LIFEPAC®

LANGUAGE ARTS

STUDENT BOOK

9th Grade | Unit 6

Alpha Omega PUBLICATIONS

Language Arts 906

Structure and Meaning in Prose and Poetry

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Structure and Meaning in Prose and Poetry

Introduction

Reading is to writing what listening is to speaking. A good listener doesn't just hear the speaker's words, he works hard to understand what the speaker means. If he doesn't, communication fails. In the same way, the reader's job is to figure out what the author means in writing. If he doesn't, communication fails. It's not all on the listener/reader's shoulders, though. The speaker/author has to provide the right form, a clear organizational structure, and other clues to help the listener/reader understand the intended meaning. In turn, the reader must perceive and use those clues to arrive at that same meaning.

Think of it this way. Let's say a package arrives at your house one day. You have no idea what's inside, but certain clues help you to figure it out. First off, the package is addressed to your mother from your grandmother. You're a little disappointed but still curious. In large letters on the side you read: *FRAGILE! HANDLE WITH CARE!* and *THIS WAY UP*. When you pick the box up (carefully!) to take it to your mother, you find that it's very heavy.

Now it's your mom's turn. She slits the top open and peers inside to find a snow scene of packing material. Digging through, she finds a bulky package wound in bubble wrap (something to play with later), and another, and still another. Soon, she has eight packages on the table in front of her, all alike. She turns to you, smiles, and asks, "Do you know what these are?"

You don't, but you know that whatever they are, they're fragile—probably glass—and they come in a set. A few minutes later, you both know—a full set of crystal goblets, the ones your grandmother always used on Thanksgiving and Christmas. Now, it's your Mom's turn to put them to use. She smiles again and wipes a tear from her eye.

Touching story, right? Now, what if your grandmother hadn't used bubble wrap? What if she hadn't marked the side of the box to show which end was up and that the contents were fragile? Or, what if you or your mother or the postman had ignored the warnings? Your mother would be wiping tears away for an entirely different reason.

Here's the point. Important ideas, like crystal, are fragile. They must be handled with care if they are to successfully make the journey from the author's mind to the reader's.

This unit provides an overview of some of the forms and organizational tools writers use to "box up" and deliver those ideas. You'll learn about the clues writers provide and that readers must use in order to "handle the box" safely without shattering the author's intended meaning. In so doing, you'll also learn to decide just how valuable those ideas are after all.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAC. When you have finished this LIFEPAC, you should be able to:

1. Understand and identify the rhetorical purpose of a passage (to entertain, inform, or persuade).
2. Understand and identify characteristics of narrative, descriptive, expository, and persuasive nonfiction prose.
3. Determine the main idea of a passage based on the type of passage, its purpose, and its logical structure.
4. Determine the implied meaning of a passage.
5. Detect logical fallacies in persuasive writing.
6. Interpret the information within graphs, charts, tables, and other visual aids and connect them to the overall purpose of a passage.
7. Determine the most appropriate visual aid to use in displaying particular types of data for particular purposes.
8. Identify the basic structural features of a poem including stanza, rhyme scheme, meter, and other sound devices.
9. Identify use of figurative language in poetry, including metaphor, simile, symbolism, irony, and imagery.
10. Determine the literal and figurative levels of a poem's meaning, taking into consideration the poem's structural features.

Survey the LIFEPAC. Ask yourself some questions about this study and write your questions here.

1. READING FOR PURPOSE AND MEANING

Do you remember learning how to read? You should, because you're still learning. The part you might not remember is how you got started. You were probably introduced to isolated sounds like *a* as in *apple*, *b* as in *ball*, *o* as in *ostrich*, and so on. Once you mastered individual sounds, you began working on patterns like *tap*, *sap*, *cap*, *rap*. If you were like most kids, your first experience with sounding out a real word went something like this:

- *ssss ---- aaaaa ---- p ... sssaaaap .... SAP!* "Hey, like *tree* sap! I know what that is!"

You had experienced the joy of connecting a sequence of sounds—*decoding*—with something meaningful—*comprehension*. It was like unwrapping a present—it wasn't just an empty box, there was meaning inside. The tough job of untying the ribbon had finally paid off.

You moved past that tough *decoding* stage long ago. Now, you instantly recognize those hundreds of sound patterns you learned one by one. You don't think about sounding words out unless you're wrestling with a new one.

Reading, however, is far more than decoding the meanings of individual words. As you know, words mean something quite different in sentences than they do in isolation. In turn, sentences mean something quite different in paragraphs than they do by themselves. Paragraphs join together to form discourses, essays, reports, stories, poems, and many other forms.

This section will help you "decode" larger units of meaning. You'll learn about the major parts of a text by reviewing the relationship between the author's purpose and the forms and organizational structures he uses. These will serve you well later in the unit, when you have to unpack the meaning found in persuasive writing and poetry.

SECTION OBJECTIVES

Review these objectives. When you have completed this section, you should be able to:

1. Understand and identify the rhetorical purpose of a passage (to entertain, inform, or persuade).
2. Understand and identify characteristics of narrative, descriptive, expository, and persuasive nonfiction prose.
3. Determine the main idea of a passage based on the type of passage, its purpose, and its logical structure.
6. Interpret the information within graphs, charts, tables, and other visual aids and connect them to the overall purpose of a passage.
7. Determine the most appropriate visual aid to use in displaying particular types of data for particular purposes.

VOCABULARY

Study these words to enhance your learning success in this section.

anecdote. A short, entertaining story.

author purpose. One of four reasons for which authors write—to inform, persuade, entertain, or express strong feelings.

bar graph. A graph used to show change in relationship at set points in time.

chronological organization. A method of ordering ideas by time sequence.

exposition. Writing intended to describe, explain, or inform.

legend. A set of definitions for symbols, listed at the bottom of a chart or graph.

line graph. A graph showing continuous change across a span of time.

pictograph. A graph using symbols or pictures to add more information about data.

pie graph. A circle graph showing parts of a whole.

sequence. Coming one after another, in series, or in order.

spatial organization. A method of ordering ideas when describing a physical object or space.

table. A graph which organizes data in rows and columns.

topic sentence. The major idea of a paragraph explicitly stated.

Note: *All vocabulary words in this LIFEPAC appear in* **boldface** *print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.*

UNDERSTANDING AUTHOR PURPOSE AND MEANING

This lesson will briefly discuss purposes for which readers read and then explain the major purposes for which writers write. Examples will illustrate each of the aims/purposes.

Why readers read. What do you read? If you stop and think about it, you'll probably list a few things like:

- the Bible
- school text books
- stories (novels, short stories, etc.)
- newspaper and magazine articles
- advertisements
- instructions and recipes (how-to's)

Why do you read these things? Read the list of reasons below. You'll probably agree with most of them.

- **the Bible**—to learn about God, His plan and work in the world, and your responsibility to Him and others while on earth
- **school text books**—to learn how to do things; to learn about the world around you and your responsibility in it
- **stories (novels, short stories, etc.)**—to entertain yourself; to learn more about the world around you
- **newspaper/magazine articles and essays**—to learn about the world around you
- **advertisements**—to decide whether or not to buy something
- **instructions and recipes (how-to's)**—to learn how to do something

These aren't the only reasons for reading from these sources, but they are probably the biggest reasons. If we boil all of them down, we can say that most people, including you, read for the following reasons:

- to understand
- to believe or act
- to enjoy or be entertained

Many times, readers can fulfill all three of these purposes in reading a single source. The story of Daniel in the Bible, for example, includes many stories that not only are entertaining to read, but also help us to understand that trusting God sometimes requires sacrifice and that God blesses obedience. These truths, modeled in an entertaining story, inspire us to do like Daniel did—do what's right no matter what.

Why writers write. Just like you have reasons for reading, writers have reasons for writing. Understanding why a writer writes, that is, the **author purpose**, is an important step towards understanding what the author is trying to say.

1. Writers write to inform readers, that is, to give them information about something. Consider nineteenth-century explorer Désiré Charney's description of a palace he discovered in Mexico:

   One of these chambers measured forty-nine feet on one side, that is seven hundred and thirty-two feet in circumference. The walls, nearly six feet seven inches thick, are built of stone and mortar, incrusted with deep cement, sloping up about three feet and terminating perpendicularly. The centre of the room is occupied by six pillars, on which rose stone, brick, or wood columns bearing the roof...we observed small stone rings fixed to the wall, and on each side of the entrance, also fixed to the wall, two small painted slabs.

   —From *Ancient Cities of the New World*, by Désiré Charney

What is Mr. Charney's purpose in describing his discovery? To inform you of what he saw. In Charney's time, photographs in books were rare and few could travel to see the things he saw. The description helps Charney's readers picture his discovery and allows them to understand what the ancient palace was like.

2. Writers write to inspire or persuade readers to believe or act. That's just what J.C. Ryle, a nineteenth-century pastor does in the following passage:

   I charge you to make a habit of reading the Bible, and not to let the habit be broken. Do not let the laughter of friends, do not let the bad customs of the family you live in, don't let any of these things prevent your doing it. Determine that you will not only have a Bible, but also make time to read it too. Allow no man to persuade you that it is only a book for Sunday school children and old women. It is the book from which King David got wisdom and understanding. It is the book which young Timothy knew from his childhood. Never be ashamed of reading it. Do not "scorn instruction" (Proverbs 13:13).

Ryle isn't just informing his readers of the importance of reading the Bible. He is ordering, pleading, and exhorting his readers to take Bible reading seriously. Ryle seeks to persuade his readers to believe in the importance of Bible reading and to show it by their actions.

3. Writers write to express emotion and strong feelings. No stronger feelings have ever been expressed than those by King David, later echoed and fulfilled by Jesus at his crucifixion.

   My God, my God, why have you forsaken me? Why are you far from helping me and from my roars of anguish? O my God, I cry in the daytime, but you do not hear me. I cry during the night and am never silent.

   Our fathers trusted in you and you delivered them. They cried out to you and were rescued. But I am nothing but a worm. People despise me. They laugh at me saying, "He trusted that God would deliver him. Let's see Him do it, since He delights in him."

   But you, God, are the one who brought me safely from the womb and taught me to hope in you even as a nursing infant. Please be near me, for I am in great trouble and no one is around to help.

   —(Paraphrase of Psalm 22: 1-11 KJV)

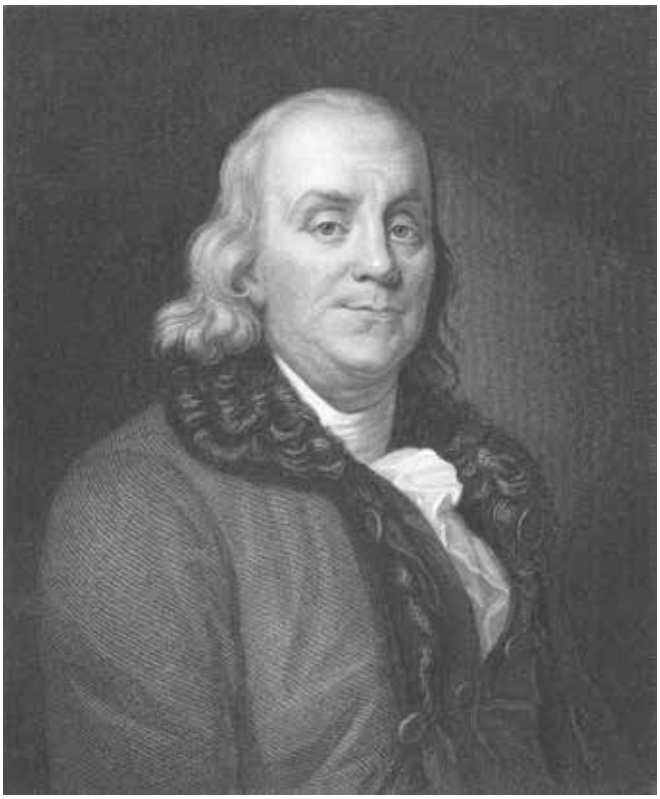
David is writing to express his feelings of loneliness and frustration at his seeming abandonment by God. His honest expression of his feelings, directed towards the only one who could help him also inspires us to bring our troubles to God in prayer.

4. Writers write to delight or entertain their readers. Benjamin Franklin writes an entertaining description of his first arrival in Boston as a young man:

   I was in my working dress,...I was dirty, from my being so long in the boat. My pockets were stuffed out with shirts and stockings,...I was very hungry; and my whole stock of cash consisted in a single dollar...

   I met a boy with bread...and inquiring where he had bought it, I went immediately to the baker's he directed me to.... Not knowing the different prices nor the names of the different sorts of bread, I told [the baker] to give me threepenny worth of any sort. He gave me accordingly three great puffy rolls. I was surprised at the quantity, but took it, and having no room in my pockets, walked off with a roll under each arm and eating the other. Thus I went up Market Street...passing by the door of Mr. Read, my future wife's father; when she, standing at the door, saw me, and thought I made, as I certainly did, a most awkward, ridiculous appearance.

Franklin wants his readers to enjoy and be entertained by the hilarious picture of a boy, pockets bulging with shirts and socks, walking down the street carrying two huge loaves of bread under his arms while gnawing on a third,



all under the scornful gaze of his future wife (whom he has not yet met). Note that the picture is especially funny given that it's *Benjamin Franklin*, an American hero.

The last example illustrates that the purposes of a writer are not neatly separated. Often, a single passage can include one, two, or all of the purposes discussed above. For example, in describing his appearance, Franklin informs his readers of what he was like as a boy, entertains them in doing so, but also inspires them by showing that someone as accomplished and famous as he had humble beginnings.

Fill in the blanks with either A writer writes or A reader reads.

1.1 _____ to enjoy or be entertained.

1.2 _____ to persuade.

1.3 _____ to inform.

1.4 _____ to express strong feeling or emotion.

1.5 _____ to believe or act.

1.6 _____ to entertain.

1.7 _____ to understand.

USING PARAGRAPH STRUCTURE TO FIND MEANING

One of the most important ways in which authors achieve their purpose is through the structure of their writings. In other words, how a piece of writing is organized is directly related to its purpose.

Authors whose purpose it is to explain, inform, or describe something are writing what is called **exposition**. This type of writing includes most of the everyday nonfiction you're used to seeing, including textbooks, magazine or newspaper articles, or informational Internet sites.

Expositional writing comes in a variety of forms or modes which authors can choose from to achieve their purpose. Each of these modes has a special organizational structure of its own. Understanding this structure aids in getting at the author's meaning.

Description. Authors use description as a tool to communicate a picture through words. They use precise words that appeal to the senses of sight, sound, smell, taste, and touch. As important as carefully chosen words, however, is the ordering of ideas so that readers can successfully picture what the author sees.

Since the reader cannot take in everything at once like they would if they were looking at something, writers must use spatial organization to allow readers to put the scene together piece by piece. Look again at Charney's description of the ancient palace chamber:

> *One of these chambers measured forty-nine feet on one side, that is seven hundred and thirty-two feet in circumference. The walls, nearly six feet seven inches thick, are built of stone and mortar, incrusted with deep cement, sloping up about three feet and terminating perpendicularly. The centre of the room is occupied by six pillars, on which rose stone, brick, or wood columns bearing the roof.... Small stone rings [are] fixed to the wall, and on each side of the entrance, also fixed to the wall, two small painted slabs.*
>
> *—From Ancient Cities of the New World, by Désiré Charney*

Charney uses side-to-side and bottom-to-top spatial description. He first has the reader "turn" around to view the overall size or perimeter of the chamber based on the width and length of its walls. In this sense, the description is like a camera "panning" the scene. Charney next focuses on the wall details and then moves up the central columns to the ceiling. Then, he moves back to the walls and to the entrance.

Description can be used for other purposes than just information. The following example is not uncommon.

> *Some call it a rocket on wheels. Others call it pure exhilaration. Whatever you call it, the X-JT7 is no ordinary sports car. From its e-z-glide convertible top to its low profile prowlers, molded bumpers, streamlined candy-apple finish, chrome dual exhaust, and fine-grain wood cockpit controls, X-JT7 is emotion on wheels. Test-drive one at your dealer today.*

Answer these questions.

1.8 What is the goal of this description? _____

_____

1.9 How does the writer use spatial description? _____

_____

_____

Narration. In its most basic form, narration is story telling. A story is the combination of a series of events leading up to a conclusion. The excerpt from Benjamin Franklin's autobiography has these elements of a story. Read a following portion of it again.

> *I met a boy with bread...and inquiring where he had bought it, I went immediately to the baker's he directed me to.... Not knowing the different prices nor the names of the different sorts of bread, I told [the baker] to give me threepenny worth of any sort. He gave me accordingly three great puffy rolls. I was surprised at the quantity, but took it, and having no room in my pockets, walked off with a roll under each arm and eating the other. Thus I went up Market Street...passing by the door of Mr. Read, my future wife's father; when she, standing at the door, saw me, and thought I made, as I certainly did, a most awkward, ridiculous appearance.*

This passage is an example of an **anecdote**, a brief episode in a much larger story, in this case, the story of Franklin's life. This paragraph, like all narrative paragraphs, uses **chronological organization**. That is, it describes a series of happenings or events in the order in which they occurred.

Complete these activities.

1.10 Create a brief outline of the events from Franklin's anecdote.

Event 1: _____

Event 2: _____

Event 3: _____

Event 4: _____

1.11 What is the point of Franklin's narrative?

_____

_____

_____

_____

Sequence. Authors use narrative structure to do more than just tell entertaining stories. The same structure is used to describe processes or provide step-by-step instructions. This type of exposition is known as sequence. Read the following paragraph:

> *Follow these guidelines for transferring a plant from a plastic pot to ground soil:*
>
> *Water your plant the day before planting so that the moist soil clings together, protecting the roots during the transplant. Select a planting location that matches the sun/shade requirements of the plant. Water the soil to make digging easier.*
>
> *On planting day, dig the hole twice the width of the pot and of equal depth to give the roots ample room to spread. Remove the plant from the pot, first pressing the sides of the pot gently to free the soil and roots. Grasp the plant gently at its base and pull to remove it from the pot. If this step proves difficult, turn the pot upside down to free the roots and soil.*
>
> *Place the plant in the center of the hole. Sprinkle the proper amount of plant food around the base, and refill the hole using the soil you just removed. Gently tamp the soil down, making sure the root base is covered and that the plant has enough support to stand on its own. Water the plant thoroughly.*

Complete these activities.

1.12 The paragraph orders the planting steps chronologically. List them below:

Day before:

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

Step 7: _____

Step 8: _____

Notice that while the purpose is different, the basic structure is the same in both Franklin's anecdote and the process description. In the story, the emphasis is on the events, while in the process, the emphasis is on the steps.

Classification. A classification paragraph describes something by dividing it up into classes or types. Beginning with a general statement or **topic sentence**, a classification paragraph first describes one class, then another, and so on. Interestingly enough, we've been using classification all along in our discussion up to this point. A summary of what we've discussed about author purpose can be restated as a classification paragraph, as follows:

> *Authors typically write for one of four purposes. Writers write to inform readers, that is, to give them information about something. Writers write to inspire or persuade readers to believe or act. They sometimes write to express emotion and strong feelings. They also write to delight or entertain their readers. The purposes of a writer are not neatly separated. Often, a single passage can include one, two, or all of these purposes.*

Complete this activity.

1.13 Outline the structure of the classification paragraph.

Topic sentence: _____

Purpose 1: _____

Purpose 2: _____

Purpose 3: _____

Purpose 4: _____

Concluding statement: _____

Comparison and Contrast. A paragraph that explains or defines by showing similarities or differences uses the comparison and contrast form. This structure begins with a topic sentence concerning the things or ideas to be compared or contrasted. The remainder of the paragraph takes one of two forms. The first form moves back and forth between the two things or ideas being compared, as shown below:

> *It's been said that Christianity is a relationship with God, not a religion. What's the difference? A religion is a system of rules and practices. A relationship with God is the fellowship of Creator and creature. A religion depends on performance. A relationship with God thrives on unconditional love. A religion leaves a person in hungry pursuit of eternity. A relationship with God is the certainty of eternity begun in time.*

- Topic sentence—religion vs. relationship
- religion
- relationship
- religion
- relationship
- religion
- relationship

The second form divides the paragraph neatly in two, the first half focusing on religion, the second half on relationship.

Complete this activity.

1.14 Rewrite the comparison and contrast paragraph using this form.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Exemplification. This paragraph form uses a series of examples to support the main idea expressed in the topic sentence. This structure is one of the most frequently used in informational texts.

> *Computers and the Internet are merging a variety of communication and entertainment technologies, making them accessible from a single location. Landline telephones are facing competition from more affordable VoIP and video conferencing options. Radio stations offer streaming audio for those who wish to enjoy music and talk shows from their computers. Television stations offer digital downloads of series episodes, and CDs are quickly being replaced by Internet-based digital music files, available for individual purchase. One has to wonder if eventually, radios, televisions, and traditional telephones will go the way of the phonograph.*

The structure of exemplification paragraphs is straightforward:

- Topic sentence
- Example 1
- Example 2
- Example 3
- Example 4
- Example 5
- Concluding statement

Complete this activity.

1.15 What is the topic sentence of this paragraph?

_____

1.16 How many examples are given? _____

Cause and effect. Cause and effect paragraphs serve to show why something happened or the consequences that follow from an event. Read the paragraph below:

> *In the last ten years, the homeschooling movement has grown dramatically. This is due to several causes. First, state governments have passed laws making it easier to homeschool, in large part due to the efforts of organizations like the Home School Legal Defense Association. Second, an increase in public school violence and hostility towards religious beliefs has convinced a number of parents to pull their children out and school them elsewhere. Third, costs for private schooling have increased significantly, limiting parents' options. Fourth, studies on the effectiveness of homeschooling have shown that a large percentage of homeschool students perform well above the national average. These are just a few of the causes of the continued growth of this movement.*

Answer these questions.

1.17 How many causes are listed? _____

1.18 What is the effect of these causes? _____

_____

_____

USING VISUAL AIDS TO FIND MEANING

In addition to using patterns of organization to make meaning clear, writers often rely on a variety of visual aids for a similar purpose. Most visual aids help to organize data, untangle complex ideas, and draw the reader's attention to the main point. Visual aids include charts, graphs, and tables. Authors use these tools especially when they wish to make comparisons between two or more things or wish to show how something has changed over time.

Study the following article to see how it makes use of a visual aid.

Elementary/Secondary Education

Homeschooled Students

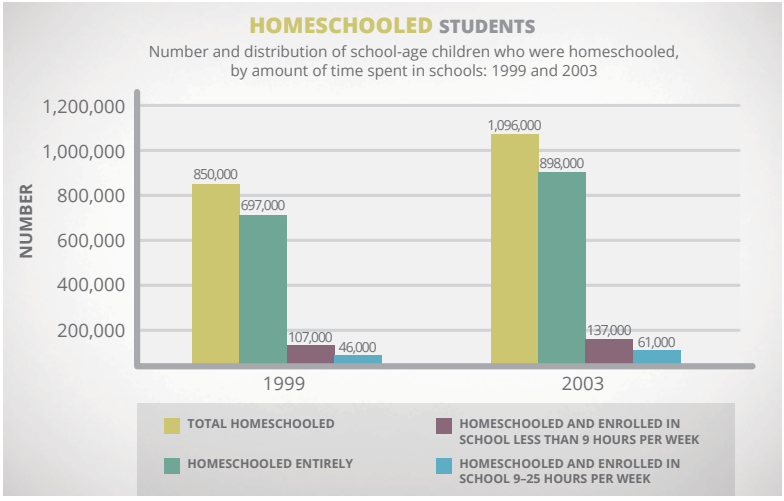
In the spring of 2003, about 1.1 million, or 2.2 percent of all students, were homeschooled in the United States, an increase from 1999.

This indicator examines the number and characteristics of homeschooled students in the United States in 2003. Homeschooled students are school-age children (ages 5–17) in a grade equivalent to at least kindergarten and not higher than 12th grade who receive at least part of their instruction under their parents' guidance at home and whose attendance at public or private school does not exceed 25 hours per week.

In 2003, the number of homeschooled students was 1.1 million, an increase from 850,000 in 1999 (see supplemental table 3-1). The percentage of the school-age population who were homeschooled increased from 1.7 percent in 1999 to 2.2 percent in 2003. The majority of homeschooled students received all of their education at home (82 percent), but some attended school up to 25 hours per week. Twelve percent of homeschooled students were enrolled in school less than 9 hours per week, and 6 percent were enrolled between 9 and 25 hours.

Homeschooled children tended to be White and from two-parent households in 2003. White children were more likely to be homeschooled than Black or Hispanic children or children from other race/ethnicities, and they constituted the majority of homeschooled students (77 percent). Eighty-one percent of homeschooled students were in two-parent households and 54 percent were in two-parent households with one parent in the labor force. The latter group of students had a higher homeschooling rate than their peers from families with different family employment characteristics. In 2003, there were no measurable differences in rates of homeschooling among students when considering their household income or the level of their parents' education.

Parents give many different reasons for homeschooling their children. In 2003, the reasons most frequently reported by parents as being "applicable" were concerns about the school environment (e.g., safety, drugs, or negative peer pressure) (85 percent of parents); a desire to provide religious or moral instruction (72 percent); and dissatisfaction with academic instruction (68 percent) (see supplemental table 3-2). As their "most important" reason, parents most often cited concerns about the school environment and a desire to provide religious or moral instruction.



NOTE: Detail may not sum to totals because of rounding. Homeschooled children are those ages 5–17 educated by their parents full or part time who are in a grade equivalent to kindergarten through 12th grade. Excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness.

SOURCE: Princiotta, D., Bielick, S., Van Brunt, A., and Chapman, C. (forthcoming). *Homeschooling in the United States: 2003* (NCES 2005–101), table 1. Data from U.S. Department of Education, National Center for Education Statistics, Parent Survey of the National Household Education Surveys Program (NHES), 1999 and Parent and Family Involvement in Education Survey of the NHES, 2003.

FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Tables 3-1, 3-2
NCES 2004–115

Source: *U.S. Department of Education, Institution of Education Sciences, National Center for Education Statistics.*

A quick read through the article tells you that it's full of facts and figures. Study the article by answering these questions:

Answer these questions.

1.19 What is the main point of the article? _____

_____

1.20 How many times is that point stated? _____

1.21 What is the increase in number of homeschooled students between 1999 and 2003 in actual numbers? _____

1.22 What percentage of school-age children in the U.S. were homeschooled students in 2003?

_____

1.23 What percent of homeschooled students do so full time? _____

1.24 What percent of homeschooled students were also in school (less than 9 hours)?

_____

1.25 What percent of homeschooled students were also in school 9-25 hours? _____

1.26 What percent of homeschooled students are from white families vs. other ethnicities?

_____

1.27 What percent of homeschooled students are from two-parent homes? _____

1.28 What percent of homeschooled students are from two-parent homes with one parent working? _____

1.29 What percent of parents homeschool because of school environment? _____

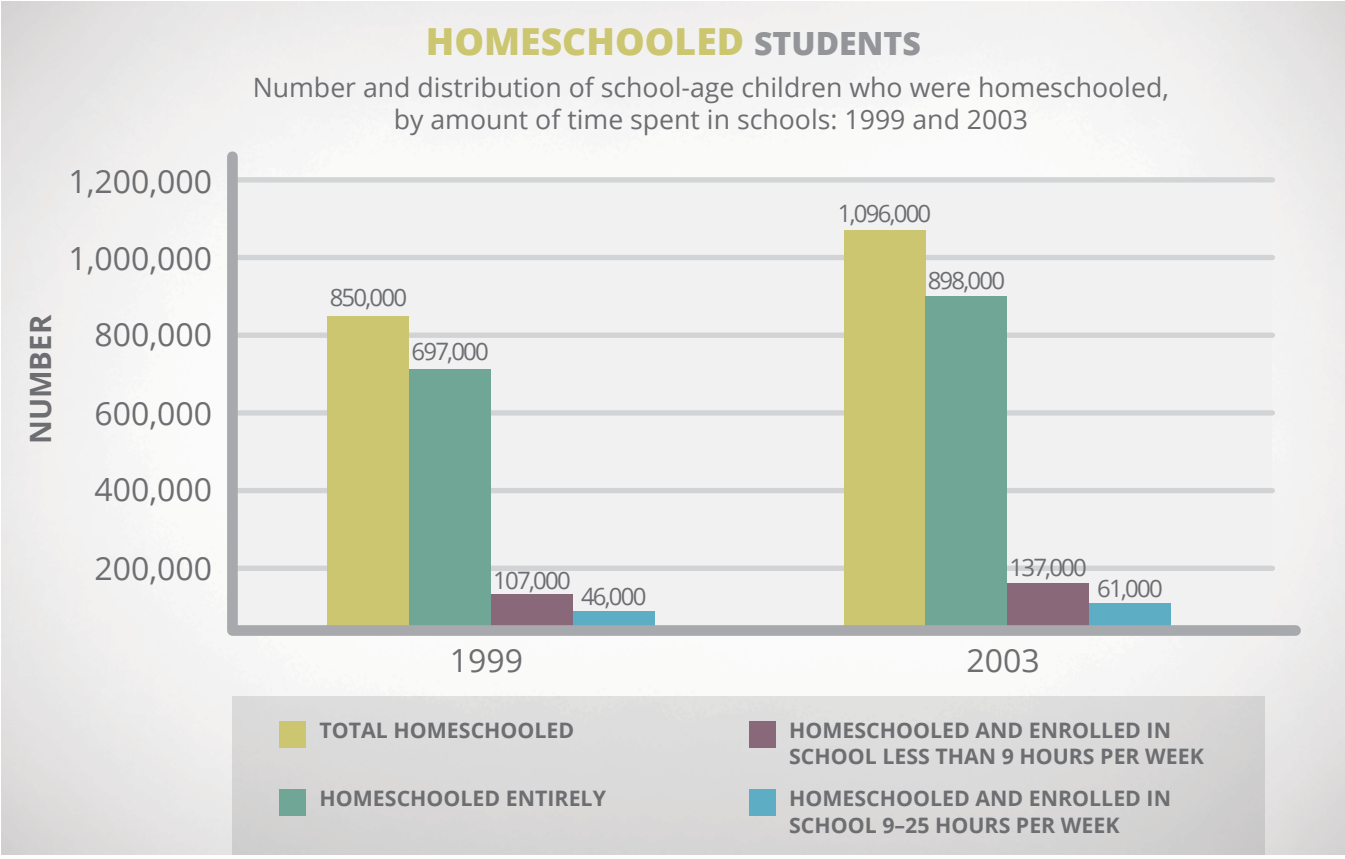
1.30 What percent of parents homeschool for moral or religious reasons? _____

1.31 What is the percentage of parents homeschooling because they are dissatisfied with school academics? _____

Whew! Making sense of all of these statistics creates the need for the author to use a visual aid to help the reader. For the article on the previous page, the author has chosen a bar graph to show a relationship between two variables—the number of homeschool students at two points in time. The graph packs a lot of information into a small space. Reading it requires you to look at the information moving up the left-hand side (the y-axis), showing the number of students in relation to the information listed on the base line (the x-axis), which shows two points in time, 1999 and 2003. Additionally, the graph includes a title which clearly points out the relationship between student population and time shown by the bars.

Notice the colors of the bars. Each color is identified at the bottom of the graph in a **legend**, a description of what each color represents.

Note: bar graphs can be vertical or horizontal. Use horizontal graphs when category names are too long to fit at the foot of a column.



Source: *U.S. Department of Education, Institution of Education Sciences, National Center for Education Statistics.*

Answer the following questions about the graph.

1.32 The bar graph shows the relationship between what two things on the x- and y-axes?

_____

1.33 How many groups are being compared? _____

1.34 What is the relationship between the yellow green bars and the other bars? _____

_____

1.35 In comparison to 1999, what happens to all groups in 2003? _____

_____

1.36 Which subgroup is the largest in 1999? _____

1.37 Which subgroup is the largest in 2003? _____

This article also uses a table as a visual aid to help the reader make more sense of the data. Tables are useful for organizing lots of information, but they do not highlight relationships or patterns within that data. Study the table below.

Appendix 1: Supplemental Tables *Indicator 3*

HOMESCHOOLED STUDENTS

Number and percentage of school-age children who were homeschooled, by parents' reasons given as important and most important for homeschooling: 2003

	Important		Most Important	
	Number	Percent[1]	Number	Percentage Distribution
A concern about environment of other schools[2]	935,000	85.4	341,000	31.2
A dissatisfaction with academic instruction at other schools	748,000	68.2	180,000	16.5
A desire to provide religious or moral instruction	793,000	72.3	327,000	29.8
Child has a physical or mental health problem	174,000	15.9	71,000	6.5
Child has other special needs	316,000	28.9	79,000	7.2
Other reasons[3]	221,000	20.1	97,000	8.8

[1]Percentages do not sum to 100 percent because respondents could choose more than one reason.
[2]Such as safety, drugs, or negative peer pressure.
[3]Parents homeschool their children for many reasons that are often unique to their family situation. "Other reasons" parents gave for homeschooling include the following: It was the child's choice, to allow parents more control over what child was learning, and to provide more flexibility.
NOTE: Homeschooled children are those ages 5–17 educated by their parents full or part time who are in a grade equivalent to kindergarten through 12th grade. Excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness. Detail may not sum to totals because of rounding. See supplemental note 3 for more information about the National Household Education Surveys Program (NHES).
SOURCE: Princiotta, D., Bielick, S., Van Brunt, A., and Chapman, C. (forthcoming). Homeschooling in the United States: 2003 (NCES 2005 2005–101), table 4. Data from U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2003.

Source: *U.S. Department of Education, Institution of Education Sciences, National Center for Education Statistics.*

Notice the categories that organize the information are along the top of the table.

Answer the following questions about the table.

1.38 How many categories are listed in the table? _____

1.39 Under **Important**, the numbers are arranged in what order? _____

1.40 What is the relationship between the largest number under **Important** and the largest number under **Most Important**? _____

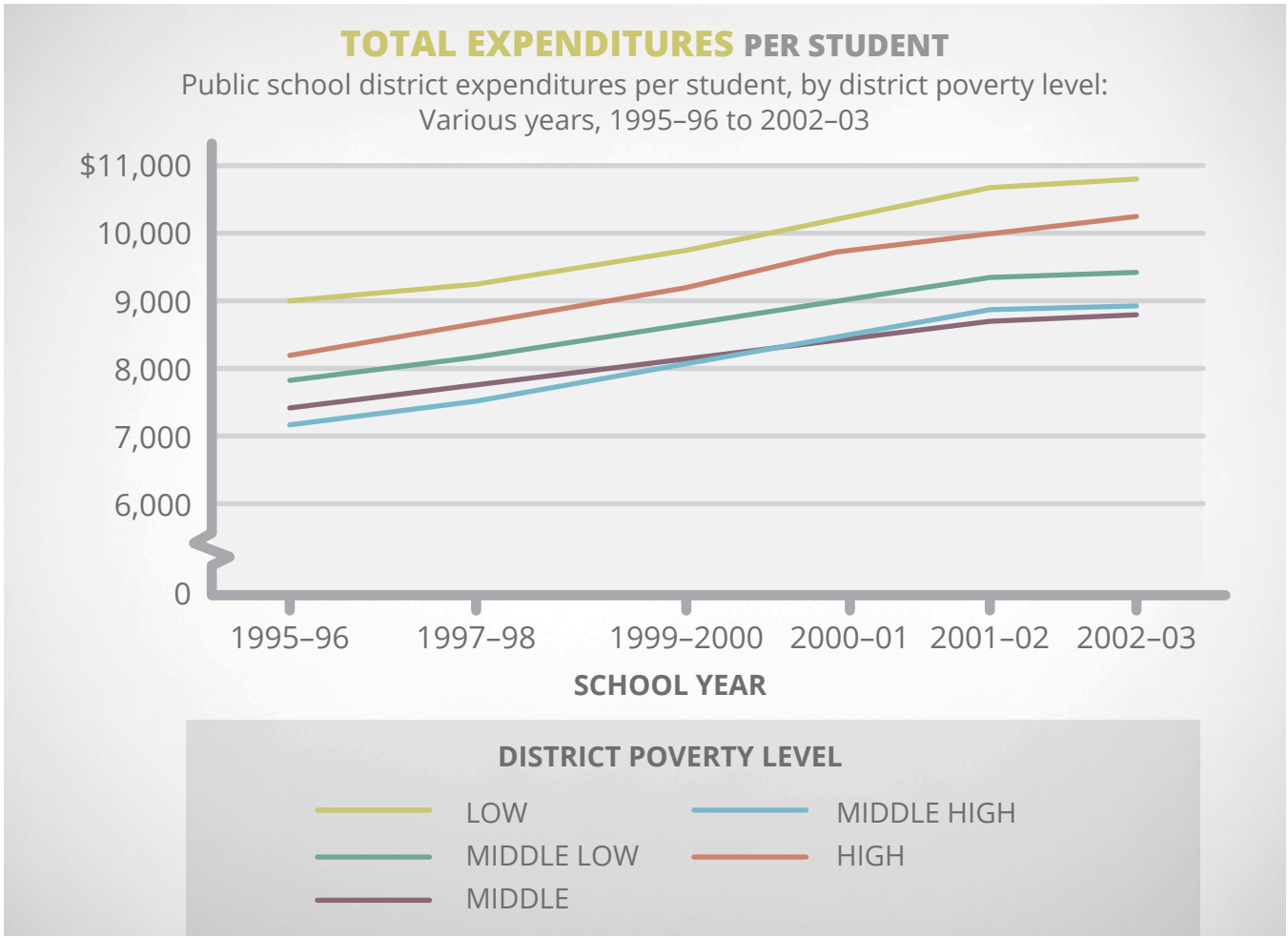
1.41 What is the second most important reason for homeschooling, based on the numbers?

_____

Other visual aids. Bar graphs and tables are among the most commonly used visual aids. Below are others that frequently appear.

Line graph. Line graphs are similar to bar graphs in that they show a relationship between two variables. Line graphs, however, are more useful than bar graphs if you wish to show continuous change over time rather than compare select points in time.

Study the line graph below.



Source: *U.S. Department of Education, Institution of Education Sciences, National Center for Education Statistics.*

Answer the following questions about the line graph.

1.42 The x- and y-axes show a relationship between what two things? _____

_____

1.43 What is the time range? _____

1.44 How many groups are being compared? _____

1.45 What happens to all groups across time? _____

_____

1.46 Which group switches places in the order? _____

_____

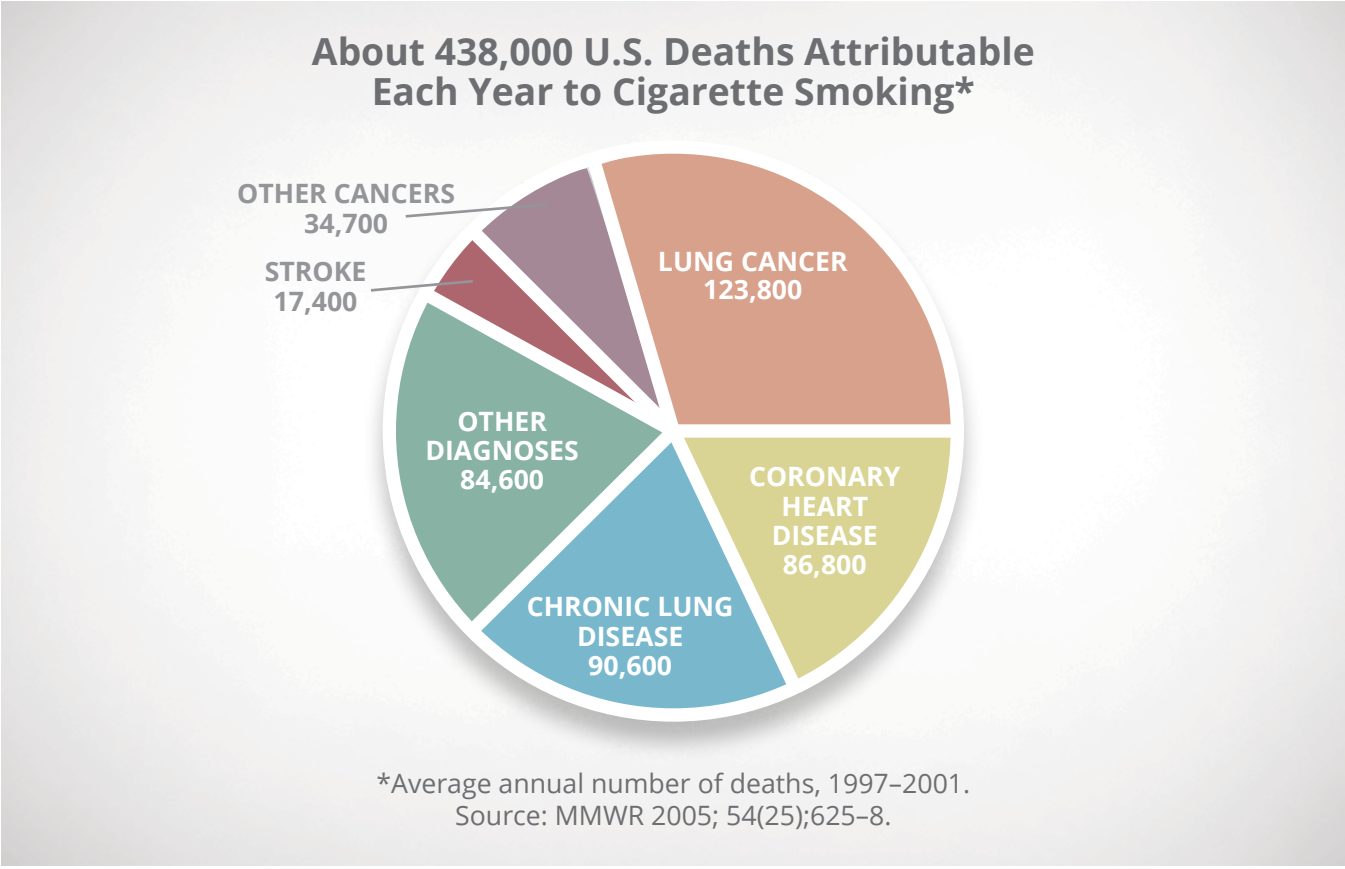
1.47 Which group spends the least amount in 1995? _____

1.48 Which group spends the least amount in 2003? _____

1.49 Which group showed the largest increase in spending (not total amount)? _____

_____

Pie graph. Named for what it looks like, a pie graph (or pie chart) is useful for showing the parts of a whole. Each wedge in the pie represents a percentage, the whole representing 100%. Study the pie chart below.



Source: *U.S. Department of Education, Institution of Education Sciences, National Center for Education Statistics.*

Answer the following questions about the pie graph.

1.50 This pie chart represents what actual whole? (express as a numeral) _____

1.51 This pie chart has how many wedges (subgroups)? _____

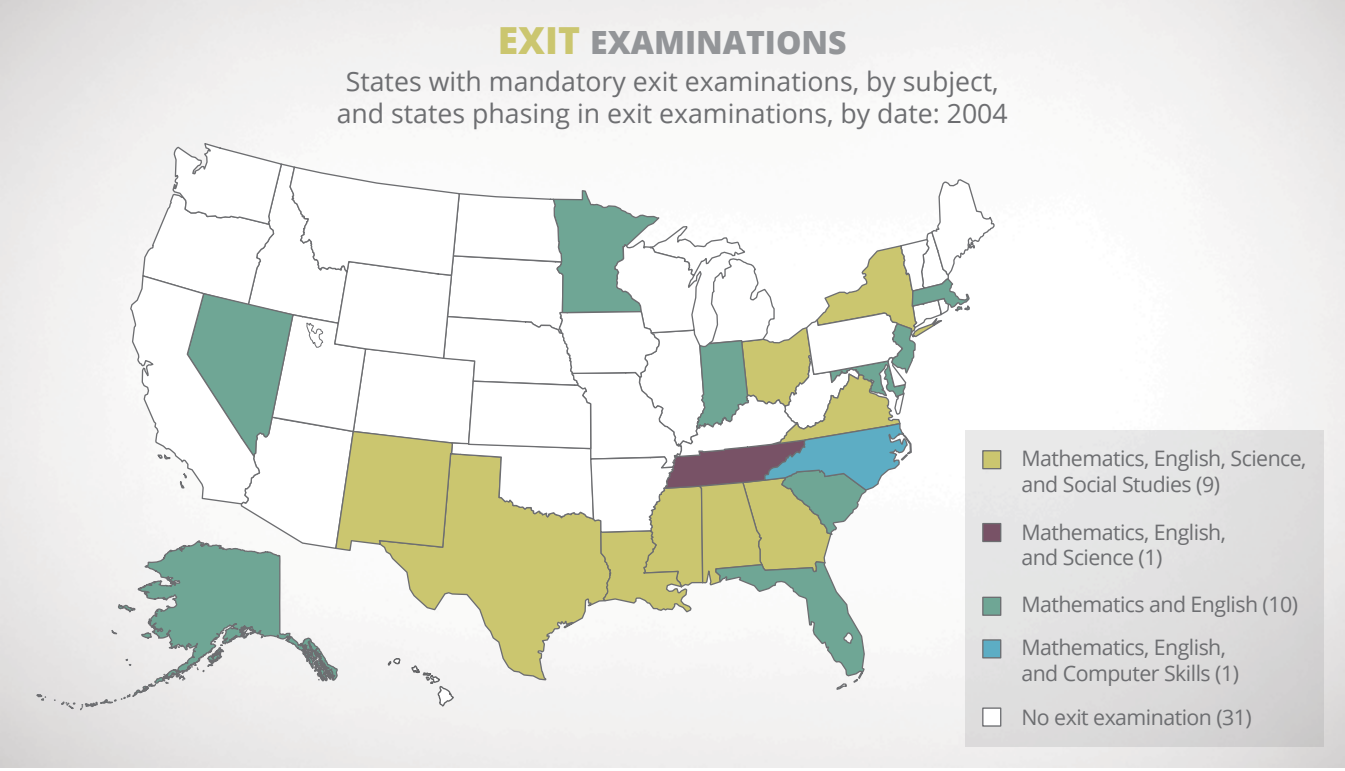
1.52 What is the largest subgroup? _____

1.53 What is the smallest subgroup? _____

Pictographs. Sometimes, you can use pictures in graphs to represent additional meaning. For example, if you wanted to show how money has decreased in value over time, you could use a dollar bill of a particular size to represent the value of a dollar. In showing decrease in value across time, simply make the dollar bill appear smaller.

The pictograph below allows individual states within the Union to be compared while at the same time showing the states as parts of a whole.

Study the following pictograph carefully.



Source: *U.S. Department of Education, Institution of Education Sciences, National Center for Education Statistics.*

Answer the following questions about the pictograph.

1.54 How many groups are being compared? _____

1.55 How much of the country requires exit exams? (Estimate based on territory, not number of states.) _____

1.56 How many states cover four subjects on the exam? _____

1.57 How many states cover only math and English? _____

1.58 This graph is most like which of the following? (Circle the letter of the correct answer.)
a. Table b. Pie chart c. Line graph d. Bar graph

Review the material in this section in preparation for the Self Test. The Self Test will check your mastery of this particular section as well as your knowledge of the previous section.

SELF TEST 1

Match the vocabulary terms to their definitions (each answer, 3 points).

1.01 _____ exposition
1.02 _____ pictograph
1.03 _____ spatial organization
1.04 _____ line graph
1.05 _____ table
1.06 _____ pie chart
1.07 _____ chronological organization
1.08 _____ author purpose
1.09 _____ topic sentence
1.010 _____ bar graph
1.011 _____ legend
1.012 _____ anecdote

a. writing intended to describe, explain, or inform
b. a short, entertaining story
c. a graph showing continuous change across a span of time
d. a method of ordering ideas by time sequence
e. a method of ordering ideas when describ ing a physical object or space
f. the major idea of a paragraph explicitly stated
g. a graph used to show change in relation ship at set points in time
h. a set of definitions for symbols, listed at the bottom of a chart or graph
i. a graph using symbols or pictures to add more information about data
j. a circle graph showing parts of a whole
k. one of four reasons for which authors write—to inform, persuade, entertain, or express strong feelings
l. a visual aid which organizes data in rows and column

Match the type of paragraph with the purpose it is intended to serve and a suitable topic (each answer, 3 points).

1.013 _____ narration
1.014 _____ topic for narration
1.015 _____ description
1.016 _____ topic for description
1.017 _____ cause and effect
1.018 _____ topic for cause and effect
1.019 _____ exemplification
1.020 _____ topic for exemplification
1.021 _____ comparison and contrast
1.022 _____ topic for comparison/contrast
1.023 _____ classification
1.024 _____ topic for classification

a. proving a point or explaining a concept with examples
b. showing why something happened or the consequences of something happening
c. using story or sequence to describe an event or explain a process
d. arranging something into its parts or types
e. using words to describe physical objects or space
f. showing similarities or differences
g. types of personalities in the classroom
h. your new house
i. a lesson you learned one time
j. the results of 9/11
k. ways to become a better student
l. ways that dogs and wolves are alike

Fill in the blanks with either A writer writes or A reader reads (each answer, 3 points).

1.025 _____ to enjoy or be entertained.
1.026 _____ to persuade.
1.027 _____ to inform.
1.028 _____ to express strong feeling or emotion.
1.029 _____ to believe or act.
1.030 _____ to entertain.
1.031 _____ to understand.

Circle the letter of the correct answer (each answer, 2 points).

1.032 A _____ works well if you need special symbols or objects to represent data.

a. line graph b. bar graph c. pie chart
d. pictograph e. table

1.033 A _____ is helpful for showing steady or continuous change across a span of time.

a. line graph b. bar graph c. pie chart
d. pictograph e. table

1.034 A _____ works well to show a comparison of things at two or more separate points in time.

a. line graph b. bar graph c. pie chart
d. pictograph e. table

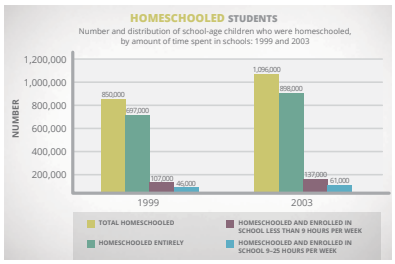
1.035 A _____ serves to show the parts of a whole.

a. line graph b. bar graph c. pie chart
d. pictograph e. table

1.036 A _____ organizes lots of information into tidy categories, but does not necessarily show a clear relationship among them.

a. line graph b. bar graph c. pie chart
d. pictograph e. table

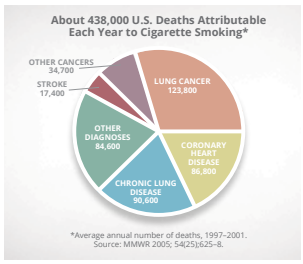
1.037 Identify the graph. _____



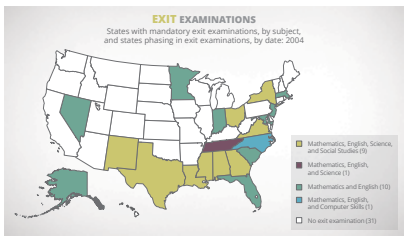
Use the following choices to answer questions 1.037 - 1.041.

a. line graph
b. bar graph
c. pie chart
d. pictograph
e. table

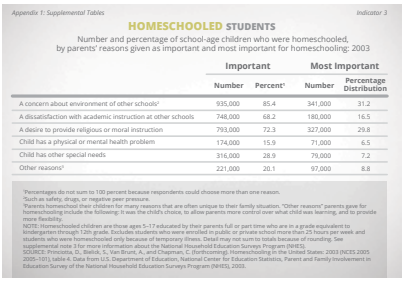
1.038 Identify the graph. _____



1.039 Identify the graph. _____



1.040 Identify the graph. _____



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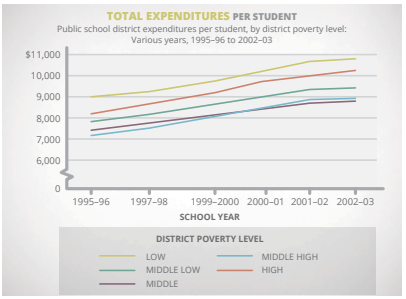
1.041 Identify the graph. _____



Use the following choices to answer questions 1.037 - 1.041.

a. line graph
b. bar graph
c. pie chart
d. pictograph
e. table

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