

EFFECTIVENESS OF THE WARK AND MOGEN UNDERLINING
TECHNIQUE AS A STUDY STRATEGY FOR SEVENTH
GRADE SOCIAL STUDIES STUDENTS

THESIS

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Abstract

A quasi-experimental, nonrandomized control, pretest-posttest design was implemented to study the effectiveness of teaching underlining using the Wark and Mogen techniques as outlined in Read, Underline, Review (1970), to 60 seventh grade social studies students. These students along with a control group of 72 seventh grade social students were selected from a suburban Monroe County school. Both groups were comparable in age, I.Q. (Otis-Lennon), and reading grade equivalent (Total Reading on Metropolitan Achievement). All 132 students were pretested on a social studies related passage and their mean comprehension test scores further determined comparability. The treatment group received 20 minutes of instruction three times a week for three weeks. Instruction was based upon four objectives written to correspond with the four objectives written to correspond with the four objectives of the Wark and Mogen program. Forty minutes of instruction were devoted to teaching each objective. The first phase of instruction for each objective was spent on exercises of discrimination. The second phase of instruction for each objective was a series of application exercises. As each objective was completed, the researcher evaluated their work to identify those mastering the objective. When instruction was finished all 132 students were given an alternate social studies related passage to read. The treatment group was asked to read and apply the skills they were taught. The control group was asked to read and study

the passage. All passages were collected to be returned two days later at which time the students were given an allotted time-limit to review for a test. The treatment group reviewed their underlining to study and the control group reviewed by repetitive reading. The posttest followed immediately. A t-test was applied to determine if there was a significant difference between the mean posttest comprehension scores of those students in the treatment group who had mastered all the objectives and the mean posttest comprehension scores of the control group to decide if the instruction effected a change favoring the treatment group.

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Chapter I

Statement of the Problem

The reading of textbooks or other content area materials is a demanding process requiring every student to utilize various means in order to achieve effective comprehension. Underlining is one of the means of highlighting the major ideas and supporting details of a passage for ease in reviewing.

Many students underline materials without realizing that they are using a study strategy. They use underlining to get more out of their reading--to improve their comprehension. Adams (1970) stated:

If underlining should not be termed such an aid then neither should such other graphical aids as italics, the comma, the period, and similar signals in written communication. Just as the author uses these signals to aid the reader in his interpretation of what he reads, so the reader himself has an obligation to use whatever self-help he can muster to aid him in understanding and remembering what he reads. It does not, therefore, seem unreasonable to assume that individuals who employ the use of underlining do so for a purpose,--hopefully that of becoming more comprehensive readers. (p. 12)

Faced with volumes of reading, students find neither time to outline each chapter nor time to apply Survey, Question, Read, Review, Recite (SQ3R) or Preview, Question, Read, Summarize, Test (PQRST) techniques to their study habits. Some students do not know the principles of these study skills, but even those students who do know are not taking advantage of them (Courtney, 1970).

Need for the Study

Study skills authorities do not generally share the same opinions about underlining. A survey in 1941 by Laycock and Russell found that in 38 how-to-study books written between 1926 and 1936, only eight sources recommended underlining. A more current review of 19 similar books published between 1957 and 1975 suggested that underlining was less popular than other study techniques. This same study, however, found that of nine of the more recent sources, six of them gave underlining a first preference and two gave it a second preference, while only one source made no mention of underlining at all (Browning, 1976). This supports the view that underlining is becoming a more popular study aid even though it has not been completely accepted by the authorities in the field of study skills.

Herber (1969) contends that "Good readers are not necessarily good students" (p. 2). He feels that educators cannot assume that students know how to apply reading and thinking skills to studying, "defined by Webster's dictionary as ' . . . a process of acquiring one's own efforts knowledge of subject'" (p. 2) required in content areas. According to Herber, the educator must guide the student in developing competence in the application of these skills.

Gladstein (1963) found many students do not use so-called "good study habits." He reported correlations of .42 and .45 for college students and of .48 and .51 for high school students between good grades and scores on their study habits inventory.

Courtney (1969) conducted a survey of 60 college freshmen which failed to provide evidence that study skills were known, used, or taught. Only 54% of the students could recall more than superficial directions and practice on outlining, notetaking, or other study techniques such as SQ3R and PQRSST. Courtney further elaborated:

Most students claimed that outlining was a formal skill and of relatively little practical value as a study aid it would appear that these organizational skills have no clearly defined place in the curriculum nor a special attraction for most students. (p. 82)

Ritter (1971) described a study skills program in which both underlining and outlining were taught. Underlining was considered by a majority of the 232 students surveyed to be the more useful skill.

Fowler and Barker (1974) found that approximately 92% of 200 randomly selected textbooks had "significant applications" of underlining or highlighting. A significant amount was described as textbook marking in which at least 20% of any material was emphasized.

In summary, authorities in the field of study skills have found that students are not learning from the instruction of "preferred" study skills such as outlining, notetaking, and SQ3R and PQRSST and using these skills. Instead more students are using underlining as a study skill even though it is not being formally taught in the majority of schools. In the review of study skills books, a number of experts do not consider underlining to be an

effective study skill, therefore it is being excluded from study skills instruction. The effectiveness of underlining techniques should be compared to the effectiveness of other strategies.

There is a need for an investigation to determine if a very specific technique of underlining could result in a greater gain in comprehension when compared with other methods of study skills techniques.

More information and understanding is necessary before the usefulness of underlining can be decided. Until more research is done and more questions are answered, teachers, study skills experts, and authors will continue to base their judgments on opinions not supported by fact in recommending whether underlining should be accepted as an appropriate study skill.

Overview of the Study

This study investigated the effectiveness of the Wark and Mogen underlining techniques as a study skill of junior high school students. The investigation involved comparing the performance of students who received instruction in a specific underlining strategy to the performance of students who used repetitive reading as a study skill for review. The criteria of the performances were the comprehension scores of an investigator-developed examination.

Limitations

It was not possible to have a random selection for the research sample. However, selection of whole classes for the sample had certain practical advantages by dealing with intact

groups and not disrupting the school's program. By dealing with intact classes the students were less likely to be aware of the experiment, thereby decreasing the possibility of the "Hawthorne effect."

There might have been interaction effects of a selection bias and treatment by using a sample of seventh grade students from only one school; the sample was not necessarily representative of all seventh grade students.

An unmeasurable variable concerned with the treatments group's attitude toward the underlining instruction. Several members of the selected school's English department had little respect for underlining as a study skill. This feeling may or may not have influenced the students' attitudes which might, in the long run, have affected their posttest scores.

Definition of Terms

Study skills. Study skills are the skills, abilities, and understandings that one uses in the process of completing study tasks or of attempting to acquire knowledge by independent efforts.

Underlining. Underlining refers to underscoring, marking, circling, starring, accenting, bracketing, parenthesizing, dotting, jotting, lettering, numbering; making of dashes, arrows, short vertical lines, diagonal strokes; and writing marginal notes. The broad concept of underlining will be used to represent any and all of these terms.

Comprehension. Comprehension will be based upon the literal and interpretative levels as described by Herber (1970). Remembering in nearly original form, any part or whole of printed material is considered literal comprehension. The requirement to examine terms and ideas acquired literally, thereby requiring higher-level thought processes as translating abstract ideas into concrete ideas, making inferences, seeing relationships, comparing, generalizing, and evaluating is considered to be interpretative comprehension. This standard was used in devising the pre- and posttests.

Summary

This introduction has pointed out that more students are utilizing underlining as a study technique because it appears to be less time-consuming and more practical for their purposes. Since study skills experts do not agree upon the values of underlining, few students receive any type of underlining training. This is resulting in ineffective use of underlining as a study technique. The following experiment, with certain limitations, was described as an investigation of a particular underlining program and an evaluation as to its effectiveness in junior high school social studies.

Chapter II

Review of the Literature

The following review of the literature relating to underlining as a study technique includes a brief historical presentation and a survey of research pertaining to underlining procedures. An examination into the historical status of this technique revealed a trend of gradual interest but as yet not total acceptance. Research of underlining experiments was found to be divided into these categories: (a) studies which examined the isolation effect (Von Restorff effect); (b) studies on textual materials when the experimenter does the underlining; (c) studies where the textual materials are underlined by the students; (d) studies comparing experimenter and student underlining treatments; and (e) studies comparing underlining with other study methods.

Historical Overview

Until recently underlining as a specific study skill has not been granted a position of importance in the hierarchy of study skills. A search of literature has revealed, however, that a trend does exist toward more use of underlining as a study skill.

As early as 1909, McMurry recognized the importance of underlining as a study technique. He advised his readers that careful and cautious underlining of a topic would increase the time spent in thinking about that topic.

Underlining received little or no attention in literature for nearly two decades until Charter's (1925) study. He concluded from his investigation of the responses on a questionnaire that of 258 community college women, only 4% used underlining compared with 38% who used outlining and 35% who wrote marginal notes.

Crawford (1938) renewed interest in underlining by his convictions that textbooks were more valuable after they have been underlined than before. He felt marginal notes were more important than notes taken in a separate notebook.

Laycock and Russell (1941) conducted a survey of 38 how-to-study manuals written between 1926 and 1939. Only eight of these sources recommended underlining while 21 sources recommended outlining. Their findings supported the supposition that writers were not giving underlining a place of significance in the hierarchy of study skills.

Several recent studies (Adams, 1969; Fowler & Barker, 1974; Ritter, 1971) have suggested that underlining is becoming increasingly popular with students. A course was organized at the University of Minnesota's Reading/Study Skills Center for 400 students (Ritter, 1971). The course consisted of one hour of instruction in each of the following series of lessons: (1) listening and taking notes; (2) underlining; (3) skimming; (4) making study sheets in outline form; and (5) taking examinations, and writing term papers and essays. Students learned to underline using colors to separate different parts of paragraphs and chapters in their textbooks and lectures notes. They underlined enough of the subject, verb, and

object to get the full meaning of a sentence. Once this was learned and practiced in homework assignments the students were encouraged to keep up with their reading and underlining. Ritter surveyed the 400 students and reported that of the 323 returned forms, 110 students listed underlining as being the most useful, 71 preferred outlining, 64 preferred skimming, 53 felt listening and taking notes most helpful, and only 25 preferred taking examinations.

Underlining is apparently less popular with experts than with students. Browning (1976) reviewed 19 how-to-study manuals and one journal article on underlining written between 1957 and 1975. He found that most of these sources recommended study methods other than underlining. However, of the most recent nine sources listed (1967-1974) six gave underlining a first preference over outlining and repetitive recitation. Two sources gave underlining a second preference and only one source failed to mention it at all. By contrast, among ten earlier sources (1957-1966), only five mentioned underlining and of these, two gave it a second preference and one recommended against underlining.

There is much controversy among experts on various points concerning underlining. Many authors discuss the advantages and disadvantages of underlining without citing research to support their conclusions. Robinson (1961) regarded underlining as a distinct feature of the SQ3R methods. He warned that underlining carelessly resulted in disagreements, disorder, and too much

underlined material. He offered some simple suggestions to avoid these problems: (1) read an entire headed section before marking; (2) think about what the important point is; (3) underline only the key phrase or phrases; and (4) use a numbering or marking system that shows relationships among the points marked.

Most of those who write about underlining agree with Robinson that untrained students tend to underline too much. There is less agreement as to just what an acceptable amount is, however. Policastro (1975) thought that underlining 20% of the material was too excessive, as this would result in rereading 80 of 400 pages for review. Wark and Mogen (1970) stated that a student should underline enough to highlight all the main ideas and supporting details. In their example an average amount of underlining is 30% of the material.

Morgan and Deese (1969) supported the superiority of outlining to underlining as a study strategy while agreeing with Robinson that many students use an ineffective system of underlining. They recommended: (1) using unmarked textbooks; (2) surveying reading material then answering questions about it; (3) using check marks and/or brackets upon a first reading; (4) deciding if check marks and/or brackets highlight main ideas or supporting details; and (5) underlining single words or short phrases essential to paragraph understanding upon the second reading.

Resnick and Heller (1965) concurred with Crawford (1938) that the main purpose of a book is to serve the student and is not

in its trade-in value. Resnick and Heller were convinced that some students benefited from using different colored ink in underlining. Major points were marked in red, minor points in blue, and illustrations in green. They advocated the drawing of diagonal lines and writing marginal notes to summarize a paragraph. They also recommended that students read a selection, then underline main ideas, and lastly, go back to underline significant details. Their position was supported by Staton (1966) when he commented:

When you start to study an assignment, pick up a pencil. Read a paragraph. Then pause to think about its content Write a few words in the margin of your text It is important that you actually write your summary of the paragraph in the margin of your book Study in this way, virtually guarantees high concentration and vast improvement in your comprehension. (pp. 17-78)

Other authors agree that a reader should not underline during the first reading of a paragraph or a passage (Pauk, 1974; Robinson, 1961). Wark and Mogen (1970) suggested that a reader should not even hold a pencil in his hand until he has read a passage at least once. Morgan and Deese (1969), as previously mentioned, advocated using check marks on a first reading and underlining on a second reading.

Another controversy centers on the opinion that underlining helps to involve the student in the reading task. Pauk (1974) and Wark and Mogen (1970) maintained that marking a textbook helps readers to understand the material better and retain it longer. Pauk argued that underlining forces readers to seek out essential ideas so that these ideas can be remembered weeks later. He stressed, however, that underlining should be done correctly and

systematically the first time. Both Pauk, and Wark and Mogen agreed that underlining made review easier. On the other hand, Policastro (1975) insisted that underlining lost its significance when the reader reviewed the material at a later date.

Another area of contention concerned the method of underlining. Some authors (Morgan & Deese, 1969; Wark & Mogen, 1970) suggested a "telegraphic" system which involved underlining just enough words to get the sense of a passage. When reread, the underlined words made sense by themselves. Pauk (1974), however, recommended that students only underline key words. In his examples, the underlined words were not complete thoughts that could be read independently. Robinson (1961) supported such markings as stars, double underlinings, and other devices to indicate degrees of importance in a passage.

Wark and Mogen (1970), authors of a programmed manual on underlining, protected themselves from criticism by stating that no two paragraphs were alike; therefore, no one method was guaranteed to work for every text or for every student. They advised a reader to learn to evaluate his own underlining.

There is little or no empirical evidence presented by the writers to support any of the views previously mentioned.

Investigations of Underlining Procedures

Review of the literature found a paucity of research behind most study skills recommendations. Underlining as a study aid was no exception.

However, Klare, Mabry, and Gustafson (1955) used 939 airmen to study the effects of underlining on immediate recall. Two types of underlining were used: (1) words were underlined by the investigators which would appear in the correct answers of a criterion test; and (2) all important words were underlined by the investigators. These two types of underlining were compared with a non-underlined version. The 50 item multiple-choice posttest had a split-half reliability of .87. The researchers found that neither method had a significant effect on the reading retention of the subjects. An ANOVA showed a significant interaction between subjects' mechanical aptitudes and test scores. Subjects with high mechanical aptitudes were helped by the underlining while those with low aptitudes were hindered.

Idstein and Jenkins (1972) sought to determine if underlining was superior to repetitive reading in facilitating review of material before testing. They performed two experiments with college students' performances on a completion test. The first was a 2 X 2 ANOVA posttest-design comparing underlining with repetitive reading and a nine minute review time with a four and one-half minute review time. The students reviewed a 1200 word passage one week after initial reading and then immediately took a 24 item test. There were no significant test score differences between reading conditions, nor any significant interaction between review conditions and reading method. There was a significant difference, however, favoring the nine minute review group over the four and one-half minute review group.

In the second experiment, Idstein and Jenkins chose longer passages of 6000 words. Students in the underlining and repetitive reading groups read the passage during one session and reviewed it. They took the completion test during the second session two weeks later. Results indicated that underlining was not more effective than repetitive reading.

Adams (1969) investigated the correlation between the amount of underlining done by college students and their course grades. Students' textbooks in a reading education course and in a social science/science education course were collected, and the amount of underlining was recorded and tabulated three times during the quarter. Students were not informed of the reason for the textbook collection. A Pearsonian Coefficient of Correlation was obtained. Correlations of .20 and .51 were found for the reading and the social science/science courses, respectively. It was assumed that students who underlined most as they studied their assigned textbooks in these courses, consistently underlined in other courses. The students who underlined most made slightly higher grades than those who underlined least while studying. Adams concluded that some small degree of relationship existed between the amount of underlining done as a study technique and grade point average.

Gladstein (1963) reported on a study of relationship between study habits and grade point averages developed by Brown and Holtzman. The researchers, in their development and validation studies of the Survey of Study Habits and Attitudes, obtained mean

coefficients of correlations of .42 and .45 for college men and women and .48 and .51 for high school boys and girls between grade point averages and study habits. No significant relationship was found to exist between good students and good study habits.

Schnell and Rocchio (1974) reported on two studies, one of a high school population and the other of a junior college population. They investigated the use of underlining to improve both immediate and delayed recall of prose material. Four groups were studied: (1) receiving 110 minutes of instruction and practice in an underlining method suggested by Wark and Mogen (1970) after which the students read and underlined a 1100 word passage; (2) without previous instruction, reading a version of a passage that was underlined by the experimenters (using the Wark and Mogen method); (3) reading and underlining without prior instruction or practice; (4) reading a non-underlined version (control group). Students were tested with a 20 item test on immediate recall and an 11 day delayed recall. Using a multiple regression analysis technique, data were obtained which indicated that underlining, whether performed by the student or by the instructor before the student's reading, resulted in increased immediate and delayed recall. Also, a significant interaction did exist between criterion test scores and prior reading ability for delayed recall, but not for immediate recall.

Willmore (1966) discovered significant differences when comparing four study techniques; reading, underlining, outlining,

and SQ3R. Eighty college students received study techniques instruction and then applied these techniques. Analysis of covariance, with study time as the covariate, indicated that underlining resulted in better short-term and long-term comprehension than did SQ3R, reading, or outlining. Underlining was further found to be less time-consuming than the other techniques. The findings discredited claims by Morgan and Deese (1969).

Holmes (1972) examined 41 students in a college study skills program to compare the effect of underlining to SQ3R. The students, divided into two treatment groups, listened to a tape recording of SQ3R study methods and then were given six hours of practice. The underlining techniques taught were the "telegraphic" strategies of Wark and Mogen (1970). The students were given two hours to apply this technique to a 5000 word passage. After a two day delay the students were allowed ten minutes to review the material, then were administered a 50 item test. Multiple regression analysis found a non-significant trend (.1388) favoring the underlining method with reading ability controlled as a covariate.

Summary

Among 15 sources, surveyed for historical information, five regarded underlining as an ineffective study skill or at best only a secondary skill. Four of these sources were written between 1925 and 1969 and one was published in 1975. One source was a review of study skill manuals (Laycock & Russell, 1941) which

reported that only eight of twenty-one books from 1926 to 1939 had recommended underlining. The other ten sources surveyed recommended underlining with few or no reservations. Five of these sources were written between 1909 and 1966 and the rest were published from 1970 to 1975. A recent review of study skill manuals (Browning, 1976) reported eight out of nineteen authors recommended underlining and all were written since 1967. This supports the claim that within the last ten years there has been a trend of a more positive acceptance of underlining as a study technique by study skills authorities.

The nine empirical studies which were reviewed showed conflicting findings. Although several studies were similar in design, sample selection, and methodology the results of the findings were often contradictory. It appears that under some conditions underlining seemed to improve retention and under other conditions it did not. Passage lengths and presence or absence of instruction in underlining strategies may have caused these differences. Research offers no definite answer as to whether underlining is an effective study skill. Data so far have been inconsistent and confusing. Consequently, this writer concludes that: underlining is being practiced by many students; there may exist some degree of relationship between the amount of underlining used and grade point averages; and there is vital need for more and varied research. The following study was conducted in an effort to shed more light upon the question of underlining effectiveness as a study technique.

Chapter III

Design of the Study

The purpose of the study is to investigate the effectiveness of a specific method of underlining as a study strategy for seventh grade social studies.

Hypothesis

There is no significant difference between the mean posttest comprehension score of the treatment group receiving underlining instruction in the Wark and Mogen techniques and the mean posttest comprehension score of the control group.

Methodology

Selection of the Sample

A quasi-experimental, nonrandomized control pretest-posttest design was implemented for this investigation. The sample was selected from a junior high school in western Monroe County in the State of New York. The sample consisted of seventh grade social studies students from predominantly white middle-class backgrounds living in a small community. All the students were enrolled in a required course of American History and were assigned into five heterogeneously grouped classes. The treatment group consisted of 60 students and the control group contained 72 students. The selection of the groups was arbitrary based upon the convenience of the researcher's schedule.

Information on the following control variables was collected for the sample groups to determine whether they were comparable. The total mean IQ, as determined by the Otis-Lennon Mental Ability Test (Form J), for the treatment group was 107, and 108 for the control group. The mean age for the treatment group was 12.75 as compared to 12.80 for the control group. The data obtained from the Metropolitan Achievement Test (Intermediate Battery, Form F) for the mean Total Reading scores for each group are presented in Table 1.

Table 1

Mean Total Reading Scores of Metropolitan Achievement
Test (Intermediate Battery, Form F)

Group	Grade 7		
	Grade Equivalence	Percentile	Stanine
Treatment	7.4	61	5
Control	7.3	60	5

Additional data were collected from a locally designed Criterion Reference Test (CRT) which was used by the school system on a district-wide basis. The mean raw scores and mean percent of items correct on the Social Studies CRT Total Comprehension subtest were compared (see Table 2).

Table 2

Mean Raw Scores and Mean Percentages of Correct Responses
on Social Studies Criterion Reference Test
Total Comprehension Subtest

Grade 7		
Group	Raw Score	Percent of Correct Responses
Treatment	19.1	64
Control	19.4	65

Note. Maximum score = 30.

Pretest and Posttest Development

The students in the sample groups were studying a unit on the American Indian. From the large selection of supplemental materials available from the school's social studies department, two passages indirectly related to the unit of study were selected. These passages were rewritten to be closer to the students' reading levels (Appendix A). The rewritten passages were measured as seventh grade level readability with the Fry Readability Formula. The topics of the passages were chosen to be related to the unit of study but were not to be part of the formal instruction in class.

A test was designed for each passage for the purposes of pre- and posttesting (Appendix B). Test items concerned ideas, words, facts, and important phrases which would be included in the underlining task. Some items dealt with inferences students might draw from their reading. The passages and their accompanying tests

were administered alternately. Half of the control group received Passage I and Test I as a pretest and the other half received Passage II and Test II as a pretest. The treatment group was handled in the same manner. The groups received the alternate passages and tests for their posttesting. This procedure was followed to eliminate the possibility that one test might be easier or more difficult than the other and to assure that an equal number of students from each group would be taking both tests at each administration.

Treatment

The treatment group received instruction in underlining based upon the method developed in Read, Underline, Review (Wark & Mogen, 1970). Wark and Mogen established their program upon the following four objectives:

1. to underline just the right amount--to work so you need only read your underlined words to review examinations;
2. to underline completely--to work so that you are reasonably sure no main idea and necessary facts are left out;
3. to underline consistently--to analyze the organization of a reading assignment and then use that analysis to do logical underlining;
4. to underline correctly--to check your underlinings to be sure that you understand what the author said.
(Preface)

Specific objectives were designed to correspond with the above four program objectives. The students were evaluated as instruction in each objective was completed to determine their mastery of that objective. Only the scores of those students who

successfully mastered all of the behavioral objectives would be included in the posttest analysis. The objectives are as follows:

1. the students will demonstrate their ability to underline the proper amount (underline only words and/or phrases to be reviewed for examinations);

2. the students will demonstrate their ability to underline completely, leaving out no main idea or necessary facts;

3. the students will demonstrate their ability to underline consistently by analyzing, organizing, and then applying logical underlining;

4. the students will demonstrate their ability to underline correctly by determining and underlining the author's ideas.

To eliminate the possibility of introducing bias for non-standard instruction which might reflect upon the findings, a decision was made for the researcher to teach the underlining techniques to the treatment group.

The treatment group received 20 minutes of instruction three times a week for three weeks. Instruction was based as much as possible upon exercises in the Wark and Mogen program. However, the Wark and Mogen exercises were designed as self-instruction for college-bound high school students, junior college and college students. Many of the exercises needed to be rewritten or in some cases substituted with other passages of seventh grade reading level. Forty minutes of instruction were devoted to teaching each objective. The first 20 minutes (one class meeting) dealt with exercises in discrimination. Exercises were put on transparencies

and projected upon a screen using an overhead projector. The exercises were designed to teach the students to recognize good examples of the objective being taught and to distinguish from those examples having various kinds of errors. The exercises were read either orally or silently after which comprehension questions were asked concerning main ideas, relevant ideas, important details, or inferences drawn from the exercise. Class discussion followed during which students asked questions and volunteered their views or opinions about the underlining technique studied.

The second 20 minutes of each objective was a series of application exercises. After a brief review of the objective the students were given exercises in which they were directed to underline using the skill learned in the discrimination phase. The instructor then guided the class through a procedure of evaluating their underlining so that the students could learn to judge their own work and decide if they had accomplished the task correctly. The exercises were collected for evaluation by the researcher to check each individual student's mastery of the objective. The exercises were given back to the students at the next class meeting with helpful suggestions added when necessary. All four objectives were handled in an identical manner. Upon completion of the instruction the researcher carefully noted those who had mastered all of the objectives. Only the posttest data from those students would be analyzed.

The posttesting of the treatment group consisted of the students reading their alternate passages of the social studies related material. After reading their passages they were instructed to underline using the skills they had learned. The passages were then collected. At the next meeting, two days later, the students were given back their underlined passages and told they had 10 minutes in which to review for a short test. The control group was given their alternate passages as a posttest; students were told to read carefully and reread the passage if they desired. The passages were then collected. Two days later the students in the control group were given back their passages and instructed to study for 10 minutes for a short test using a repetitive reading method, or any other method which suited them. No one in the control group studied by underlining. The passages for both the control and treatment groups were collected before the tests were administered.

Statistical Analysis

The mean posttest scores for both groups were compared for differences to decide if the treatment was associated with a change favoring the experimental group over the control group. A two-tailed t-test was calculated to determine if a significant difference existed between the two sample means, that is, if the difference was large enough to reject the null hypothesis that the difference was a chance occurrence.

Summary

A quasi-experimental, nonrandomized control, pretest, post-test design was implemented to study the effectiveness of teaching underlining using the Wark and Mogen technique as outlined in Read, Underline, Review (1970), to 60 seventh grade social studies students. After exposure to the treatment the scores, on an investigator designed comprehension test, of the experimental group were compared to the scores of the control group to determine if there would be a failure to reject or a rejection of the null hypothesis.

Chapter IV

Analysis and Interpretation of Data

The principal intent of this study was to investigate the effectiveness of a very specific method of underlining as a study strategy for review with seventh grade social studies students.

The original total sample of 132 students was diminished to 104 because of attrition and failure of some members of the treatment group to master all of the underlining objectives.

Findings

A two-tailed t-test was applied to the mean posttest scores of the two sample groups to determine if the treatment group performed significantly better than the control group on the reading comprehension test. The formula used in calculating the t-test was:

$$\underline{t} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

The null hypothesis was that there would be no significant difference between the mean posttest comprehension score of the treatment group receiving instruction in the Wark and Mogen

techniques and the mean posttest comprehension score of the control group.

Given the appropriate data, a two-tailed t -test to determine a significant difference between the two sample means was applied which resulted in the findings shown in Table 3.

Table 3

Two-tailed t -test of Significant Difference on Mean
Posttest Scores by Treatment and Control Groups

Group	df	\bar{x}	s	t	p
Treatment	38	39.28	6.52		
Control	64	29.37	8.05	6.83	< .001

Note. $df = 102 (n_1 + n_2 - 2)$

Interpretations

The calculated t value between the mean posttest scores was 6.83. For a two-tailed test set at the .001 level of significance the critical value for 102 degrees of freedom was 3.39. Since the calculated t value (6.83) was greater than the critical t value (3.39) the associated probability ($p < .001$) was less than one time in a thousand that the difference occurred by chance alone. The null hypothesis was not supported.

Summary

The purpose of this study was to investigate the effectiveness of a particular program of underlining strategies as a technique for review of junior high school students. The null hypothesis was that there would be no significant difference between the mean post-test comprehension scores of the treatment group and the control group. The difference between the mean posttest scores was measured for significance using a two-tailed t-test. The difference was significant at the .001 level. The null hypothesis was rejected.

Chapter V

Conclusions and Implications

This study investigated the effectiveness of the Wark and Mogen underlining techniques as a study skill for seventh grade social studies students. A comparison was made of the performance of the treatment group who received instruction in the specific underlining strategies to the performances of the control group who used repetitive reading as a study skill for review of prose materials. The criteria from which this comparison was made were the comprehension scores of an investigator-developed examination.

Conclusions

The study tested the null hypothesis that there would be no significant difference between the mean posttest score of the treatment group receiving instruction in the Wark and Mogen technique and the mean posttest score of the control group.

The results of the t-test analysis revealed that there was a significant difference ($p < .001$) between the mean posttest scores favoring the treatment group. The null hypothesis was rejected. It was reasonable to assume, therefore, that the instruction in the Wark and Mogen underlining technique did improve the comprehension of the treatment group to a significant degree.

This study indicated that students with a mean age of 12.8 years might be mature enough to understand and to apply these underlining strategies to their social studies content materials for review purposes. It further indicated that exposure to the experimental treatment could increase a seventh grade student's general reading comprehension in social studies.

Although the mean pretest scores were not included in the final analysis, it was of interest to compare these scores to the mean posttest scores. In the pretest situation both treatment and control groups read a passage and then were immediately administered a comprehension test. No underlining was applied at this time. The treatment group had a mean pretest score of 35.33 compared to a mean posttest score of 39.28. A slight improvement is indicated after the completion of the underlining instruction. Strangely enough, the control group had a mean pretest score of 32.46 and a mean posttest score of 29.37. The control group had performed better without a review period. It was observed that many of the students in the control group did not adequately use the time they were given for review in the posttest situation. Most did not read the passage at all during the review time, apparently feeling that they remembered the material well enough from the initial reading. Perhaps if they had taken advantage of the review time they might have maintained or even increased their mean posttest scores. On the other hand, the treatment group did spend all of the allotted review time in studying their underlined material. A possible

explanation as to why this occurred might be that undirected study or review was not structured enough for the control group. It appeared that they could not review on their own initiative; they needed instructor assistance or more specific guidelines. This outcome seems to substantiate the conviction of McMurry (1909), Wark and Mogen (1970), and Pauk (1974) that underlining increased the time spent in thinking about a topic and helped involve the student in the task of reviewing. These authors felt underlining helped the students to understand the material better and retain it longer.

Implications for Research

Few authors of those who report underlining research elaborate on the kind of underlining that was used or taught. Most felt it was sufficient to simply say that underlining instruction was given. From the reviews of the related literature, however, there was disagreement about how material should be underlined. Therefore, when no information is reported concerning the method of underlining used or taught it is difficult to interpret the findings.

The following questions are more often discussed about underlining: (1) Does underlining help retention?; (2) Does underlining facilitate review?; (3) What is the appropriate amount of underlining?; (4) What kind of underlining is most effective? (e.g., key words, telegraphic, etc.). Research had mainly concentrated upon the first question and only lightly touched upon the others.

Other important questions seldom considered are: (1) What effects do individual differences have on results from using underlining?; (2) Can underlining effect vary with the type or difficulty of the material being studied?; and (3) What criteria should a reader use for deciding what to underline? These questions have not been dealt with successfully. An effort should be made to investigate these questions so that teachers and authors may make recommendations for underlining based upon empirical evidence.

Implications for Classroom Practice

Some implications for instruction in content area classes may be suggested by the results and observations of this study. Teachers who instruct in an underlining method similar to the Wark and Mogen program are likely to find improvement in student comprehension of such informative type materials as dittos and hand-out sheets. The underlinings of these materials could be reviewed before teacher evaluations.

The time allotted for the instruction of the underlining strategies in this study was not necessarily sufficient. It would appear that more instruction and practice would ensure greater understanding of the techniques and would realize greater improvements in general comprehension.

The most meaningful aspect of this study technique is that it leads students toward independence in using underlining. The students seemed to find the technique valuable and practical. The

results and implications of this study offer evidence that the Wark and Mogen underlining technique can be successfully taught at the junior high school level.

Of course, every student may not benefit from underlining prose materials. No two paragraphs are ever alike. Therefore, no one method of underlining can be guaranteed to work mechanically for all materials or for all students. But it seems reasonable to conclude that every student should know how to underline so he can decide for himself when to do so. By evaluating one's individual underlining the Wark and Mogen method can be applied whenever appropriate.

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Appendix A
Passages I and II

Passage I

Vampire Witch

The Seneca Indians had many fascinating legends. One such legend is the VAMPIRE WITCH. This strange story is said to have actually happened, long ago, when the people used to put their dead on trees or scaffolding, or even keep them in their own lodges. It is about an old man who was said to have been a witch and had died.

There was an old man that lived in the deep forest where game was plentiful. He was a very strange sort of man, as his people knew little about him or his habits. He lived alone far away from the rest of his tribe. The people were afraid of him because some thought he was a witch. When he got sick, however, some of his tribe members came to help him, as was the custom in those days. So, while he lingered in his death-bed, he made his last wishes known. He wanted his remains to be kept in his own lodge in a special partitioned off area. Anyone, hunting in the vicinity, could use the lodge without disturbing his body. But no women or children must be allowed to come to the lodge as it would not be safe for them.

When he died his wishes were carried out. His remains were put in an elm-bark coffin and placed in the center of a partitioned off room in the lodge. All cooking utensils were kept as he left them to be used later by hunters who might come to the lodge seeking shelter.

In this village, which was a day's journey from the old man's lodge, lived a young hunter, his beautiful wife and their daughter.

Since this was an unusually large village the hunter had not heard of the old man's last requests. When the hunting season arrived in the fall, he went, with his family, out into the wilderness and came upon this old decrepit lodge. Finding it a good shelter with everything handy they decided to stay and make this their winter quarters. They noticed the corpse in the partitioned off room, but as this was a common custom they thought nothing of it.

As they arrived late in the afternoon, the woman made ready for the evening meal. She noticed that there were corn braided strings in the lodge and she baked what is called Unhulled Corn Bread. It was made by just grinding the corn into meal without using the hulling process with ashes. She baked the bread in the ashes of the fire in the center of the room. In the meanwhile, her husband layed down by the fire with their daughter saying, "I think I will lay down for our baby to sleep while you are getting our meal ready."

It was getting dark--the only light came from the fire. As she went about her work, she thought she heard a noise like some animal eating or gnawing on a bone. She looked at her husband laying quietly by the fire and she asked, "Are you really asleep?"

He did not reply. Then she saw a stream of dark color coming from where he lay. At the time she spoke to her husband, she say in the faint light the old witch sneaking back into his room. She heard him returning to his coffin. Somehow she knew without checking that her husband was no longer alive, that the so-called dead man had killed her man and had been eating him. The woman shook with fear.

She did some fast and deliberate thinking as to how she and the baby could escape alive without arousing the suspicion of the witch.

She pretended to think and act as though her husband were still alive. She said, "I am going after some water to rinse the bread, which is nearly done. I will take the baby with me so she won't get into the fire. As soon as I return we will eat."

It was all she could do to refrain from showing her grief as she spoke. Fear for her life and that of her baby's was upper-most in her mind. She casually picked up the baby, and a blanket. She tied the baby to her back. In this manner her arms were free; she took a water pail and went out hoping her plan would work. As soon as she had gone a little distance from the lodge she broke into a brisk run. She ran as fast as she could throwing the water pail to one side. She headed for her village running at top speed, talking all the while to the baby to keep her from crying.

After running for quite some time she heard an angry shout behind her. The witch had discovered her escape and was giving chase. He threatened, "You think you can escape me. The world is small and I shall soon overtake you!"

At his outcry she was so weak she almost fell but attempted to renew her energy and staggered on. She could hear him better now-- he was gaining quickly. Taking off the blanket she hung it over a bush in desperation. When the witch ran up on the blanket he shouted with joy thinking it was the woman. He ripped into it tearing it to shreds before he found he had been tricked. The woman kept up her

courage as he screamed in rage. On went the race. Soon she had to drop her shawl. Once again he stopped to tear up the cloth. By continuing to drop clothing she was able to keep ahead of the witch. When she could no longer spare more clothing she started dropping jewelry and other things.

Finally there was nothing more to drop in his path, however, the village was very near now! She gave a cry for help, "Goo-weh!! Goo-weh!!" The witch was closing in, his running steps could be heard as though they were thunder. Suddenly a band of warriors with flaming torches ran into sight, opened ranks, and surrounded her and the baby. The witch was furious because his plans had been ruined. He mumbled hatefully, "You were lucky they came when they did."

The warriors took the poor woman back to the village wrapped in warm blankets. Later in the longhouse she related to them everything that had happened. The Chief saying, "At dawn we go to this place to see that such a think never happens again," retired for the night.

Early next morning many warriors eagerly awaited their Chief. As they started their march their numbers increased. All along the trail they found clothing, shoes, jewelry and other things the woman had discarded. All of the things had been ripped apart. Because the war party had grown so large it travelled very slowly and it took two days to reach the lodge. It was late on the second day when they arrived.

Inside the lodge they found by a cold fireplace the dead hunter with a large hole in his side where the witch had sucked all the blood. They saw in the cold embers black lumps of burned bread. In the adjoining room they discovered the witch with dried blood smeared all over his face. He lay once again as a corpse.

The Chief addressed the man in the coffin, "We have come to prepare you much better. We know you are not satisfied with things the way they are. We will do our best to solve this."

All the warriors went outside and were instructed to gather dry wood and any materials that would burn quickly. When a great deal had been collected it was stacked around the lodge until it was almost buried. The Indians formed a circle around the lodge and started the fire. They were ready with their war clubs to see that nothing escaped the flames. They waited patiently with their weapons.

In no time the flames had totally consumed the lodge. The building seemed to settle down in the middle as the fire reached the treetops. Over the noise and rattling of the flames and the crackling of the timbers came a cry from the witch, "You have tricked me, you will pay for all of eternity!"

The witch kept yelling until his voice became so weak that only the fire could be heard. All of a sudden from the live coals came a loud explosion. It was the skull of the witch bursting from the intense heat. Just then out of the fire darted a huge jack rabbit. The warriors began swinging their clubs. In spite of their efforts the rabbit was able to dodge to freedom and he disappeared into the

dark forest. That was the final end of the Great Witch, who was as evil in death as he was feared to be in life. His ORENDA or evil spirit escaped in the form of a jack rabbit and haunts the earth to this day seeking out his next victim, causing destruction to crops, and being a general pest to all who cross his path.

Passage II

The Strange Guests

Many moons ago near Lake Ontario in northern America there lived an Indian hunter, who had a wife and one child. Their lodge stood in a dark forest miles from their village. He spent all day hunting and his evenings telling his family of his daily adventures. Because animals were abundant, he seldom failed to bring home enough meat. While seated near the blazing fire the husband talked with his wife, or told his child about Indian folkways, or taught him lessons which all good Indians thought necessary for everyone to know. They were far from the world's troubles and were happy surrounded by all they thought needed for their comfort.

The hunter had never known regret or pain of guilt, for he was a fair and honest man. He had never broken the laws of his tribe by poaching on his neighbors' lands, by stealing, or committing any acts that might anger the village chief or the Great Spirit. He wanted only to support his family with food and skins, and to share their happiness around his cheerful fire at night. The white man had not yet taught the Indians that blankets and clothes were essential to their comfort, or that guns could be used for killing game.

The life of the Iroquois hunter flowed on peacefully. One evening in winter, it happened that he remained out later than usual. His wife sat lonely in the lodge and began to worry that he had met with an accident. Night had fallen as she listened for the sound of

his footsteps. Only the wind could be heard whistling around the lodge. As time passed she became more worried and afraid.

Suddenly she heard footsteps on the frozen snow. Thinking it was her husband she quickly threw open the door. There she saw two very strange women. They were dressed in heavy dark clothing and had shawls wrapped around their heads and shoulders. Courtesy left her no time for questions. She invited them to enter and to warm themselves by the warm crackling fire. She knew that to the nearest neighbor was a very long distance. She realized that they must have been walking in the bitter cold weather for quite some time. She invited them to stay for as long as they wanted. The more she looked at them the more curious she became. They seemed to be total strangers to her country.

Nothing could persuade them to come near the fire. They took their seats in a far corner of the lodge. They drew their robes about themselves almost hiding their faces. They seemed shy and quiet, and when a glimpse could be had of their faces they looked pale, even the color of death. Their eyes were bright but deep in their heads, their cheekbones were large and their bodies were slender and appeared weak.

Seeing that her guests did not wish to talk, the squaw decided not to question them. She sat in silence until her husband finally arrived. He had been led further than usual in search for game, but returned with a large fat deer. The moment he entered the lodge, the mysterious women exclaimed--

"Look what a fine and fat animal!"--they immediately ran and pulled off pieces of the whitest fat, which they ate with their bare hands. Their conduct seemed odd to the hunter, but supposing the strangers were nearly starving, he said nothing. His wife also kept quiet.

On the next evening the same events were repeated. The hunter brought home the best parts of the animals he had killed. While he was laying the meat before his wife, according to Indian custom, the women came quickly up, tore off huge pieces of fat, and ate them with greed. This behavior might well have made the hunter angry but the courtesy due to guests made him pass it by in silence.

Knowing the parts of the animals the women liked best, the hunter decided the next day to satisfy them. He placed two pieces of the whitest fat upon his load of food and he gave one to each woman as he entered. Still the guests appeared to be hungry and took more from the pieces lying before his wife.

Except for this unusual behavior, the conduct of the guests was courteous. They were quiet, modest, and careful. They kept silent and still during the day neither speaking nor moving. At night they arose and went into the forest. There they would gather dry branches and pieces of fallen trees. When enough had been collected they carried it home and carefully stacked it in the lodge. This paid the hunter back for some of his kindness and freed his wife of a tiresome chore.

The whole winter passed in this way. Each day the women seemed a little less strange. They became more healthy looking and improved in their strength. They slowly became less shy.

One evening the hunter returned late and very tired. He dropped the meat at his wife's feet and sank to the floor to rest. The women rushed up and seized the meat and began tearing off fat with their hands. The hunter could no longer hide his disgust. He said to himself--"This is really too much! How can I stand it any longer?" He did not say the thoughts aloud. But a sudden change came over the women. They acted once again as they had in the beginning. They became painfully shy again and now they sighed over and over; they appeared to be very nervous. The hunter and his wife did not wish the women to take offense so he said to them,

"Tell me, women, what is it that causes you pain of mind and makes you sigh? Have we offended you somehow?"

They answered, "We weep not for ourselves, we weep for the fate of humanity, we are weeping for the fate of all people for whom Death awaits."

The women explained that they were spirits from the land of the dead, sent to earth to test the living. They had been able to read the hunter's thoughts. When they saw anger in his heart their trip was ended. They told the hunter and his wife how the Great Spirit felt sorry for all those living persons who had loved ones in the spirit world. He wanted to test the living by sending these two women back to earth. He wanted to see how the living would receive

the spirits. He had given the women three months to make their test. If during that time no angry thoughts were stirred against them then all those spirits in the land of the dead would be allowed to return to their living families on earth. As only two months had passed the test had failed and they would now return to the land of the spirits.

The women went on to say that it is right for one person to die to make room for another, otherwise, the earth would be filled to overflowing. They told how in their land there was neither sorrow nor hunger, neither pain nor death. There were beautiful fields filled with animals, the rivers were filled with fish, and the trees were covered with fruits. "It is for you that we weep, you must stay here on earth," they said.

The women were grateful for the hunter's courtesy. They told him his luck would be good in the forest and there would always be a bright sky over his lodge. Suddenly the women were gone and only a faint blue light lingered. The hunter and family were once again alone.

The success they promised him was his. He became a great hunter and never wanted for anything. He became the father of many children and he and his wife enjoyed health, peace, and long life.

Appendix B
Tests, Answer Sheets, and Answer Keys
for Passages I and II

Passage I Test

- I. Write all answers on your answer sheet. Indicate the letter of the correct word or phrase which will complete each sentence. (20 pts.)
1. The Vampire Witch is about (a) an Indian tribe (b) a hermit (c) a jack rabbit.
 2. The old man was (a) loved and respected by his tribe (b) afraid of people (c) mysterious and lived alone.
 3. The dying request was (a) to have his body kept in a special room of his lodge (b) for the lodge to be burned (c) for the lodge to be sealed with his body inside.
 4. The hunter and his family came to the lodge in the (a) spring (b) fall (c) winter.
 5. The family went into the lodge (a) saw the corpse and were frightened (b) did not notice the corpse (c) saw the corpse but thought nothing unusual.
 6. The woman showed her ability to (a) think and act quickly (b) hunt (c) haul water.
 7. The family member of least importance in the story was the (a) wife (b) child (c) husband.
 8. The hunter and his family were members of the (a) Mohwak (b) Chippewa (c) Seneca.
- II. Using the words in the word bank complete the sentences. Use each word only once. (15 pts.)
- custom chief corpse legends eternity hunter orenda
1. The indians observed the _____ of keeping their dead in lodges and on scaffolding.
 2. The Seneca Indians have many _____.
 3. The _____ escaped as a jack rabbit.
 4. Inside the lodge lay the _____ with a hold in his side.
 5. He said, "You will pay for all of _____."
 6. The _____ planned to destroy the vampire witch.

III. Below are listed statements related to the story. Number them in the order in which they occurred. The first one is done for you. (20 pts.)

- A. The old man got sick _____
- B. The woman prepared a meal _____
- C. The Chief set fire to the lodge _____
- D. The old hermit was born 1 _____
- E. The woman discovered her husband was dead _____
- F. The witch died _____
- G. The evil spirit escaped _____
- H. The fire caused an explosion _____
- I. The woman ran for her life _____
- J. The old man's plans were ruined _____

IV. The following statements are either true or false. Write + for true and 0 for false.

- 1. The old man never really wanted to attack woman and children.
- 2. The Vampire Witch is a factual story.
- 3. The Mohawk warriors saved the woman.
- 4. The Indian system of justice was swift and final.
- 5. The story indicated that Indians placed little value on life.
- 6. The legend shows that Indians believed in the supernatural.

V. Write the letter of the meaning for each underlined item. (15 pts.)

- | | |
|--------------------------------|---------------------------|
| 1. last <u>request</u> | a. strange mythical tales |
| 2. <u>scaffolding</u> | b. evil spirit |
| 3. <u>partitioned</u> off room | c. weak or feeble |
| 4. <u>orenda</u> | d. high platform |
| 5. <u>decrepit</u> lodge | e. mangle or cripple |
| 6. fascinating <u>legends</u> | f. to divide or separate |
| | g. a desire or wish |

VI. On the back of the answer sheet answer the following in two or more complete sentences. (15 points)

- 1. Briefly explain what this story shows us about the Seneca Indian religious beliefs.
- 2. Explain why the hunter took his family to the lodge.
- 3. Describe how the woman escaped from the Vampire Witch.
- 4. Make up another title for the legend and support your choice.
- 5. Why do you think the witch selected the jack rabbit to put his evil spirit into? Explain.
- 6. Describe at least two Indian customs told in the legend.

Answer Sheet Passage I Test

Name _____ Period _____

I.

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

II.

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

III.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

IV.

1. _____

3. _____

5. _____

2. _____

4. _____

6. _____

V.

1. _____

3. _____

5. _____

2. _____

4. _____

6. _____

VI.

Essay questions. Use back of page if necessary. (1 thru 6)

Answer Key

Test I

I. (2.5 pts. each totaling 20 pts.)

- | | |
|------|------|
| 1. b | 5. c |
| 2. c | 6. a |
| 3. a | 7. b |
| 4. b | 8. c |

II. (2.5 pts. each totaling 15 pts.)

- | | | |
|------------|-----------|-------------|
| 1. custom | 3. orenda | 5. eternity |
| 2. legends | 4. hunter | 6. chief |

III. (2 pts. each totaling 20 pts.)

- | | |
|------|-------|
| A. 2 | F. 3 |
| B. 4 | G. 10 |
| C. 8 | H. 9 |
| D. 1 | I. 6 |
| E. 5 | J. 7 |

IV. (2.5 pts. each totaling 15 pts.)

- | | | |
|------|------|------|
| 1. + | 3. o | 5. o |
| 2. o | 4. + | 6. + |

V. (2.5 pts. each totaling 15 pts.)

- | | | |
|------|------|------|
| 1. g | 3. f | 5. c |
| 2. d | 4. b | 6. a |

VI. (2.5 pts. each totaling 15 pts.)

Evaluation of essay questions should be based upon a student's ability to relate literal and interpretative comprehension.

Passage II Test

1. Write all answers on your answer sheet. Indicate the letter of the correct ending for the sentences below. (60 pts.)
1. Of little importance in the story is the (a) husband (b) child (c) wife.
2. The hunter and his family were members of the (a) Iroquois (b) Mohawk (c) Chippewa.
3. The Indian family lived (a) in a village near Lake Ontario (b) far from any other people (c) in a cliff dwelling.
4. To the hunter, the laws of his tribe and of his religion were (a) really important only for children (b) of little importance (c) to be obeyed.
5. The hunter and family lived in (a) northern Canada (b) northern America (c) the spirit world.
6. The guests were first seen by the (a) husband (b) child (c) wife.
7. Regarding the guests, the husband and wife are (a) curious and courteous (b) curious but not courteous (c) courteous but not curious.
8. The annoying behavior of the guests is (a) not talking much (b) sighing and weeping (c) eating greedily.
9. As time passes, the guests become (a) even stranger (b) a little more at home (c) pale and sickly.
10. It is an Indian custom to lay pieces of the animal he has killed (a) in front of his guests (b) on the fire (c) before his wife.
11. The guests help the Indian family by (a) looking for roots and berries (b) gathering wood (c) chewing on animal skins.
12. The test was over when the hunter (a) asks his guests to leave (b) say an angry word (c) thinks an angry thought.
13. The hunter questions the guests because (a) their sighs bother him (b) his wife insists on it (c) his family is getting too little to eat.
14. The guests explain that they are weeping for (a) themselves (b) the Indian family (c) all humanity.

15. The strange guests say they have been sent by (a) an Indian Chief (b) the Great Spirit (c) the U.S. Bureau of Indian Affairs.
16. The guests were (a) ghosts (b) outcasts (c) from another Indian tribe.
17. The guests were to finish their test of the hunter in (a) three months (b) three winters (c) three weeks.
18. If the husband and wife passed the test (a) they would have been taken immediately to the Land of the Dead (b) corn would grow from their tears (c) the dead would have returned to earth.
19. The story shows that the Iroquois believed in something like a (a) heaven (b) hell (c) democratic form of government.
20. The story seems to show (a) the influence of the white man on the Indians (b) the Indians as they really were (c) almost nothing about the Indian life and beliefs.
21. The story indicates that the Iroquois Indians placed a high value on (a) women's rights (b) cleanliness of food (c) courtesy to guests.
22. The story indicates that it is the fate of most people to be (a) sad (b) happy (c) jealous.
23. The story suggests that if a person tries hard he can be (a) cruel when necessary (b) perfect (c) very good but not perfect.
24. Another good title for the story might have been (a) "Everyday Life Among the Indians" (b) "A Test for Humanity" (c) "Guess Who's Coming to Dinner!".

II. Using the words in the word bank below complete the sentences. Use each word only once. (15 pts.)

custom courtesy glimpse humanity lodge offense poaching

1. It was the hunter's _____ to bring the meat to his wife.
2. The family lived alone in a _____ in the forest.
3. It was the hunter's _____ which caused him to put up with his guests' rude manners.
4. A _____ of their faces showed pale high cheekbones.
5. The guests wept for the fate of all _____.
6. The women took _____ when the hunter became angry.

III. Answer the following in two or more complete sentences on the back of the answer sheet. (25 pts.)

1. Describe at least two Indian customs mentioned in the story.
2. Describe the religious beliefs mentioned in the story.
3. By the standards of most people today, the Indian husband and his wife are presented as impossibly good people. They spent over two months with the strange guests before one of them had an angry thought. Do you believe this is possible--even for good people? Explain.
4. Treating strangers well was a custom in many Indian tribes. What use do you think this custom served?
5. Briefly explain what you think the story says about life and death.

Answer Sheet Passage II Test

Name _____ Period _____

I.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 9. _____ | 17. _____ |
| 2. _____ | 10. _____ | 18. _____ |
| 3. _____ | 11. _____ | 19. _____ |
| 4. _____ | 12. _____ | 20. _____ |
| 5. _____ | 13. _____ | 21. _____ |
| 6. _____ | 14. _____ | 22. _____ |
| 7. _____ | 15. _____ | 23. _____ |
| 8. _____ | 16. _____ | 24. _____ |

II.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

III. Essay questions. Use back of page if necessary.

(1 thru 5)

Answer Key

Test II

I. (2.5 pts. each totaling 60 pts.)

- | | | |
|------|-------|-------|
| 1. b | 9. b | 17. a |
| 2. a | 10. c | 18. c |
| 3. b | 11. b | 19. a |
| 4. c | 12. c | 20. b |
| 5. b | 13. a | 21. c |
| 6. c | 14. c | 22. b |
| 7. a | 15. b | 23. c |
| 8. c | 16. a | 24. b |

II. (2.5 pts. each totaling 15 pts.)

- | | | |
|-----------|-------------|-------------|
| 1. custom | 3. courtesy | 5. humanity |
| 2. lodge | 4. glimpse | 6. offense |

III. (5 pts. each totaling 25 pts.)

Evaluation of essay questions should be based upon a student's ability to relate literal and interpretative comprehension.

Appendix C
Underlining Lesson Plans

Lesson Plan Objective 1 Phase A

The students will demonstrate their ability to underline the proper amount (underline only words and/or phrases to be reviewed for examinations).

Exercises in Discrimination

Teacher Directions

Give brief explanation of what class will be doing with underlining techniques, why, and how the class-time will be conducted. Discuss the kinds of materials that should not be underlined. Discuss the four characteristics of good underlining:

1. underline the right amount
2. underline completely
3. underline consistently
4. underline correctly

Transparencies will be made of passages 1 through 6 and the three-position scale to be used on an overhead projector.

Student Directions

(Passage 1 and 2)

Read the following samples of the same passage. Read only the underlined words as though you were reviewing for a test.

Which passage made more sense? Which underlined passage would be the more useful in reviewing for a test? Why?

(Passage 3)

Read this passage and ask yourself, "What is the main idea? What words should I underline?" Read and think how you would do this.

1-A

Answer the following question. Why did the Indians attack the mission after the Whitmans had spent so much time in helping them?

(Three-position scale)

Explain

(Passages 4, 5, and 6)

Read and compare to the three-position scale.

Which passage contains too much underlining?

Which contains too little?

Which contains the right amount?

Are the same ideas underlined in all the selections?

I

1-A

Toussaint Charbonneau was a guide for Captains Meriwether Lewis and William Clark. He was to take them far across the country. President Thomas Jefferson had asked Lewis and Clark to find a water route to the Pacific Ocean from the East. It was to be a dangerous trip through the wildest area of our country.

The men looked forward toward the danger and excitement. However, Charbonneau wanted to take his wife, a Shoshone Indian, and their son along on the trip. Lewis and Clark hesitated to accept these new members at first. Charbonneau argued that his wife could be of great help. She could cook, and she could speak many Indian languages. She could assist them in talking to the Indian tribes they expected to meet on the way. Finally they consented for her and the little boy to accompany them.

In the days to come they would be glad for her presence. The woman, Sacajawea, became the heroine of their expedition. She equalled any man in bravery, and she assisted unselfishly in all tasks. In the end it was she who guided the expedition to its goal.

II

Toussaint Charbonneau was a guide for Captains Meriwether Lewis and William Clark. He was to take them far across the country. President Thomas Jefferson had asked Lewis and Clark to find a water route to the Pacific Ocean from the East. It was to be a dangerous trip through the wildest area of our country.

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1-A

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III

1-A

Marcus and Narcissa Whitman went to Oregon for the Commission for Foreign Missions. They were missionaries and were sent there to open a mission for the Indians in Oregon Territory near Walla Walla Washington. They taught the the Indians religion and basic educational skills as well as giving them medical treatment. Dr. Whitman opened a clinic to handle all types of illnesses.

The Commission in Boston later tried to close the mission when they felt it was not necessary. Dr. Whitman spent the next five months in travelling back East to convince the board to continue his mission. He pointed out that through the mission the Indians were receiving an education and were also turning to a Christian religion. He pointed out that the Indians were coming to trust the white man and by continuing the mission peace could be kept between our nations. The board finally gave their approval to keep the mission open.

After Dr. Whitman returned to the mission an epidemic of measles broke out among the Indians. Since measles were a white man's disease the Indians did not know how to react. Many died, panic ran through the village. When the epidemic was not ended right away the Chief took his people on the warpath. The Whitmans were killed and their mission destroyed. Their work and ideals lived on. Stories of their bravery brought more settlers to Oregon and Washington and soon these two territories became states.

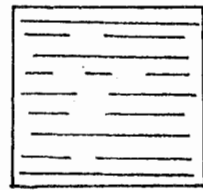
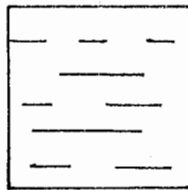
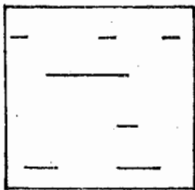
Why did the Indians attack the mission after the Whitmans had spent so much time helping them?

IV

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1

too little

2

right amount

3

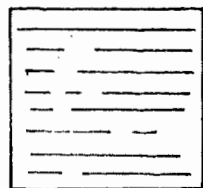
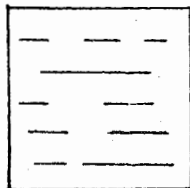
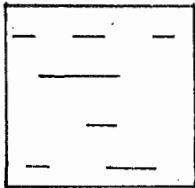
too much

V

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1

2

3

too little

right amount

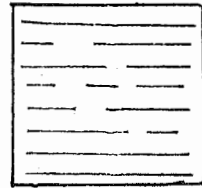
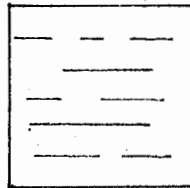
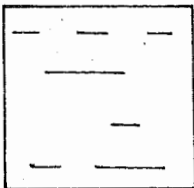
too much

VI

Marcus and Narcissa Whitman went to Oregon for the Commission for Foreign Missions. They were missionaries and were sent there to open a mission for the Indians in Oregon territory near Walla Walla Washington. They taught the Indians religion and basic educational skills as well as giving them medical treatment. Dr. Whitman opened a clinic to handle all types of illnesses.

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1

too little

2

right amount

3

too much

Lesson Plan Objective 1 Phase B

Exercises in Application

Distribute copies of passage A and go over directions.

Make transparency of passage B and C.

Project B and C on overhead. Students score these passages.

Discuss the scoring:

B - underlined too much, whole sentences and underlined
- underline only words to give main ideas

C - underlined too little, underlined words do not make
smooth readable sentences
- underlined words by themselves make little sense.

Compare passage B and C to students' underlining on passage A.

Students evaluate their underlining.

Distribute passage D and go over directions.

Make transparency of passage E and F.

Project E and F on overhead. Students score these passages.

Discuss the scoring:

E - too much, etc.

F - about right, smooth flowing sentences, etc.

Students evaluate their underlining.

A

Name _____

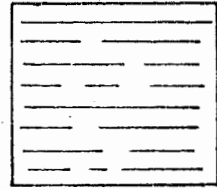
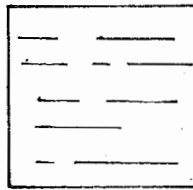
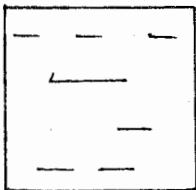
Read the following passage. Consider how you would underline it and then underline. Remember to fit your work in the middle of the three-position scale, between "too little" and "too much."

There is a line on our maps and globes called the International Date Line. This imaginary line tells us where our day begins. Since the earth is constantly turning the sun is always rising someplace on earth and always setting in the opposite place. Because of this it was decided that a line should be drawn so that people could tell where each new day began. It was decided to put this line where the fewest people lived which was in the middle of the Pacific Ocean. When ships or airplanes cross the International Date Line days change. If it was Sunday on the eastern side of the line it would be Saturday on the western side.

My Score _____

Passage B Score _____ Passage C Score _____

Scoring Directions: Using the three-position scale 1 = too little, 2 = about right, and 3 = too much.



1

too little

2

right amount

3

too much

1-B

Read the following and score on your paper using the three-position scale.

B

There is a line on our maps and globes called the International Date Line. This imaginary line tells us where our day begins. Since the earth is constantly turning the sun is always rising someplace on earth and always setting in the opposite place. Because of this it was decided that a line should be drawn so that people could tell where each new day began. It was decided to put this line where the fewest people lived which was in the middle of the Pacific Ocean. When ships or airplanes cross the International Date Line days change. If it was Sunday on the eastern side of the line it would be Saturday on the western side.

C

There is a line on our maps and globes called the International Date Line. This imaginary line tells us where our day begins. Since the earth is constantly turning the sun is always rising someplace on earth and always setting in the opposite place. Because of this it was decided that a line should be drawn so that people could tell where each new day began. It was decided to put this line where the fewest people lived which was in the middle of the Pacific Ocean. When ships or airplanes cross the International Date Line days change. If it was Sunday on the eastern side of the line it would be Saturday on the western side.

D

Name _____

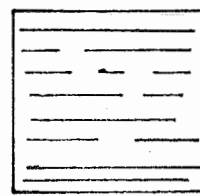
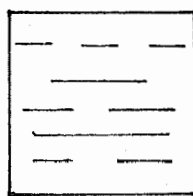
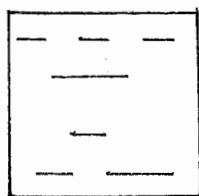
Read and underline, remembering the three-position scale.

The homes of the peoples of Egypt are very different from ours. These small homes are made of mud bricks that have been dried in the sun until they are very hard. The walls are very thick and there are only a few very small windows to keep out the heat. The roof is flat so that people can store things there. They also can go there in the evening to get the cool air.

My score _____

Passage E score _____ Passage F score _____

Scoring Directions: Using the three-position scale 1= too little, 2 = about right, and 3 = too much.



1

2

3

too little

right amount

too much

When you actually underline a selection think about the above scale and try to mark your material so that it will fall in the middle of the scale or somewhere near the number 2 position.

Read the following and score on your paper using the three-position scale.

E

The homes of the peoples of Egypt are very different from ours. These small homes are made of mud bricks that have been dried in the sun until they are very hard. The walls are very thick and there are only a few very small windows to keep out the heat. The roof is flat so that people can store things there. They also can go there in the evening to get the cool air.

F

The homes of the peoples of Egypt are very different from ours. These small homes are made of mud bricks that have been dried in the sun until they are very hard. The walls are very thick and there are only a few very small windows to keep out the heat. The roof is flat so that people can store things there. They also can go there in the evening to get the cool air.

Lesson Plan Objective 2 Phase A

The students will demonstrate their ability to underline completely, leaving out no main idea or necessary fact.

Exercises in Discrimination

Make transparencies of A, B, and C.

Project A and discuss.

Project B, read, and discuss.

What are two types of culture?

Is the second passage underlined completely? Why or why not?

Project C, read and answer the question. Discuss first paragraph.

Read the second paragraph and answer the question. Discuss.

A

2-A

The First important characteristic of good underlining was underlining the right amount.

The Second important characteristic is completeness. You should read through a paragraph or passage, and decide how many major ideas there are. After reading then plan your underlining to highlight all these ideas. If only one idea is missed your underlining is incomplete. If it is incomplete you may miss review of an important idea which may be on a test.

In the example below, the first paragraph is underlined incompletely. Notice that one topic--stimulant drugs--is underlined in the sentence but not later.

INCOMPLETE

The legal and illegal use of depressant and stimulant drugs is increasing throughout the world. Depressant drugs taken internally cause the consumer to relax and to perspire noticeably, his ability to move and to think is hindered; and there is a great reduction in the function of his vital organs. Stimulants taken into the body have the opposite effect from that produced by depressant drugs.

COMPLETE

The legal and illegal use of depressant and stimulant drugs is increasing throughout the world. Depressant drugs taken internally cause the consumer to relax and to perspire noticeably, his ability to move and to think is hindered; and there is a great reduction in the function of his vital organs. Stimulants taken into the body have the opposite effect from that produced by depressant drugs.

B

2-A

When you underline, first decide how many ideas are presented. Then underline to indicate all of them.

IDEAL CULTURE AND REAL CULTURE

The ideal culture is the culture that the members of a society think they have; the real culture is the culture they really have. In all societies there is a difference between the two. If an American citizen were asked to tell a visitor from a foreign land something about how Americans think and live, his description would probably be less than true. He might say, for example, that the United States is a democracy, that all men are created equal, and that all have the same legal rights and social privileges. He might forget to say, however, that some Americans, whose skin color happens to have a darker shade, do not enjoy these rights and privileges equally with other citizens. He might say that Americans believe in and practice monogamy, the practice of having one mate, but the divorce and remarriage rate might lead the visitor to think that Americans really practice something called polygamy, or the practice of having several mates at one time.

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C

Remember: First, check how many ideas are in the passage that must be underlined; and Second, get each idea underlined.

LAWS

Not all societies have laws, though all have folkways and customs. Laws appear only in societies which have a government of some kind. They are passed by legislatures or ordered as acts of legal powers by the political officers, and some societies are too small to have legislatures. Laws are always written down and recorded in some way, therefore, they cannot possibly appear in non-literature societies, or societies which have no written language and are uneducated. This idea is not always true, but we use it here because of the exact definition of "law." Some writers enlarge the meaning of law to cover all of the customs whose practice is demanded and enforced by the government, in uneducated as well as educated societies, and in this manner there can be said to be a primitive law.

How many concepts of law are mentioned in this paragraph?

LAWS

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Is this paragraph underlined completely?

Lesson Plan Objective 2 Phase B

Exercises in Application

Distribute copies of passage A and go over directions.
Make transparencies of passages B, C, and D.
Project passages B, C, and D. Discuss and compare.
Students score passages B, C, and D on passage A sheet.
Compare underlinings of passage A to passages B, C, and D.
Students evaluate their underlining of passage A and score.

Distribute copies of passage E and go over directions.
Make transparencies of passages F, G, and H.
Project passages F, G, and H. Discuss and compare.
Students score passages F, G, and H on passage A sheet.
Compare underlinings of passage E to passages F, G, and H.
Students evaluate their underlining of passage E and score.

B - complete and right amount C - jerky, information omitted
D - incomplete, information omitted and underlined words are
irrelevant to main idea
F - jerky, not smooth, information omitted G - complete and right
amount
H - complete but too much underlined

A

Name _____

Read and underline completely.

There are three major steps in the production of sugar. First the sugar cane is grown. This plant grows in warm moist climates. The cane may grow to be twenty-four feet high. The outside of the stalk is hard and it encloses a juice from which the sugar is produced.

At the sugar factory the juice is made into raw sugar. All impurities are removed from the juice. Then the juice is boiled until sugar crystals are formed. These sticky crystals are brownish in color.

Next the crystals must be transformed into white sugar which you use. To make white sugar these crystals must be washed and bleached. After they are put through the bleach process, the sugar is boiled again. It then turns into white or granulated sugar.

My score complete _____
 incomplete _____

Passage B score _____ Passage C score _____

Passage D score _____

B

Read. Is this passage underlined completely?

Score on passage A sheet.

There are three major steps in the production of sugar.
First the sugar cane is grown. This plant grows in warm moist climates. The cane may grow to be twenty-four feet high. The outside of the stalk is hard and it encloses a juice from which the sugar is produced.

At the sugar factory the juice is made into raw sugar. All impurities are removed from the juice. Then the juice is boiled until sugar crystals are formed. These sticky crystals are brownish in color.

Next the crystals must be transformed into white sugar which you use. To make white sugar these crystals must be washed and bleached. After they are put through the bleach process, the sugar is boiled again. It then turns into white or granulated sugar.

C

Read. Is this passage underlined completely?

Score on passage A sheet.

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D

Read. Is this passage underlined completely?

Score on passage A sheet.

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E

Name _____

Read and underline completely.

For a good many years, we have heard about the "lie detector" that can tell a person's guilt in crime. This instrument can detect changes in a person's nervous system, called autonomic changes. The lie detector can measure blood pressure and respiration. The use of these measurements to detect lying is based on the assumption that autonomic changes are involuntary--a person can lie and hide expressions of emotion on the outside, but inside he can not control his heart beat or other things which occur that are caused by fear and anxiety.

In a lie-detection test, a person is given words and questions chosen to cause a change in emotion if he is guilty but will not bother him if he is innocent. He is asked a series of questions, while a record of his physical responses are taken. Some questions are "neutral"; they are routine items like, What is your name?, Where do you work?, Where did you go to school?, and so on. Other questions are "critical"; they have to do with the crime the person may have committed. These questions are worded to cause fear of discovery or feelings of guilt about the crime. After the questions have been asked, the examiner compares the responses for the neutral questions with those for the critical questions and then decides if the person is guilty or not guilty.

Scores: E _____ F _____ G _____ H _____

F

Read. Is this passage completely underlined?

Score on passage E sheet

For a good many years, we have heard about the "lie detector" that can tell a person's guilt in crime. This instrument can detect changes in a person's nervous system, called autonomic changes. The lie detector can measure blood pressure and respiration. The use of these measurements to detect lying is based on the assumption that autonomic changes are involuntary--a person can lie and hide expressions of emotion on the outside, but inside he can not control his heart beat or other things which occur that are caused by fear and anxiety.

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Score on passage E sheet.

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H

Read. Is this passage underlined completely?

Score on passage E sheet.

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Lesson Plan Objective 3 Phase A

The students will demonstrate their ability to underline consistently by analyzing, organizing, and then applying logical underlining.

Exercises in Discrimination

Make transparencies of A, B, C, and D. Project A.

Project B, read passage aloud then read only underlinings.

Is the first passage consistent? Discuss.

Is the second passage consistent? Discuss reasons why or why not.

Project C, follow same steps as above.

Project D, read and decide if underlinings are consistent.

First is inconsistent because all functions are not underlined.

It is inconsistent to underline reasons why these groups are called internationals and give only one function.

Second is consistent because only the functions are underlined.

A

Underline Consistently

Assume that you have done the first two steps--you have indicated the topic sentence or main idea. But what about the examples and/or details that illustrate or support those main ideas? How do we handle them?

To be consistent, we should underline either all the support for all the major points, or none of them. You should avoid supporting one idea or example and ignoring the support of others. Lets look at some examples.

B

Nylon is material which is man made and so does not come from plant or animal. Nylon is made from these materials; coal, water, air, petroleum, and natural gas.

The mixture is heated in a machine until a certain chemical action takes place. After this the nylon comes out of the machine in a sheet. This sheet is cut into small pieces, reheated back into a liquid, and then pumped back out of the machine through tiny holes which make tiny threads.

The threads are then made into yarn, thread, and materials. The yarn is used to make sweaters and socks. The material is used in clothing, such as shirts, slips, curtains, and dresses.

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C

One of the largest rivers in the world, the Amazon, is in South America. This great river is about four thousand miles long. There are hundreds of streams flowing into the Amazon. Some of these streams are over one thousand miles long.

The source or beginning of the Amazon River is the Andes Mountains. These mountains are located on South America's west coast. Melting snow and glaciers provide much of the water for the mighty river.

The Amazon which flows east across the continent of South America empties into the Atlantic Ocean. The ocean is the mouth of the river. At its mouth, the river is sixty miles wide.

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D

The main organization of modern labor is called the international union. There are about 200 in all. The largest unions, the Teamsters, the Auto-workers, and the Steelworkers, have about 1 million workers each. The internationals are the unions that reach contract agreements with business firms about wages, hours, working conditions, and fringe benefits (such as retirement plans, paid vacations, and hospitalization insurance). Internationals, so-called usually because of our Canadian members, also see to it that contract terms are kept. It is the international union that does the real organizing of new members and calls for strikes to try to get what the workers want.

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Lesson Plan Objective 3 Phase B

Exercises in Application

Distribute copies of passage A to read and underline consistently.

Make transparency of passage B.

Project passage B, read, and discuss.

Students score passage B on passage A sheet.

Compare underlinings of passages and score passage A.

Distribute copies of passage C to read and underline consistently.

Make transparency of passage D.

Project passage D, read and discuss.

Students compare underlinings of passages, evaluate and score passage C.

B - consistent only major functions are underlined.

- none of details are underlined.

D - is consistent in mentioning main ideas about folkways--standards of society and are obeyed by custom.

- none of illustrations are underlined as, wearing shoes, breakfasting, signing letters, etc.

A

Name _____

Remember consistent underlining may be incomplete. That is, you may be quite consistent, but leave out main points and supporting details. Be sure you watch for that kind of error in your own underlining. Read and underline the following passage consistently.

Proteins are used for building new tissue and for tissue repair. The building blocks are amino acids. The protein molecule is usually large and complex, displaying endless variety.

Vitamins are food substances, present in tiny amounts but necessary to health. Many have been shown to be coenzymes necessary or vital to chemical processes in our bodies. Vitamins A and D can be easily dissolved in our body fats and are, therefore, easily stored in our bodies. Vitamin A is necessary for good vision; a deficiency results in "night blindness" or the inability to see well in the dark. Vitamin D is needed for good bones and teeth; a deficiency causes a condition known as "rickets."

Thiamine is one of the B vitamins. It is dissolvable in water and is not stored in the body. Deficiency of thiamine leads to fatigue, nausea, or lack of appetite, and a condition known as beriberi.

Riboflavin is included in a group of flavoproteins that unite with enzymes to help cells use oxygen or the converting of sources of energy in the body into energy itself. Deficiency of riboflavin damages the eyes and the skin.

Score passage B _____

Score passage A _____

B

Read. Is this passage underlined consistently?

Score on passage A sheet.

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C

Name _____

Read and underline the following passage consistently.

The term "folkways" was introduced by William Graham Sumner, one of America's earliest sociologists. The word means the ways of the folk, the ways people have found to satisfy their needs, for living with one another, and for conducting their lives. Each society has a different set of folkways, just as each has different ideas and material things--therefore each one has its own culture. The more familiar word for the practices of the folk is "customs" and we use the two words, folkways and customs as meaning the same thing.

Folkways are standards to which we conform because it is expected in our society. Conformity to folkways is not necessary by law nor is it enforced by law. No law makes us to wear shoes, to eat breakfast in the morning, to sign our letters, to drink water from a glass and coffee from a cup, or--if we are male--to pick up the handkerchief that a special young lady may drop in front of us. And yet we do all these things, and many more like them, we are trained from childhood. These are our folkways. People who live elsewhere in the world may do none of these things, in which case their folkways are different.

There can be no vast list of folkways. They are far too numerous. We can, however, notice that folkways are found in all human societies and that society cannot and does not exist without them. They are a basic part of all social structures and they perform the functions of any social standard. They produce order and strength to human relationships.

Score Passage D _____

Score Passage C _____

D

Read. Is this passage underlined consistently?

Score on passage C sheet.

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Lesson Plan Objective 4 Phase A

The students will demonstrate their ability to underline correctly by determining and underlining the author's ideas.

Exercises in Discrimination

Make transparencies of A, B, and C.

Project A, read and discuss steps. Read passage and explain why passage is not underlined correctly. Point reasons why underlinings convey another meaning.

Project B, read and discuss reasons why first passage is not underlined correctly and why second passage is correctly underlined.

Project C, read and discuss. Point out that first passage conveys the author's idea while the second does not.

Review all four good characteristics of underlining if time permits.

A

It is obvious that your underlining should be correct. You should get the same information whether you review by reading the whole page or just your underlining. This program was not designed to help you with vocabulary, or techniques of paragraph analysis, or lack of background in what you are reading. But this part of the instruction will help you spot such errors if you have them.

Here's the steps: First, read a paragraph. Second, decide how many ideas and examples are presented and how you plan to underline. Third, pick up your pencil and underline. Fourth, and most important read just the underlined words. Do you feel they say the same thing as the whole paragraph?

Read the following selection. Read the underlined selection, is it correct?

Prejudice is one thing. Discrimination is something else. Prejudice is a matter of belief; discrimination is a way of behaving. Prejudice can be "for" as well as "against"; discrimination is always "against." To discriminate means to deny someone or group a right or an opportunity or a pleasure that has usually been reserved for your own group. This denial, is made for reasons that have nothing to do with the worth of the person in question. A man who has all of the qualifications of getting into medical school is denied admission because he is a Jew--that is discrimination. A woman with all of the necessary qualifications needed for employment is refused employment because she is a Negro--that too is discrimination. In neither case is there any logical connection between the right that was denied and the reasons that right was denied.

What do the underlined words suggest? Do they have the same information as the original full passage?

B

The human body is capable of doing work. The energy necessary for doing this work comes from the burning of carbohydrates, fats, and proteins, which also provide energy for maintaining the body temperature, and provide for carrying on the body's internal functions. Pumping of blood through our veins and arteries is an example of the internal work done in the body. This work is performed by the heart muscle. For a man at rest the heart normally beats about 70 times per minute and develops a power of about 1.3 watts. An average working man uses much more energy, of which, about half goes toward maintaining temperature and carrying on internal work; the other half of the energy is used for doing external work, like lifting a hammer or pushing a lawnmower.

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C

One summer day in 1869 word spread like wildfire. Two workmen, digging a well on the Newell farm near Cardiff, New York, had discovered something unusual. Excited townspeople hurried out to the farm. Sure enough, something strange, indeed, had been discovered. The shovels of the workmen had uncovered a giant stone man who lay buried in the earth. As the townspeople stared in wonder, they agreed that the giant was a fossil who had once been a man. Somehow he had turned into stone. And what a man! He measured ten feet in height and weighed over 2900 pounds.

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Which of the above passages is underlined correctly? Which conveys the author's idea?

Lesson Plan Objective 4 Phase B

Exercises in Application

Distribute copies of two sheet application exercise, passages A, B, and C.

Read each passage aloud.

Give students time to underline each passage.

Encourage them to go back and read just their underlined words to see if the underlining makes sense.

Students will evaluate their own work by putting a "+" by the paragraphs which they feel are underlined well and an "o" by the paragraphs which they feel are not done well.

Review all four objectives if time permits.

NAME _____

PERIOD _____

A) One hundred miles off the Atlantic coast of Canada lies fog-bound Sable Island. It is the scene of more wrecks than any other place in the ocean's waters. Pounded by fierce gales and surrounded by surging currents, the island has earned the grim title "Graveyard of the Atlantic."

Most of the year the Island is wrapped in a dense fog. It is not easily seen by approaching ships. Far out from both ends of the island reach bars of sand that rise dangerously close to the water's surface. Ships driven upon the sand bars in a gale are pounded by the towering waves. The ships are either driven onto Sable Island itself, or smashed to pieces by the raging surf. Five hundred ships have gone down to their sandy graves along her coasts.

As the storms gnaw away at her sandy beaches, Sable Island grows smaller with the passing years. Some believe that the Atlantic has marked Sable Island as her own and that within one hundred years the island will be no more than a ripple beneath the ocean waves. They predict that one day the Island of the Lost Ships will become lost herself.

B) Oddly enough, the most violent storm is the smallest member of the storm family. This terrible storm is known as a tornado or twister. Not even a hurricane can match its fury. Often less than a thousand feet wide, the tornado's average journey is but thirteen miles. While the path that it covers is narrow, and its life-span is brief, for those in its way, the journey is a nightmare.

At a distance, a tornado appears as a dark cloud hanging from the heavens. Its shape is not always the same. It may look like a cone, a funnel, or a spinning top. Sometimes it is no thicker at the top than at the bottom and looks like a thick rope. Whatever its shape, the storm moves across the land with a violence unmatched in nature.

B) Continued

Winds in the storm whirl in a circular motion at fantastic speeds. So fast do the winds move, that some scientists believe they may travel at the rate of five hundred miles an hour. As long as the tornado stays above the ground, it does no damage. When it dips to the ground, trouble begins. Its whirling winds act like a giant vacuum cleaner. As an ordinary vacuum cleaner picks up dust, the tornado picks up whatever is in its path.

C) Have you heard of the mouselike lemmings and of their strange march to the sea? The journey of the lemmings is one of the wonders of the animal world. Every few years the lemmings leave their homes never to return. For hundreds of miles they march. The journey does not stop even when the lemmings reach the ocean. Into the chilly waters they throw themselves. They swim until they can swim no longer. Then they become exhausted and die.

The tiny lemmings, not more than five inches in length, live in the far north on the mountain slopes of Norway and Sweden. These fat-bodied rodents live on the roots and leaves of small plants. They are protected from the cold by their thick golden fur and by the deep burrows they dig beneath the cold soil.

For a few years at a time the lemmings seem contented. Life does not change very much from one year to the other. Then, as often happens, the lemming population begins to increase. Soon all the roots and leaves are eaten. Faced with starvation the lemmings begin to grow restless.

Suddenly, as if a signal had been given, the lemmings start their march. Nearly all the animals feel the excitement. Out of their tunnels they crawl. Squealing groups rush down the mountain side in a golden stream. One column joins another until long rows are formed. In single rows, about three feet apart, the lemmings begin their final march.

They head for the sea. They turn aside for nothing. When they come to a mountain they do not go around it, instead they climb over it. When they come to a haystack, they simply eat their way through to the opposite side. The journey is not an easy one. Wild foxes and wolves eat the lemmings by the thousands.

At last the lemming army reaches the ocean. Across the damp sand they race to begin their final swim. Pretty soon the waves prove too much for them. Soon the sea is dotted with their furry bodies. Their march has ended. Lucky are the lemmings that remained at home. There are enough to start a new colony. Within three or four years another march will begin . . . to end the same way. It is the way of the lemmings.

C) Continued

What causes the lemmings to go on their death march? Why do they go onward to their deaths? No one seems to know. It is the mystery of the lemmings.