

# SKILL WORKOUT

## Identifying Author's Purpose

### BACKGROUND INFORMATION

#### Objective

Students will identify the author's purpose of a literary text.

#### Take Your Mark: OPENING ACTIVITY

APPROXIMATELY 5 MINUTES

#### Have students identify the purposes of two signs.

- Give students a few minutes to examine the goal of each sign.
- Have students identify how the goal of each sign is different.
- Tell students that authors write with a goal, or a purpose, and that identifying the purpose can help a reader understand the text.

#### Sample Answer

*The goal of the first sign is to show people how to recycle their garbage. The goal of the second sign is to show people what will happen if they don't dispose of their garbage properly.*

CA Content Standard RL.3.1: Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

Name \_\_\_\_\_ Date \_\_\_\_\_

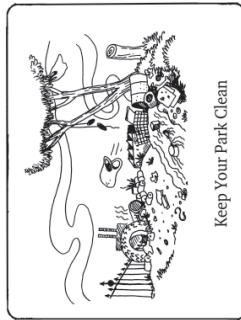
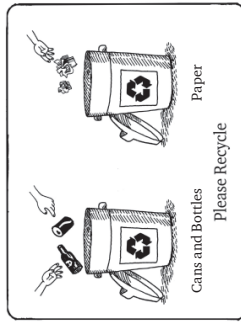
# SKILL WORKOUT

## Identifying Author's Purpose



#### Take Your Mark: OPENING ACTIVITY

Examine the two signs below. How are the artists' goals different?



CA Content Standard RL.3.1: Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

**Get Ready:**  
**INSTRUCTION**  
APPROXIMATELY 10 MINUTES

**Introduce common authors' purposes.**

- Read the introduction and emphasize that the author's purpose is the reason why an author writes about a particular topic.
- Have students identify the four common author's purposes by examining the chart.
- Have students respond to the prompt by using the three guiding questions to determine the author's purpose of the second sign.

**Sample Answers**

*What is the author telling me?*

*Parks will be destroyed if trash is not disposed of properly.*

*Why is the author telling me this?*

*to convince me to take care of my local park*

*What supporting elements does the author use to share the information?*  
*vivid details of a negative image of a park ruined from trash*

**UNIVERSAL ACCESS**

**ENGLISH LEARNERS**

You may want to define the supporting elements listed in the chart for EL students. To help define the different kinds of examples, show them samples from the various genres.

**STUDENTS WITH SPECIAL NEEDS**

Have students create flashcards with the author's purpose on one side and examples and supporting elements on the other side. Encourage students to review these cards often to help them remember the different purposes authors have for writing.

Name \_\_\_\_\_

Date \_\_\_\_\_



**VOCABULARY TERMS**

**Author's purpose:** The reason an author writes something  
**Conflict:** The problem or challenge that faces the main character in a story  
**Figurative language:** Language that uses words beyond their basic meaning  
**Imagery:** A phrase that creates a picture in the reader's mind  
**Plot:** The order of events in a story  
**Statistics:** Numerical information gathered from research and surveys and used to support an idea

**INTRODUCTION**

Authors write with a goal, often called the **author's purpose**. Look at the following chart of the most common authors' purposes.

Author's Purpose	Example	Supporting Elements
entertain	fiction, poetry	plot, conflict, and humor
inform	biography, newspaper articles, instruction manual	facts, data, and statistics
persuade	editorials, advertisements	opinions, examples
describe	fiction, poetry	imagery, figurative language

Understanding the author's purpose can help you identify the main idea and read for the type of information that the author is intending you to take away from the piece.

You can determine the author's purpose by asking the following questions:

- *What is the author telling me?*
- *Why is the author telling me this?*
- *What supporting elements does the author use to share the information?*

**For example:** The purpose of the first sign in the Opening Activity is to tell people how to recycle their trash.

- Use the questions above to identify the purpose of the second sign in the Opening Activity.

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ENGLISH-LANGUAGE ARTS

Name \_\_\_\_\_

Date \_\_\_\_\_



**Get Set:**

**GUIDED PRACTICE**



Read the poem and complete the graphic organizer that follows.

### The Feeling of Winter

Last night, I lived on a normal street:  
cars resting, waiting to be driven somewhere,  
stray cats patrolling the alleyways,  
kids playing ball on the sidewalk.

But this morning I woke up  
in a new world, glittering and white.  
A carpet of fresh, gentle snow  
has taken over the street,  
covering what we once knew

and creating something brand new.  
The world is silent, waiting,  
sleeping under the blanket of snow.

No sound in the world  
could shake this quiet stillness.  
No ugly footsteps ruin the pristine beauty.

I step out into the cold, dark morning  
and take a deep breath of the clean winter air.  
My breath puffs white and thick,  
then vanishes.

When the sun is higher in the sky,  
everything will be white and bright:  
Now, though, I look at the sleeping cars, the still streetlights,  
the paw prints of cats, and the abandoned soccer balls covered in snow,  
and I walk out into the dark, cold city, familiar but brand new.

DAY 2

DAY 2: GENRE AND AUTHOR'S PURPOSE  
LESSON 2: IDENTIFYING AUTHOR'S PURPOSE

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**Get Set:**

**GUIDED PRACTICE**  
APPROXIMATELY 15 MINUTES

**Have students identify the author's purpose in "The Feeling of Winter."**

- Point out the graphic organizer on the next page and explain that students will use the diagram to identify the author's purpose of the poem.
- Together as a class, read "The Feeling of Winter."
- Pause after reading the second stanza and have students identify what the author is telling them.
- Complete the graphic organizer as a class by identifying why the author is sharing this information and the elements of the poem that help identify the author's purpose.
- To help students focus on the author's purpose, you may want to ask the following questions:

*What topic is the poet writing about?*

*Is the poem descriptive or humorous? What language supports that feeling?*

*Why is the poet describing the snow?*



*You may want to model ways to respond to difficult vocabulary words as you read. For example, stop at the word "pristine" in the last line of the third stanza and explain to students that even if they don't know the meaning of the word, they can use the context of the poem to figure out that "pristine" is describing the freshly fallen snow. In this context, "pristine" probably means "unmarked" or "perfect."*

DAY 2

DAY 2: GENRE AND AUTHOR'S PURPOSE  
LESSON 2: IDENTIFYING AUTHOR'S PURPOSE

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**Get Set:**  
**GUIDED PRACTICE**  
(CONTINUED)

**Sample Answers**

*What is the author telling me?  
how the city looks after a big snowfall*

*Why is the author telling me this?  
to describe how unusual the city looks*

*Supporting elements:  
figurative language and imagery*

**UNIVERSAL ACCESS**

**ENGLISH LEARNERS**

Point out the words *what* and *why* in the first two questions on this graphic organizer. Emphasize that students should first determine what the author is saying and should then speculate as to the reason why the author would say this.

**STUDENTS WITH SPECIAL NEEDS**

After they have completed the graphic organizer, have students highlight the supporting elements in the poem. This can help them make the connection that the evidence for the author's purpose is rooted in the text itself.

Name \_\_\_\_\_ Date \_\_\_\_\_

Complete the diagram below to identify the author's purpose of "The Feeling of Winter."



**AUTHOR'S PURPOSE**



*What is the author telling me?*

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*Why is the author telling me this?*

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*Supporting elements:*

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---

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Name \_\_\_\_\_

Date \_\_\_\_\_



**GO!**

## INDEPENDENT PRACTICE



Read the story and complete the graphic organizer that follows.

### THE SOPHOMORE

When Theresa Conroy made the varsity basketball team, a lot of people were puzzled. She was only a sophomore at Newman High. Talented as she was, she would spend most of the season sitting on the bench if she played for the varsity team. After all, she couldn't replace Samantha Moss, Newman's best player—and a senior at the school.

Players and fans wondered why Theresa wasn't left on the JV squad. Some people guessed that Theresa could learn more at varsity practice than by dominating JV games. Others thought that perhaps the coach was trying to motivate Samantha.

More eyebrows were raised when Samantha took Theresa under her wing and the two became close friends. They ate together in the cafeteria and even hung out on weekends and after school.

The Newman season was going well. The team was winning game after game, keeping pace with McClure High School, the two-year reigning league champions.

Samantha Moss led the team in just about every offensive category. For obvious reasons, the coach kept her on the floor as much as possible. Theresa played a little, giving Samantha or another player an occasional break. But she spent most of her time cheering from the sidelines.

Samantha and Theresa worked out together long after practice was over, going one-on-one until neither player had enough energy to even dribble the ball. These workouts were tough. Even though they fought hard against one another in these sessions, they always knew that what happened on the court was one thing and that their friendship off of the court was another. They were always quick to hug and joke with each other afterwards.

Newman made the playoffs and they reached the finals easily. There, waiting for them, was McClure. The night before the championship game, Samantha and Theresa were once again working out together long after practice.

Bad luck being what it is, during their one-on-one workout, both Samantha and Theresa went for a loose ball, got their legs tangled and landed in a heap on the court floor. Samantha was grabbing at her ankle and writhing in pain. "I'm so sorry," said Theresa, once Samantha's ankle was iced and bandaged.

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DAY 2: GENRE AND AUTHOR'S PURPOSE  
LESSON 2: IDENTIFYING AUTHOR'S PURPOSE

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**GO!**

## INDEPENDENT PRACTICE

APPROXIMATELY 20 MINUTES

**Have students apply their analytical skills on their own.**

- Read the directions aloud and be sure that students understand the activity.

**Give students approximately 15 minutes to complete the activity.**

- As students work, circulate and ask them to explain their thinking. Redirect students as needed by asking them questions about their work. Effective questions might include the following:

*What topic is the author writing about?*

*What is the main problem faced by the main characters?*

*What are the important events in the story?*



**Encourage struggling students to use the chart in the Introduction to rule out purposes that do not apply to the passage—i.e., to inform and to persuade.**

DAY 2

Samantha looked away from her friend. "You should be," she said. "Now I can't play tomorrow. It's all your fault."

Theresa bristled. "Hey," she said. "It was an accident!"

"Whatever," said Samantha.

**sullenly**: sadly

The two didn't talk to each other all day at school or on the bus to the game. Samantha dressed with the team, but sat **sullenly** at the end of the bench with her crutches.

Theresa, starting in Samantha's place, was doing her best to keep her head in the game. And she did a pretty good job. Theresa kept Newman in the game, and when Samantha looked up at the scoreboard to see things so close with seconds left in the first half, she started paying attention.

It was then that Theresa looked over at Samantha and smiled. She gave her friend a wink and mouthed the words "Watch this." So Samantha did as Theresa drove to the basket, using a head fake that Samantha used over and over again during the season to score a game-tying lay-up at the first-half buzzer.

On their way to the locker room, Theresa jogged up to Samantha and put her arm around her. She leaned and whispered to Samantha: "I couldn't have done it without you, you know." Samantha smiled.

Samantha spent the second half losing her voice screaming encouragement to Newman. Her armpits were sore from standing and resting on her crutches. Still, it wasn't enough: the more experienced McClure squad pulled away as the game wound down.

In the end, McClure won by six, and while this was a frustrating way for Newman to end their season, at least two of the players were smiling at the end of the game.

"As soon as my ankle gets better," Samantha said to Theresa, "I've got a few more tricks to show you. You know, for next year."



**GO!**  
**INDEPENDENT PRACTICE**  
(CONTINUED)

Name \_\_\_\_\_ Date \_\_\_\_\_

Complete the diagram below to identify the author's purpose of "The Sophomore."



**AUTHOR'S PURPOSE**



*What is the author telling me?*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



*Why is the author telling me this?*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



*Supporting elements:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Bring the class together and have students share their responses.**

- Explain that the directions, title, and illustration all indicate that this is a fiction passage. Go back to the chart listing common types of author's purposes and point out that, in fiction, the author's purpose is often to entertain or to describe.
- Encourage students to point to particular parts in the passage that serve as evidence of the elements that support the author's purpose (i.e., "I couldn't have done it without you, you know.")

**Sample Answers**

*What is the author telling me?  
a story about a friendship and rivalry on a high school girls' basketball team*

*Why is the author telling me this?  
to entertain the reader with an interesting story about two friends*

*Supporting elements:  
plot, conflict, and character development*

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## REFLECTION & ASSESSMENT

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### Formal Assessment

- Review students' work from the Independent Practice section of the lesson.

### Informal Assessment

- As students engage in classroom discussion, note how adeptly they identify the author's purpose.

### Journal Prompt

- Have students respond to the following prompt: "How does the writer use the elements of a story such as characterization, plot, and conflict to make 'The Sophomore' entertaining?"

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## EXTENSION ACTIVITIES

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### Writing Extension

- Have students write a poem describing their favorite season using imagery and figurative language.

### Group Project

- Have students rewrite "The Sophomore" so that it is an article from a school newspaper whose purpose is to inform readers about the final game.

Name \_\_\_\_\_

Date \_\_\_\_\_

# STRATEGY WORKOUT

## Reading Actively



### Take Your Mark: OPENING ACTIVITY



What could you suggest to the actor in the illustration to help him learn his lines?



DAY 2

# STRATEGY WORKOUT

## Reading Actively

### BACKGROUND INFORMATION

#### Objective

Students will read actively by Chunking and Summarizing.

#### Rationale

Students can be easily overwhelmed by long passages on the CAHSEE. When students break up the text into smaller chunks as they read, pause to summarize for themselves what each chunk of text was about, they are better able to understand what they read.

### Take Your Mark: OPENING ACTIVITY

APPROXIMATELY 5 MINUTES

#### Activate students' prior knowledge about breaking up a large task into manageable parts.

- Have students describe the situation in the illustration and offer helpful suggestions to the actor.
- Explain that many actors memorize their parts by organizing their lines into sections.
- Tell students that reading one section of a passage at a time increases comprehension.

#### Sample Answer

*He should learn one scene or act of the play at a time.*

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DAY 2: GENRE AND AUTHOR'S PURPOSE  
LESSON 3: READING ACTIVELY

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## Get Ready:

### INSTRUCTION

APPROXIMATELY 10 MINUTES

#### Introduce Chunking and Summarizing.

- Introduce Chunking and Summarizing by reading the strategy box and the introduction with students.
- Emphasize that students can increase their comprehension of a passage by reading one chunk of text at a time.
- Have students refer back to the Opening Activity as they read the example.



*The CAHSEE will include both fiction and nonfiction passages. For fiction passages, students should identify the most important person in the chunk and what the person does. For nonfiction passages, students should identify the most important thing or idea and what is most important about that thing or idea.*

- Have students respond to the prompt, “Which type of text will the actor from the Opening Activity most likely have to chunk together?”  
(*sample answer: a section of dialogue*)

## UNIVERSAL ACCESS

#### ENGLISH LEARNERS

After reading the strategy box with students, model chunking and summarizing with this page of instruction. First, read the text under the heading, “What is chunking?”

- Say, “The most important thing in that chunk was that *chunking* means *reading one piece at a time*.” Second, read the text under the heading, “What is summarizing?”
- Say, “The most important thing in that chunk was *summarizing*; it means that I should stop after each piece I read and tell myself what it was basically about.”

#### STUDENTS WITH SPECIAL NEEDS

Students may be easily overwhelmed by large passages on the CAHSEE. Encourage students to focus on one chunk at a time. Once they finish a chunk of text, they can pause, take a deep breath, and briefly summarize what they have read. Breaking the passage into manageable pieces can be a particularly useful strategy for students with special needs.

Name \_\_\_\_\_

Date \_\_\_\_\_



#### INTRODUCTION

**Chunking and Summarizing** is a during-reading strategy that helps readers monitor their understanding of a text.

#### Chunking and Summarizing

1. Identify the **most** important person or thing in the chunk of text.
2. What is **most** important about the person or thing?

#### WHAT IS CHUNKING?

**Chunking** is a way of organizing information into sections.

**For example:** In the Opening Activity, you could help the actor by suggesting that he should learn one scene or act of the play at a time.

In the same way, reading passages are easier to understand if you organize the passage into sections and read one section, or *chunk*, at a time.

#### Chunks of Text

- a paragraph
- several short paragraphs
- a bulleted list
- a section of dialogue

#### WHAT IS SUMMARIZING?

**Summarizing** means creating a short statement about the most important information in a piece of text. Summarizing chunks of text as you read helps you keep track of important information.

- Which type of text will the actor from the Opening Activity most likely have to chunk together?

Name \_\_\_\_\_ Date \_\_\_\_\_

Use Chunking and Summarizing as you read the passage below.

### Unidentified Running Mammal



Have you seen this animal?

- dark red hair
- bigger than a cat
- eats meat—carnivore

You probably have not, because no human had seen it until recently.

A mysterious animal was caught on film on the island of Borneo in Indonesia. Special cameras took pictures of the animal running through the rain forest. Scientists are excited about this uncommon discovery. They hope to catch the animal alive in a trap. They want to study it further.

Summary Statement: \_\_\_\_\_

Scientists hardly ever discover a new animal. They are using this discovery to influence loggers. Scientists want them to stop cutting down trees. The trees are being cut down for their valuable palm oil. Logging all this forest would leave many animals homeless. This includes any animals that have not been discovered. Some of the logging has already stopped as a result of the pictures of this animal.

Summary Statement: \_\_\_\_\_

How did Chunking and Summarizing make the passage easier to understand?

## Get Ready: INSTRUCTION (CONTINUED)

### Guide students through Chunking and Summarizing a reading passage.

- Point out the lines within the passage and explain that students will write a summary statement that identifies the most important content in each chunk of text.
- Together as a class, read “Unidentified Running Mammal.”
- Pause after reading the bulleted list and the first paragraph and have students write a summary statement that identifies the description of the animal and who is excited about the discovery.
- Pause after reading the second paragraph and have students write a summary statement that identifies why scientists are using this discovery to influence loggers.



*Instead of writing complete sentences, you may wish to have students write short fragments or phrases to summarize the content in each chunk of text.*

- Have students respond to the prompt, “How did Chunking and Summarizing make the passage easier to understand?” (sample answer: *increases reading comprehension, makes the passage seem shorter*)

**Have students use Chunking and Summarizing to read the passage.**

- Have students preview the questions on the next page. Explain that students will use Chunking and Summarizing to read the passage and then they will answer the questions.



You may wish to review *Scanning at this time by having students identify some of the structural features of the text (e.g., title, illustration, question stems, key words).*

- Together as a class, read “Timothy the Nuisance.”
- Pause after reading each chunk of text and either model creating a summary statement or have students summarize the content.
- To help students focus on Chunking and Summarizing, you may want to ask the following questions:

*How can you divide the passage into manageable chunks?*

*How would you summarize this chunk of text?*

*Which chunk of text would help you answer this question?*

**UNIVERSAL ACCESS****ENGLISH LEARNERS**

EL students may have trouble verbalizing their summaries in English. Encourage them to summarize in their home languages. It does not matter whether you understand their summaries; it is more important that the students are able to put their thoughts into words.

**STUDENTS WITH SPECIAL NEEDS**

Encourage students to underline important information as they read. However, make sure students are not underlining the entire passage. You may wish to challenge students to underline only 30 words in the whole passage. This challenge can help them learn to prioritize information and think critically about what is really important.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Get Set:  
GUIDED PRACTICE**

The following story describes a lifeguard's attempts to deal with a young boy who considers the lifeguard his hero. Use Chunking and Summarizing as you read the story and then answer questions 1 through 5.

**Timothy the Nuisance**

1 I can't even tell you what an experience this has been.

About two weeks ago, I switched to Misha's chair because she had already left for the summer. This meant I now had the side of the beach where the kiddies swim. I thought it would be easier working that little roped-off section with the shallow water. I guess it would have been, if not for Timothy.

2 My first day, I saw this little kid floundering. He was just a little way in, so had he just stood up, his feet would have touched bottom, and he would have been fine. But he was in a total state of panic, so I had to go out and help.

3 I scooped him up and carried him back to shore. When he calmed down, I saw that he had this cartoon-like, googy-eyed look. That was it—I was his hero. His name was Timothy, and he was six years old. He was in first grade at Sunflower Elementary, his teacher was Mrs. Villanueva, his favorite food was eggplant, and he just would not stop running his mouth. I already had a headache that day, and every single word he said was like a needle being stuck in my forehead.

4 But when he asked me if he could follow me around and learn how to be a lifeguard, I couldn't say no. I should have said no, but

I didn't. I definitely bit off more than I could chew by taking on a sidekick, especially Timothy. Half of everything he said made no sense to me, because he was six and didn't really know how to communicate. And the other half surely *would* have made no sense, even if the words hadn't been completely garbled to begin with. It was overly excited, high-pitched yapping that sounded like nonsense.

5 After about a week of Timothy showing up every day, sitting next to me, and firing nonstop questions about being a lifeguard, I had had enough. I went home that night and told my mom about him. When I asked her how I should tell him to leave me alone, she said, “He could save your kid's life someday, the way you saved his.”

6 While I'm still skeptical about my having saved his life, she had a good point. If Timothy did grow up to become a competent lifeguard, for every person he protected, it would be like I was protecting them, too. As a skilled lifeguard, protecting lives is my job—and I figured teaching Timothy was a part of that obligation, whether I wanted it to be or not.

7 Funny thing was, the next day, everything he said was crystal clear.

## Get Set: GUIDED PRACTICE

ANSWERS

Name \_\_\_\_\_

Date \_\_\_\_\_

1. How does the narrator's attitude toward Timothy change in paragraph 6 of the story?

- A He realizes that Timothy may cause someone to drown in the future.
- B He realizes that everyone should be nice and helpful to children.
- C He realizes that Timothy wants to be a lifeguard when he becomes older.
- D He realizes that a good deed done now may help him in the future.

2. According to paragraph 4, the problem with Timothy is that he—

- A can't take no for an answer.
- B annoys the narrator.
- C wants to be a lifeguard.
- D doesn't understand the narrator.

3. Which of these sentences from the story BEST explains the narrator's biggest problem in the story?

- A "My first day, I saw this little kid floundering."
- B "After about a week of Timothy showing up every day, sitting next to me, and firing nonstop questions about being a lifeguard, I had had enough."
- C "If Timothy did grow up to become a competent lifeguard, for every person he protected, it would be like I was protecting them, too."
- D "It was overly excited, high-pitched yapping that sounded like nonsense."

4. What kind of person is the narrator's mother in the story?

- A busy and professional
- B impatient and demanding
- C friendly and entertaining
- D understanding and wise

5. Why was the narrator glad to work the kiddies' beach?

- A He could use a chair.
- B He liked talking with children.
- C The shallow area was easier to supervise.
- D Children obey more quickly than adults.

1 **D** Supporting evidence for (D) is in paragraph 5, which includes advice from the narrator's mother about the possibility that teaching Timothy now may be advantageous later, since he may save the narrator's child some day.

2 **B** Supporting evidence for (B) is in paragraph 4, which includes the narrator's description of the types of annoying things Timothy did.

3 **B** Based upon the narrator's attitude throughout the passage, students can infer that the narrator was annoyed by Timothy's behavior and had had enough of his company.

4 **D** Supporting evidence for (D) is in paragraphs 5 and 6, which include advice from the narrator's mother about considering the future consequences of his actions and how the narrator used his mother's good advice.

5 **C** Supporting evidence for (C) is in paragraph 1, which includes the narrator's thoughts on why the move to Misha's chair would be easier.

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DAY 2: GENRE AND AUTHOR'S PURPOSE  
LESSON 3: READING ACTIVELY

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GO!:

## INDEPENDENT PRACTICE

APPROXIMATELY 20 MINUTES

### Give students approximately 15 minutes to complete the activity.

- Read the directions aloud and be sure that students understand the activity.
- As students work, circulate and ask them to explain their thinking. Redirect students as needed by asking them questions about their work. Effective questions might include the following:

*How can you divide the passage into manageable chunks?*

*How would you summarize this chunk of text?*

*Which chunk of text would help you answer this question?*



*Encourage struggling students to focus on the chronological order of the article as a way to chunk text. Suggest that students summarize each chunk by using the dates, places, and names of musicians that define the time period.*

### Bring the class together and have students share their responses.

- Ask students what each chunk of text is about.
- As you review the questions, have students explain which chunk of text contains evidence to support the correct answer.
- Encourage students to share how Chunking and Summarizing helped them understand what they read.

Name \_\_\_\_\_

Date \_\_\_\_\_



GO!:

## INDEPENDENT PRACTICE



The following article discusses the evolution of jazz. Use Chunking and Summarizing as you read the article and then answer questions 1 through 5.

## The History of Jazz

- 1 Music is like a living being: it changes and grows over time as it comes into contact with other types of music. To truly trace the history of a genre, it is crucial to follow a musical timeline. This is definitely the case with jazz.
- 2 Jazz is considered by many experts to be a combination of blues and ragtime. These are two styles of music that were popular in the New Orleans area in the late 1800s and early 1900s. Although most music historians place the beginnings of jazz in New Orleans, there is evidence that similar music was being played by people in other places as well. Jazz filled the air in cities like Chicago, Memphis, St. Louis, and even San Francisco. Overall, the southern United States was a very popular region for jazz.
- 3 *Traditional jazz*, or *Dixieland*, is the name that people applied to the first jazz style ever played. The two most important people in early jazz were trumpet player Buddy Bolden and pianist Jelly Roll Morton. Bolden was among the first performers ever to play jazz in the city of New Orleans. Morton is widely recognized as the first jazz composer. Around the time that Bolden and Morton entered the scene, the Original Dixieland Jazz Band went to New York City and made the first jazz recording. The band's song "Livery Stable Blues" was a hit. It helped the "Jazz Age" to take flight.



*"It don't mean a thing if it ain't got that swing."*  
—Duke Ellington

- 4 In New York, musicians began playing a livelier style of jazz known as *swing*. Band leaders like Count Basie, Duke Ellington, and Benny Goodman wrote songs that jumped, bounced, and got people dancing. Soon after the development of swing, many jazz composers realized the benefits of working with a larger group of musicians, and they formed what are known as *big bands*. These bands played many types of music, especially swing. By the late 1930s, the "Big Band era" was well established.
- 5 In the early 1940s, jazz began taking on a new style, called *bebop*, or simply *bop*. Musicians like Dizzy Gillespie and Charlie Parker used their instruments like poets use their words. Jazz music became less about getting people up and dancing and more about expressing emotions.

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ENGLISH-LANGUAGE ARTS

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6 Once bebop became popular, many other new forms of jazz followed. *Cool jazz* of the 1950s combined the harmonic and rhythmic parts of bebop with the melodic parts of early swing. Perhaps the best-known cool jazz musician is Miles Davis. *Hard bop* came about in the mid-1950s. It was rooted in bebop, yet it had a mixture of gospel and blues in it as well. Both cool jazz and hard bop took jazz in totally new directions and opened up many new doors for artists.

7 Beginning in the 1960s, *avant-garde* or *free jazz* broke all boundaries. This type of jazz often went beyond traditional ideas of music. Many musicians viewed it as a terrific opportunity to express their feelings. Free jazz often reflected the social and political environments of the time. Moans, shrieks, and cries were all considered reasonable parts of avant-garde jazz.

8 Jazz music may be defined as "a style of music, native to the United States, characterized by strong but flexible rhythms." The true definition of jazz, however, isn't in a dictionary; it's in the heart and in the soul. It's the feeling you get when you hear a 30-piece orchestra jumping to one rhythm. It's the feeling you get when you hear a singer or a saxophonist pouring her heart out into her music. It's the feeling you get that the music you're listening to actually means something both to the performer and to you. That's jazz.

1. According to paragraph 6, the jazz styles that developed in the 1950s were—

- A swing and bebop.
- B cool jazz and swing.
- C cool jazz and hard bop.
- D avant-garde jazz and bebop.

2. Which of the following **MOST** accurately indicates the author's attitude toward jazz?

- A It produces a special feeling in both the musician and the listener.
- B It has encouraged artists to branch out into pop and folk music.
- C It is the only truly American style of music.
- D It helps people understand the history of the United States.

3. Which of these sentences from the article **BEST** illustrates swing music?

- A "By the late 1930s, the 'Big Band era' was well established."
- B "Musicians like Dizzy Gillespie and Charlie Parker used their instruments like poets use their words."
- C "Band leaders like Count Basie, Duke Ellington, and Benny Goodman wrote songs that jumped, bounced, and got people dancing."
- D "Once bebop became popular, many other new forms of jazz followed."

(continued)

## GO! INDEPENDENT PRACTICE

ANSWERS

- 1 C Supporting evidence for (C) is in paragraph 6, which explains that cool jazz and hard bop became popular in the mid-1950s, after bebop was popular in the 1940s.
- 2 A (A) is closest to the author's actual statement in paragraph 8—"means something to both the performer and to you."
- 3 C (C) relates most closely to the way swing music was written and its effect on the generation.

**GO!:**

**INDEPENDENT PRACTICE**

ANSWERS (CONTINUED)

- 4 **D** Supporting evidence for (D) is in paragraph 4, which explains how many jazz composers realized that it was beneficial to work with a larger group of musicians.
- 5 **C** (C) correctly identifies how jazz is chronologically addressed in the article.

Name \_\_\_\_\_

Date \_\_\_\_\_

4. According to the article, Big Band music came about because—
- A swing music required large groups of players.
  - B band leaders wrote songs that gave people energy.
  - C jazz musicians played for larger crowds of people.
  - D jazz composers wrote music for more players.
5. Which statement BEST illustrates the time sequence of the events in the article?
- A It begins in the present and goes back to the late 1800s.
  - B It begins in the 1950s and then goes back in time to explain what happened before.
  - C It begins in the late 1800s and moves to the present day.
  - D It begins in the early 1900s, goes back to the late 1800s, and then moves forward.

## REFLECTION & ASSESSMENT

### Formal Assessment

- Review students' work from the Independent Practice section of the lesson.

### Informal Assessment

- As students engage in classroom discussion, note how adeptly they use Chunking and Summarizing as they read.

## EXTENSION ACTIVITIES

### Writing Extension

- Have students revise summaries to include only the most important information. Pass out large and medium note cards. (You may wish to use sticky notes, pieces of paper, or notebook paper.) Read a short excerpt from a novel or a newspaper article. Tell students to listen carefully and take notes on notebook paper. Have students write summaries on their large note cards and share them. Then have students shorten their summaries, write them on medium note cards, and share again. Finally, lead a discussion about how students reduced their initial summaries.

### Group Project

- Have students expand upon a summary and present it either as a skit or a news report. Provide each group with four sample summaries of various genres. (You may wish to have students use their own writing as samples.) Have students discuss the content of each summary. Then have each group choose one summary to expand upon and present to the class.

