

## Teaching Plan & Guideline for Chapter 3

**Content:** Generalizing  
Exemplification  
How to generalize with care  
Practice exercises  
Summing up  
Review test  
Tests  
References

### Objectives:

- To provide experience that will result in students' ability to:
1. read selections critically and search for the hidden or implied meaning by inferring from the facts / information or ideas given.
  2. draw conclusions & predict outcomes
  3. generalize the ideas in the selections.

### Teaching Procedures & Activities

1. Review the skills in the previous chapters, give examples from Supplementary Material for Teaching
2. Divide students into equal groups then have them study handouts.
3. Brainstorm by discussion, infer, conclude, predict, generalize and present.
4. Students evaluate the work of each group.
5. Students conclude the topic of this chapter with all the guidance needed from teachers with emphasis on:
  - 5.1 discussing the reasons drawn from the events in the selection which happened as they did.
  - 5.2 guessing what will happen next based upon information they have read.
  - 5.3 indicating the most important ideas in the selection
  - 5.4 composing a sentence that summarizes the main idea given in the selection.
  - 5.5 giving a concluding sentence what the selection means, i.e. What ideas the author is trying to present.
6. Students read selections, infer, conclude, predict outcomes and generalize in their own words.
7. Do assignments in the Supplementary Material for Teaching and Test.

## Teaching Materials

1. Supplementary Material for Teaching
2. Handouts
3. SRA III b. (Science Research Associates)
4. Reading materials, i.e. news articles, features, ads etc.
5. Evaluation form

## Evaluation

1. Observation of students as they critically read, analyze, criticize, discuss, present, and react to a selection.
2. Exercises, materials assigned to evaluate students' critical comprehension skills.

## CHAPTER 3

### GENERALIZING

Another way to help you interpret what you read and to get deeper meanings from it is to develop skills in generalizing.

Generalizing is the process of inferring from a limited sample of objects, ideas, etc., an inferred principle or conclusion which applies to the entire class of the sample, as statistical generalization. i.e. logical statement about the behavior of a large group-based on the proved behavior of a similar, smaller group. (Harris, & Hodges, 1981, p.129) When you generalize, you extend meanings beyond the specific ideas you read about. Generalizing allows you to apply information you have learned in a broader, less specific sense. You add up facts and details and draw from that particular information some general ideas or principles.

**Drawing conclusions**-logical summaries of characteristics-based on the subject's current and past behavior and **predicting outcomes**-logical statements about probable future behavior-based on evidence of past or present behavior are skills that are closely related to generalizing. (Krantz & Kimmelman, 1989, pp.191-192) Generalizing carries you a step beyond a conclusion you can draw about a specific set of details. It is almost as if you develop a concept or a rule based on material you have read. Generalizing requires factual statements that are both relevant and current.

Critical readers would not readily accept the following opinion. It presents a **broad generalization**, justified by only two examples.

"Flying is no longer a safe way to travel. In the past six months alone, there have been two terrible crashes." Given the hundreds of planes

that fly every day over a six-month period, it makes no sense to say that flying is unsafe because of two crashes. To make that generalization convincing you would have to cite many more examples as evidence.

As a critical reader, you should be skeptical of a broad generalization backed by only one, two, or even three examples. Such generalizations are called **hasty generalizations**, and experienced readers know they should not be trusted. If an author does offer a broad generalization on the basis of only one or two examples, withhold judgment until you can do a little research on your own.

You should also think twice about any generalization that uses or implies words like **all**, **always**, **never**, and **in every case**. Most generalizations have exceptions. **Few** hold for **all** cases **all** of the time.

### Exemplification

Read the following article about a local law, or ordinance, in the city of Lynn, Massachusetts. Answer the questions and read the discussion of them that follows.

After a series of incidents in which pit bulldogs had bitten or mauled people, Lynn, Mass., adopted an emergency ordinance in June. It forbade owners to walk pit bulls on the street, even on a leash, and banned the sale of the breed.

Violators were subject to a \$500 fine, recently lowered to \$50.

A dozen violators have been fined \$500 apiece, the City Solicitor's office reports, but no one has yet paid. Five plaintiffs, including the American Dog Owners Association, have sued to upset the law as unconstitutional.

The case is tentatively set for trial next month in Superior Court, says City Solicitor Nicholas G. Curuby, who adds that since the new law was adopted there have been three more cases of pit bulldogs biting people.

Twenty-eight communities in the country have laws restricting the breed in the belief that it is vicious, the American Dog Owners Association in Castleton, N.Y., reports. "We have fought it, and we are going to continue to fight it," says Gordon Carvill, the association's president.

So far, he says, his group has had three laws against pit bulls invalidated in courts in Florida.

Such laws are unfair, he says, because they are not directed against vicious dogs in general, but single out “a particular breed of dog.”

And indeed a recent case in Lynn appears to support the view that not all pit bulldogs are vicious.

Officers with a warrant entered the home of a man suspected of selling narcotics, and the suspect ordered his pit bulldog to attack the officers, according to Police Chief Richard Courtney. The dog refused—whereupon the owner bit an officer, the chief says. (Wiener & Bazerman, 1988, pp.187-189)

- \_\_\_\_\_ 1. The city councilors of Lynn, Massachusetts,
  - a. think dogs are a public nuisance.
  - b. are out to hurt dogs and dog owners.
  - c. have passed a law that most of the city’s citizens oppose.
  - d. think pit bulldogs pose a special danger to people.
  
- \_\_\_\_\_ 2. In general, pit bulldogs
  - a. have attacked and bitten people more than most other breeds of dogs.
  - b. are all vicious and uncontrollable.
  - c. are the most dangerous of any breed of dog.
  - d. are owned by criminals.
  
- \_\_\_\_\_ 3. Other communities’ law makers
  - a. think all vicious dogs, not just pit bulls, should be banned.
  - b. agree with the Lynn city councilors that pit bulldogs should be restricted.
  - c. have given in to pressure from the American Dog Owners Association.
  - d. have more favorable attitudes toward dogs than Lynn city councilors.

In considering question 1, we know that the city council of Lynn, Massachusetts, was concerned about danger from pit bulldogs, because it passed an ordinance in response to vicious pit bulldogs. Moreover, it passed the law quickly as an emergency ordinance. Since the ordinance concerns only pit bulldogs, we cannot generalize about how the councilors feel about all breeds of dogs, There is no information leading us to believe that the councilors find all dogs a nuisance. No statement is made about citizen opposition, except for the few dog owners who refuse to cooperate

with the new law. Therefore, we have no reason to believe the law is generally opposed. Finally, the fine has been lowered by 90 percent to \$50, which is a much less severe penalty, and the fine applies just to one breed of dog. We thus cannot generalize that the councilors are out to hurt all dogs and dog owners. Only answer d is a fair generalization.

For question 2, the article makes no comparisons between pit bulls and other vicious breeds of dog. In fact, the argument by Gordon Carvill implies that pit bulls are similar to other vicious dog breeds. Only one suspected criminal is mentioned as owning a pit bull, so it would hardly be fair to call all the owners of pit bulls criminals. That particular case indicates that not all pit bulls are vicious. The only generalization that can accurately be made is *a*, that the pit bulls have attacked and bitten people unusually often. This generalization is supported by the attacks cited in the first and fourth paragraphs and by the city council's concerned response to the incidents.

In question 3 the "other communities" do not include every single other community in the country of course, but only the twenty-eight communities mentioned. Since these twenty-eight communities have passed similar ordinances to that passed by Lynn, Massachusetts, we cannot say their lawmakers hold more favorable attitudes toward dogs. Nor can we say they hold stronger attitudes against all vicious dogs. Since the American Dog Owners Association is still fighting these communities in court, we cannot say that the communities have given in to pressure. Only answer *b*, that the other lawmakers agree with the Lynn city councilors about pit bulls, offers a supportable generalization to question 3.

Read the following selection and the questions and discussion after it.

One rainy morning in 1955, Harry Van Sinderen left his home in Washington, Connecticut, to drive to his office in New York, about a hundred miles away. The rain turned into a downpour-the heaviest he could remember. Switching on the car radio, he learned that he was in the midst of a tropical storm that had swung inland from the coast, and that streams were flooding all through northern Connecticut. A few minutes later he got worse news; a dam on the Shepaug River above Washington had broken, and the resulting flood had wiped out the center of the town, with considerable loss of life and property.

Harry drove on to New York, walked into his office, and wrote out his resignation as chairman of the board of the export-import company he had managed for many years. He then drove back to Washington, through the still-pouring rain, and appointed himself Chief Rebuilder of the town. He was sixty-six years old at the time.

1. Harry Van Sinderen was probably
  - a. interested in urban planning
  - b. interested in tropical storms
  - c. slightly insane
  - d. not making enough money on his job
  
2. Mr. Van Sinderen's actions suggest
  - a. that people should not go outdoors in tropical rainstorms
  - b. that a manager's job is often dull
  - c. that driving a car to and from work each day is a great drain of energy
  - d. that people late in life can change careers for meaningful work
  
3. Harry Van Sinderen would agree
  - a. that personal success in business and finance is a person's key aim
  - b. that service to the community in a time of crisis is more important than personal goals
  - c. that people should carry heavy insurance in case of disasters like flooding
  - d. that unexpected storms in Connecticut are violent

Based upon Van Sinderen's concern for damage to the city from the rainstorm, and based upon the statement that he made himself Chief Rebuilder of the towns, the idea that he has interest in urban planning is clear. Even though he may have acted strangely in giving up his job with his company, and even though people often leave jobs for work that pays

more, we have no evidence to make us believe that he is either slightly insane or underpaid for the work he does now. And just because he found himself in the midst of a heavy downpour we cannot conclude that he had a special interest in tropical storms. Only answer *a* is a fair conclusion for 1.

In 2, however, you must be able to go beyond the conclusions you have drawn from the paragraph. Mr. Sinderen, a man of sixty-six years, suddenly resigned one job to take on another that he thought was important. We can generalize from his actions and say that they suggest that age does not have to stop a person from making major changes in his or her life's work. Based upon Harry Van Sinderen's action we have developed a general rule, more or less: people late in life can change their careers for meaningful work. This is not a general statement that everyone would agree with, but information in the paragraph supports the generalization. For 2 only *d* is correct.

All the other statements in question 2 are generalizations too, but there is no reason to believe that they are true based upon information in the selection you have read. It is a general rule that people should not go out in tropical storms. But Mr. Van Sinderen really benefited from his ride in the heavy rains-they helped him make an important decision. And although it's often generally true that driving each day drains energy, nothing in the paragraph supports that idea. Further, even though Mr. Van Sinderen quit his job, and even though we suspect, in general, that a manager's job often has moments of dullness, we cannot support that idea from information in this paragraph. For question 2, then, we would have to reject choices *a*, *b*, and *c*.



Question 3 also requires you to make some rule based on information you have in the paragraph. Though we know generally that for many people financial and business success is a key aim, we do not know that Mr. Van Sinderen would agree. (In fact, by quitting a high-level job his actions suggest that those forms of success are not essential to him.) Choice *a* then is not correct. Choice *c* is also a generalization, and a very reasonable one at that. Many people would agree that heavy insurance can help in times of disaster. But there is nothing in the passage you have read to show that Mr. Van Sinderen agrees with that idea. We have to rule out choice *c*, therefore. Choice *d* is not correct either. It is much too broad. It suggests that any unexpected storm in Connecticut is violent. How can we make that generalization from this paragraph, which talks about only one storm?

For question 3, then, only *b* is correct. Mr. Van Sinderen did make a personal sacrifice by giving up his secure job as chairman of the board; he made that sacrifice in order to help in rebuilding his town after a very serious storm. His actions suggest that he would agree that people in times of crisis should give up their own personal goals to serve their communities. That is a fair generalization from this paragraph.

#### ***How to Generalize with Care***

1. Make sure you understand the main idea and key details from the reading.
2. Make sure you can draw conclusions or predict outcomes based upon information you have read.
3. Think about how you might apply the writer's ideas in different situations.

4. Don't go *too* far beyond the information the writer gives when you try to generalize. Otherwise you face the problem of making statements that are too broad in their scope. Statements that are too general often do not admit any exceptions.

### Practice exercise

#### Practice A

Read the following passage, which compares the Indian's culture with the white American's culture. When you finish, examine the statements after the selection. Put a checkmark next to any statement based upon that passage that is a correct generalization.

I hear again the ring of axes in deep woods, the crunch of snow beneath my feet, I feel again the smooth velvet of ghost-birch bark. I hear the rhythm of the drums.... I am tired, I am weary of trying to keep up this bluff of being civilized. Being civilized means trying to do everything you don't want to, never doing anything you want to. It means dancing to the strings of custom and tradition; it means living in houses and never knowing or caring who is next door. These civilized white men want us to be like them-always dissatisfied, getting a hill and wanting a mountain.

Then again, maybe I am not tired. Maybe I'm licked. Maybe I am just not smart enough to grasp these things that go to make up civilization. Maybe I am just too lazy to think hard enough to keep up.

Still, I know my people have many things that civilization has taken from the whites. They know how to give, how to tear one's piece of meat in two and share it with one's brother. They know how to sing-how to make each man his own songs and sing them; for their music they do not have to listen to other men singing over a radio. They know how to make things with their hands, how to shape beads into design and make a thing of beauty from a piece of birch bark.

- \_\_\_\_\_ 1. Learning to adjust from one culture to another often means that a person's own needs and desires must be ignored.
- \_\_\_\_\_ 2. Indians have no desire to be "civilized."
- \_\_\_\_\_ 3. The Indian's life has many advantages over the white man's
- \_\_\_\_\_ 4. Custom and tradition force certain behavior patterns upon civilized people.
- \_\_\_\_\_ 5. Indians are not smart enough to grasp the things that make up civilization.
- \_\_\_\_\_ 6. It is hard for someone raised in one civilization to understand and accept the goals and character of another civilization.

- \_\_\_\_\_ 7. Indians have a better sense of brotherhood than white people.
- \_\_\_\_\_ 8. White people do not know how to create things of beauty.
- \_\_\_\_\_ 9. Wanting more than he has is a mark of the white man's culture.
- \_\_\_\_\_ 10. Living next door to Indians is difficult.

## Practice B

Read the following selection and then answer the questions, most of which are based upon your ability to generalize.

In adapting the principle of democratic government to the family we run into some obvious difficulties. The child does not elect his parents and he is not a responsible and functioning citizen in the society of his family. His father cannot be guided by the popular will of an electorate or a governing body to whom he is responsible. He cannot be guided by the popular will of his children either, unless he is prepared to lose his sanity and his life's savings. If he is an earnest, democratic father, he may go in for family councils and such things, but this is likely to become a hoax in the name of democracy which any five years old can spot in a minute.

We need to rescue the American father from the unreasonable and false situation into which we have put him in the name of democracy. We will have no tyrants either, for authority does not mean tyranny. And authority of the kind I speak does not require physical force or the exercise of power for the sake of power. It is a reasonable and just authority (as authority must be in a democratic society) exercised confidently as the prerogative of a father, deriving its strength from the ties of love that bind a parent and child. (Wiener, & Bazerman, 1988, pp.191-192)

- \_\_\_\_\_ 1. The author believes that fathers
  - a. should not use any authority in the family
  - b. should set up family councils to act as authorities in the family
  - c. should base authority on physical force
  - d. must be a figure of authority in the family
  - e. none of these
  
- \_\_\_\_\_ 2. The author probably feels that democracy
  - a. is a failure
  - b. cannot be applied to all aspects of democratic society
  - c. is not a concern of fathers
  - d. is not as preferred as tyranny
  - e. is an unfortunate expression of popular will
  
- \_\_\_\_\_ 3. We may assume that the author believes that young children
  - a. need strict parents
  - b. should have nothing to say about the governing of a family
  - c. can easily sense a situation of fraud within the family
  - d. should be able to elect their own parents
  - e. all of these

4. Put a checkmark next to statements with which the author probable would agree:
- \_\_\_\_\_ a. Authority does not depend upon physical strength.
  - \_\_\_\_\_ b. The ties of love do not allow the use of authority.
  - \_\_\_\_\_ c. Only responsible, functioning citizens should have the rights of democracy.
  - \_\_\_\_\_ d. Obeying the children's will always forces parents to become insane.
  - \_\_\_\_\_ e. Problems in adapting principles of democratic government to families may be easily overcome.

Once you understand descriptions of people, settings, situations, and ideas, you know literally what the author has written and you can answer factual questions based on these descriptions. There are deeper understandings that you can draw from descriptive and other styles of writing. Consider this paragraph to see how you can assume certain ideas that the author did not directly state, but intended you to know.

### Practice C

Once again, immigration authorities waiting at a specified area the United States border have captured seventy aliens attempting to cross the border illegally. Each had paid \$500 for transportation; each had been promised a job, housing, and working papers. Authorities stated that the seventy were crowded into three vans driven by other aliens. The group suffered from overcrowding, lack of food and water, and exhaustion. The agents added that there was no evidence of the promised jobs, housing, or working papers. The chief operators were merely interested in the \$500 per head they had collected, their usual fee for these illegal trips. This time, the group never made it.

The factual description of the people and their condition serves as a basis for further understandings. Consider these questions:

1. Can you assume that the operators intended to keep their promise of jobs, housing, and working paper?\_\_\_\_\_
2. Can you assume that this was the only group captured in this way?\_\_\_\_\_
3. Can you generalize and say that most immigrants arrive in the United States in this manner?\_\_\_\_\_
4. Can you assume that this is an isolated incident?\_\_\_\_\_
5. Can you assume that all illegal aliens are captured at the border?\_\_\_\_\_
6. Do you think the operators of the scheme are captured or do they continue their illegal activities?\_\_\_\_\_

Recognizing that you can draw ideas beyond what has been directly stated broadens your understanding of a selection. **Making logical assumptions** about the characters, settings, and situations helps you to understand essays, articles, stories, and text passages in a variety of writing styles.

#### Practice D

Carefully consider the stated descriptions in the following paragraph. Check those assumptions that you can draw logically from the stated facts.

Just as primitive people dressed up and gave rituals for entertainment and to please the gods, so do we in a variety of ways. One way is when we participate in parades. We also dress up to attend church services, which follow a pattern or ritual. We belong to organizations that have badges and uniforms and observe handshakes, passwords, and patterns of progression for advancement. In addition, at football games, fans wear the team's colors. There is the singing of the national anthem, the introduction of the players on each side, and a band show at halftime. Thus, these rituals are loosely structured, but they usually follow a set pattern

- \_\_\_\_\_ 1. Most organizations have secret handshakes.
- \_\_\_\_\_ 2. People expect to follow rituals in church.
- \_\_\_\_\_ 3. Advancement in a business organization probably follows an unstructured pattern.
- \_\_\_\_\_ 4. Primitive people had rituals that probably followed a set pattern.
- \_\_\_\_\_ 5. Fans at a ballgame expect to see some form of ritual entertainment.

## Practice E

The following portion of a movie synopsis describes the main character. Based on your understanding of that description. Answer **Yes** if the following statements are logical and **No** if they are not.

The central character is Tooney, an itinerant peddler, skilled gambler, and master gunfighter. He is blind, yet gifted with unusual perceptive powers. Tooney manages to confuse his opponents by resorting to his superhuman abilities. He can shoot a coin thrown up into the air by listening to its turning. He can feel the color and value of poker chips. He is even able to locate a delicate cactus blossom surrounded by thorns from its aroma.

Accompanied by his faithful mule, Susie, Tooney becomes involved in the town struggles. Singlehandedly, he wipes out the hired killers through his unorthodox gunplay and unconventional fighting techniques, which constantly astound bystanders. Continuing his journey westward, Tooney fearlessly moves on with the satisfaction of knowing that the towns is out of peril.

- 1. Susie has been with Tooney for many years.
- 2. This is Tooney's first attempt at helping those in trouble.
- 3. Tooney will probably meet others who are faced with troubles.
- 4. Most unsighted people develop Tooney's abilities.
- 5. Tooney uses his clever mind to overcome the outlaws.
- 6. Tooney has probably been sightless for many years.
- 7. Before this story begins, Tooney has just learned to play poker.
- 8. Tooney probably asks for help in fighting the outlaws.
- 9. Tooney comes to town looking for a fight.
- 10. In years to come, Tooney will be a legend in the West.

## Practice F

Check the assumptions or predictions that can be drawn logically from each statement. There may be more than one answer for each statement.

- 1. Most boys and girls are satisfied with their allowances.
  - a) Girls expect larger allowances than boys do.
  - b) Most children probably receive reasonable allowances.
- 2. City and suburban land values have been steadily increasing for the past twenty years.
  - a) Many people are probably buying land for investment purposes.
  - b) Land values will continue to increase in the next decade.

3. The financial responsibility for social programs is shifting from the Federal to state governments.
  - \_\_\_\_\_ a) Local governments will soon be bankrupt.
  - \_\_\_\_\_ b) Till recently, the Federal government paid for many of the social programs in this country.
  
4. As the industrial capacity of the Northeast declines, the Sun Belt states are becoming more attractive to Northern workers.
  - \_\_\_\_\_ a) The Sun Belt region will become overpopulated if the current trend continues.
  - \_\_\_\_\_ b) The Eastern portion of the country is similar in many respects to the Sun Belt region.

## Summing Up

**Generalizations** are logical statements about the behavior of a large group-based on the proven behavior of a similar, smaller group. Whereby there is a summing-up and / or conclusions are drawn based on a number of individual events or experiences.

There are two types of inferences: **assumptions**-logical explanations of behavior-based on observed behavior and **predictions**-logical statements about probable future behavior-based on evidence of past or present behavior.



## Review Tests

Define the following terms

1. conclusion: \_\_\_\_\_

---

---

---

---

2. prediction: \_\_\_\_\_

---

---

---

---

3. generalization: \_\_\_\_\_

---

---

---

---

## Test

### Generalizing

Below are two passages from *Treasure Island* by Robert Louis Stevenson. Each describes a character in the novel. Read the selections.

And then answer the questions that follow. (Monroe, 1970, p.137)

“He was a very silent man by custom. All day he hung round the cove, or upon the cliffs, with a brass telescope; all evening he sat in a corner of the parlor next to the fire, and drank rum and water very strong. Mostly he would not speak when spoken to; only look up sudden and fierce, and blow through his nose like a fog-horn; and we and the people who came about our house soon learned to let him be. Every day, when he came back from his stroll, he would ask if any seafaring men had gone by along the road. At first we thought it was the want of company of his own kind that made him ask this question; but at last we began to see he was desirous to avoid them. When a seaman put up at the ‘Admiral Benbow’ (as now and then some did, making by the coast road for Bristol), he would look in at him through the curtained door before he entered the parlor; and he was always sure to be as silent as a mouse when any such was present. For me, at least, there was no secret about the matter; for I was, in a way, a sharer in his alarms.”

“As I was waiting, a man came out of a side room, and at a glance I was sure he must be Long John. His left leg was cut off close by the hip, and under the left shoulder he carried a crutch, which he managed with wonderful dexterity, hopping about upon it like a bird. He was very tall and strong, with a face as big as a ham-plain and pale, but intelligent and smiling. Indeed, he seemed in the most cheerful spirits, whistling as he moved about among the tables, with a merry word or a slap on the shoulder for the more favored of his guests.

“Now, to tell you the truth, from the very first mention of Long John in Squire Trelawney’s letter, I had taken a fear in my mind that he might prove to be the very one-legged sailor whom I had watched for so long at he old ‘Benbow.’ But one look at the man before me was enough. I had seen the captain, and Black Dog, and the blind man Pew, and I thought I knew what a buccaneer was like—a very different creature, according to me, from this clean and pleasant-tempered landlord.

1. *Treasure Island* is a story about pirates. What information in the passages above supports this generalization? \_\_\_\_\_  
\_\_\_\_\_
2. Check the generalization that can be made on the basis of the passages above.  
\_\_\_\_\_ a. Robert Louis Stevenson wrote about common, everyday people.  
\_\_\_\_\_ b. Robert Louis Stevenson was the greatest writer who ever lived.  
\_\_\_\_\_ c. Robert Louis Stevenson wrote about unusual, colorful people
3. Answer each question Yes or No. On the basis of these two excerpts, would you say that  
a. The narrator did not trust silent people? \_\_\_\_\_  
b. the narrator did not trust cheerful people? \_\_\_\_\_  
c. the narrator did not trust any adults? \_\_\_\_\_

## Test

There is a table in each room of Bill's house  
Therefore: All rooms have tables

The first statement can be proved: you can see for yourself whether there is a table in this room. You can also prove whether all the rooms in Bill's house have tables. But it would not be correct to state that all rooms have table.

When we make a general statement based on particular facts which have been observed, we are making a generalization. When a generalization is made from insufficient evidence, as above, it is often wrong.

## Practice

Decide which word-all, most, few, no,-would correctly complete each generalization below. If you don't have enough evidence to decide, write 'Withhold judgment' (W.J)

1. \_\_\_\_\_ triangles have three sides
2. \_\_\_\_\_ lemons are sour
3. \_\_\_\_\_ boys like to play football
4. \_\_\_\_\_ girls like to be engineers
5. \_\_\_\_\_ army officers are doctors
6. \_\_\_\_\_ cars are powered by steam
7. \_\_\_\_\_ Polish people like to eat cabbage
8. \_\_\_\_\_ people with degrees earn more money than people without
9. \_\_\_\_\_ newspapers contain advertisements, editorials and news
10. \_\_\_\_\_ trees are plants.

## Test

Assume that the people represented in the table below are a fair sample of all teenagers. On the basis of the table, which of the generalizations below are probably true?

- \_\_\_\_\_ 1. All teenagers like music
- \_\_\_\_\_ 2. Rock and Roll is the favorite
- \_\_\_\_\_ 3. Few people like classical music
- \_\_\_\_\_ 4. Teen-agers don't like good music
- \_\_\_\_\_ 5. Teen-agers who like classical music are well-educated
- \_\_\_\_\_ 6. Most teen-agers prefer popular to classical music
- \_\_\_\_\_ 7. More girls than boys like classical music
- \_\_\_\_\_ 8. Only a few intelligent people like calypso
- \_\_\_\_\_ 9. More boys than girls like jazz
- \_\_\_\_\_ 10. Country & Western music is the most popular music in Texas.

<u>Favorite types of music</u>		
	<u>Boys</u>	<u>Girls</u>
Rock and Roll	51.6%	48.1%
Calypso	7.1%	5.5
Disco	17.5	27.5
Jazz	10.1	5.2
Classical	6.5	9.4
Country & Western	6.3	3.8
No answer	.8	.5

## Test

As you read each paragraph below, you will find information presented in a way that is typical of the source identified above the paragraph. (Monroe, 1970, p.136)

### A. Magazine article

Traffic in India is almost beyond our imagination. Mixed with the noise and speed of taxis, streetcars, and buses are the rickshaws and oxcarts of old. In addition to all this clutter, monkeys and cows wander about freely, protected from harm by followers of the Hindu faith. The traffic in India's three largest cities-Calcutta, Bombay, and Delhi-has all this confusion plus great masses of people.

### B. Social studies textbook

The economy of India is based largely on agriculture. The great majority of Indians live in small settlements. Rice and vegetable fields surround these villages. Today most land in India is still plowed with water buffalos.

### C. Newspaper interview

During a brief interview this morning, a visiting teacher from India told this reporter, "The world knows about the vast populations in our three largest cities. Few realize, however, that 90 percent of all Indians live in small agricultural settlements."

### D. Travel folder

Contrast is truly the name for India. In its cities sleek cars, buses, and trolleys compete with rickshaws, tongas, and oxcarts. Most Indians still live in small villages. They raise their crops in the same simple way used for centuries. The traveler may be surprised, however, at the sophistication of the three largest cities in India-Bombay, Delhi, and Calcutta.

Check each of the following generalizations that you can make on the basis of the information you read above. Following each statement you check, write the letters identifying the paragraphs that contain the necessary facts upon which the generalization can be made.

- \_\_\_\_\_ 1. The water buffalo is important to India's economy.\_\_\_\_\_
- \_\_\_\_\_ 2. Meat is served with almost every Indian meal.\_\_\_\_\_
- \_\_\_\_\_ 3. The movie industry in India is the largest in the world.\_\_\_\_\_
- \_\_\_\_\_ 4. The Hindu religion permits certain animals to wander around freely.\_\_\_\_\_
- \_\_\_\_\_ 5. The three largest cities of India are Bombay, Calcutta, and Delhi.\_\_\_\_\_
- \_\_\_\_\_ 6. Some ancient, slow forms of transportation are still used in India.\_\_\_\_\_
- \_\_\_\_\_ 7. Most Indians live in villages and work at agriculture.\_\_\_\_\_
- \_\_\_\_\_ 8. Transportation in India is limited to taxis, buses, and streetcars.\_\_\_\_\_

## REFERENCES

- Flemming, Laraine. (1997). **Reading for thinking**. Boston: Houghton Mifflin.
- Harris, Theodore L,& Hodges, Richard E. (1981). **A dictionary of reading and related terms**. Delaware: International Reading Association.
- Hennings, Dorothy Grant. (1993). **Reading with meaning**. New Jersey: Prentice Hall.
- Kimmelman, Joan, et al. (1984). **Reading and study skills**. New York: Macmillan.
- Krantz, Harriet, & Kimmelman, Joan. (1989). **Keys to reading and study skills**. Chicago: Holt, Rinehart and Winston.
- Monroe, Marian, Artley, A.Sterl, & Robinson, Helen M. (1970). **Basic reading skills**. Atlanta: Scott, Foresman and Company.
- Wiener, Harvey S,& Bazerman, Charles. (1988). **Reading skills handbook**. Boston: Houghton Mifflin.