people standing about saw him shake hands as if parting reluctantly from his best friend. The door had hardly shut behind him before the whole congregation now came forward to greet Alm-Uncle,

every one striving to be the first to shake hands with him, and so many were held out that Alm-Uncle did not know with which to begin; and some said, "We are so pleased to see you among us again," and another, "I have long been wishing we could have a talk together again," and greetings of all kinds echoed from every side, and when Alm-Uncle told them he was thinking of returning to his old quarters in Dorfli for the winter, there was such a general chorus of pleasure that any one would have thought he was the most beloved person in all Dorfli, and that they had hardly known how to live without him. Most of his friends accompanied him and Heidi some way up the mountain, and each as they bid him good-bye made him promise that when he next came down he would without fail come and call. As the old man at last stood alone with the child, watching their retreating figures, there was a light upon his face as if reflected from some inner sunshine of heart. Heidi, looking up at him with her clear steady eyes, said, "Grandfather, you look nicer and nicer to-day, I never saw you quite like that before."...

Brigitta now drew the Uncle aside towards a corner of the room and showed him the hat with the feathers, explaining to him how it came there, and adding that of course she could not take such a thing from a child.

But the grandfather looked towards Heidi without any displeasure of countenance and said, "The hat is hers, and if she does not wish to wear it any more she has a right to say so and to give it to you, so take it, pray."

Brigitta was highly delighted at this. "It is well worth more than ten shillings!" she said as she held it up for further admiration. "And what a blessing Heidi has brought home with her from Frankfurt! I have thought sometimes that it might be good to send Peter there for a little while; what do you think, Uncle?"

A merry look came into the grandfather's eye. He thought it would do Peter no harm, but he had better wait for a good opportunity before starting. At this moment the subject of their conversation himself rushed in, evidently in a great hurry, knocking his head violently against the door in his haste, so that everything in the room rattled. Gasping and breathless he stood still after this and held out a letter. This was another great event, for such a thing had never happened before; the letter was addressed to Heidi and had been delivered at the post-office in Dorfli. They all sat down round the table to hear what was in it, for Heidi opened it at once and read it without hesitation. The letter was from Clara. The latter wrote that the house had been so dull since Heidi left that she did not know how to bear herself, and she had at last persuaded her father to take her to the baths at Ragatz in the coming autumn; grandmamma had arranged to join them there, and they both were looking forward to paying her and her grandfather a visit. And grandmamma sent a further message to Heidi which was that the latter had done quite right to take the rolls to the grandmother, and so that she might not have to eat them dry, she was sending some coffee, which was already on its way, and grandmamma hoped when she came to the Alm in the autumn that Heidi would take her to see her old friend.

There were exclamations of pleasure and astonishment on hearing all this news, and so much to talk and ask about that even the grandfather did not notice how the time was passing; there was general delight at the thought of the coming days, and even more at the meeting which had taken place on this one, and the grandmother spoke and said, "The happiest of all things is when an old friend comes and greets us as in former times; the heart is comforted with the assurance that some day everything that we have loved will be given back to us..."

8TH Grade Literature Bellringers

Question 1

What is the meaning of the underlined word “congregation” on the first page of the passage?

- a. A flock of birds
- b. A religious assembly
- c. A group of children

Answer:

Question 2

What is the meaning of the underlined word “obstinately” on the first page of the passage?

- a. Stuck to an opinion
- b. Open to change
- c. Disgusted by discussion

Answer:

Question 3

What is the meaning of the underlined word “countenance” on the second page of the passage?

- a. Gentleman
- b. Expression
- c. Friendship

Answer:

Question #1 has to do with determining the meaning of words as well as analyzing the impact of words on the story. What are some things to remember about this type of question?

8TH Grade Literature Bellringers

Question 1

Compare how Heidi is portrayed in the passage Heidi – Part 3 to how she is portrayed in Heidi – Part 4.

- a. She is shown in both passages as giving and generous.
- b. Part 3 portrays her as generous and Part 3 shows her as selfish.
- c. She is shown as selfish in both passages.

Answer:

Question #1 has to do with analyzing a text's form and meaning. What are some things to remember about this type of question?

Question 2

What did Alm-Uncle do immediately following the church service?

- a. He went to his home.
- b. He went to the pastor's home.
- c. He went to work with the goatherd.

Answer:

Question 3

What did Heidi give to Brigitta?

- a. A puppy
- b. A dress
- c. A hat

Answer:

8TH Grade Literature Bellringers

Question 1

*Note to teacher: Provide Heidi – Part 1 and Heidi – Part 4 for this Bellringer.

How does the way Alm-Uncle is received by the people of the village in Heidi – Part 4 compare to how Barbel describes him in Heidi – Part 1?

- a. The people are described as welcoming in both passages.
- b. The people are described as fearful in both passages.
- c. The people are described as fearful of him in Part 1, but receive him warmly in Part 4.

Answer:

Question #1 has to do with point of view. What are some things to remember about this type of question?

Question 2

How did the women initially react to Alm-Uncle’s presence in church?

- a. They did not notice him.
- b. They became distracted.
- c. They asked him to leave.

Answer:

Question 3

Why did Alm-Uncle want to speak to the pastor?

- a. To let him know he was going to follow his advice and stay in Dorfli for the winter.
- b. To tell him to keep his distance from his family and not meddle in their business.
- c. To let him know he was going to leave the village of Dorfli for the winter.

Answer:

8TH Grade Literature Bellringers

Question 1

In the original movie version of “Heidi” (1937), the pastor and Alm-Uncle meet at the church rather than at the pastor’s home. Why might have the movie makers made this change?

- a. To show that people don’t visit pastors at their homes.
- b. To move the action of the movie along more quickly.
- c. To show that the pastor is unfriendly.

Answer:

Question #1 has to do with visual and other elements of a filmed story. What are some things to remember about this type of question?

Question 2

What did Peter bring for Heidi?

- a. A letter
- b. A loaf of bread
- c. A pair of shoes

Answer:

Question 3

Which quote from the passage best reflects its theme?

- a. “What child is there who would run away from where she had plenty to eat and drink and everything of the best, home to a grandfather who was cruel and unkind, and of whom she was afraid?”
- b. “The happiest of all things is when an old friend comes and greets us as in former times; the heart is comforted with the assurance that someday everything that we have loved will be given back to us...”
- c. “Grandfather, you look nicer and nicer to-day, I never saw you quite like that before.”

Answer:

8TH Grade Literature Bellringers

Story: War of the Worlds – Part 1

No one would have believed in the last years of the nineteenth century that this world was being watched keenly and closely by intelligences greater than man's and yet as mortal as his own; that as men busied themselves about their various concerns they were scrutinised and studied, perhaps almost as narrowly as a man with a microscope might scrutinise the transient creatures that swarm and multiply in a drop of water. With infinite complacency men went to and fro over this globe about their little affairs, serene in their assurance of their empire over matter. It is possible that the infusoria under the microscope do the same. No one gave a thought to the older worlds of space as sources of human danger, or thought of them only to dismiss the idea of life upon them as impossible or improbable. It is curious to recall some of the mental habits of those departed days. At most terrestrial men fancied there might be other men upon Mars, perhaps inferior to themselves and ready to welcome a missionary enterprise. Yet across the gulf of space, minds that are to our minds as ours are to those of the beasts that perish, intellects vast and cool and unsympathetic, regarded this earth with envious eyes, and slowly and surely drew their plans against us. And early in the twentieth century came the great disillusionment.

The planet Mars, I scarcely need remind the reader, revolves about the sun at a mean distance of 140,000,000 miles, and the light and heat it receives from the sun is barely half of that received by this world. It must be, if the nebular hypothesis has any truth, older than our world; and long before this earth ceased to be molten, life upon its surface must have begun its course. The fact that it is scarcely one seventh of the volume of the earth must have accelerated its cooling to the temperature at which life could begin. It has air and water and all that is necessary for the support of animated existence.

Yet so vain is man, and so blinded by his vanity, that no writer, up to the very end of the nineteenth century, expressed any idea that intelligent life might have developed there far, or indeed at all, beyond its earthly level. Nor was it generally understood that since Mars is older than our earth, with scarcely a quarter of the superficial area and remoter from the sun, it necessarily follows that it is not only more distant from time's beginning but nearer its end.

The secular cooling that must someday overtake our planet has already gone far indeed with our neighbour. Its physical condition is still largely a mystery, but we know now that even in its equatorial region the midday temperature barely approaches that of our coldest winter. Its air is much more attenuated than ours, its oceans have shrunk until they cover but a third of its surface, and as its slow seasons change huge snowcaps gather and melt about either pole and periodically inundate its temperate zones. That last stage of exhaustion, which to us is still incredibly remote, has become a present-day problem for the inhabitants of Mars. The immediate pressure of necessity has brightened their intellects, enlarged their powers, and

hardened their hearts. And looking across space with instruments, and intelligences such as we have scarcely dreamed of, they see, at its nearest distance only 35,000,000 of miles sunward of them, a morning star of hope, our own warmer planet, green with vegetation and grey with water, with a cloudy atmosphere eloquent of fertility, with glimpses through its drifting cloud wisps of broad stretches of populous country and narrow, navy-crowded seas.

And we men, the creatures who inhabit this earth, must be to them at least as alien and lowly as are the monkeys and lemurs to us. The intellectual side of man already admits that life is an incessant struggle for existence, and it would seem that this too is the belief of the minds upon Mars. Their world is far gone in its cooling and this world is still crowded with life, but crowded only with what they regard as inferior animals. To carry warfare sunward is, indeed, their only escape from the destruction that, generation after generation, creeps upon them.

And before we judge of them too harshly we must remember what ruthless and utter destruction our own species has wrought, not only upon animals, such as the vanished bison and the dodo...

The Martians seem to have calculated their descent with amazing subtlety--their mathematical learning is evidently far in excess of ours--and to have carried out their preparations with a well-nigh perfect unanimity. Had our instruments permitted it, we might have seen the gathering trouble far back in the nineteenth century. Men like Schiaparelli watched the red planet--it is odd, by-the-bye, that for countless centuries Mars has been the star of war--but failed to interpret the fluctuating appearances of the markings they mapped so well. All that time the Martians must have been getting ready.

During the opposition of 1894 a great light was seen on the illuminated part of the disk, first at the Lick Observatory, then by Perrotin of Nice, and then by other observers. English readers heard of it first in the issue of NATURE dated August 2. I am inclined to think that this blaze may have been the casting of the huge gun, in the vast pit sunk into their planet, from which their shots were fired at us. Peculiar markings, as yet unexplained, were seen near the site of that outbreak during the next two oppositions.

The storm burst upon us six years ago now. As Mars approached opposition, Lavelle of Java set the wires of the astronomical exchange palpitating with the amazing intelligence of a huge outbreak of incandescent gas upon the planet. It had occurred towards midnight of the twelfth; and the spectroscope, to which he had at once resorted, indicated a mass of flaming gas, chiefly hydrogen, moving with an enormous velocity towards this earth. This jet of fire had become invisible about a quarter past twelve. He compared it to a colossal puff of flame suddenly and violently squirted out of the planet, "as flaming gases rushed out of a gun."

A singularly appropriate phrase it proved. Yet the next day there was nothing of this in the papers except a little note in the DAILY TELEGRAPH, and the world went in ignorance of one of the gravest dangers that ever threatened the human race. I might not have heard of the eruption at all had I not met Ogilvy, the well-known astronomer, at Ottershaw. He was

immensely excited at the news, and in the excess of his feelings invited me up to take a turn with him that night in a scrutiny of the red planet.

8TH Grade Literature Bellringers

Question 1

Which word does the author use to describe the fact that man did not write about intelligent life up until the end of the nineteenth century?

- a. Sloth
- b. Ignorance
- c. Vanity

Answer:

Question 2

How would you describe the passage?

- a. Rich in description.
- b. Rich in dialogue.
- c. Rich in first person narrative

Answer:

Question 3

What is one of the central ideas of the passage?

- a. The Martians are to be despised because of their destructive nature.
- b. The Martians destroying humans is no different than humans destroying an animal population.
- c. The Martians are to be admired because of their destructive nature.

Answer:

Question #1 has to do with what the text says explicitly as well as inferences drawn from the text. What are some things to remember about the differences between the two?

8TH Grade Literature Bellringers

Question 1

Name a central idea from the passage.

- a. Friendship with the Martians would have allowed peace to flourish.
- b. Ignorance and vanity prevented humans from seeing the danger posed by the Martians.
- c. Destruction of the human race is an inevitability.

Answer:

Question #1 has to do with determining the theme of and/or summarizing the story. What are some things to remember about themes and summaries?

Question 2

What is the meaning of the underlined word “complacency” in the first paragraph?

- a. Animosity accompanied by anger against others.
- b. Jealousy accompanied by routine anger.
- c. Self-satisfaction accompanied by unawareness of dangers.

Answer:

Question 3

When was the time and place of the storm discussed in the passage?

- a. 4 years ago, at quarter past twelve on the twelfth.
- b. 6 years ago, towards midnight on the twelfth.
- c. 9 years ago, towards midnight on the twelfth.

Answer:

8TH Grade Literature Bellringers

Question 1

What is the meaning of the underlined word “disillusionment” in the first paragraph?

- a. Loss of naïve faith and trust.
- b. Gaining of faith and trust.
- c. Loss of friendship and love.

Answer:

Question 2

What is the meaning of the underlined word “attenuated” in the fourth paragraph?

- a. Abundant, especially in volume.
- b. Reduced in thickness, density, or force.
- c. Updated on a daily, monthly, or yearly basis.

Answer:

Question 3

What is the meaning of the underlined word “palpitating” on the second page of the passage?

- a. Beating rapidly and strongly.
- b. Beating quietly and weakly.
- c. Cease beating.

Answer:

Question #1 has to do with determining the meaning of words as well as analyzing the impact of words on the story. What are some things to remember about this type of question?

8TH Grade Literature Bellringers

Story: War of the Worlds – Part 2

When I returned to the common the sun was setting. Scattered groups were hurrying from the direction of Woking, and one or two persons were returning. The crowd about the pit had increased, and stood out black against the lemon yellow of the sky--a couple of hundred people, perhaps. There were raised voices, and some sort of struggle appeared to be going on about the pit. Strange imaginings passed through my mind. As I drew nearer I heard Stent's voice:

"Keep back! Keep back!"

A boy came running towards me.

"It's a-movin'," he said to me as he passed; "a-screwin' and a-screwin' out. I don't like it. I'm a-goin' 'ome, I am."

I went on to the crowd. There were really, I should think, two or three hundred people elbowing and jostling one another, the one or two ladies there being by no means the least active.

"He's fallen in the pit!" cried some one.

"Keep back!" said several.

The crowd swayed a little, and I elbowed my way through. Every one seemed greatly excited. I heard a peculiar humming sound from the pit.

"I say!" said Ogilvy; "help keep these idiots back. We don't know what's in the confounded thing, you know!"

I saw a young man, a shop assistant in Woking I believe he was, standing on the cylinder and trying to scramble out of the hole again. The crowd had pushed him in.

The end of the cylinder was being screwed out from within. Nearly two feet of shining screw projected. Somebody blundered against me, and I narrowly missed being pitched onto the top of the screw. I turned, and as I did so the screw must have come out, for the lid of the cylinder fell upon the gravel with a ringing concussion. I stuck my elbow into the person behind me, and turned my head towards the Thing again. For a moment that circular cavity seemed perfectly black. I had the sunset in my eyes.

I think everyone expected to see a man emerge--possibly something a little unlike us terrestrial men, but in all essentials a man. I know I did. But, looking, I presently saw something stirring within the shadow: greyish billowy movements, one above another, and then two luminous disks--like eyes. Then something resembling a little grey snake, about the thickness of a walking stick, coiled up out of the writhing middle, and wriggled in the air towards me--and then another.

A sudden chill came over me. There was a loud shriek from a woman behind. I half turned, keeping my eyes fixed upon the cylinder still, from which other tentacles were now projecting, and began pushing my way back from the edge of the pit. I saw astonishment giving place to horror on the faces of the people about me. I heard inarticulate exclamations on all sides. There was a general movement backwards. I saw the shopman struggling still on the edge of the pit. I found myself alone, and saw the people on the other side of the pit running off, Stent among them. I looked again at the cylinder, and ungovernable terror gripped me. I stood petrified and staring.

A big greyish rounded bulk, the size, perhaps, of a bear, was rising slowly and painfully out of the cylinder. As it bulged up and caught the light, it glistened like wet leather.

Two large dark-coloured eyes were regarding me steadfastly. The mass that framed them, the head of the thing, was rounded, and had, one might say, a face. There was a mouth under the eyes, the lipless brim of which quivered and panted, and dropped saliva. The whole creature heaved and pulsated convulsively. A lank tentacular appendage gripped the edge of the cylinder, another swayed in the air.

Those who have never seen a living Martian can scarcely imagine the strange horror of its appearance. The peculiar V-shaped mouth with its pointed upper lip, the absence of brow ridges, the absence of a chin beneath the wedgelike lower lip, the incessant quivering of this mouth, the Gorgon groups of tentacles, the tumultuous breathing of the lungs in a strange atmosphere, the evident heaviness and painfulness of movement due to the greater gravitational energy of the earth--above all, the extraordinary intensity of the immense eyes--were at once vital, intense, inhuman, crippled and monstrous. There was something fungoid in the oily brown skin, something in the clumsy deliberation of the tedious movements unspeakably nasty. Even at this first encounter, this first glimpse, I was overcome with disgust and dread.

Suddenly the monster vanished. It had toppled over the brim of the cylinder and fallen into the pit, with a thud like the fall of a great mass of leather. I heard it give a peculiar thick cry, and forthwith another of these creatures appeared darkly in the deep shadow of the aperture.

I turned and, running madly, made for the first group of trees, perhaps a hundred yards away; but I ran slantingly and stumbling, for I could not avert my face from these things.

There, among some young pine trees and furze bushes, I stopped, panting, and waited further developments. The common round the sand pits was dotted with people, standing like myself in a half-fascinated terror, staring at these creatures, or rather at the heaped gravel at the edge of the pit in which they lay. And then, with a renewed horror, I saw a round, black object bobbing up and down on the edge of the pit. It was the head of the shopman who had fallen in, but showing as a little black object against the hot western sun. Now he got his shoulder and knee up, and again he seemed to slip back until only his head was visible. Suddenly he vanished, and I could have fancied a faint shriek had reached me. I had a momentary impulse to go back and help him that my fears overruled.

Everything was then quite invisible, hidden by the deep pit and the heap of sand that the fall of the cylinder had made. Anyone coming along the road from Chobham or Woking would have been amazed at the sight--a dwindling multitude of perhaps a hundred people or more standing in a great irregular circle, in ditches, behind bushes, behind gates and hedges, saying little to one another and that in short, excited shouts, and staring, staring hard at a few heaps of sand. The barrow of ginger

beer stood, a queer derelict, black against the burning sky, and in the sand pits was a row of deserted vehicles with their horses feeding out of nosebags or pawing the ground.

After the glimpse I had had of the Martians emerging from the cylinder in which they had come to the earth from their planet, a kind of fascination paralysed my actions. I remained standing knee-deep in the heather, staring at the mound that hid them. I was a battleground of fear and curiosity.

I did not dare to go back towards the pit, but I felt a passionate longing to peer into it. I began walking, therefore, in a big curve, seeking some point of vantage and continually looking at the sand heaps that hid these new-comers to our earth. Once a leash of thin black whips, like the arms of an octopus, flashed across the sunset and was immediately withdrawn, and afterwards a thin rod rose up, joint by joint, bearing at its apex a circular disk that spun with a wobbling motion. What could be going on there?

8TH Grade Literature Bellringers

Question 1

*Note to teacher: Provide War of the Worlds – Part 1 and War of the Worlds – Part 2 with this Bellringer.

What is the difference between the passage War of the Worlds – Part 1 and War of the Worlds – Part 2?

- a. Part 1 contains dialogue and Part 2 contains no dialogue.
- b. Part 1 contains no dialogue and Part 2 contains dialogue.
- c. Neither of the passages contain dialogue.

Answer:

Question #1 has to do with analyzing a text's form and meaning. What are some things to remember about this type of question?

Question 2

What is the meaning of the underlined word “inarticulate” on the second page of the passage?

- a. Well spoken.
- b. Loudly exclaimed.
- c. Incapable of speech.

Answer:

Question 3

What is the meaning of the word “ungovernable” on the second page of the passage?

- a. Not capable of being restrained.
- b. Capable of being restrained.
- c. Unbelievably large.

Answer:

8TH Grade Literature Bellringers

Question 1

Re-read the portion of the passage contained in the box. How does the dialogue of the different characters increase the suspense?

- a. It shows the crowd as calm and collected.
- b. It creates a feeling of chaos and uncertainty.
- c. It shows the crowd as angry and violent.

Answer:

Question 2

What is the meaning of the underlined word “appendage” on the second page of the passage?

- a. An internal organ of an animal.
- b. An extended friendly handshake.
- c. A projecting part of a plant or animal.

Answer:

Question 3

What is the meaning of the underlined word “aperture” on the second page of the passage?

- a. An opening.
- b. A closed area.
- c. An underground stream.

Answer:

Question #1 has to do with point of view. What are some things to remember about this type of question?

8TH Grade Literature Bellringers

Story: War of the Worlds – Part 3

...And while the Martians behind me were thus preparing for their next sally, and in front of me Humanity gathered for the battle, I made my way with infinite pains and labour from the fire and smoke of burning Weybridge towards London.

I saw an abandoned boat, very small and remote, drifting down-stream; and throwing off the most of my sodden clothes, I went after it, gained it, and so escaped out of that destruction. There were no oars in the boat, but I contrived to paddle, as well as my parboiled hands would allow, down the river towards Halliford and Walton, going very tediously and continually looking behind me, as you may well understand. I followed the river, because I considered that the water gave me my best chance of escape should these giants return.

The hot water from the Martian's overthrow drifted down- stream with me, so that for the best part of a mile I could see little of either bank. Once, however, I made out a string of black figures hurrying across the meadows from the direction of Weybridge. Halliford, it seemed, was deserted, and several of the houses facing the river were on fire. It was strange to see the place quite tranquil, quite desolate under the hot blue sky, with the smoke and little threads of flame going straight up into the heat of the afternoon. Never before had I seen houses burning without the accompaniment of an obstructive crowd. A little farther on the dry reeds up the bank were smoking and glowing, and a line of fire inland was marching steadily across a late field of hay.

For a long time I drifted, so painful and weary was I after the violence I had been through, and so intense the heat upon the water. Then my fears got the better of me again, and I resumed my paddling. The sun scorched my bare back. At last, as the bridge at Walton was coming into sight round the bend, my fever and faintness overcame my fears, and I landed on the Middlesex bank and lay down, deadly sick, amid the long grass. I suppose the time was then about four or five o'clock. I got up presently, walked perhaps half a mile without meeting a soul, and then lay down again in the shadow of a hedge. I seem to remember talking, wanderingly, to myself during that last spurt. I was also very thirsty, and bitterly regretful I had drunk no more water. It is a curious thing that I felt angry with my wife; I cannot account for it, but my impotent desire to reach Leatherhead worried me excessively.

I do not clearly remember the arrival of the curate, so that probably I dozed. I became aware of him as a seated figure in soot-smudged shirt sleeves, and with his upturned, clean- shaven face staring at a faint flickering that danced over the sky. The sky was what is called a mackerel sky--rows and rows of faint down-plumes of cloud, just tinted with the midsummer sunset.

I sat up, and at the rustle of my motion he looked at me quickly.

“Have you any water?” I asked abruptly.

He shook his head.

“You have been asking for water for the last hour,” he said.

For a moment we were silent, taking stock of each other. I dare say he found me a strange enough figure, naked, save for my water-soaked trousers and socks, scalded, and my face and shoulders blackened by the smoke. His face was a fair weakness, his chin retreated, and his hair lay in crisp, almost flaxen curls on his low forehead; his eyes were rather large, pale blue, and blankly staring. He spoke abruptly, looking vacantly away from me.

“What does it mean?” he said. “What do these things mean?”

I stared at him and made no answer.

He extended a thin white hand and spoke in almost a complaining tone.

“Why are these things permitted? What sins have we done? The morning service was over, I was walking through the roads to clear my brain for the afternoon, and then--fire, earthquake, death! As if it were Sodom and Gomorrah! All our work undone, all the work---- What are these Martians?”

“What are we?” I answered, clearing my throat.

He gripped his knees and turned to look at me again. For half a minute, perhaps, he stared silently.

“I was walking through the roads to clear my brain,” he said. “And suddenly--fire, earthquake, death!”

He relapsed into silence, with his chin now sunken almost to his knees.

Presently he began waving his hand.

“All the work--all the Sunday schools---- What have we done--what has Weybridge done? Everything gone--every- thing destroyed. The church! We rebuilt it only three years ago. Gone! Swept out of existence! Why?”

Another pause, and he broke out again like one demented.

“The smoke of her burning goeth up for ever and ever!” he shouted.

His eyes flamed, and he pointed a lean finger in the direction of Weybridge.

By this time I was beginning to take his measure. The tremendous tragedy in which he had been involved--it was evident he was a fugitive from Weybridge--had driven him to the very verge of his reason.

“Are we far from Sunbury?” I said, in a matter-of-fact tone.

“What are we to do?” he asked. “Are these creatures every- where? Has the earth been given over to them?”

“Are we far from Sunbury?”

“Only this morning I officiated at early celebration----”

“Things have changed,” I said, quietly. “You must keep your head. There is still hope.”

“Hope!”

“Yes. Plentiful hope--for all this destruction!”

I began to explain my view of our position. He listened at first, but as I went on the interest dawning in his eyes gave place to their former stare, and his regard wandered from me.

“This must be the beginning of the end,” he said, interrupting me. “The end! The great and terrible day of the Lord! When men shall call upon the mountains and the rocks to fall upon them and hide them--hide them from the face of Him that sitteth upon the throne!”

I began to understand the position. I ceased my laboured reasoning, struggled to my feet, and, standing over him, laid my hand on his shoulder.

“Be a man!” said I. “You are scared out of your wits! What good is religion if it collapses under calamity? Think of what earthquakes and floods, wars and volcanoes, have done before to men! Did you think God had exempted Weybridge? He is not an insurance agent.”

For a time he sat in blank silence...

8TH Grade Literature Bellringers

Question 1

The H.G. Wells book is set in England in the 1900s, while the 2005 version of the movie is set in modern day in the United States. Why do you think there was a difference in the settings?

- a. H.G. Wells was an English author writing about places he knew.
- b. The 2005 movie was made by Americans for primarily American audiences.
- c. Both a and b.

Answer:

Question #1 has to do with visual and other elements of a filmed story. What are some things to remember about this type of question?

Question 2

What does the underlined word “parboiled” mean on the first page of the passage?

- a. Boiled briefly
- b. Overcooked
- c. Barbequed

Answer:

Question 3

What does the underlined word “curate” mean on the first page of the passage?

- a. Welder
- b. Clergyman
- c. Cook

Answer:

8TH Grade Literature Bellringers

Question 1

What does the dialogue reveal about the curate?

- a. He is strong in his faith.
- b. His faith has been shaken.
- c. Nothing about his faith is revealed.

Answer:

Question 2

What does the narrator say is odd about seeing the houses on fire?

- a. There is total hysteria surrounding the homes.
- b. The Martians are attracted to the fires.
- c. Things are calm and quiet all around the homes.

Answer:

Question 3

What does the underlined word “flaxen” mean in the passage on the second page?

- a. A pale straw color.
- b. A bright yellow color.
- c. A dark brown color.

Answer:

Question #1 has to do with how particular elements of the story interact. What are some things to remember about this type of question?

8TH Grade Literature Bellringers

Question 1

What does the narrator’s comment about God not being an insurance agent reveal about him?

- a. He can still maintain a sense of humor in a stressful situation.
- b. He doesn’t like insurance agents.
- c. He respects the opinion of the curate.

Answer:

Question 2

Contrast the narrator’s reaction to the events he has witnessed to the curate’s reaction.

- a. The narrator is logical and the curate is shaken.
- b. The narrator is shaken and the curate is logical.
- c. The curate is trying to calm the narrator.

Answer:

Question 3

What is the meaning of the word “demented” on the second page of the passage?

- a. Angry
- b. Insane
- c. Uptight

Answer:

Question #1 has to do with point of view. What are some things to remember about this type of question?

8TH Grade Literature Bellringers

Question 1

What is the Bible story that the curate references when he sees the destruction caused by the Martians?

- a. Noah and the ark
- b. Moses and the burning bush
- c. Sodom and Gomorrah

Answer:

Question 2

How did the narrator escape the destruction?

- a. He found a boat that he used to get away.
- b. He found a horse that he rode to safety.
- c. He hid in the woods until the Martians passed.

Answer:

Question 3

What is the first thing the narrator asks of the curate?

- a. He asks if shelter is nearby.
- b. He asks for food.
- c. He asks for water.

Answer:

Question #1 has to do with how a modern work of fiction draws on theme, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible. What are some things to remember about this type of question?

8TH Grade Literature Bellringers

Story: War of the Worlds – Part 4

So you understand the roaring wave of fear that swept through the greatest city in the world just as Monday was dawning--the stream of flight rising swiftly to a **torrent**, lashing in a foaming **tumult** round the railway stations, banked up into a horrible struggle about the shipping in the Thames, and hurrying by every available channel northward and east- ward. By ten o'clock the police organisation, and by midday even the railway organisations, were losing coherency, losing shape and efficiency, guttering, softening, running at last in that swift liquefaction of the social body.

All the railway lines north of the Thames and the South- Eastern people at Cannon Street had been warned by midnight on Sunday, and trains were being filled. People were fighting savagely for standing-room in the carriages even at two o'clock. By three, people were being trampled and crushed even in Bishopsgate Street, a couple of hundred yards or more from Liverpool Street station; revolvers were fired, people stabbed, and the policemen who had been sent to direct the traffic, exhausted and infuriated, were breaking the heads of the people they were called out to protect.

And as the day advanced and the engine drivers and stokers refused to return to London, the pressure of the flight drove the people in an ever-thickening multitude away from the stations and along the northward-running roads. By mid- day a Martian had been seen at Barnes, and a cloud of slowly sinking black vapour drove along the Thames and across the flats of Lambeth, cutting off all escape over the bridges in its sluggish advance. Another bank drove over Ealing, and surrounded a little island of survivors on Castle Hill, alive, but unable to escape.

After a fruitless struggle to get aboard a North-Western train at Chalk Farm--the engines of the trains that had loaded in the goods yard there **PLOUGHED** through shrieking people, and a dozen **stalwart** men fought to keep the crowd from crushing the driver against his furnace--my brother emerged upon the Chalk Farm road, dodged across through a hurrying swarm of vehicles, and had the luck to be foremost in the **sack** of a cycle shop. The front tire of the machine he got was punctured in dragging it through the window, but he got up and off, notwithstanding, with no further injury than a cut wrist. The steep foot of Haverstock Hill was impassable owing to several overturned horses, and my brother struck into Belsize Road.

So he got out of the fury of the panic, and, skirting the Edgware Road, reached Edgware about seven, fasting and wearied, but well ahead of the crowd. Along the road people were standing in the roadway, curious, wondering. He was passed by a number of cyclists, some horsemen, and two motor cars. A mile from Edgware the rim of the wheel broke, and the machine became unridable. He left it by the roadside and trudged through the village. There were shops half opened in the main street of the place, and people crowded on the pavement and in the doorways and windows, staring astonished at this extraordinary procession of fugitives that was beginning. He succeeded in getting some food at an inn.

For a time he remained in Edgware not knowing what next to do. The flying people increased in number. Many of them, like my brother, seemed inclined to loiter in the place. There was no fresh news of the invaders from Mars.

At that time the road was crowded, but as yet far from congested. Most of the fugitives at that hour were mounted on cycles, but there were soon motor cars, hansom cabs, and carriages hurrying along, and the dust hung in heavy clouds along the road to St. Albans.

It was perhaps a vague idea of making his way to Chelmsford, where some friends of his lived, that at last induced my brother to strike into a quiet lane running eastward. Presently he came upon a stile, and, crossing it, followed a footpath northeastward. He passed near several farmhouses and some little places whose names he did not learn. He saw few fugitives until, in a grass lane towards High Barnet, he happened upon two ladies who became his fellow travellers. He came upon them just in time to save them.

He heard their screams, and, hurrying round the corner, saw a couple of men struggling to drag them out of the little pony-chaise in which they had been driving, while a third with difficulty held the frightened pony's head. One of the ladies, a short woman dressed in white, was simply screaming; the other, a dark, slender figure, slashed at the man who gripped her arm with a whip she held in her disengaged hand.

My brother immediately grasped the situation, shouted, and hurried towards the struggle. One of the men desisted and turned towards him, and my brother, realising from his antagonist's face that a fight was unavoidable, and being an expert boxer, went into him forthwith and sent him down against the wheel of the chaise.

It was no time for pugilistic chivalry and my brother laid him quiet with a kick, and gripped the collar of the man who pulled at the slender lady's arm. He heard the clatter of hoofs, the whip stung across his face, a third antagonist struck him between the eyes, and the man he held wrenched himself free and made off down the lane in the direction from which he had come.

Partly stunned, he found himself facing the man who had held the horse's head, and became aware of the chaise receding from him down the lane, swaying from side to side, and with the women in it looking back. The man before him, a burly rough, tried to close, and he stopped him with a blow in the face. Then, realising that he was deserted, he dodged round and made off down the lane after the chaise, with the sturdy man close behind him, and the fugitive, who had turned now, following remotely.

Suddenly he stumbled and fell; his immediate pursuer went headlong, and he rose to his feet to find himself with a couple of antagonists again. He would have had little chance against them had not the slender lady very pluckily pulled up and returned to his help. It seems she had had a revolver all this time, but it had been under the seat when she and her companion were attacked. She fired at six yards' distance, narrowly missing my brother. The less courageous of the robbers made off, and his companion followed him, cursing his cowardice. They both stopped in sight down the lane, where the third man lay insensible.

"Take this!" said the slender lady, and she gave my brother her revolver.

“Go back to the chaise,” said my brother, wiping the blood from his split lip.

She turned without a word--they were both panting--and they went back to where the lady in white struggled to hold back the frightened pony.

The robbers had evidently had enough of it. When my brother looked again they were retreating.

“I’ll sit here,” said my brother, “if I may”; and he got upon the empty front seat. The lady looked over her shoulder.

“Give me the reins,” she said, and laid the whip along the pony’s side. In another moment a bend in the road hid the three men from my brother’s eyes.

So, quite unexpectedly, my brother found himself, panting, with a cut mouth, a bruised jaw, and bloodstained knuckles, driving along an unknown lane with these two women.

8TH Grade Literature Bellringers

Question 1

What is one of the themes of this section?

- a. You can only rely on yourself in a disaster.
- b. Disaster can bring out the best and worst in people.
- c. Stealing from rich people can turn a profit.

Answer:

Question #1 has to do with determining the theme of and/or summarizing the story. What are some things to remember about themes and summaries?

Question 2

What is the meaning of the underlined word “torrent” in the first paragraph?

- a. Rush
- b. Trickle
- c. Drop

Answer:

Question 3

What is the meaning of the underlined word “tumult” in the first paragraph?

- a. Stillness
- b. Riot
- c. Insult

Answer:

8TH Grade Literature Bellringers

Question 1

Why does the narrator say his brother can handle himself in the confrontation with the other men?

- a. He is an expert street fighter.
- b. He is an expert boxer.
- c. He is an expert wrestler.

Answer:

Question 2

What is the meaning of the underlined word “stile” on the second page of the passage?

- a. Steps for passing over a wall
- b. A hole in a wall
- c. A bridge

Answer:

Question 3

What is the meaning of the underlined word “pluckily” on the second page of the passage?

- a. Shyly
- b. Quietly
- c. Bravely

Answer:

Question #1 has to do with what the text says explicitly as well as inferences drawn from the text.

What are some things to remember about differences between the two?

8TH Grade Informational Text Bellringers

Story: *The Teddy Bear*

History

The name Teddy Bear comes from former United States President Theodore Roosevelt, who was commonly known as "Teddy" (though he loathed being referred to as such^[3]). The name originated from an incident on a bear hunting trip in Mississippi in November 1902, to which Roosevelt was invited by Mississippi Governor Andrew H. Longino. There were several other hunters competing, and most of them had already killed an animal. A suite of Roosevelt's attendants, led by Holt Collier,^[4] cornered, clubbed, and tied an American Black Bear to a willow tree after a long exhausting chase with hounds. They called Roosevelt to the site and suggested that he should shoot it. He refused to shoot the bear himself, deeming this unsportsmanlike, but instructed that the bear be killed to put it out of its misery,^{[5][6]} and it became the topic of a political cartoon by Clifford Berryman in *The Washington Post* on November 16, 1902.^[7] While the initial cartoon of an adult black bear lassoed by a handler and a disgusted Roosevelt had symbolic overtones, later issues of that and other Berryman cartoons made the bear smaller and cuter.^[8]

Morris Michtom saw the drawing of Roosevelt and was inspired to create a new toy. He created a little stuffed bear cub and put it in his shop window with a sign that read "Teddy's bear," after sending a bear to Roosevelt and receiving permission to use his name. The toys were an immediate success and Michtom founded the Ideal Novelty and Toy Co.^[6]

At the same time in Germany, the Steiff firm, unaware of Michtom's bear, produced a stuffed bear from Richard Steiff's designs. Steiff exhibited the toy at the Leipzig Toy Fair in March 1903, where it was seen by Hermann Berg, a buyer for George Borgfeldt & Company in New York. He ordered 3000 to be sent to the United States.^[9] Although Steiff's records show that the bears were produced, they are not recorded as arriving in America, and no example of the type, "55 PB", has ever been seen, leading to the story that the bears were shipwrecked. However, the story is disputed - Gunther Pfiesser notes that it was only recorded in 1953 and says it is more likely that the 55 PB was not sufficiently durable to survive until the present day.^[10] Although Steiff and Michtom were both making teddy bears at around the same time, neither would have known of the other's creation due to poor transatlantic communication.^[7]

By 1906 manufacturers other than Michtom and Steiff had joined in and the craze for "Roosevelt Bears" was such that ladies carried them everywhere, children were photographed with them, and Roosevelt used one as a mascot in his bid for re-election.

American educator Seymour Eaton wrote the children's book series *The Roosevelt Bears*,^[11] while composer John Bratton wrote "The Teddy Bear Two Step" which, with the addition of Jimmy Kennedy's lyrics, became the song "The Teddy Bears' Picnic".

Early teddy bears were made to look like real bears, with extended snouts and beady eyes. Modern teddy bears tend to have larger eyes and foreheads and smaller noses, babylike features that enhance

the toy's cuteness. Teddy bears are also manufactured to represent different species of bear, such as polar bears and grizzly bears, as well as pandas.

While early teddy bears were covered in tawny mohair fur, modern teddy bears are manufactured in a wide variety of commercially available fabrics, most commonly synthetic fur, but also velour, denim, cotton, satin and canvas.

Commercial

Commercially made, mass-produced teddy bears are predominantly made as toys for children. These bears have safety joints for attaching arms, legs, and heads. They must have securely fastened eyes that do not pose a choking hazard for small children. These "plush" bears must meet a rigid standard of construction in order to be marketed to children in the United States and in the European Union.

There are also companies, like Steiff, that sell handmade collectible bears that can be purchased in stores or over the Internet. The majority of teddy bears are manufactured in countries such as China and Indonesia. A few small, single-person producers in the United States make unique, non-mass-produced teddy bears. In the United Kingdom one small, traditional teddy bear company remains, Meerythought, which was established in 1930.^[12] Mohair, the fur shorn or combed from a breed of long haired goats, is woven into cloth, dyed and trimmed. Alpaca teddy bears are made from the pelt of an alpaca because the fiber is too soft to weave. In addition to mohair and alpaca, there is a huge selection of "plush" or synthetic fur made for the teddy bear market. Both these types of fur are commercially produced.

Amateur

Teddy bears are a favourite form of soft toy for amateur toy makers, with many patterns commercially produced or available online. Many "teddies" are home-made as gifts or for charity, while "teddy bear artists" often create "teddies" for retail, decorating them individually with commercial and recycled ornaments such as sequins, beads and ribbons. Sewn teddy bears are made from a wide range of materials including felt, cotton and velour. While many are stitched, others are made from yarn, either knitted or crocheted. Teddy bears are also made of plywood and a range of other craft materials.

Antiques

Michtom's jointed mohair "Teddy's bear" was very popular when first designed and remains so with collectors today. Fake bears look suspiciously new and unhandled: their noses are unworn, and their seams may be thick and uneven. All Ideal bears have jointed hips, necks, and shoulders. Early examples have a characteristic "American football" shape and are mostly made of short, gold or beige mohair plush with matching felt paws, and distinctive, sharply pointed foot pads. They have shoe-button or glass eyes, and the fur around the muzzle may be shorn. Later bears were made in a large variety of colours and types - for example, pandas - and had longer fur.

Other collectible bears include ones by the Knickerbocker Toy Co. (active 1924-5) in New York, which are clearly marked with a label in the front seam. Similar to many early American bears, Knickerbocker bears usually have long bodies, small feet, and short, straight arms and legs. Their later

bears can be recognized by their large inverted ears and big noses. Other collectible bears include Gund Manufacturing Co. (est. 1898), now in New York, and “Hershey’s bears”, which were designed to promote The Hershey Company’s chocolate bars.^[13]

Impact

Retail sales of stuffed plush animals including teddy bears was \$1.3 billion in 2006.^[14] The most commonly sold brands include Gund and Ty Inc. Brands associated with teddy bears that enjoyed strong popularity in the 1980s and 1990s are Teddy Ruxpin and Care Bears.

Teddy bears have seen a resurgence in popularity as international "do-it-yourself" chains have opened. Among the largest and best-known are Build-A-Bear Workshop and Vermont Teddy Bear Company.

Some popular mass-marketed teddy bears made today include Rupert, Sooty, Paddington, and Pudsey Bear. Books have also been written with the teddy bear featured as their main character. These include Winnie-the-Pooh, Corduroy, Teddy Tells Time, and Teddy Dressing.

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Excerpt from Wikipedia, the free encyclopedia

8TH Grade Informational Text Bellringers

Question 1

What real life event inspired the naming of the teddy bear?

- a. A hunting trip by Teddy Roosevelt
- b. A campaign speech by Teddy Roosevelt
- c. A press release by Teddy Roosevelt

Answer:

Question 2

Who was the author of the political cartoon depicting Roosevelt that is referenced in the passage?

- a. Holt Collier
- b. Clifford Berryman
- c. Richard Steiff

Answer:

Question 3

What is the meaning of the word “lassoed” in the first paragraph of the passage?

- a. Hunted with a weapon
- b. Captured with a rope
- c. Hidden in the brush

Answer:

Question #1 has to do with what the text says explicitly as well as inferences drawn from the text. What are some things to remember about the differences between the two?

8TH Grade Informational Text Bellringers

Question 1

What is the central idea of the “Commercial” section of the passage?

- a. Teddy bears are produced as collectibles for a specific group of people.
- b. Teddy bears are commercially produced as toys using a variety of materials.
- c. Teddy bears are produced by individuals to sell on the internet.

Answer:

Question #1 has to do with determining central ideas of and/or summarizing the story. What are some things to remember about central ideas and summaries?

Question 2

What is the meaning of the underlined word “exhibited” on the first page of the passage?

- a. Sold
- b. Disguised
- c. Showed

Answer:

Question 3

How many Steiff stuffed bears were reportedly sent to the United States?

- a. 1000
- b. 2000
- c. 3000

Answer:

8TH Grade Informational Text Bellringers

Question 1

According to the passage, one similarity between bears produced commercially and by amateurs is that

- a. They are both used as gifts.
- b. They are both used as toys.
- c. They are not similar in any way.

Answer:

Question 2

The passage defines mohair as a type of hair from:

- a. Horses
- b. Goats
- c. Alpacas

Answer:

Question 3

What is the meaning of the underlined word “transatlantic” located in the first page of the passage?

- a. Across the Atlantic Ocean
- b. Under the Atlantic Ocean
- c. Through the Atlantic Ocean

Answer:

Question #1 has to do with how particular elements of the story interact. What are some things to remember about this type of question?

8TH Grade Informational Text Bellringers

Question 1

What is the meaning of the underlined word “mascot” located on the second page of the passage?

- a. Updated article
- b. Underlying theme
- c. Symbolic figure

Answer:

Question #1 has to do with determining the meaning of words as well as analyzing the impact of words on the story. What are some things to remember about this type of question?

Question 2

What is the meaning of the underlined word “predominantly” located on the second page of the passage?

- a. Occasionally
- b. Mainly
- c. Never

Answer:

Question 3

What is the meaning of the underlined word “resurgence” located on the third page of the passage?

- a. Falling into obscurity
- b. Maintaining current interest
- c. Rising again into notice

Answer:

8TH Grade Informational Text Bellringers

Question 1

How does the author address the conflicting reports of who is credited as the inventor of the stuffed bear?

- a. The author supports the report that Morris Michtom invented the stuffed bear.
- b. The author supports the report that Richard Steiff invented the stuffed bear.
- c. The author acknowledges that both bear makers were unaware of each other due to poor communications.

Answer:

Question #1 has to do with point of view and conflicting viewpoints. What are some things to remember about this type of question?

Question 2

What does the passage list as the retail sales of teddy bears in 2006?

- a. 1.3 billion dollars
- b. 1.3 million dollars
- c. 130,000 dollars

Answer:

Question 3

What is the meaning of the underlined word “synthetic” on the second page of the passage?

- a. Produced organically
- b. Produced artificially
- c. Homemade

Answer:

8TH Grade Informational Text Bellringers

Story: Crayola

Summary

Crayola is a brand of artists' supplies manufactured by Crayola LLC (formerly Binney & Smith Company) and best known for its crayons. The company is based in Forks Township, Northampton County, Pennsylvania. Originally an industrial pigment supply company, Crayola soon shifted its focus to art products for home and school use, beginning with chalk, then crayons, followed later by colored pencils, markers, paints, modeling clay, and other related goods. All Crayola-branded products are marketed as nontoxic and safe for use by children. Most Crayola crayons are made in the United States.^[2]

The company also produces Silly Putty and a line of professional art products under the Portfolio Series brand.

Crayola LLC claims the Crayola brand has 99% name recognition in U.S. consumer households, and says its products are sold in over 80 countries.^[3]

History

The company was founded by cousins Edwin Binney and C. Harold Smith in New York City in 1885 as Binney & Smith. Initial products were colorants for industrial use, including red iron oxide pigments used in barn paint and carbon black chemicals used for making tires black and extending their useful lifespan.^[4] Binney & Smith's new process of creating inexpensive black colorants was entered into the chemistry industries competition at the 1900 Paris Exposition under the title "carbon gas blacks, lamp or oil blacks, 'Peerless' black" and earned the company a gold medal award in chemical and pharmaceutical arts.^{[5][6]} Also in 1900, the company added production of slate school pencils. Binney's experimentation with industrial materials, including slate waste, cement, and talc, led to the invention of the first dustless white chalk, for which the company won a gold medal at the 1904 St. Louis World's Fair.^[6]

In 1902, Binney & Smith developed and introduced the Staonal marking crayon. Then Edwin Binney, working with his wife, Alice Stead Binney, developed his own famous product line of wax crayons beginning on 10 June 1903,^[7] which it sold under the brand name "Crayola." The Crayola name was coined by Alice Binney, wife of company founder Edwin and a former schoolteacher. It comes from "craie", French for "chalk," and "ola" for "oleaginous", or "oily."^{[6][8]} Crayola introduced its crayons not with one box, but with a full product line. By 1905, the line had expanded to offering 18 different-sized crayon boxes^[9] with five different-sized crayons, only two of which survive today – the "standard size" (a standard sized Crayola crayon is 3 $\frac{3}{8}$ " × 5/16") and the "large size" (large sized crayola crayons are 4" × 7/16"). The product line offered crayon boxes containing 6, 7, 8, 12, 14, 16, 18, 24, 28, or 30 different color crayons. Some of these boxes were targeted for artists and

contained crayons with no wrappers, while others had a color number printed on the wrapper that corresponded to a number on a list of color names printed inside the box lid, but some boxes contained crayons with their color names printed on their wrappers.

The Rubens Crayola line, started in 1903 (not in the 1920s, as claimed by some sources),^[10] was directly targeted at artists and designed to compete with the Raphael brand of crayons from Europe. The crayon boxes sold from five cents for a No.6 Rubens box containing six different-colored crayons to \$1.50 for the No. 500 Rubens Special Artists and Designers Crayon box containing 24 different-colored, larger (4¼" × 1½") crayons.^[11]

In April 1904 at the St. Louis World's Fair, Binney & Smith won the Gold Medal for their An-Du-Septic dustless chalk.^[12] Subsequently, Crayola used the opportunity to develop a new packaging strategy by emphasizing their gold medal on the front of many of their products and crayon boxes. This strategy turned out to be so successful and recognizable to their brand that they phased out nearly all of their other Crayola line box designs to adapt to the gold medal format, which appeared on their packaging for the next 50-plus years.



Progression from the Original 6 color Rubens Crayola box to its replacement, the Crayola No 6 box

In 1905, the prototype offering of their new No. 8 crayon box (with eight crayons) featured a copy from the side of the medal with an eagle on it. This was changed to the other side of the Binney & Smith purchased the Munsell Color Company crayon product line in 1926, and inherited 22 new colors, 11 in the maximum and 11 in the middle hue ranges.^{[13][14]} They retained the Munsell name on products such as "Munsell-Crayola" and "Munsell-Perma" until 1934, and then incorporated their colors into their own Crayola Gold Medal line of boxes.^[15]

In 1939, Crayola, by combining its existing crayon colors with the Munsell colors, introduced its largest color assortment product to date; a "No. 52 Drawing Crayon 52 Color Assortment", which was retired by the 1944 price list.

In 1949, Crayola introduced the "Crayola No. 48" containing 48 color crayons in a non-peggable floor box.

Further expansion took place in 1958 with the introduction of the 64-color pack that included the company's first crayon sharpener built into the box.^[16] The 64-color box was called "a watershed" moment in the history of the Crayola crayon by Smithsonian National Museum of American History curator David Shayt.^{[17] [18]}

The corporation became a publicly traded company under the symbol BYB on the American Stock Exchange in 1963, and later moved to the New York Stock Exchange under the same symbol in 1978.^[4]

In 1977, Binney & Smith acquired the rights to Silly Putty, a stretchy bouncy toy.^[19] Crayola markers were introduced in 1978 to coincide with the 75th anniversary of Crayola crayons. In 1984, the company was acquired by Hallmark Cards, a privately held corporation. Colored pencils and a line of washable markers were added in 1987.^[4]

Crayola Crayons were inducted into the National Toy Hall of Fame at The Strong in Rochester, New York, in 1998. In the same year, the Crayola Factory opened.

On January 1, 2007, Binney & Smith became Crayola LLC, to improve Crayola branding as part of Hallmark.^{[1][3]}

In 2011, My First Crayola was launched. Products include triangular crayons and flat-tipped markers.

Crayons

As the size of Crayola crayon packs increased from the original 1903 crayon packs, the variety of colors available has also increased — reaching 120 colors by 1998. Since 1998, new colors have been added, but always replacing existing colors. In all, 13 colors have been retired, bringing the total number of regular colors produced since 1958 to 133. The list below is shown in list of crayola crayon colors.

The 13 officially retired crayon colors are "Blue Gray", "Lemon Yellow", "Orange Red", "Orange Yellow", "Violet Blue", "Maize", "Green Blue", "Raw Umber", "Thistle", "Blizzard Blue", "Mulberry", "Teal Blue", and "Magic Mint"

Crayola crayon packs vary in package counts of just a few crayons sold to establishments such as hotels and restaurants, to hand out to their young guests^[20] to 832-crayon "Classpack" bulk boxes marketed to schools.^[21] The colors contained in a package have ranged from two to 200 (although a 200-color package includes "special effect" crayons such as glitters, neons, etc.). The most common retail packages are multiples of eight, with 8, 16, 24, 48, 64, 96, and 120 packs being marketed today.^{[22][23][24]} A 150-crayon pack featuring a plastic telescope-like case was introduced in 2006, and includes 118 regular color crayons, 16 glitter crayons, and 16 "Metallic FX" crayons, as well as a built-in sharpener at the apex of the tower.^[25]

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8TH Grade Informational Text Bellringers

Question 1

What is this passage's role in the excerpt?

"Binney & Smith's new process of creating inexpensive black colorants was entered into the chemistry industries competition at the 1900 Paris Exposition under the title "carbon gas blacks, lamp or oil blacks, 'Peerless' black" and earned the company a gold medal award in chemical and pharmaceutical arts.^{[5][6]} Also in 1900, the company added production of slate school pencils. Binney's experimentation with industrial materials, including slate waste, cement, and talc, led to the invention of the first dustless white chalk, for which the company won a gold medal at the 1904 St. Louis World's Fair.^[6]"

Question #1 has to do with analyzing a text's form and meaning. What are some things to remember about this type of question?

- a. To show how Binney & Smith's company moved from making industrial to school products.
- b. To show how Binney & Smith's company developed their label with a gold medal.
- c. Both a and b

Answer:

Question 2

What is the word "Crayola" derived from?

- a. It is the maiden name of Alice Binney, wife of the company's co-founder.
- b. It is from "craie", French for "chalk," and "ola" for "oleaginous", or "oily".
- c. Binney & Smith made up the name in a secret meeting.

Answer:

Question 3

What is the meaning of the word "prototype" on the second page of the passage?

- a. Something that copies are made from
- b. Complex substances that make up a cell
- c. Records of a diplomatic conference

Answer:

8TH Grade Informational Text Bellringers

Question 1

How does the photograph of the different crayon box types support the text?

- a. It shows a pictorial representation of the text.
- b. It shows the how crayons looked in the early 1900s.
- c. It does not support the text.

Answer:

Question #1 has to do with evaluating different mediums. What are some things to remember about this type of question?

Question 2

Evaluate the following statement:

According to this passage, most Crayola crayons are made in the United States.

- a. True
- b. False
- c. No information is given about this topic.

Answer:

Question 3

Crayola claims it has _____ percent name recognition in United States households.

- a. 25
- b. 50
- c. 99

Answer:

8TH Grade Informational Text Bellringers

Story: Lacrosse

Lacrosse is a team sport of Native American origin played using a small rubber ball and a long-handled stick called a crosse or lacrosse stick. It is a contact sport which requires padding such as shoulder pads, gloves, helmets, elbow pads, and sometimes rib guards. The head of the lacrosse stick is strung with loose mesh designed to catch and hold the lacrosse ball and can also be strung with hard mesh... The sport has four major types: men's field lacrosse, women's lacrosse, box lacrosse and intercrosse.

History

Lacrosse, a relatively popular team sport in the Americas, may have developed as early as AD 1100.^{[1][2]} By the seventeenth century it was well-established and had been documented by Jesuit priests, although the game has undergone many modifications since that time. In the traditional aboriginal Canadian version, each team consisted of about 100 to 1,000 men on a field that stretched from about 500 meters to 3 kilometers long.^[3] These lacrosse games lasted from sunup to sundown for two to three days straight. These games were played as part of ceremonial ritual to give thanks to the master.^[4]

Lacrosse played a significant role in the community and religious life of tribes across the continent for many years. Early lacrosse was characterized by deep spiritual involvement, befitting the spirit of combat in which it was undertaken. Those who took part did so in the role of warriors, with the goal of bringing glory and honor to themselves and their tribes.^[5] The game was said to be played "for the Creator" or was referred to as "The Creator's Game."

The French Jesuit missionary Jean de Brébeuf saw Iroquois tribesmen play it in 1637 and was the first European to write about the game.^[6] He called it *la crosse* ("the stick"). Some say the name originated from the French term for field hockey, *le jeu de la crosse*.^[7] Others suggest that it was named after the *crozier*, a staff carried by bishops that bears a similarity to the sticks used in the sport.^[8]

In 1856, William George Beers, a Canadian dentist, founded the Montreal Lacrosse Club. In 1867 he codified the game, shortening the length of each game and reducing the number of players to twelve per team.^[3] ...

In the United States, lacrosse during the 1900s had primarily been a regional sport centered in and around the East... In the last half of the 20th century, the sport continued further growth west of this region in smaller areas, including the Midwest... In the first decade of the year 2000, the sport has continued to grow in large numbers nationwide. Lacrosse is currently the fastest growing sport in the Midwest. Lacrosse is popular all across Canada...

The sport has gained increasing visibility in the media, with a growth of college, high school, and youth programs throughout the country. The NCAA Men's Lacrosse Championship has very high attendance numbers in respect to NCAA tournaments. The growth of lacrosse was also facilitated by the introduction of plastic stick heads in the 1970s by Baltimore-based STX. This innovation reduced the

weight and cost of the lacrosse stick. It also allowed for faster passes and game play than traditional wooden sticks.

Up until the 1930s, all lacrosse was played on large fields outdoors. The owners of Canadian hockey arenas invented a reduced version of the game, called box lacrosse, as a means to make more profit from their arena investments. In a relatively short period of time, box lacrosse became the dominant form of the sport in Canada, in part due to the severe winter weather that limited outdoor play...

Types of play

Field lacrosse

There are ten players on each team: three attack, three midfielders, three defenders and a goalie.

Each player carries a lacrosse stick (or crosse). A "short crosse" (or "short stick") measures between 40 inches (1.0 m) and 42 inches (1.1 m) long (head and shaft together) and is typically used by attackers or midfielders. A maximum of four players per team may carry a "long crosse" (sometimes called "long pole", "long stick" or "d-pole") which is 52 inches (1.3 m) to 72 inches (1.8 m) long; typically used by defenders or midfielders. The head of the crosse on both long and short crosses must be 6.5 inches (17 cm) or larger at its widest point. The throat of the lacrosse head for college must be at least 3 inches wide. There is no minimum width at its narrowest point in high school, the only provision is that the ball must roll out unimpeded. The designated goalkeeper is allowed to have a stick from 40 inches (1.0 m) to 72 inches (1.8 m) long and the head of a goalkeeper's crosse may measure up to 12 inches (30 cm) wide, significantly larger than field players' heads to assist in blocking shots.^{[10][11][12]}

Box lacrosse

Box lacrosse is played by teams of six on a hockey rink where the ice has been removed or covered by artificial turf. The enclosed playing area is called a box, in contrast to the open playing field of the traditional game.^[27] This version of the game was introduced in the 1930s to promote business for hockey arenas,^[28] and within several years had nearly supplanted field lacrosse in Canada.^[29]

...The goals in box lacrosse are much smaller than field lacrosse, traditionally 4 feet (1.2 m) wide by 4 feet (1.2 m) tall in box, and 4.6 feet (1.4 m) wide by 4 feet (1.2 m) tall in the NLL.^[30] Also, the goaltender wears much more protective padding,^[27] including a massive chest protector and armguard combination known as "uppers", large shin guards known as leg pads (both of which must follow strict measurement guidelines), and ice hockey-style masks or lacrosse helmets.^[32] Also, at the professional level, box lacrosse goaltenders often use traditional wooden sticks outside of the NLL, which does not allow wooden sticks. This makes Box Lacrosse faster and rougher than the traditional Field Lacrosse.

The style of the game is quick, accelerated by the close confines of the floor and a shot clock. The shot clock requires the attacking team to take a shot on goal within 30 seconds of gaining possession of the ball. In addition, players must advance the ball from their own defensive end to the offensive side of the floor within 10 seconds.^[27]

Box lacrosse is also a much more physical game. Since cross checking is legal in box lacrosse players wear rib pads in addition to the shoulder and elbow pads that field lacrosse players wear. Box lacrosse players wear a different type of helmet as well. The helmet they wear is a hockey helmet with a box lacrosse cage...

Women's lacrosse

The rules of women's lacrosse differ significantly from men's lacrosse, most notably by equipment and the degree of allowable physical contact.^[34] Women's lacrosse does not promote physical contact primarily because the only protective equipment worn for this sport is a mouth guard and face guard and sometimes thin gloves. Stick checking (if the head of the stick is below the shoulder only), and not body checking as in men's lacrosse, is permitted in women's lacrosse...

International lacrosse

Lacrosse has been played for the most part in Canada and the United States, with small but dedicated lacrosse communities in the United Kingdom and Australia. Recently, however, lacrosse has begun to flourish at an international level with the sport establishing itself in many new and far-reaching countries, particularly in Europe and east Asia...

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8TH Grade Informational Text Bellringers

Question 1

According to the passage, the growth of lacrosse was helped by which 1970s invention?

- a. The indoor arena
- b. The mouth guard
- c. The plastic lacrosse stick head

Answer:

Question 2

Who was the first European to write about the game of lacrosse?

- a. Jean de Brébeuf
- b. William George Beers
- c. An unnamed Baltimore inventor

Answer:

Question 3

What is the meaning of the underlined word “mesh” in the first paragraph of the passage?

- a. Colorful fabric
- b. Fabric of a net
- c. Canvas material

Answer:

Question #1 has to do with what the text says explicitly as well as inferences drawn from the text. What are some things to remember about the differences between the two?

8TH Grade Informational Text Bellringers

Question 1

What is a central idea of the “History” section of the passage?

- a. The sport of lacrosse was invented by French Jesuits in the Americas.
- b. The sport of lacrosse is based on a game played by Native Americans.
- c. The origin of the sport of lacrosse is an unknown entity.

Answer:

Question #1 has to do with determining central ideas of and/or summarizing the story. What are some things to remember about central ideas and summaries?

Question 2

Up until the _____, lacrosse was played on fields.

- a. 1930s
- b. 1940s
- c. 1950s

Answer:

Question 3

What was the occupation of William George Beers, the founder of the Montreal Lacrosse Club?

- a. A lawyer
- b. A banker
- c. A dentist

Answer:

8TH Grade Informational Text Bellringers

Question 1

What is the distinction made between field and box lacrosse?

- a. Field lacrosse is played in the Eastern United States, while box lacrosse is played in the Midwest.
- b. Field lacrosse is played only by men, while box lacrosse is played by men and women.
- c. Field lacrosse is played outdoors and box lacrosse is played in an arena.

Answer:

Question #1 has to do with how particular elements of the story interact. What are some things to remember about this type of question?

Question 2

What is the distinction made between men's and women's lacrosse?

- a. Women's lacrosse players wear less gear and allow less contact than men's lacrosse.
- b. Women's lacrosse players wear less gear and allow more contact than men's lacrosse.
- c. Women's lacrosse players wear more gear and allow more contact than men's lacrosse.

Answer:

Question 3

What is the meaning of the underlined word "aboriginal" in the second paragraph of the passage?

- a. Recently discovered
- b. First of its kind in a region
- c. Misunderstood

Answer:

8TH Grade Informational Text Bellringers

Story: Toothpaste

Toothpaste is a paste or gel dentifrice used with a toothbrush as an accessory to clean and maintain the aesthetics and health of teeth. Toothpaste is used to promote oral hygiene: it serves as an abrasive that aids in removing the dental plaque and food from the teeth, assists in suppressing halitosis, and delivers active ingredients (mainly fluoride) to help prevent tooth and gum disease (gingivitis).^[1] Most of the cleaning is achieved by the mechanical action of the toothbrush, and not by the toothpaste. Salt and sodium bicarbonate (baking soda) are among materials that can be substituted for commercial toothpaste. Toothpaste is not intended to be swallowed, but is generally not very harmful if accidentally swallowed in small amounts; however, one should seek medical attention after swallowing toothpaste containing fluoride.

Ingredients

In addition to 20–42% water, toothpastes are derived from a variety of components, including three main ones: abrasives, fluoride, and detergents.

Abrasives

Abrasives constitute at least 50% of a typical toothpaste. These insoluble particles help remove plaque from the teeth. The removal of plaque and calculus helps minimize cavities and periodontal disease. Representative abrasives include particles of aluminum hydroxide ($\text{Al}(\text{OH})_3$), calcium carbonate (CaCO_3), various calcium hydrogen phosphates, various silicas and zeolites, and hydroxyapatite ($\text{Ca}_5(\text{PO}_4)_3\text{OH}$).

Abrasives, like the dental polishing agents used in dentists' offices, also cause a small amount of enamel erosion which is termed "polishing" action. Some brands contain powdered white mica, which acts as a mild abrasive, and also adds a cosmetically pleasing glittery shimmer to the paste. The polishing of teeth removes stains from tooth surfaces, but has not been shown to improve dental health over and above the effects of the removal of plaque and calculus.^[2]

Fluorides

Fluoride in various forms is the most popular active ingredient in toothpaste to prevent cavities. Fluoride occurs in small amounts in plants, animals, and some natural water sources. The additional fluoride in toothpaste has beneficial effects on the formation of dental enamel and bones. Sodium fluoride (NaF) is the most common source of fluoride, but stannous fluoride (SnF_2), olafur (an organic salt of fluoride), and sodium monofluorophosphate ($\text{Na}_2\text{PO}_3\text{F}$) are also used. Stannous fluoride has been shown to be more effective than sodium fluoride in reducing the incidence of dental caries^[3] and controlling gingivitis...^[4]

Surfactants

Many, although not all, toothpastes contain sodium lauryl sulfate (SLS) or related surfactants (detergents). SLS is found in many other personal care products, as well, such as shampoo, and is mainly a foaming agent, which enables uniform distribution of toothpaste, improving its cleansing power.^[2]

Other components

Antibacterial agents

Triclosan, an antibacterial agent, is a common toothpaste ingredient in the United Kingdom. Triclosan or zinc chloride prevent gingivitis and, according to the American Dental Association, helps reduce tartar and bad breath.^{[1][5]} A 2006 review of clinical research concluded there was evidence for the effectiveness of 0.30% triclosan in reducing plaque and gingivitis.^[6]

Flavorants

Toothpaste comes in a variety of colors, and flavors intended to encourage use of the product. Three most common flavorants are peppermint, spearmint, and wintergreen. Toothpaste flavored with peppermint-anise oil is popular in the Mediterranean region. These flavors are provided by the respective oils, e.g. peppermint oil.^[2] More exotic flavors include anise, apricot, bubblegum, cinnamon, fennel, lavender, neem, ginger, vanilla, lemon, orange, and pine. More unusual flavors have been used, e.g. peanut butter, iced tea, and even whisky. Unflavored toothpastes exist.

Remineralizers

Hydroxyapatite nanocrystals and calcium phosphate are included in some formulations for remineralization,^[7] i.e. the reformation of enamel.

Miscellaneous components

Agents are added to suppress the tendency of toothpaste to dry into a powder. Included are various sugar alcohols, such as glycerol, sorbitol, or xylitol, or related derivatives, such as 1,2-propylene glycol and polyethyleneglycol.^[8] Strontium chloride or potassium nitrate is included in some toothpastes to reduce sensitivity. Sodium polyphosphate is added to minimize the formation of tartar.

Safety

Fluoride

Although water fluoridation has been praised as one of the top medical achievements of the 20th century,^[9] fluoride-containing toothpaste can be acutely toxic if swallowed in large amounts.^{[10][11]} The risk of using fluoride is low enough that the use of 'full-strength' toothpaste (1350-1500ppm fluoride) is advised for all ages (although smaller volumes are used for young children; a 'smear' of toothpaste until three years old).^[11] A major concern of dental fluorosis is for children under 12 months ingesting excessive fluoride through toothpaste. Several non-fluoride toothpastes are available.

Diethylene glycol

The inclusion of sweet-tasting but toxic diethylene glycol in Chinese-made toothpaste led to a several nation, multiple brand toothpaste recall in 2007.^[12] The world outcry made Chinese officials ban the practice of using diethylene glycol in toothpaste.^[13]

Miscellaneous issues and debates

With the exception of toothpaste intended to be used on pets such as dogs and cats, and toothpaste used by astronauts, most toothpaste is not intended to be swallowed, and doing so may cause nausea or diarrhea. 'Tartar fighting' toothpastes have been debated.^[14] Case reports of plasma cell gingivitis have been reported with the use of herbal toothpaste containing cinnamon.^[15] SLS has been proposed to increase the frequency of mouth ulcers in some people, as it can dry out the protective layer of oral tissues, causing the underlying tissues to become damaged.^[16]

Alteration of taste perception

After using toothpaste, orange juice and other juices have an unpleasant taste. This effect is attributed to products of the chemical reaction between stannous fluoride in toothpaste and the acetic acid in the juices.^[17] Sodium lauryl sulfate alters taste perception. It can break down phospholipids that inhibit taste receptors for sweetness, giving food a bitter taste. In contrast, apples are known to taste more pleasant after using toothpaste.^[18] Distinguishing between the hypotheses that the bitter taste of orange juice results from stannous fluoride or from sodium lauryl sulfate is still an unresolved issue and it is thought that the menthol added for flavor may also take part in the alteration of taste perception when binding to lingual cold receptors...

History

Early toothpastes

The Greeks, and then the Romans, improved the recipes for toothpaste by adding abrasives such as crushed bones and oyster shells.^[22] In the 9th century, the Persian musician and fashion designer Ziryab invented a type of toothpaste, which he popularized throughout Islamic Spain.^[23] The exact ingredients of this toothpaste are unknown,^[24] but it was reported to have been both "functional and pleasant to taste".^[23] It is not known whether these early toothpastes were used alone, were to be rubbed onto the teeth with rags, or were to be used with early toothbrushes, such as neem-tree twigs and *miswak*. Toothpastes or powders came into general use in the 19th century.

Tooth powder

Tooth powders for use with toothbrushes came into general use in the 19th century in Britain. Most were homemade, with chalk, pulverized brick, or salt as ingredients. A 1866 Home Encyclopedia recommended pulverized charcoal, and cautioned that many patented tooth powders that were commercially marketed did more harm than good...

Modern toothpaste

An 18th-century American and British toothpaste recipe called for burnt bread. Another formula around this time called for dragon's blood (a resin), cinnamon, and burnt alum.^[25]

By 1900, a paste made of hydrogen peroxide and baking soda was recommended for use with toothbrushes. Pre-mixed toothpastes were first marketed in the 19th century, but did not surpass the popularity of tooth-powder until World War I. In 1892, Doctor Washington Sheffield of New London, CT manufactured toothpaste into a collapsible tube, Dr. Sheffield's Creme Dentifrice. He had the idea after his son traveled to Paris and saw painters using paint from tubes. In York in 1896, Colgate & Company Dental Cream was packaged in collapsible tubes imitating Sheffield. The original collapsible toothpaste tubes were made of lead...^{[26][27]}

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8TH Grade Informational Text Bellringers

Question 1

What is the meaning of the underlined word “accessory” on the first page of the passage?

- a. A requirement necessary in order to complete a task.
- b. An object that adds to the effectiveness of something else.
- c. Something buried underneath another object.

Answer:

Question #1 has to do with determining the meaning of the words as well as analyzing the impact of words on the story.

What are some things to remember about this type of question?

Question 2

What is the meaning of the underlined word “calculus” on the first page of the passage?

- a. A hard mass
- b. A soft pillow
- c. A bright banner

Answer:

Question 3

What is the meaning of the underlined word “perception” on the third page of the passage?

- a. Awareness
- b. Deception
- c. Psychosis

Answer:

8TH Grade Informational Text Bellringers

Question 1

What is the viewpoint of the author regarding why orange juice tastes bad after brushing your teeth?

- a. The chemical reaction caused between stannous fluoride in toothpaste and the acetic acid in the juices causes the bad taste.
- b. Sodium lauryl sulfate alters taste perception. It can break down phospholipids that inhibit taste receptors for sweetness, giving food a bitter taste.
- c. The author presents both arguments as stated in a and b, but presents both these arguments as unproven.

Answer:

Question #1 has to do with point of view and conflicting viewpoints. What are some things to remember about this type of question?

Question 2

According to the passage, abrasives make up _____ percent of typical toothpastes.

- a. 25
- b. 50
- c. 75

Answer:

Question 3

What do surfactants do?

- a. Clean.
- b. Kill bacteria.
- c. Foam.

Answer:

8TH Grade Informational Text Bellringers

Question 1

How might this passage about an everyday subject have been improved with photos or video?

Question #1 has to do with evaluating different mediums. What are some things to remember about this type of question?

Question 2

What is the meaning of the underlined word “abrasives” on the third page of the passage?

- a. Substances used for smoothing or polishing.
- b. Liquids used for cleaning.
- c. Sticky substance.

Answer:

Question 3

The main purpose of adding fluoride to toothpaste is to:

- a. Reduce bacteria.
- b. Whiten teeth.
- c. Prevent cavities.

Answer:

8TH Grade Informational Text Bellringers

Story: Michael Jordan

Summary

Michael Jeffrey Jordan (born February 17, 1963), also known by his initials, MJ,^[1] is an American former professional basketball player, entrepreneur, and majority owner and chairman of the Charlotte Bobcats. His biography on the National Basketball Association (NBA) website states, "By acclamation, Michael Jordan is the greatest basketball player of all time."^[2] Jordan was one of the most effectively marketed athletes of his generation and was considered instrumental in popularizing the NBA around the world in the 1980s and 1990s.^[3]

After a three-season career at the University of North Carolina at Chapel Hill, where he was a member of the Tar Heels' national championship team in 1982, Jordan joined the NBA's Chicago Bulls in 1984. He quickly emerged as a league star, entertaining crowds with his prolific scoring. His leaping ability, illustrated by performing slam dunks from the free throw line in slam dunk contests, earned him the nicknames "Air Jordan" and "His Airness". He also gained a reputation for being one of the best defensive players in basketball.^[4] In 1991, he won his first NBA championship with the Bulls, and followed that achievement with titles in 1992 and 1993, securing a "three-peat". Although Jordan abruptly retired from basketball at the beginning of the 1993–94 NBA season to pursue a career in baseball, he rejoined the Bulls in 1995 and led them to three additional championships in 1996, 1997, and 1998, as well as an NBA-record 72 regular-season wins in the 1995–96 NBA season. Jordan retired for a second time in 1999, but returned for two more NBA seasons from 2001 to 2003 as a member of the Washington Wizards.

Jordan's individual accolades and accomplishments include five MVP awards, ten All-NBA First Team designations, nine All-Defensive First Team honors, fourteen NBA All-Star Game appearances, three All-Star Game MVP awards, ten scoring titles, three steals titles, six NBA Finals MVP awards, and the 1988 NBA Defensive Player of the Year Award. He holds the NBA records for highest career regular season scoring average (30.12 points per game) and highest career playoff scoring average (33.45 points per game). In 1999, he was named the greatest North American athlete of the 20th century by ESPN, and was second to Babe Ruth on the Associated Press's list of athletes of the century. He was inducted into the Basketball Hall of Fame in 2009.

Jordan is also known for his product endorsements. He fueled the success of Nike's Air Jordan sneakers, which were introduced in 1985 and remain popular today.^[5] Jordan also starred in the 1996 feature film *Space Jam* as himself. He is the majority owner and head of basketball operations for the NBA's Charlotte Bobcats, having won a bidding war to buy controlling interest in the team from founding owner Robert L. Johnson.

Early years

Jordan was born in Brooklyn, New York, the son of Deloris (née Peoples), who worked in banking, and James R. Jordan, Sr., an equipment supervisor. His family moved to Wilmington, North Carolina, when

he was a toddler.^[6] Jordan attended Emsley A. Laney High School in Wilmington, where he anchored his athletic career by playing baseball, football, and basketball. He tried out for the varsity basketball team during his sophomore year, but at 5'11" (1.80 m), he was deemed too short to play at that level. His taller friend, Harvest Leroy Smith, was the only sophomore to make the team.^[7]

Motivated to prove his worth, Jordan became the star of Laney's junior varsity squad, and tallied several 40-point games.^[7] The following summer, he grew four inches (10 cm)^[2] and trained rigorously. Upon earning a spot on the varsity roster, Jordan averaged about 20 points per game over his final two seasons of high school play.^{[8][9]} As a senior, he was selected to the McDonald's All-American Team^[10] after averaging a triple-double: 29.2 points, 11.6 rebounds, and 10.1 assists.^[11]

Jordan was recruited by numerous college basketball programs, including Duke, North Carolina, South Carolina, Syracuse, and Virginia.^[12] In 1981, Jordan accepted a basketball scholarship to North Carolina, where he majored in cultural geography.^[13] As a freshman in coach Dean Smith's team-oriented system, he was named ACC Freshman of the Year after he averaged 13.4 points per game (ppg) on 53.4% shooting (field goal percentage).^[14] He made the game-winning jump shot in the 1982 NCAA Championship game against Georgetown, which was led by future NBA rival Patrick Ewing.^[2] Jordan later described this shot as the major turning point in his basketball career.^[15] During his three seasons at North Carolina, he averaged 17.7 ppg on 54.0% shooting, and added 5.0 rebounds per game (rpg).^[8] He was selected by consensus to the NCAA All-American First Team in both his sophomore (1983) and junior (1984) seasons. After winning the Naismith and the Wooden College Player of the Year awards in 1984, Jordan left North Carolina one year before his scheduled graduation to enter the 1984 NBA Draft. The Chicago Bulls selected Jordan with the third overall pick, after Hakeem Olajuwon (Houston Rockets) and Sam Bowie (Portland Trail Blazers). Jordan returned to North Carolina to complete his degree in 1986.^[16]

Professional career

During his first season in the NBA, Jordan averaged 28.2 ppg on 51.5% shooting.^[14] He quickly became a fan favorite even in opposing arenas,^{[17][18][19]} and appeared on the cover of *Sports Illustrated* with the heading "A Star Is Born" just over a month into his professional career.^{[20][21]} Jordan was also voted in as an All-Star starter by the fans in his rookie season.^[2] Controversy arose before the All-Star game when word surfaced that several veteran players, led by Isiah Thomas, were upset by the amount of attention Jordan was receiving.^[2] This led to a so-called "freeze-out" on Jordan, where players refused to pass him the ball throughout the game.^[2] The controversy left Jordan relatively unaffected when he returned to regular season play, and he would go on to be voted Rookie of the Year.^[22] The Bulls finished the season 38–44,^[23] and lost in the first round of the playoffs in four games to the Milwaukee Bucks.^[22]

Jordan's second season was cut short by a broken foot in the third game of the season, which caused him to miss 64 games.^[2] Despite Jordan's injury and a 30–52 record,^[23] the Bulls made the playoffs. Jordan recovered in time to participate in the playoffs and performed well upon his return. Against a 1985–86 Boston Celtics team that is often considered one of the greatest in NBA history,^[24] Jordan set the still-unbroken record for points in a playoff game with 63 in Game 2.^[25] The Celtics, however, managed to sweep the series.^[22]

Jordan had recovered completely by the 1986–87 season, and had one of the most prolific scoring seasons in NBA history. He became the only player other than Wilt Chamberlain to score 3,000 points in a season, averaging a league high 37.1 points on 48.2% shooting.^[14] In addition, Jordan demonstrated his defensive prowess, as he became the first player in NBA history to record 200 steals and 100 blocks in a season.^[26] Despite Jordan's success, Magic Johnson won the league's Most Valuable Player Award. The Bulls reached 40 wins,^[23] and advanced to the playoffs for the third consecutive year. However, they were again swept by the Celtics...^[22]

Gambling controversy

During the Bulls' playoff run in 1993, controversy arose when Jordan was seen gambling in Atlantic City, New Jersey, the night before a game against the New York Knicks.^[43] In that same year, he admitted to having to cover \$57,000 in gambling losses,^[44] and author Richard Esquinas wrote a book claiming he had won \$1.25 million from Jordan on the golf course.^[44] In 2005, Jordan talked to Ed Bradley of the CBS evening show *60 Minutes* about his gambling and admitted that he made some reckless decisions. Jordan stated, "Yeah, I've gotten myself into situations where I would not walk away and I've pushed the envelope. Is that compulsive? Yeah, it depends on how you look at it. If you're willing to jeopardize your livelihood and your family, then yeah."^[45] When Bradley asked him if his gambling ever got to the level where it jeopardized his livelihood or family, Jordan replied, "No."^[45]

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8TH Grade Informational Text Bellringers

Question 1

What is the central idea of the passage section, “Early years”?

- a. Jordan was told he was too short to play on the varsity team, so he took a year off from playing sports and came back to prove himself.
- b. Despite being told he was too short to play on the varsity team, Jordan trained hard and proved his talent.
- c. Jordan made the varsity basketball team his sophomore year and he continued to develop his talent for years to come.

Answer:

Question #1 has to do with determining central ideas of and/or summarizing the story. What are some things to remember about central ideas and summaries?

Question 2

According to the passage, one popular nickname for Michael Jordan is:

- a. Air Jordan
- b. Jordy
- c. Doctor MJ

Answer:

Question 3

Michael Jordan attended and played basketball for which university?

- a. Duke
- b. South Carolina
- c. North Carolina

Answer:

8TH Grade Informational Text Bellringers

Question 1

How does the passage categorize the events of Michael Jordan's life?

- a. "Summary, Early years, Later years"
- b. "Summary, Early years, Professional career"
- c. "Summary, Professional career, Retirement"

Answer:

Question 2

Where was Michael Jordan born?

- a. Brooklyn, New York
- b. Wilmington, North Carolina
- c. Syracuse, New York

Answer:

Question 3

Jordan was the first player in NBA history to

- a. Record 200 steals and 100 blocks in a season.
- b. Record 100 steals and 200 blocks in a season.
- c. Record 100 steals and 100 blocks in a season.

Answer:

Question #1 has to do with how particular elements of the story interact. What are some things to remember about this type of question?

8TH Grade Informational Text Bellringers

Question 1

What is the meaning of the underlined word “instrumental” in the first paragraph of the passage?

- a. Accidental
- b. Crucial
- c. Detrimental

Answer:

Question 2

What is meaning of the word “prolific” in the second paragraph of the passage?

- a. Characterized by inventiveness or productivity.
- b. Characterized by generosity and friendliness.
- c. Characterized by loneliness and seclusion.

Answer:

Question 3

What is the meaning of the underlined word “accolades” in the third paragraph of the passage?

- a. Playing
- b. Awards
- c. Discoveries

Answer:

Question #1 has to do with determining the meaning of the words as well as analyzing the impact of words on the story. What are some things to remember about this type of question?

8TH Grade Informational Text Bellringers

Question 1

Why do you think the author of the article presents information about Jordan’s gambling?

- a. To show a dislike of Jordan
- b. To show that gambling should be illegal
- c. To show a complete view of Jordan’s life

Answer:

Question 2

How does the author present the information about Jordan’s gambling?

- a. The author presents several references that document the gambling.
- b. The author uses unnamed informants that document the gambling.
- c. The author doesn’t acknowledge where the information about gambling originates.

Answer:

Question 3

Jordan’s second season was cut short by what type of injury?

- a. A broken ankle
- b. A broken collar bone
- c. A broken foot

Answer:

Question #1 has to do with point of view and conflicting viewpoints. What are some things to remember about this type of question?

8TH Grade Informational Text Bellringers

Story: Ice Cream

Ice cream (derived from earlier iced cream or cream ice^[1]) is a frozen dessert usually made from dairy products, such as milk and cream and often combined with fruits or other ingredients and flavours. Most varieties contain sugar, although some are made with other sweeteners. In some cases, artificial flavourings and colourings are used in addition to, or instead of, the natural ingredients. The mixture of chosen ingredients is stirred slowly while cooling, in order to incorporate air and to prevent large ice crystals from forming. The result is a smoothly textured semi-solid foam that is malleable and can be scooped...

History

In the Persian Empire, people would pour grape-juice concentrate over snow, in a bowl, and eat this as a treat. This was done primarily when the weather was hot, using snow saved in the cool-keeping underground chambers known as "yakhchal", or taken from snowfall that remained at the top of mountains by the summer capital — Hagmatana, Ecbatana or Hamedan of today. In 400 BC, the Persians went further and invented a special chilled food, made of rose water and vermicelli, which was served to royalty during summers.^[4] The ice was mixed with saffron, fruits, and various other flavours.

Ancient civilizations have served ice for cold foods for thousands of years. The BBC reports that a frozen mixture of milk and rice was used in China around 200 BC.^[5] The Roman Emperor Nero (37–68) had ice brought from the mountains and combined it with fruit toppings. These were some early chilled delicacies.^[6]

Arabs were perhaps the first to use milk as a major ingredient in the production of ice cream. They sweetened it with sugar rather than fruit juices, and perfected means of commercial production. As early as the 10th century, ice cream was widespread among many of the Arab world's major cities, including Baghdad, Damascus, and Cairo. It was produced from milk or cream, often with some yogurt, and was flavoured with rosewater, dried fruits and nuts. It is believed that the recipe was based on older Ancient Arabian recipes, which were, it is presumed, the first and precursors to Persian faloodeh.

Maguelonne Toussaint-Samat asserts, in her *History of Food*, that "the Chinese may be credited with inventing a device to make sorbets and ice cream. They poured a mixture of snow and saltpetre over the exteriors of containers filled with syrup, for, in the same way as salt raises the boiling-point of water, it lowers the freezing-point to below zero."^{[7][8]} Some distorted accounts claim that in the age of Emperor Yingzong, Song Dynasty (960–1279) of China, a poem named *Ode to the ice cheese* was written by the poet Yang Wanli. Actually, this poem was named *Ode to the pastry* (is a kind of food much like pastry in the Western world) and has nothing to do with ice cream.^[9] It has also been claimed that, in the Yuan Dynasty, Kublai Khan enjoyed ice cream and kept it a royal secret until Marco Polo visited China and took the technique of making ice cream to Italy.

In the sixteenth century, the Mughal emperors used relays of horsemen to bring ice from the Hindu Kush to Delhi, where it was used in fruit sorbets.^[10]

When Italian duchess Catherine de' Medici married the Duke of Orléans (Henry II of France) in 1533, she is said to have brought with her to France some Italian chefs who had recipes for flavoured ices or sorbets.^[11] One hundred years later, Charles I of England was, it was reported, so impressed by the "frozen snow" that he offered his own ice cream maker a lifetime pension in return for keeping the formula secret, so that ice cream could be a royal prerogative.^[12] There is no historical evidence to support these legends, which first appeared during the 19th century...

Ice cream was introduced to the United States by Quaker colonists who brought their ice cream recipes with them. Confectioners sold ice cream at their shops in New York and other cities during the colonial era. Ben Franklin, George Washington, and Thomas Jefferson were known to have regularly eaten and served ice cream. First Lady Dolley Madison is also closely associated with the early history of ice cream in the United States. One respected history of ice cream states that, as the wife of U.S. President James Madison, she served ice cream at her husband's Inaugural Ball in 1813.

Around 1832, Augustus Jackson, an African American confectioner, not only created multiple ice cream recipes but also invented a superior technique to manufacture ice cream.^[16]

In 1843, Nancy Johnson of Philadelphia was issued the first U.S. patent for a small-scale handcranked ice cream freezer. The invention of the ice cream soda gave Americans a new treat, adding to ice cream's popularity. The invention of this cold treat is attributed to Robert Green in 1874, although there is no conclusive evidence to prove his claim.

The ice cream sundae originated in the late 19th century. Several men claimed to have created the first sundae, but there is no conclusive evidence to support any of their stories. Some sources say that the sundae was invented to circumvent blue laws, which forbade serving sodas on Sunday. Towns claiming to be the birthplace of the sundae include Buffalo, Two Rivers, Ithaca, and Evanston. Both the ice cream cone and banana split became popular in the early 20th century. Several food vendors claimed to have invented the ice cream cone at the 1904 World's Fair in St. Louis, MO, USA.^[17] Europeans were eating cones long before 1904.^{[18][19]}

In the UK, ice cream remained an expensive and rare treat, until large quantities of ice began to be imported from Norway and the US in the mid-Victorian era. A Swiss-Italian businessman, Carlo Gatti, opened the first ice cream stall outside Charing Cross station in 1851, selling scoops of ice cream in shells for one penny.^[20]

The history of ice cream in the 20th century is one of great change and increases in availability and popularity. In the United States in the early 20th century, the ice cream soda was a popular treat at the soda shop, the soda fountain, and the ice cream parlor. During American Prohibition, the soda fountain to some extent replaced the outlawed alcohol establishments such as bars and saloons.

Ice cream became popular throughout the world in the second half of the 20th century after cheap refrigeration became common. There was an explosion of ice cream stores and of flavours and types. Vendors often competed on the basis of variety. Howard Johnson's restaurants advertised "a world of

28 flavors". Baskin-Robbins made its 31 flavours ("one for every day of the month") the cornerstone of its marketing strategy. The company now boasts that it has developed over 1000 varieties.

One important development in the 20th century was the introduction of soft ice cream, which has more air mixed in thereby reducing costs. It made possible the soft ice cream machine in which a cone is filled beneath a spigot on order. In the United States, Dairy Queen, Carvel, and Tastee-Freez pioneered in establishing chains of soft-serve ice cream outlets...

The 1980s saw thicker ice creams being sold as "premium" and "super-premium" varieties under brands such as Ben & Jerry's, Chocolate Shoppe Ice Cream Company and Häagen-Dazs...

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8TH Grade Informational Text Bellringers

Question 1

What is the role of the following paragraph in the passage?

“One important development in the 20th century was the introduction of soft ice cream, which has more air mixed in thereby reducing costs. It made possible the soft ice cream machine in which a cone is filled beneath a spigot on order. In the United States, Dairy Queen, Carvel, and Tastee-Freeze pioneered in establishing chains of soft-serve ice cream outlets” ...

- a. It gives a reason as to why ice cream became available to a large part of the population.
- b. It serves as an advertisement for ice cream establishments.
- c. It does not provide any valuable information to the reader.

Answer:

Question #1 has to do with analyzing a text’s form and meaning. What are some things to remember about this type of question?

Question 2

In the Persian Empire, where did the ice for cold treats come from?

- a. Snow was saved in underground chambers.
- b. Snow was taken from the tops of mountains.
- c. Both a and b

Answer:

Question 3

What is the meaning of the underlined word “saffron” in the first paragraph of the passage?

- a. A kind of sugar made from beets.
- b. A strong seasoning made from a crocus.
- c. A liquid from the aloe vera plant.

Answer:

8TH Grade Informational Text Bellringers

Question 1

How could this passage be enhanced with video or multimedia? Give specific examples using information given in the passage.

Question #1 has to do with evaluating different mediums. What are some things to remember about this type of question?

Question 2

Ice cream was introduced to the United States by:

- Native Americans already living there.
- Quaker colonists who brought their ice cream recipes with them.
- French explorers who traveled throughout the south.

Answer:

Question 3

What is the meaning of the underlined word “delicacies” in the third paragraph?

- Small fruits used in breads.
- Foods that are rare or luxurious.
- Large bars of chocolate for baking.

Answer:

8TH Grade Informational Text Bellringers

Question 1

How does the author address the multiple claims of men who say they invented the ice cream cone?

- a. He provides a source that says several vendors claim to have invented the ice cream cone at the 1904 World’s Fair in St. Louis, MO.
- b. He presents a source that claims Europeans were eating ice cream cones prior to 1904.
- c. Both a and b

Answer:

Question #1 has to do with evaluating claims and evidence. What are some things to remember about this type of question?

Question 2

According to the passage, Howard Johnson’s restaurants claimed to have how many flavors of ice cream?

- a. 21
- b. 28
- c. 31

Answer:

Question 3

What is the meaning of the underlined word “pension” in the second page of the passage?

- a. A sum of money.
- b. A bag of gems.
- c. A chalice of gold.

Answer:

8TH Grade Informational Text Bellringers

Story: Australia

Australia, officially the Commonwealth of Australia,^[12] is a country comprising the mainland of the Australian continent, the island of Tasmania, and numerous smaller islands. It is the world's sixth-largest country by total area...

For at least 40,000 years^[13] before the first British settlement in the late 18th century,^{[14][15]} Australia was inhabited by indigenous Australians,^[16] who belonged to one or more of roughly 250 language groups.^{[17][18]} After discovery by Dutch explorers in 1606, Australia's eastern half was claimed by Great Britain in 1770 and settled through penal transportation to the colony of New South Wales from 26 January 1788. The population grew steadily in subsequent decades; the continent was explored and an additional five self-governing Crown Colonies were established.

On 1 January 1901, the six colonies federated, forming the Commonwealth of Australia. Since Federation, Australia has maintained a stable liberal democratic political system that functions as a federal parliamentary democracy and constitutional monarchy. The federation comprises six states and several territories. The population of 23 million^[5] is highly urbanised and heavily concentrated in the eastern states.^[19]

A highly developed country and one of the wealthiest, Australia is the world's 12th-largest economy and has the world's fifth-highest per capita income. Australia's military expenditure is the world's 13th-largest. With the second-highest human development index globally, Australia ranks highly in many international comparisons of national performance, such as quality of life, health, education, economic freedom, and the protection of civil liberties and political rights.^[20] Australia is a member of the G20, OECD, WTO, APEC, UN, Commonwealth of Nations, ANZUS, and the Pacific Islands Forum.

History

Human habitation of the Australian continent is estimated to have begun between 42,000 and 48,000 years ago,^[42] possibly with the migration of people by land bridges and short sea-crossings from what is now South-East Asia. These first inhabitants may have been ancestors of modern Indigenous Australians.^[43] At the time of European settlement in the late 18th century, most Indigenous Australians were hunter-gatherers, with a complex oral culture and spiritual values based on reverence for the land and a belief in the Dreamtime. The Torres Strait Islanders, ethnically Melanesian, were originally horticulturalists and hunter-gatherers.^[44] The northern coasts and waters of Australia were visited sporadically by fishermen from Maritime Southeast Asia.^[45]

The first recorded European sighting of the Australian mainland, and the first recorded European landfall on the Australian continent, are attributed to the Dutch navigator Willem Janszoon. He sighted the coast of Cape York Peninsula in early 1606, and made landfall on 26 February at the Pennefather River near the modern town of Weipa on Cape York.^[46] The Dutch charted the whole of the western and northern coastlines and named the island continent "New Holland" during the 17th century, but made no attempt at settlement.^[46] William Dampier, an English explorer and privateer,

landed on the north-west coast of New Holland in 1688 and again in 1699 on a return trip.^[47] In 1770, James Cook sailed along and mapped the east coast, which he named New South Wales and claimed for Great Britain.^[48] With the loss of its American colonies in 1780, the British Government sent a fleet of ships, the "First Fleet", under the command of Captain Arthur Phillip, to establish a new penal colony in New South Wales. A camp was set up and the flag raised at Sydney Cove, Port Jackson, on 26 January 1788,^[15] a date which became Australia's national day, Australia Day although the British Crown Colony of New South Wales was not formally promulgated until 7 February 1788. The first settlement led to the foundation of Sydney, the establishment of farming, industry and commerce; and the exploration and settlement of other regions...

The indigenous population, estimated to have been between 750,000 and 1,000,000 at the time European settlement began,^[57] declined for 150 years following settlement, mainly due to infectious disease.^[58] A government policy of "assimilation" beginning with the *Aboriginal Protection Act 1869* resulted in the removal of many Aboriginal children from their families and communities—often referred to as the Stolen Generations—a practice which may also have contributed to the decline in the indigenous population.^[59] The Federal government gained the power to make laws with respect to Aborigines following the 1967 referendum.^[60] Traditional ownership of land—aboriginal title—was not recognised until 1992, when the High Court case *Mabo v Queensland (No 2)* overturned the legal doctrine that Australia had been *terra nullius* ("land belonging to no one") before the European occupation.^[61]

A gold rush began in Australia in the early 1850s^[62] and the Eureka Rebellion against mining licence fees in 1854 was an early expression of civil disobedience.^[63] Between 1855 and 1890, the six colonies individually gained responsible government, managing most of their own affairs while remaining part of the British Empire.^[64] The Colonial Office in London retained control of some matters, notably foreign affairs,^[65] defence,^[66] and international shipping.

Government

Australia is a constitutional monarchy with a federal division of powers. It uses a parliamentary system of government with Queen Elizabeth II at its apex as the Queen of Australia, a role that is distinct from her position as monarch of the other Commonwealth realms. The Queen resides in the United Kingdom, and she is represented by her viceroys in Australia (the Governor-General at the federal level and by the Governors at the state level), who by convention act on the advice of her ministers. Supreme executive authority is vested by the Constitution of Australia in the sovereign, but the power to exercise it is conferred by the Constitution specifically on the Governor-General.^{[86][87]} The most notable exercise to date of the Governor-General's reserve powers outside the Prime Minister's request was the dismissal of the Whitlam Government in the constitutional crisis of 1975.^[88]

The federal government is separated into three branches:

- The legislature: the bicameral Parliament, defined in section 1 of the constitution as comprising the Queen (represented by the Governor-General), the Senate, and the House of Representatives;
- The executive: the Federal Executive Council, in practice the Governor-General as advised by the Prime Minister and Ministers of State;^[89]

- **The judiciary: the High Court of Australia and other federal courts, whose judges are appointed by the Governor-General on advice of the Council...**

Environment

Although most of Australia is semi-arid or desert, it includes a diverse range of habitats from alpine heaths to tropical rainforests, and is recognised as a megadiverse country. The fungi typify that diversity; the total number that occur in Australia, including those not yet discovered, has been estimated at around 250,000 species, of which roughly 5% have been described.^[172] Because of the continent's great age, extremely variable weather patterns, and long-term geographic isolation, much of Australia's biota is unique and diverse. About 85 per cent of flowering plants, 84 per cent of mammals, more than 45 per cent of birds, and 89 per cent of in-shore, temperate-zone fish are endemic.^[173] Australia has the greatest number of reptiles of any country, with 755 species.^[174]

Australian forests are mostly made up of evergreen species, particularly eucalyptus trees in the less arid regions, wattles replace them in drier regions and deserts as the most dominant species.^[175] Among well-known Australian animals are the monotremes (the platypus and echidna); a host of marsupials, including the kangaroo, koala, and wombat, and birds such as the emu and the kookaburra.^[175] Australia is home to many dangerous animals including some of the most venomous snakes in the world.^[176] The dingo was introduced by Austronesian people who traded with Indigenous Australians around 3000 BCE.^[177] Many animal and plant species became extinct soon after first human settlement,^[178] including the Australian megafauna; others have disappeared since European settlement, among them the thylacine.^{[179][180]}

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8TH Grade Informational Text Bellringers

Question 1

The first European sighting of the Australian mainland is attributed to:

- a. Willem Janszoon
- b. William Dampier
- c. James Cook

Answer:

Question #1 has to do with what the text says explicitly as well as inferences drawn from the text. What are some things to remember about the differences between the two?

Question 2

What is the meaning of the underlined word “indigenous” on the second page of the passage?

- a. Foreign born
- b. Native
- c. Lost

Answer:

Question 3

What is the main reason given for the decline of the indigenous population in the 150 years following the European settlement of Australia?

- a. Famine
- b. Infectious disease
- c. Natural disasters

Answer:

8TH Grade Informational Text Bellringers

Question 1

What is a central idea of the Government section of the passage?

- a. Australia is a constitutional monarchy with a federal division of powers.
- b. Australia has no Queen of Australia or viceroys.
- c. The Governor-General has no real power and is just a figure head.

Answer:

Question #1 has to do with determining central ideas of and/or summarizing the story. What are some things to remember about central ideas and summaries?

Question 2

The federal government consists of the following branches:

- a. Liberal and conservative
- b. Foreign and domestic
- c. Legislature, executive, and judiciary

Answer:

Question 3

What is the meaning of the underlined word “habitation” in the fifth paragraph of the passage?

- a. Water source
- b. Friendship
- c. Dwelling

Answer:

8TH Grade Informational Text Bellringers

Question 1

What is the meaning of the underlined word “apex” on the second page of the passage?

- a. Highest point
- b. Underground
- c. Geographical center

Answer:

Question 2

What is the meaning of the underlined word “viceroys” on the second page of the passage?

- a. Knights of the round table.
- b. Presidents who are elected.
- c. Governors who represent a ruler.

Answer:

Question 3

What is the meaning of the underlined word “bicameral” on the second page of the passage?

- a. Having three legislative chambers.
- b. Having two legislative chambers.
- c. Having one legislative chamber.

Answer:

Question #1 has to do with determining the meaning of the words as well as analyzing the impact of words on the story. What are some things to remember about this type of question?

8TH Grade Informational Text Bellringers

Question 1

How could the passage be enhanced with photos, video, or multimedia?

Question #1 has to do with evaluating different mediums. What are some things to remember about this type of question?

Question 2

Australia has the greatest number of these, more than any other country:

- a. Reptiles
- b. People
- c. Roads

Answer:

Question 3

According to the passage, the population of Australia is:

- a. 7 million
- b. 18 million
- c. 23 million

Answer:

8TH Grade Informational Text Bellringers

Story: Camping

Camping is an outdoor recreational activity. The participants (known as campers) leave urban areas, their home region, or civilization and enjoy nature while spending one or several nights outdoors, usually at a campsite. Camping may involve the use of a tent, caravan, motorhome, cabin, a primitive structure, or no shelter at all.

Camping as a recreational activity became popular in the early 20th century. Campers frequent national or state parks, other publicly owned natural areas, and privately owned campgrounds. Camping is a key part of many youth organizations around the world, such as scouting. It is used to teach self-reliance and teamwork.

Camping is also used as an inexpensive form of accommodation for people attending large open air events such as sporting meetings and music festivals. Organizers often provide a field and other basic amenities.^[1]

Definition

Camping describes a range of activities. Survivalist campers set off with little more than their boots, whereas recreational vehicle travelers arrive equipped with their own electricity, heat, and patio furniture. Camping is often enjoyed in conjunction with activities, such as: canoeing, climbing, fishing, hill walking, mountain biking, motorcycling, swimming, and whitewater kayaking. Camping may also be combined with hiking, either as backpacking or as a series of day hikes from a central location.

Some people vacation in permanent camps with cabins and other facilities (such as hunting camps or children's summer camps), but a stay at such a camp is usually not considered camping. The term *camping* (or *camping out*) may also be applied to those who live outdoors, out of necessity (as in the case of the homeless), or for people waiting overnight in queues. It does not, however, apply to cultures whose technology does not include sophisticated dwellings. Camping may be referred to colloquially as *roughing it*, and usually lasts for more than a day.^[citation needed]

Mobile camping

Backpacking is a mobile variety of tent camping. Backpackers use lightweight equipment that can be carried long distances on foot. They hike across land, cross rivers, and camp at remote locations, and select campsites at will, if resource protection rules allow. Backpacking equipment typically costs more than that for car camping, but still far less than a trailer or motorhome, and backpacking campsites are generally cheap. Backpacking is popular, especially amongst youth who are willing to go through a challenging experience. Although it can be among the cheapest ways to camp, backpacking is also the most uncomfortable and it is usually performed by individuals who are in a generally good condition. The equipment one needs for camping must be carried on the camper's back, making it an

athletic activity not suited to everyone; however, technological development and increased interest in camping has led to an improvement in the equipment carried by backpackers. Many camping companies nowadays produce a wide range of equipment that is lightweight or otherwise specialized for backpacking. Modern technology has greatly improved the general comfort and ease of backpacking. Titanium cookware, ultra-light synthetic fabrics, heat-molded hip straps, and down sleeping bags make for a much lighter pack than similar equipment of the past 50 years or more. For many campers, backpacking allows them to experience the true wilderness, but there is the possibility of severe weather and injury in the backcountry. Some backcountry campers pack in comfortable mattresses, compact chairs, and solar-powered satellite phones.

Mobile camping may involve riding animals such as horses and mules. Pack animals increase the limited carrying capacity of riders or may assist hikers by carrying much of the load. Some pack animals, such as dogs and llamas, cannot be ridden but can carry much of the weight of camp supplies. Horse trails and horse camps may be kept separate from "hiking only" areas due to the extra wear that the heavy animals can put on these areas, but a good dog, goat, or llama can easily go just about anywhere that a human can...

Campgrounds and commercial campsites

Campers span a broad range of age, ability, and ruggedness, and campsites are designed in many ways as well. Many campgrounds have sites with facilities such as fire rings, barbecue grills, utilities, shared bathrooms and laundry, as well as access to nearby recreational facilities, but not all campsites have similar levels of development. Campsites can range from a patch of dirt, to a level, paved pad with sewer and electricity...

Today's campers have a range of comforts available to them, whether their shelter is a tent or a recreational vehicle. Those choosing to camp closer to their car ("car camping") with a tent may have access to potable hot water, tent interior lighting and fans, and other technological changes to camping gear. For those camping in recreational vehicles (RVs), options may include air conditioning, bathrooms, kitchens, showers, and home theater systems. In the United States, Canada and Europe, some campgrounds offer hookups where recreational vehicles are supplied with electricity, water, and sewer services.

Other vehicles used for camping include motorcycles, touring bicycles, boats, canoes, pack animals, and even bush planes; although backpacking on foot is a popular alternative.

Tent camping sites often cost less than campsites with full amenities, and most allow direct access by car. Some "walk-in" sites lie a short walk away from the nearest road, but do not require full backpacking equipment. Those who seek a rugged experience in the outdoors prefer to camp with only tents, or with no shelter at all ("under the stars").

Although many people see in camping a chance to get out of the daily routine and improve their survival skills, others would rather benefit from the many amenities that campsites are nowadays equipped with. If a few decades ago camping meant a great deal of responsibility and knowledge about wild nature, today any individual who wants to spend a weekend away in the woods may also expect a high level of comfort.

The amenities that can be found in a campsite vary greatly, as do the prices campers must pay to use them. Usually, the most visited places tend to be more comfortable, more sought after, and more expensive. The cheapest option when it comes to camping still remains backpacking or tent camping, although it can lack some of the comforts of other options.

Many companies manufacturing camping accessories produce different types of equipment or gear that is intended to make camping a more comfortable activity. The gear used in camping is crucial and it can be a life saver. The right tent or food storage unit can easily save campers from insects or even bear attacks. The camping community has been known for its proclivity towards leaving unused gear at the trailhead for other hikers to use or swap.

Specialized camping

...*Glamping* (glamorous camping) is a growing global phenomenon that combines camping with the luxury and amenities of a home or hotel.^[3] It originated in the early 1900's from European and American travellers camping in Africa. The wealthy travellers did not want to give up the luxurious lifestyle while camping so their campsites included many of the comforts they were use to at home. Glamping is camping in style and comfort. Amenities that are sometimes used by glampers are: lace tablecloths, embellished luggage, and down sleeping bags.^[4] Also called boutique camping, luxury camping, posh camping or comfy camping, glamping allows travelers to experience nature without the hassle of finding camp space, carrying their tents, and erecting and taking down their own tents. Lodgings at a glamping sites (glampsites) include structures such as yurts, tipis, pods, bell tents, safari tents, tent cabins, and tree houses...

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8TH Grade Informational Text Bellringers

Question 1

How does the passage distinguish among the different types of camping?

Question #1 has to do with how particular elements of the story interact. What are some things to remember about this type of question?

Question 2

According to the passage, pack animals are:

- a. Only animals that can be ridden.
- b. Animals that can carry supplies.
- c. Both a and b.

Answer:

Question 3

What is the meaning of the underlined word “amenities” in the third paragraph of the passage?

- a. Things that make life more pleasant.
- b. Things that are only available overseas.
- c. Things that are used in a library.

Answer:

8TH Grade Informational Text Bellringers

Question 1

What is this sentence's role in the passage?

"If a few decades ago camping meant a great deal of responsibility and knowledge about wild nature, today any individual who wants to spend a weekend away in the woods may also expect a high level of comfort."

- a. To show that nature should be respected and feared
- b. To show how the definition of camping has changed over the last decades
- c. To show that people shouldn't expect too much from a camping experience

Answer:

Question #1 has to do with analyzing a text's form and meaning. What are some things to remember about this type of question?

Question 2

"Glamping" is defined as:

- a. Camping in the everglades.
- b. Camping in the jungle.
- c. Glamorous camping.

Answer:

Question 3

The definition of the underlined word "conjunction" in the fourth paragraph is:

- a. Occurrence together.
- b. Occurrence apart.
- c. No relation to each other.

Answer:

8TH Grade Informational Text Bellringers

Question 1

How does the author indicate that there is unsubstantiated information in the passage?

- a. With parentheses
- b. With the “citation needed” superscript
- c. With footnotes

Answer:

Question 2

According to the passage, the correct camping equipment can save individuals from:

- a. Insect bites.
- b. Bear attack.
- c. Both a and b.

Answer:

Question 3

What is the meaning of the underlined word “queues” in the fifth paragraph of the passage?

- a. A cave dwelling.
- b. A waiting line.
- c. A family reunion.

Answer:

Question #1 has to do with evaluating claims and evidence. What are some things to remember about this type of question?

great educators



Common Core Standards Bellringers

Grade 8 – English Language Arts,
Writing Section

Student Edition

Second Edition

8TH Grade Writing: W.8.1

Problem: Do these statements introduce opposing claims?

- a. Reality stars make too much money although they possess little or no talent.
- b. Reality stars exist because there are viewers who want to watch them.

Answer: Yes, these sentences could be used in an introductory paragraph to support opposing claims.

This type of question has to do with introducing claims and organizing information for an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the following questions.

1. Joelle is writing an essay about protecting the military installation where she lives from budget cuts. Which sentence reflects a strong introduction?
 - a. Our installation was built during the World War II era so it should not be closed down.
 - b. Our installation is where I live and go to school, so please don't take it away.
 - c. Our installation offers service members a geographically central location, new facilities for training, and the strong support of the local community.

Answer:

2. What is the best way for Joelle to organize her essay about protecting a military installation from budget cuts? List the letter associated with each part of the essay in the order it should appear.
 - a. Summary of the training offered on the installation and its benefits.
 - b. Conclusion
 - c. Outline of the impact of the installation closure on both the military and surrounding community.
 - d. Introduction
 - e. Brief history of the installation.

Answer:

8TH Grade Writing: W.8.1

Problem: You want to find information about preventing a military installation from being closed. The best place to get information is:

- a. An online encyclopedia entry about the installation.
- b. The web site of a local group opposed to the closure.
- c. Movies about the military.

Answer: b

This type of question has to do with finding and using relevant and accurate information in an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the following questions.

1. Frank's paper claims that hunting is a vital in keeping a wildlife population controlled. Which sentence could he add to the paragraph to best enhance his argument?

Hunting keeps the wildlife population controlled. This is important in protecting the wildlife population from starvation when resources such as food become scarce.

- a. Hunting can protect agriculture from being destroyed and helps our farmers.
- b. Some people think hunting is cruel, but I do not agree with that statement.
- c. I support the hunters because my family has been doing it for generations.

Answer:

2. If Frank wanted to gather more information about hunting in his local area, where would he find the most relevant and credible information?

- a. An encyclopedia entry about wildlife.
- b. A Department of Conservation web site.
- c. A movie about guys who like to hunt.

Answer:

8TH Grade Writing: W.8.1

Problem: Chose the word or phrase that best connects the two sentences.

Allergies affect many people throughout the country. I suffered from allergies every spring when I lived in Texas.

- a. Additionally,
- b. Therefore,
- c. For example,

Answer: c

This type of question has to do with transitions in an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

(1)Allergies can affect our pets. (2)My dog suffered from allergies every spring. (3)When we moved from the central United States to the northeast region, his allergies continued. (4)Spring brought a yearly visit to the veterinarian. (5)The vet prescribed medicines to control his itching. (6)Each year, it seemed like it became more and more difficult to control the itching.

1. Choose the word that best connects sentence 2 to sentence 3.

- a. Even
- b. Overall,
- c. Therefore,

Answer:

2. What is the best way to re-write sentences 5 and 6?

- a. The vet prescribed medicines to control his itching...but each year it seemed like it became more and more difficult to control it.
- b. The vet prescribed medicines to control his itching, but each year it seemed like it became more and more difficult to control it.
- c. The vet prescribed medicines to control his itching: but each year it seemed like it became more and more difficult to control it.

Answer:

8TH Grade Writing: W.8.1

Problem: Which sentence below would better match the style of this sentence? Branson, Missouri is a vacation destination nestled in the Midwest.

- a. Branson has something for the entire family: outdoor activities, shows, and an amusement park.
- b. You should visit Branson every year!

Answer: a

This type of question has to do with establishing and maintaining a formal style in an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

1. Which statement would match the style of the following paragraph?

Furloughs of government civilian workers are a new reality. For 11 days in 2013, many civilian workers will not be required to come to work, and will not be paid for those days. This drastic measure will attempt to bridge the budgetary shortfalls that are affecting our government.

- a. I wish we could have worked this problem out with an alternative solution.
- b. I love our country and do not support this measure.
- c. Many people feel that the furloughs will negatively impact morale.

Answer:

2. Which sentence would best start a subsequent paragraph in this essay?

- a. Furloughs could also affect military readiness.
- b. Furloughs are the only solution to the government budget problems.
- c. I wish I could work for the government, as those employees get good benefits.

Answer:

8TH Grade Writing: W.8.1

Problem: Which sentence would be a better concluding statement in a paper about recycling?

- a. Recycling is a great way to help our earth.
- b. Recycling helps to preserve the earth by reducing the amount of trash in our landfills.

Answer: b

This type of question has to do with concluding statements of an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the question below.

1. Which sentence would be a good concluding sentence for the following paragraph and a strong transition to the next section of the paper?

Many people do not realize that mothers of wild rabbits feed their babies for only minutes a day. This is usually done in the early morning and the middle of the night. As a result, people who find newborn wild rabbits often think that babies have been abandoned by their mothers when this is not the case.

- a. The best thing to do is watch the nest for a few days to determine if it truly has been abandoned.
- b. I love wildlife and want to save creatures from harm by informing others of how to help them.
- c. I would love to become a veterinarian some day and care for all types of different animals.
- d. Baby rabbits are among the cutest creatures you may ever set your eyes upon.

Answer:

8TH Grade Writing: W.8.2

Problem: Which of the following topics would be good for informative/explanatory texts?

- a. An essay about the Doberman Pincher breed of dogs
- b. An essay about why I love dogs
- c. An essay about how I chose my first dog
- d. All of the above.

Answer: a

This type of question has to do with introductions and organization in an informative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

1. Sara is writing a short informative/explanatory paper about dog rescue groups. Which introductory sentence would be best for her paper?
 - a. Dog rescue groups are an important part of our society and I want to become a part of one.
 - b. Dog rescue groups save many unwanted animals from being placed in a shelter.
 - c. Dog rescue groups are my favorite charity to support and you should support them, too.
 - d. All of the above.

Answer:

2. How could Sara best organize the material in her essay to clearly explain her topic?
 - a. Use graphics to show statistics about how many dogs rescue organizations save each year.
 - b. Just write from her heart and allow the information to flow.
 - c. Have a friend who works at a dog rescue organize the information for her.
 - d. All of the above.

Answer:

8TH Grade Writing: W.8.2

Problem: Where could Lance most easily find the location of the Euphrates River?

- a. A thesaurus
- b. A dictionary
- c. A fiction book
- d. An encyclopedia

Answer: d

This type of question has to do with finding and using relevant information in an informative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

Bull terriers are a breed of dog that require a special type of owner. Their temperament is friendly and clownish, but they are known to be difficult breed if their owner is timid. Conducting obedience training is necessary with this breed.

1. Which concept would be a good supporting idea to develop this paragraph?
 - a. Some suggestions of how to display leadership toward your dog.
 - b. Some characteristics of other dog breeds you might like.
 - c. Some ways to approach a dog that you do not know well.
2. Which sentence would be a poor supporting sentence to add to this paragraph?
 - a. A lack of exercise can lead to destructive behavior in dogs.
 - b. Bull terriers have been used in a lot of advertising campaigns over the years.
 - c. Daily exercise is an important part of obedience training.

Answer:

8TH Grade Writing: W.8.2

Problem: What is the best way to combine these two sentences?

Exercising your dog prior to obedience training is helpful. It can allow your dog to use some of his energy and focus on the training at hand.

- a. helpful; it can
- b. helpful, it can
- c. helpful...it can

Answer: a

This type of question has to do with transitions and the types of words and phrases used in an informative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

(1)Starting your own vegetable garden is fun. (2)If you do not have room for a garden, you can still plant vegetables. (3)First purchase plants, soil, and pots at your local garden center. (4)Then place the soil in the pots. (5)Dig holes in the soil for the plants. (6)Place them in the soil. (7)Don't forget to water your plants every day.

1. Choose the best way to connect sentences 1 and 2.
 - a. fun! Even if
 - b. fun, if
 - c. fun...If

Answer:

2. Choose the best way to connect sentences 3 and 4.
 - a. center...place
 - b. center, place
 - c. center and place

Answer:

8TH Grade Writing: W.8.2

Problem: Which sentence below best matches the style of this sentence?

Maintaining your car is essential.

- a. Get your car checked out every once in a while.
- b. Take your car to a mechanic and have it properly serviced.

Answer: b

This type of question has to do with the style and concluding statements of an informative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

You can make your favorite rice cereal treats at home. The following are the ingredients you'll need: 3 tablespoons butter, 1 package of regular marshmallows, 6 cups of rice cereal. First, in a large pan, melt the butter over low heat. Then, add the marshmallows and stir until they melt. Next, remove the pan from the heat, add the cereal, and coat with the marshmallow mixture. Finally, spread the mixture in a 13 X 9 inch pan.

1. Which sentence best matches the style of this paragraph?
 - a. I would love to be a chef someday, wouldn't you?
 - b. If desired, substitute 4 cups of mini marshmallows for the regular ones.
 - c. My brother doesn't enjoy rice cereal, so I use a corn-based cereal in this recipe.

Answer:

2. Which sentence would best conclude this paragraph?
 - a. Your treats taste the best on the same day they are prepared.
 - b. Many people are now aware of the existence of gluten allergies.
 - c. Cereal companies should not market sugary cereals to children.

Answer:

8TH Grade Writing: W.8.3

Problem: Which of the following are important aspects of a narrative?

- a. Establish a point of view.
- b. Organize an event sequence that unfolds naturally.
- c. Organize an event sequence that unfolds logically.
- d. All of the above.

Answer: d

This type of question has to do with introductions of narrators/characters and organization in a narrative. What are some things to remember about this type of question?

Instructions: Answer the questions below.

He was sweating profusely. His shirt was plastered to his back despite the air-conditioned test room. Joe felt the beginnings of a headache spearing him behind his right eye.

The test did not go as Joe had planned. Despite that fact that he took a preparatory course, he was unpleasantly surprised. Instead of focusing on overarching concepts with some problem solving, the test asked very specific questions which required the memorization of molecular weights. He was not prepared.

1. Who is the narrator in the story? What point of view is used?
 - a. The test giver; first person
 - b. The test taker; second person
 - c. Not identified; third person

Answer:

2. Who do we learn the most about in the first paragraph?
 - a. The narrator
 - b. Joe
 - c. An unidentified character

Answer:

8TH Grade Writing: W.8.3

Problem: What is pacing in the context of narratives?

- a. The manipulation of time
- b. A description of walking
- c. A horse's gait

Answer: a

This type of question has to do with using specific narrative techniques. What are some things to remember about this type of question?

Instructions: Answer the questions below.

"The gnats in our yard this year are terrible!" my daughter exclaimed. "I agree, but I'm not sure what we can do," I told her. And I had a feeling things were about to get worse. A wet spring, combined with a lack of drainage in our yard, created a lot of moisture. And moisture meant bugs...gnats and mosquitoes were descending upon our yard like a squadron of tiny attack planes. And unfortunately, we were the ones that were about to be attacked.

1. What narrative technique does the author use in the first two sentences?
 - a. Pacing
 - b. Description
 - c. Dialogue

Answer:

2. Why does the narrator fear the problem will get worse?
 - a. Lack of drainage in the yard
 - b. A wet spring
 - c. More bugs were descending
 - d. All of the above

Answer:

8TH Grade Writing: W.8.3

Problem: What type of sensory word would you not use in a narrative?

- a. Loud
- b. Smelly
- c. Hopeful
- d. Beautiful

Answer: c

This type of question has to do with using transitional and precise words and phrases in a narrative. What are some things to remember about this type of question?

Instructions: Answer the question below.

The United Service Organization (USO) was founded in 1941 by Franklin D. Roosevelt. Today, it is a nonprofit organization that provides morale boosting activities for the military. Some people associate the USO with the entertainment shows provided to our military overseas. But the USO also provides lounges for military travelers. Many a weary service member has utilized the cozy couches, tasty snacks, and engaging reading materials that are available in USO lounges at airports across the nation. While it may seem trivial, such comforts of home are not taken for granted by our military, who so often go without these everyday comforts when they are deployed to remote areas.

1. What word shows the transition from the past to the present?

- a. But
- b. Today
- c. Some

Answer:

2. What is an example of sensory language used in the paragraph?

- a. Trivial
- b. Remote
- c. Tasty

Answer:

8TH Grade Writing: W.8.3

Problem: What would be an effective concluding sentence for the following?

I reported the people speeding in my neighborhood.

- a. As a result, the police have stepped up patrols.
- b. There are a lot of potholes on my street.

Answer: a

This type of question has to do with conclusions in a narrative. What are some things to remember about this type of question?

Instructions: Answer the question below.

I find mowing my lawn to be a very relaxing experience. It allows me to be outside and commune with nature, while at the same time, improving the look of my yard. In my current home, a lawn care company provides mowing. This was included in the rental price of my home, so I am currently taking advantage of this service. However, I do miss the time I can spend outdoors.

1. Which sentence would be the best concluding thought for this section?
 - a. You should take advantage of a lawn care company if you can.
 - b. Some people may consider mowing a lawn a chore, but I find it to be fun.
 - c. Some lawn care companies use dangerous chemicals on yards, so use caution.

Answer:

2. Provide another possible conclusion to this section.
 - a. Mowing lawns can be something pleasant if you have the right attitude about it.
 - b. I don't appreciate when the lawn care company mows at an early hour on the weekend.
 - c. You must maintain your mower and have it serviced by a reputable mechanic at least once a year.

Answer:

8TH Grade Writing: W.8.5

Problem: What change, if any, would you make to the following sentence? Checking my e-mail multiple times a day is something I wish I could stop doing so much every day.

- a. Make no change.
- b. Add “I like” at the beginning of the sentence.
- c. Remove “so much every day”.

Answer: c

This type of question has to do with planning, revising, and editing texts. What are some things to remember about this type of question?

Instructions: Using the recommendations of your teacher, revise or rewrite the paragraph you wrote for 8th Grade Writing, W.8.4. If your teacher did not make a lot of recommendations for your writing, add additional paragraphs about another activity you would like to try, but have not. What is keeping you from trying it?

8TH Grade Writing: W.8.8

Problem: The following are clues that indicate a web site you found may not be a credible source for research.

Choose all that apply.

- a. The web site contains outdated material.
- b. The web site contains many broken links.
- c. The web site provides no sources of the data it provides.

Answer: All of the above

This type of question has to do with paraphrasing text. What are some things to remember about this type of question?

Instructions: Answer the question below.

Suzie loves gymnastics. She practices twice a week, for a total of two hours of instruction. Suzie's mother Tina would like to see Suzie go to an advanced class once a week, for a total of one and a half hours of instruction. This would free up Tina's schedule to take Suzie's younger sister Sally to her soccer practice, which is also twice a week. Suzie does not want to switch classes because she is comfortable with the coaches and teammates in her current class. However, Suzie's mother is the one that must provide transportation to her children's practices, and she must do what is best for both of her children.

1. Which of these sentences correctly paraphrases words from the passage?
 - a. Suzie's mother is the one that must provide transportation to her children's practices, and she must do what is best for both of her children.
 - b. Tina's busy schedule requires Suzie to be flexible with her lesson schedule.
 - c. Suzie's mother Tina would like to see Suzie go to an advanced class once a week, for a total of one and a half hours of instruction.
 - d. Sally is unhappy that her sister Suzie is favored by her mother.
 - e. Suzie really should be more grateful for all her mother does for her.

Answer:

8TH Grade Writing: W.8.9

Problem: How can modern works of literature draw on older works of literature?

- a. By using similar themes
- b. By using similar characters
- c. By using similar patterns of events
- d. All of the above

Answer: d

This type of question has to do with how modern literature draws from older sources of literature. What are some things to remember about this type of question?

Instructions: Using online sources, find at least one work of modern literature that draws on an older source material. Examples of these materials may include myths, traditional stories, or religious works. Describe the parallels between these two works.

8TH Grade Writing: W.8.1

Problem: Do these statements introduce opposing claims?

- a. Large charitable organizations have too many overhead costs to effectively help charities.
- b. Large charitable organizations are able to reach many more people than smaller organizations.

Answer: Yes.

This type of question has to do with introducing claims and organizing information for an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the following questions.

1. Samuel is writing an essay supporting a ban on smoking in all public places. Which sentence reflects a strong introduction?
 - a. Secondhand smoke is dangerous to those who encounter it.
 - b. My grandfather died of lung cancer due to smoking.
 - c. Smoking is a choice that shouldn't be taken away from people.

Answer:

2. If you were Samuel, show how you would organize the main points of this essay, using an outline format.

8TH Grade Writing: W.8.1

Problem: You want to find information about support for a ban on smoking in all public places. The best place to get information is:

- a. An encyclopedia entry about smoking.
- b. A social media site.
- c. A web site that supports curing illnesses caused by smoking.

Answer: c

This type of question has to do with finding and using relevant and accurate information in an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the following questions.

1. Tabitha is writing a paper against requiring students to wear uniforms in public schools. Which sentence could she add to the paragraph to best enhance her argument.

A school should not have the authority to require students to wear school uniforms. Clothing is an expression of oneself.

- a. If I couldn't wear what I wanted to school, I would have to transfer somewhere else.
- b. Students should be allowed to wear whatever they want, when they want.
- c. Many students show their individuality without breaking the dress code rules.

Answer:

2. Name a credible source of information for this topic. How can you go about finding credible sources for your research?

8TH Grade Writing: W.8.1

Problem: Chose the word that best connects the two sentences.

I enjoy a combination of flavors in candy. I like chocolate and mint the best.

- a. Overall,
- b. Also,
- c. Second,

Answer: a

This type of question has to do with transitions in an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

(1)Children need to get out and exercise every day. (2)This exercise can be part of an organized sport, or simply playing with friends. (3)Karate is a great sport with which both boys and girls can become involved. (4)It helps with strength and flexibility. (5)It provides a great source of confidence.

1. Choose the word or phrase that best connects sentence 4 to sentence 5.
 - a. While
 - b. In addition,
 - c. Even

Answer:

2. Using the following phrase, add to the paragraph above by writing about another sport or physical activity that you enjoy or have knowledge of.

Another way children can stay active

8TH Grade Writing: W.8.1

Problem: Which sentence below would better match the style of this sentence? Hummingbirds are delightful to watch.

- a. They are a pretty cool creature and I really get a kick out of them.
- b. I placed a feeder in front of my window so I can see them easily.

Answer: b

This type of question has to do with establishing and maintaining a formal style in an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

1. Which statement would match the style of the following paragraph?

Hand washing is essential to your health. First, wet your hands. Then, lather with soap. Some experts recommend singing the happy birthday song twice to make sure that you wash long enough.

- a. Hey kids, don't forget to rinse!
- b. Finally, rinse your hands with water.
- c. Rinse.

Answer:

2. Add a sentence about why hand washing is so important. Match the formal style of the paragraph above.

8TH Grade Writing: W.8.1

Problem: Which sentence would be a better concluding statement in a paper about summer camps?

- a. Summer camps are a great way to keep your children active and engaged over the school break.
- b. Summer camps can be focused on sports, scouting, or crafts.

Answer: a

This type of question has to do with concluding statements of an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the question below.

1. Which sentence would be a good concluding sentence for the following paragraph and a strong transition to the next section of the paper.

At one time, summer school was only for remedial students. Today, many states are using summer school to supplement the learning of the regular school year. Educators are using summer school to help students retain the skills they have already learned.

- a. I am a student and I very strongly oppose going to summer school—I have had enough time in school already.
- b. In addition, many working parents are grateful that their children are engaged in the classroom during the summer months.
- c. Summer school is optional; you can't force someone to go to it.
- d. The best thing to do is to try summer school—maybe you'll like it a lot!

Answer:

8TH Grade Writing: W.8.2

Problem: Which of the following topics would be good for informative/explanatory texts?

- a. An essay about my aunt's purchase of her first home
- b. An essay with tips on purchasing your first home
- c. An essay about why homes today are not as good as they used to be

Answer: b

This type of question has to do with introductions and organization in an informative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

1. Tony is writing a short informative/explanatory paper about choosing new running shoes. Which introductory sentence would be the best for his paper?
 - a. Start by having your feet measured for the proper fit.
 - b. Start by picking the most expensive brand.
 - c. Start by asking your friends what they are wearing.
 - d. Start by finding out where your friends got their shoes.

Answer:

2. How could Tony organize the material in his essay to clearly explain his topic?
 - a. Include a short video clip of the latest technology for evaluating what type of shoes you need.
 - b. Format the sections of the essay by using headings for each topic discussed.
 - c. Show charts depicting the performance of the top three running shoes.
 - d. All of the above.

Answer:

8TH Grade Writing: W.8.2

Problem: Where could April find the location of her local library? Choose all that apply.

- a. A dictionary
- b. A thesaurus
- c. A city map
- d. The library's web site

Answer: c and d

This type of question has to do with finding and using relevant information in an informative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

Disposing of your personal information is critical for keeping your identity safe. Shredding documents that contain bank account numbers, passwords, and credit card information is one way to protect yourself.

1. Which concept would be a good supporting idea to develop this paragraph?
 - a. I like to keep all of my personal information in one place so I know where it is at all times.
 - b. Shredding documents can prevent thieves from finding usable information about you in your trash.
 - c. Some people never have their identity stolen, so they must be doing something right.

Answer:

2. Which sentence could develop a discussion on another way to protect your identity?
 - a. Make purchases only from online merchants you know.
 - b. Never purchase anything online at all.
 - c. Only make purchases at a store that you can visit.

Answer:

8TH Grade Writing: W.8.2

Problem: What is the best way to combine these two sentences?
Ice cream is a great treat during the summer months. Like many sweets, it is best to enjoy it in moderation.

- a. months, like
- b. months; like
- c. months...like

Answer: b

This type of question has to do with transitions and the types of words and phrases used in an informative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

(1)Cleaning up leaves in your yard helps to keep it looking tidy. (2)Rake the leaves into piles. (3)Be sure to get the leaves that have blown under bushes. (4)Gather the leaves by placing them in large plastic bags for disposal. (5)Check with your waste management company to ensure that they will pick up organic materials. (6)You can also compost the leaves.

1. Choose the best way to connect sentences 2 and 3.
 - a. piles! Be
 - b. piles, be
 - c. piles and beAnswer:

2. Rewrite sentence 6 to make it flow better with the rest of the paragraph.
 - a. Compost the leaves.
 - b. An alternative solution is to compost the leaves for your garden.
 - c. Composting leaves is what you should do.Answer:

8TH Grade Writing: W.8.2

Problem: Which sentence below best matches the style of this sentence?

Waxing your vehicle helps maintain its shine.

- a. You should wax your vehicle periodically.
- b. I don't ever want to wax my car again, it's a total waste of time.

Answer: a

This type of question has to do with the style and concluding statements of an informative essay. What are some things to remember about this type of question?

Write a paragraph about your favorite subject in school. Using a formal style, talk about why you like this particular subject the best and provide several reasons describing what you like about it. Provide a strong concluding sentence that supports the rest of the paragraph.

8TH Grade Writing: W.8.3

Problem: Identify the narrative technique used below.

I really enjoyed the time I spent with my friends on the last day of school—it's a memory I will always have.

- a. Dialogue
- b. Pacing
- c. Reflection

Answer: c

This type of question has to do with using specific narrative techniques. What are some things to remember about this type of question?

Instructions: Using reflection, write about an event that occurred at home or school. Use description to develop what happened.

8TH Grade Writing: W.8.5

Problem: Revise the following sentences.

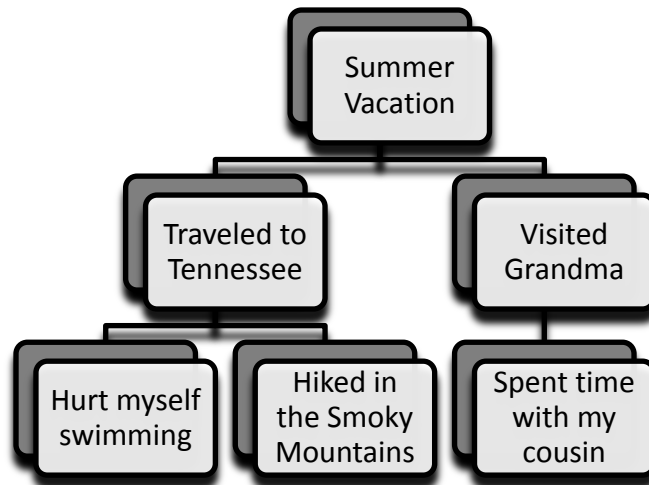
The tree trimmers worked today. It was not raining.

- a. The tree trimmers worked today, as it was not raining.
- b. The tree trimmers worked today it was not raining.

Answer: a

This type of question has to do with planning, revising, and editing texts. What are some things to remember about this type of question?

Instructions: Answer the question below about Paula's organizational chart for her essay about her summer vacation.



1. If Paula wanted to talk about a trip to camp that she took after she returned from her visit with Grandma, where we should he add it on the chart?
 - a. Under the "Traveled to Tennessee" box
 - b. Under the "Visited Grandma" box
 - c. In a new box next to the "Visited Grandma" box

Answer:

8TH Grade Writing: W.8.8

Problem: How would you search for information about the sport of cycling?

- a. Get help from your local librarian.
- b. Do an online search using a search engine.
- c. Both a and b.

Answer: c

This type of question has to do with paraphrasing text. What are some things to remember about this type of question?

Instructions: Answer the question below.

Devon has ordered some exercise equipment online. It is a large piece of equipment and must be delivered by a tractor trailer. When the transportation company calls to schedule the delivery, Devon finds out that he must be present to assist in unloading the equipment during business hours. This does not make Devon happy, as it is difficult for him to miss work. Devon asks the transportation company if it can secure a different truck with a lift gate to unload the equipment and have his neighbor be present for the delivery. The transportation company worker says he must research Devon's request and follow up at a later time.

1. Which of these sentences correctly paraphrases words from the passage?
 - a. Devon asks the transportation company if they can secure a truck with a lift gate to unload the equipment and have his neighbor be present for the delivery.
 - b. Devon requests that the delivery company make an alternate arrangement with another truck.
 - c. Devon is really pushing his luck in asking the transportation company to make a change to their delivery schedule.
 - d. This does not make Devon happy, as it is difficult for him to miss work.

Answer:

8TH Grade Writing: W.8.1

Problem: Do these statements introduce opposing claims?

- a. When there is a new child in the family, fathers should get leave from work so that they can bond with the child.
- b. Paternity leave is needed, just as is maternity leave.

Answer: No. They argue the same point.

This type of question has to do with introducing claims and organizing information for an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the following questions.

1. Rachael is writing an essay in support of the government regulation of our diets, like the banning extra large sodas. Which sentence reflects a strong introduction?
 - a. I am against the big government regulation of our diets.
 - b. The government can regulate diets of its citizens when the public's health is at risk.
 - c. The government cannot infringe upon the rights of its citizens by trying to regulate what they eat.

Answer:

2. If you were Rachael, show how would you organize the main points of this essay, using an outline format?

8TH Grade Writing: W.8.1

Problem: You want to find information about government regulation of the diets of its citizens. The best place to go for information is:

- a. A web site about diseases caused by poor diets.
- b. A social media site.
- c. A thesaurus.

Answer: a

This type of question has to do with finding and using relevant and accurate information in an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the following questions.

1. Katerina is writing a paper in support of the government funding of public broadcasting, specifically in support of educational children’s programming. Which sentence could she add to the paragraph to best enhance her argument.

The government should continue to support public broadcasting. Many poor and rural areas do not have access to cable television, and public broadcasting is a source of educational programs for children in these groups.

- a. There are studies that show children who watch educational programs rather than non-educational programs perform better in school.
- b. In this difficult economy, the government cannot continue to fund public broadcasting.
- c. Public broadcasting can find other ways to fund its programming than through the government.

Answer:

2. Name a credible source of information for this topic.

8TH Grade Writing: W.8.1

Problem: Chose the word or phrase that best connects the two sentences.

Cooking is one of my favorite pastimes. If I have had a long day, I find it to be relaxing.

- a. Therefore,
- b. Even
- c. First,

Answer: b

This type of question has to do with transitions in an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

(1)Tennis camp is a great way for elementary children to be exposed to the sport. (2)Kids can warm up with jogging and stretching. (3)They can do drills with their racquets and balls to practice balance and ball handling. (4)They can practice hand eye coordination by developing their forehand and backhand swings.

1. Choose the word that best connects sentence 2 to sentence 3.
 - a. Therefore
 - b. While
 - c. Then

Answer: c

2. Using the following phrase, add to the paragraph above by writing about tennis or another sport or physical activity that you enjoy or have knowledge of.

Another camp elementary children can try:

8TH Grade Writing: W.8.1

Problem: Which sentence below would better match the style of this sentence?

Moles have destroyed the flowers planted in the beds in front of my home this spring.

- a. I am going to get those pesky critters.
- b. I am going to defeat the moles with some ingenuity.

Answer: b

This type of question has to do with establishing and maintaining a formal style in an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

1. Which statement would match the style of the following paragraph?

You can make the most of a small outdoor space. My friend converted a ten foot by ten foot space behind her townhome into a play area for her two small children. She used tree bark approved for use at play grounds to surround the patio area.

- a. Then she placed a small plastic gym on the bark.
- b. I wish that I had a large yard.
- c. It stinks to have no yard for your kids.

Answer:

2. Add a sentence describing another way to make use of a small yard. Match the formal style of the paragraph above.

8TH Grade Writing: W.8.1

Problem: Which sentence would be a better concluding statement in a paper about the destructive nature of moles?

- a. Hiring a wildlife control service is an effective way of controlling moles.
- b. Moles can be very damaging to your yard.

Answer: a

This type of question has to do with concluding statements of an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the question below.

1. Which sentence would be a good concluding sentence for the following paragraph and a strong transition to the next section of the paper.

Your library's summer reading program is an excellent way to keep your children busy during the summer months. In addition, it is essential for children to continue to read over the summer.

- a. Summer reading prevents loss of skills kids have gained during the school year.
- b. Forcing kids to read over the summer isn't really fair to them.
- c. The library is an antiquated concept; who knows how long it will remain.

Answer:

8TH Grade Writing: W.8.2

Problem: Where is the best place for Destiny to find the distance from the earth to the moon?

- a. Social media
- b. A dictionary
- c. Teen magazine articles
- d. An encyclopedia

Answer: d

This type of question has to do with introductions and organization in an informative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

1. Jared is writing a short informative/explanatory paper about running for class office. Which introductory sentence would be the best for his paper?
 - a. Start by determining what goals you want to accomplish in office.
 - b. Start by coming up with a plan for how you will get elected.
 - c. Neither a or b.
 - d. Both a and b.

Answer:

2. How could Jared organize the material in his essay to clearly explain his topic?

8TH Grade Writing: W.8.2

Problem: Where could Toby find information about local restaurant that just opened? Choose all that apply.

- a. Social media
- b. A thesaurus
- c. A dictionary
- d. A local newspaper

Answer: a and d

This type of question has to do with finding and using relevant information in an informative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

Supporting local business is a great way to give back. It grows the local economy and supports jobs in your community.

1. Which concept would be a good supporting idea to develop this paragraph?
 - a. Supporting your local business is not always the most inexpensive route.
 - b. Go out and support your local business today—you won't be sorry.
 - c. Local businesses oftentimes can provide services tailored to its customers.

Answer:

2. Where else could you gather information about supporting your local businesses? Provide two or more examples.

8TH Grade Writing: W.8.2

Problem: What is the best way to combine these two sentences?

Scarves are a fun way to accessorize. They are a simple way to add personality to your outfit.

- a. accessorize and are
- b. accessorize, They are
- c. accessorize...they

Answer: a

This type of question has to do with transitions and the types of words and phrases used in an informative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

Riding all-terrain vehicles (ATVs) are a fun way to explore the countryside. They are also an invaluable resource for those who have a lot of land.

1. Choose the best way to connect sentences 1 and 2.
 - a. countryside: they
 - b. countryside. In addition, they
 - c. countryside, they

Answer:

2. Complete the rest of this paragraph using the appropriate transitions and vocabulary. Some possible topics to discuss include safety (like wearing a helmet) and usefulness to farmers (like the ability to survey the property and livestock, and mend fences).

8TH Grade Writing: W.8.3

Problem: What point of view is used below?

You children are not getting along very well.

- a. First person
- b. Second person
- c. Third person

Answer: b

This type of question has to do with introductions of narrators/characters and organization in a narrative. What are some things to remember about this type of question?

Instructions: Write about a favorite memory from childhood. Use first person to describe what happened.

8TH Grade Writing: W.8.3

Problem: Choose the word that best signals a shift in time or sequence.

First, she went to the school. _____
she spoke with my teacher.

- a. After,
- b. Before,
- c. Underneath,

Answer: a

This type of question has to do with using transitional and precise words and phrases in a narrative. What are some things to remember about this type of question?

Instructions: Using descriptive details and sensory language, describe a scene outdoors. The scene can be in the city, suburbs, or country.

8TH Grade Writing: W.8.3

Problem: What would be an effective concluding sentence for the following?

The storm affected my television reception last night.

- a. Do you think kids today watch too much tv?
- b. I called the cable company first thing today.

Answer: b

This type of question has to do with conclusions in a narrative. What are some things to remember about this type of question?

Instructions: Provide at least two additional sentences and concluding sentence to the following.

Powerful storms often affect us in the spring. It can be scary to be caught in the grips of a storm.

8TH Grade Writing: W.8.5

Problem: Revise the following.

The sun came out after lunch. The workers were able to pour the concrete.

- a. The sun came out after lunch; the workers were able to pour the concrete.
- b. The sun came out after lunch, the workers were able to pour the concrete.

Answer: a

This type of question has to do with planning, revising, and editing texts. What are some things to remember about this type of question?

Instructions: Answer the question below about Madison’s organizational chart for her essay about her clubhouse.

- My new clubhouse
 - Made from leftovers from other construction projects
 - Crafted from wood scraps from our new deck
 - Used leftover shingles from when our house got a new roof
 - Built by my dad and me
 - Spent three weekends working on it
1. Madison wants to add a section to her essay about the paint her uncle donated to the project, which was left over from when he painted a fence at his house. Where would Madison place this information in her outline?
 - a. Under “Built by my dad and me”.
 - b. Under “Made from leftovers from other construction projects”.
 - c. There isn’t a good place to put it in the current outline.

Answer:

8TH Grade Writing: W.8.8

Problem: How would you search for information about your local electric company?

- a. An online phone book
- b. An encyclopedia
- c. A dictionary

Answer: a

This type of question has to do with paraphrasing text. What are some things to remember about this type of question?

Instructions: Answer the questions below.

Painting is a fun activity that you can do, no matter what your skill level. You do not have to have formal training to enjoy it. You can paint with different types of paint including watercolor, acrylics, and oil. You can create still life paintings of an object. You can paint landscapes of the outdoors. You can also paint a portrait of a person called a portrait.

Choose a main concept from this paragraph and paraphrase it. Then pretend the author of this paragraph is named Joe Artist. Quote one of his sentences and give credit to him.

8TH Grade Writing: W.8.1

Problem: You want to find information about the positive and negative effects of beauty pageants. The best place to go for information is (circle as many that apply):

- a. A friend that participates in pageants.
- b. A web site that promotes beauty pageants.
- c. A reality show about pageants.

Answer: All of the above

This type of question has to do with finding and using relevant and accurate information in an argumentative essay. What are some things to remember about this type of question?

Instructions: Provide three sources for an argument for or against children having their own cell phones. How do you know these sources credible?

8TH Grade Writing: W.8.1

Problem: Chose the word or phrase that best connects the two sentences.

A storm is coming. I am putting my patio furniture inside for the night.

- a. Therefore,
- b. Then,
- c. Also

Answer: a

This type of question has to do with transitions in an argumentative essay. What are some things to remember about this type of question?

Name three common transition words/phrases not named in the example above. Go back to the essay you wrote for or against children's use of cell phones. Add transition words and clarify any arguments.

1. _____

2. _____

3. _____

8TH Grade Writing: W.8.2

Where is the best place to find information about the types of allergies that affect your region?

- a. A thesaurus
- b. An encyclopedia
- c. A web site with the pollen count

Answer: c

This type of question has to do with introductions and organization in an informative essay. What are some things to remember about this type of question?

Instructions: Write a strong introduction for an essay about your favorite vacation destination. It can be a place you have visited or a place you would like to visit. Provide an outline of how you will organize your information.

8TH Grade Writing: W.8.2

Problem: Where could you find information about a local lumber company that donated materials to a charity? Choose all that apply.

- a. A thesaurus
- b. Social media
- c. A dictionary
- d. A local newspaper

Answer: b and d

This type of question has to do with finding and using relevant information in an informative essay. What are some things to remember about this type of question?

Instructions: Using the internet or other reference material such as an encyclopedia, write factual information and concrete details about your favorite vacation spot.

8TH Grade Writing: W.8.2

Problem: What is the best way to combine these two sentences.
At first, I was unsure how to use my new phone. I realized the guide provided with the phone was very helpful.

- a. phone, I realized
- b. phone and I realized
- c. phone. Later, I realized

Answer: c

This type of question has to do with transitions and the types of words and phrases used in an informative essay. What are some things to remember about this type of question?

Instructions: Name three transition words or phrases that can be used between sentences. Write a sentence with each word.

1. _____

2. _____

3. _____

8TH Grade Writing: W.8.2

Problem: Which sentence below best acts as a conclusion to the following?

Maintaining a schedule even when you are off from school is important.

- a. I love to sleep in every day.
- b. It will help the transition back to school be that much easier.

Answer: b

This type of question has to do with the style and concluding statements of an informative essay. What are some things to remember about this type of question?

Instructions: Write a paragraph about your favorite movie or television show. What about this movie or program makes you enjoy it so much? Maintain a formal style and provide a strong conclusion which sums up and supports what you have written about.

8TH Grade Writing: W.8.3

Problem: What point of view is used below?

The technician can't come to repair my television for three weeks.

- a. First person
- b. Second person
- c. Third person

Answer: c

This type of question has to do with introductions of narrators/characters and organization in a narrative. What are some things to remember about this type of question?

Instructions: Write about a favorite memory from childhood. Use third person to describe what happened.

8TH Grade Writing: W.8.3

Problem: Identify the narrative technique used below.

The smell of strong, dark, aromatic coffee filled the air and made me hungry for breakfast.

- a. Dialogue
- b. Description
- c. Pacing
- d. Reflection

Answer: b

This type of question has to do with using specific narrative techniques.

What are some things to remember about this type of question?

Instructions: Write about something that happened this past year. Use description and reflection to describe what happened.

8TH Grade Writing: W.8.3

Problem: What would be an effective concluding sentence for the following?

Planes cross our globe every day.

- a. They are one of our safest forms of transportation.
- b. I don't enjoy flying at all.

Answer: a

This type of question has to do with conclusions in a narrative. What are some things to remember about this type of question?

Instructions: Provide at least two additional sentences and concluding sentence to the following.

Music inspires me

8TH Grade Writing: W.8.5

Problem: Revise the following.

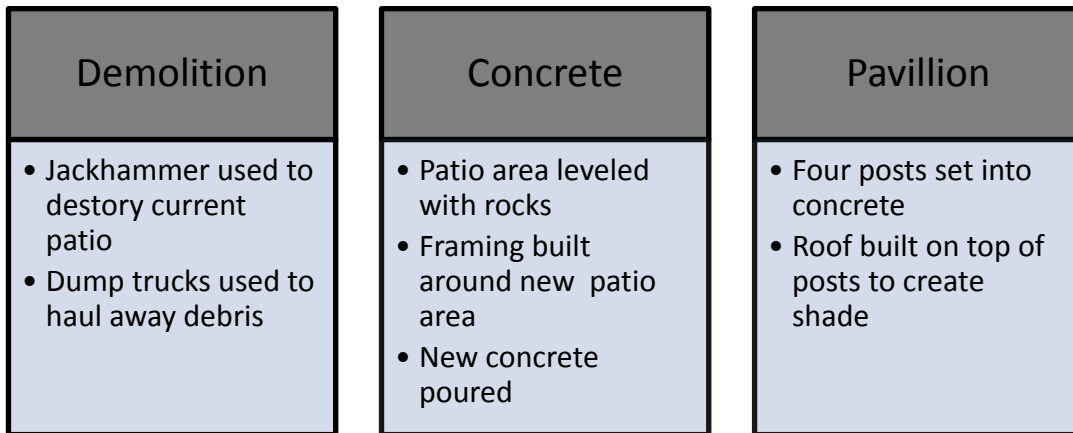
The plane was delayed. I was unable to catch my connecting flight.

- a. I missed my flight.
- b. Because the plane was delayed, I was unable to catch my connecting flight.

Answer: b

This type of question has to do with planning, revising, and editing texts. What are some things to remember about this type of question?

Instructions: Answer the question below about Juanita’s organizational chart for her essay about a new patio being built at her house.



If Juanita wanted to add information about how the machine with the jackhammer attachment severed the cable television line, where would she add that information?

8TH Grade Writing: W.8.8

Problem: How would you search for information about keeping birds as pets?

- a. Use a search engine.
- b. Go to the library.
- c. Visit your local pet store.

Answer: All of the above.

This type of question has to do with paraphrasing text. What are some things to remember about this type of question?

Instructions: Answer the questions below.

Scrapbooking is a good way to preserve your memories. You do not have to use every photo that you have. You can use just a few photos to show the most exciting part of an event. You can use fancy paper or stickers to decorate your pages. As an alternative to traditional scrapbooking, some people enjoy using online tools to design photo books. For a fee, you can have the book you design printed and shipped to your home.

Choose a main concept from this paragraph and paraphrase it. Then pretend the author of this paragraph is named Sue Scrapbook. Quote one of her sentences and give credit to her.
