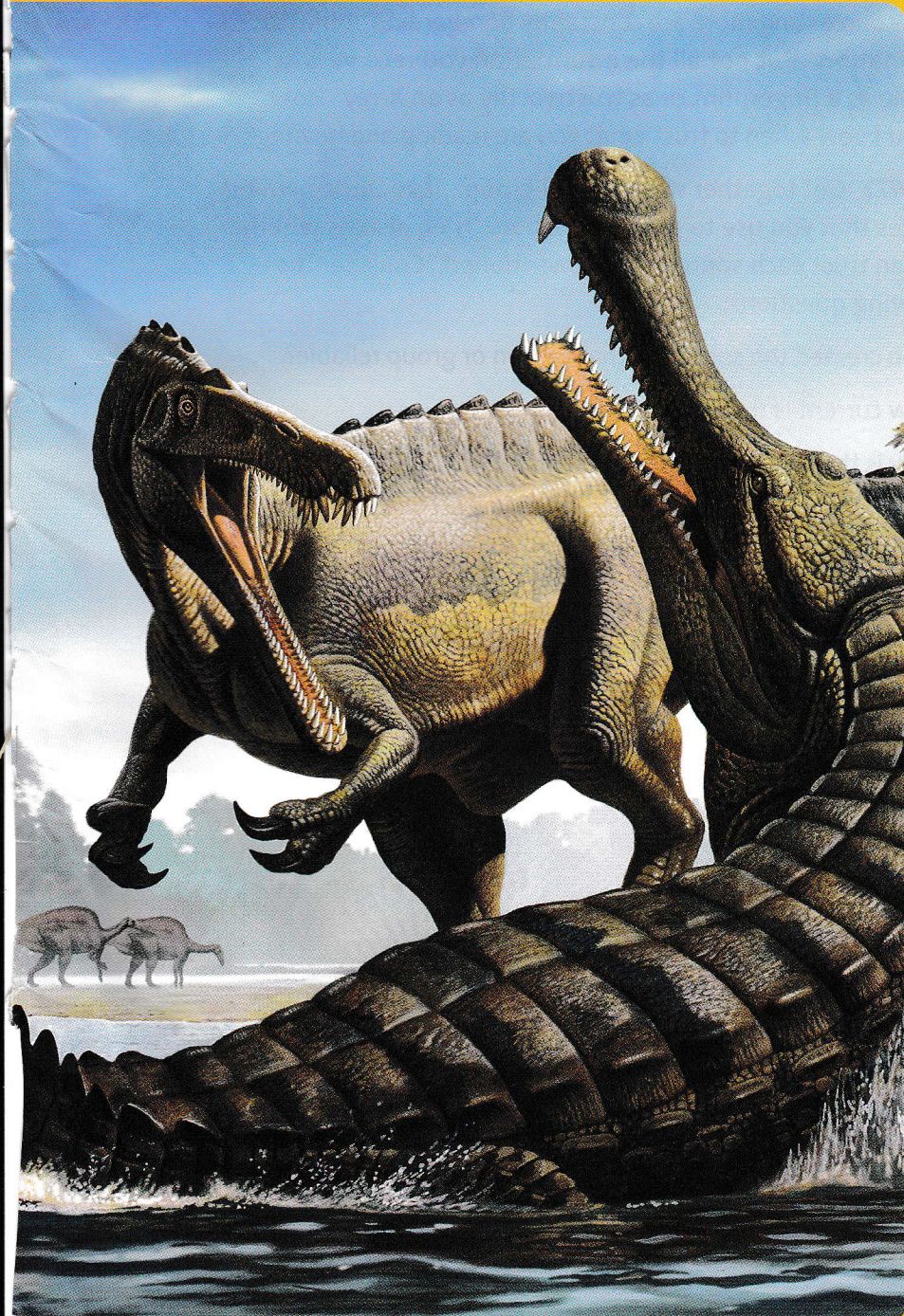


UNIT

8

Know the Facts



INFORMATION, ARGUMENT, AND PERSUASION

- In Nonfiction
- In Media

Can INFORMATION *be trusted?*

Newspapers, the Internet, television commercials—all of these sources and more are constantly bombarding you with **information**. But not all the information you receive is as reliable as a fingerprint or as trustworthy as an X-ray. How do you know when to trust what you are reading and hearing?

ACTIVITY Get together with a small group. Take turns naming sources that you use to get information. Then discuss whether you can trust each source that is mentioned. Consider the following questions:

- Who created the source? Is that person or group reliable?
- How current is the information?
- Why is the information being provided?



ILLINOIS
OBJECTIVES

Preview Unit Goals

READING

- Identify main ideas and supporting details
- Summarize main ideas
- Analyze an argument, including claim, support, and counterargument
- Identify and analyze persuasive techniques
- Identify and analyze text features
- Use text features to locate information
- Use and evaluate graphic aids
- Evaluate and compare information

**WRITING AND
GRAMMAR**

- Use capitalization, quotation marks, and italics to punctuate titles correctly
- Write a persuasive essay

**SPEAKING,
LISTENING,
AND VIEWING**

- Identify and analyze persuasive techniques in advertising
- Compare and contrast presentation of news reports
- Deliver a persuasive speech

VOCABULARY

- Use base words and affixes to help figure out word meaning
- Use context clues to help figure out word meaning

**ACADEMIC
VOCABULARY**

- argument
- persuasive techniques
- text features
- summarize



ILLINOIS OBJECTIVES

READING STANDARDS

1.6.09 Identify the structure and format

1.6.15 Distinguish the main idea and supporting details

Reading for Information

What were the first Olympic Games like? Which bus will take you where you need to go? People are always in search of information to satisfy their curiosity, help them make a decision, or learn something new. With all the newspapers, magazines, and Web sites out there, how do you even begin to find answers? In this workshop, you'll learn how to read and understand a world of information.

Part 1: What's the Big Picture?

Have you ever felt overwhelmed by a magazine article or a Web site that was packed with information? To guide readers through informational articles and Web pages, writers use **text features**, or special design elements. Text features include subheadings, captions, boldfaced words, and sidebars. These elements help readers to see useful information at a glance.


Consider the following article. Previewing its text features can help you to understand the "big picture" before you read every word.

- 1 The **title** describes the topic of the article.
- 2 **Subheadings** identify the foods that the article focuses on.
- 3 A **caption** describes what is shown in the photograph.
- 4 A **sidebar** provides additional information.

Food Ad Tricks


1 *Lights! Camera! Glue?*
These foods have starring roles in TV commercials. But they won't behave on the set! With a few clever tricks, advertisers can make them look mouth-watering and yummy.

2 **Ice Cream**
 • **Problem:** Melts under the hot lights of the movie set.
 • **Solution:** Get a stand in! Mix a scoop of vegetable shortening with corn syrup and powdered sugar.




Hot Chocolate
 • **Problem:** Refuses to stay bubbling hot on the set.
 • **Solution:** Squirt in some dishwashing liquid.

3 Is this hot chocolate bubbling hot or filled with soap suds? Advertisers hope you can't tell the difference.



Can They Do That? 4
 Food ad tricks are not considered false advertising—as long as the food they're actually selling you is real.

Cereal
 • **Problem:** Gets mushy and soggy-looking in a bowl of milk.
 • **Solution:** Pour white glue into the cereal.



MODEL: TEXT FEATURES

Preview the title, subheadings, caption, and sidebar in this magazine article. What kind of information do you think the article will provide? Now read the article closely and answer the questions.

Swimmers **Beware:** Jellyfish Are Everywhere!

Magazine article by Susan Jaques

What Are Jellyfish?

Jellyfish are not fish at all. They are invertebrates, relatives of corals and sea anemones (uh-NEH-muh-nee-z). A jelly has
5 no head, brain, heart, eyes, or ears. It has no bones, either. . . .

To capture prey for food, jellies have a net of tentacles
10 that contain poisonous, stinging cells. When the tentacles brush against prey (or, say, a person's leg), thousands of tiny stinging cells explode, launching barbed
15 stingers and poison into the victim.

DON'T GET STUNG

1. Take note of jellyfish warning signs posted on the beach.
2. Be careful around jellies washed up on the sand. Some still sting if their tentacles are wet.
3. If you are stung, wash the wound with vinegar or rubbing alcohol.



Feared by many beachgoers, bell-shaped sea nettles are known for their painful stings.

Where Danger Lurks

All jellies sting, but not all jellies have poison that hurts
20 humans. Of the 2,000 species of jellyfish, only about 70 seriously harm or occasionally kill people.

Listed here are the more dangerous jellies and where you
25 can find—or avoid—them.

- **Lion's mane**—Atlantic Ocean from above the Arctic Circle to Florida; Gulf of Mexico; Pacific Ocean from Alaska to southern California
30
- **Portuguese man-of-war**—Gulf of Mexico; Caribbean Sea near the Bahamas; West Indies
- **Sea nettle**—Chesapeake Bay; Pacific Ocean from Alaska to southern California; Atlantic Ocean from Massachusetts to Florida; Gulf of Mexico
35

Close Read

1. Which part of this article focuses on the world's most dangerous jellyfish and where they prowl? Identify the text feature that helped you to locate this information.
2. Read the boxed caption. What do you learn about the kind of jellyfish shown in the photograph?
3. Identify another text feature and explain how it helped you to quickly find information.

Part 2: Reading to Learn

After you've gotten the big picture, you're ready to jump into a text and read it more closely. Use these strategies to make sure you're picking up on the most important information.

FIND THE MAIN IDEAS

Main ideas are the most important ideas about a topic that a writer wants to convey to readers. A writer will include **supporting details**, such as statistics and examples, to further explain each main idea. Often, the main idea of a paragraph or a section is directly stated in a **topic sentence** at the beginning or end of that paragraph or section. Sometimes, however, the main idea is **implied**, or not directly stated. In such a case, you have to ask yourself: What do all the supporting details add up to?

Examine this paragraph from the article about jellyfish. Notice that the main idea is directly stated.

All jellies sting, but not all jellies have poison that hurts humans. Of the 2,000 species of jellyfish, only about 70 seriously harm or occasionally kill people.

This **topic sentence** states the main idea of the paragraph: that not all jellyfish stings are harmful to humans.

This fact **supports** the main idea. It shows that only a relatively few kinds of jellyfish are harmful.

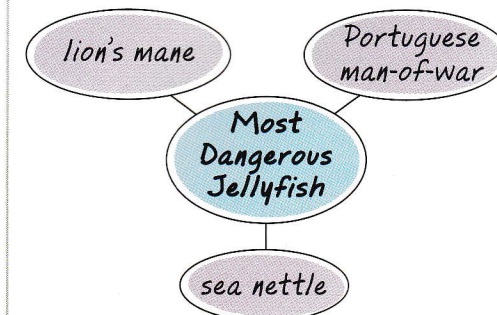
TAKE NOTES

Taking notes as you read can help you track the main ideas in a text and remember them after you've finished reading. Your notes can take any number of forms, such as an **outline**, a **bulleted list**, or a **graphic organizer**. Try to include only the most important ideas, along with the details that support those ideas. Remember to restate the ideas in your own words.

Bulleted List

1. *All jellyfish sting.*
 - Some have deadly stings.
 - They capture food with tentacles that release poison.
 - Only 70 kinds of jellyfish can harm or kill humans.
2. *People can avoid being stung.*
 - Look for signs on the beach.
 - Don't step on jellies on the sand.

Graphic Organizer



Part 3: Analyze the Text

Read this Web article, using what you've learned in this workshop to help you understand the information. The **Close Read** questions will help you take notes on the most important ideas.

BACK FORWARD STOP REFRESH HOME PRINT

Extreme Weather Current Events Science News Games

HURRICANE HUNTERS

Article by Renee Skelton

A monster storm with 150-mile-an-hour winds churns west across the Atlantic Ocean. Scientists at the National Hurricane Center in Miami have tracked it for days using satellite images. Now they're worried it may threaten the United States. It's time for the "hurricane hunters" to go to work!

A Dangerous Ride into the Eye

All ships and airplanes have been warned away from this monster. But two four-engine airplanes, each carrying a flight crew and several scientists, now head toward the storm. Their mission? To collect data inside the hurricane that will tell meteorologists where the storm is going, when it will get there, and how violent it will be.


The planes take off from Florida and the Caribbean. They fly east over the Atlantic into skies that grow increasingly dark and stormy. Suddenly they disappear inside the clouds. . . .

As the planes struggle toward the eye, the pilots fight intense updrafts and downdrafts. The hurricane pelts the planes with rain and hail. . . .

An Important Job

The brave "hurricane hunters" work for the National Oceanic and Atmospheric Administration (NOAA). Each mission lasts about ten hours, with the crews passing four to six times through the storm. The planes carry sophisticated computers and weather instruments that determine characteristics such as temperature, air pressure, wind speed, and wind direction inside the hurricane. . . .

By mission's end, NOAA can warn everyone in the hurricane's path. "We love flying into hurricanes," says Philip Kenul, a pilot. "What we do helps a lot of people."



The eye, or the center of a hurricane, is surprisingly calm and clear. The strongest winds are in the eye wall, dense clouds surrounding the eye.

Close Read

- Where is the eye of a hurricane located? Identify the text feature that helped you to answer this question.
- The main idea of the first section (lines 8–18) is shown here. In your notebook, copy the main idea and write three details that support it.

1. Hurricane hunters have a dangerous job.

-
-
-

- Reread lines 19–28, noting the subheading and the boxed details. What is the main idea of this section? Complete your notes by writing the main idea and supporting details.

2. Main idea: _____

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