

CRITICAL THINKING: RECOGNIZING CAUSE AND EFFECT

- ▶ Many school subjects deal with what happened to cause an end result. For example, when you study the American Revolution, you will look at events that *caused* this conflict. Then you will study the *effects* of those causes—the war itself. Recognizing *cause-and-effect* relationships leads to clearer understanding.

THE CAUSE (what happened)

Paul went to the movies instead of studying.

THE EFFECT (the result of what happened)

Paul flunked the test.

A. Identify the **cause** and **effect** in each situation.

- Mrs. Santos carefully wrapped the glass vase before mailing it. The vase arrived at its destination in perfect condition.

CAUSE: _____

EFFECT: _____

- Connie told everyone that Rachel was a bore. Rachel did not invite Connie to her birthday party.

CAUSE: _____

EFFECT: _____

- Mark's car runs perfectly. He changes the oil every 3,000 miles.

CAUSE: _____

EFFECT: _____

- B. Cause-and-effect relationships are not always as clear as those above. You may have to think beyond what is printed to *anticipate* an effect. Read the paragraph below. Then answer each question on the back of this sheet.

Lulu is left fielder on a softball team. Two weeks into the season, Lulu misses an afternoon practice. The coach comments on it. The next week, Lulu misses two practices. Again, the coach mentions her absence. At the next game, Lulu drops three easy fly balls. She strikes out when she is up to bat.



- What is the *clear* cause-and-effect relationship in this paragraph?
- What do you *anticipate* Lulu's coach will do next?
- Do you think this effect would be fair for Lulu? Why or why not?

CRITICAL THINKING: RECOGNIZING FACT AND OPINION

- ▶ A *fact* is a statement that can be proved right or wrong. An *opinion* is an expression of beliefs or values. You can disagree with an opinion. A critical reader sees the difference between statements of fact and of opinion. It's also important to recognize the difference when *you* are the writer.

EXAMPLES:

FACT

(The proof is in the history books.)

America was named after
Amerigo Vespucci.

OPINION

(This is the writer's belief.)

Our country should have been
named after Christopher Columbus.

- A. Write **F** or **O** to tell whether each statement is a **fact** or an **opinion**.

1. ___ The first World Series was played in 1903.
2. ___ The World Series is the most exciting event of the year.
3. ___ The umbrella bird lives in the forests of South America.
4. ___ A tuft of feathers sticks up from the umbrella bird's head.
5. ___ The umbrella bird is the size of a crow but is much prettier.



- B. The passage below mixes *facts* and *opinions*. Write **F** or **O** beside each number to identify each sentence as a **fact** or an **opinion**.

(1) If you want a good laugh, you should rent the DVD *Pirates of the Caribbean*. (2) The story is just as funny today as when it was written several years ago. (3) The movie stars Johnny Depp. (4) He plays the part of the pirate, Jack Sparrow, who was captain of the *Black Pearl*. (5) He is abandoned on an island as an act of mutiny by his crew. (6) He wasn't a very nice captain, so his crew did the right thing. (6) But three days later, Jack escapes from the island. (7) Depp's costars are Orlando Bloom and Keira Knightley. (8) Together, the three make an unbeatable comedy team.

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___

- C. On the back of this sheet write three *facts* about a sports or film star. Then write three statements of opinion about the star.

CRITICAL THINKING: SIMILARITIES AND DIFFERENCES

▶ A good way to organize information is by pointing out *similarities (comparing)* and *differences (contrasting)*. Comparing and contrasting something new with something familiar usually helps understanding.

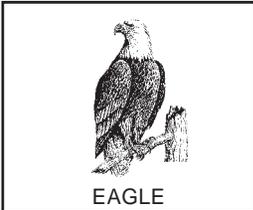
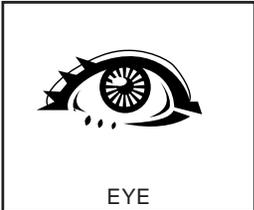
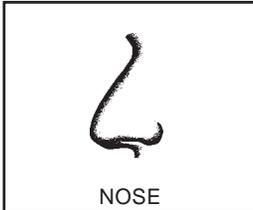
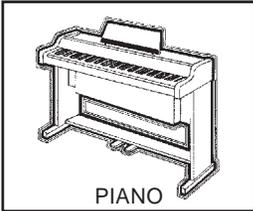
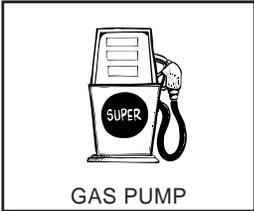
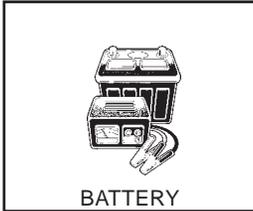
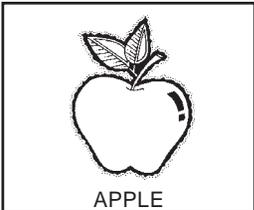
A. Read the following selection. Then answer the questions.

Bill has arranged a blind date for his friend Adam. "Your date, Kim, reminds me of my sister Tammy," Bill tells Adam. "She is about the same height as Tammy. She has blond hair, too, but hers is shorter. You know how Tammy can be rather loud at times? Well, Kim is quieter and more serious."

List *similarities* between Tammy and Kim: _____

List *differences* between Tammy and Kim: _____

B. Look at each pair of pictures. Write a sentence *comparing* the two items in each pair. Then write a sentence *contrasting* them. Write your sentences on the back of this sheet.

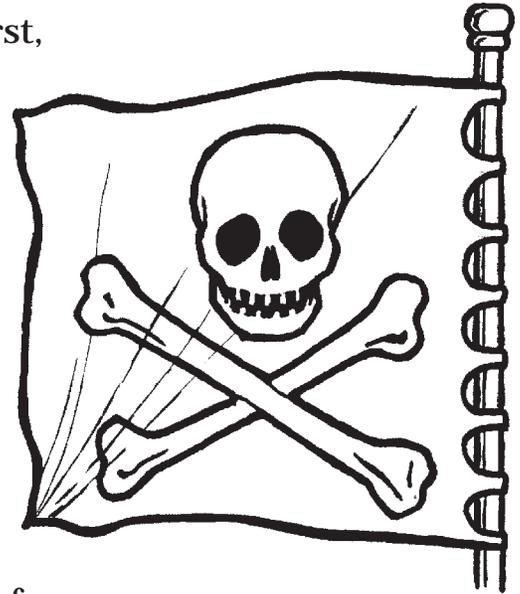
1.	 CARDINAL	 EAGLE	4.	 EYE	 NOSE
2.	 GUITAR	 PIANO	5.	 GAS PUMP	 BATTERY
3.	 GEORGE WASHINGTON	 BILL CLINTON	6.	 APPLE	 CANDY BAR

CRITICAL THINKING: SEQUENCING

- Information may be organized in a *sequence*, or logical order. Details in stories are often presented in order of time (*chronological* order).

A. Read the following legend of Blackbeard the Pirate. Arrange the events in *chronological* sequence. Write **1** by the sentence you think should be first, **2** by the next sentence, and so on.

- a. ____ Maynard shouted, "Ship ahoy! It's the villain Blackbeard!"
- b. ____ Lieutenant Robert Maynard stood on deck as his ship sailed along the North Carolina coast.
- c. ____ Maynard and his men fearlessly pursued the pirate ship.
- d. ____ After much slashing and shooting, Maynard and Blackbeard stood face to face.
- e. ____ Maynard stared out to sea, hoping to spot the ship of Edward Teach, better known as Blackbeard the Pirate.
- f. ____ Maynard's saber flashed, and off flew the pirate's head!
- g. ____ At last they caught up with Blackbeard's vessel.
- h. ____ To this day, people say Blackbeard's ghost haunts the shore, searching for its head.
- i. ____ As Maynard boarded the pirate sloop, he muttered, "I'll arrest Blackbeard, or die trying!"
- j. ____ Soon, he saw sails on the horizon.



B. Writers often use key words to indicate *when* events take place. These key words are *time qualifiers*. Some examples of time qualifiers are *while, after, following, during, soon, before, and first*. Reread the sentences in *Part A*. Underline any words or phrases that serve as time qualifiers and help to make sequence clearer.

CRITICAL THINKING: SUMMARIZING

At times you will be asked to *summarize* what you have read. A teacher may ask you to write a summary of a textbook chapter. A boss might ask you to summarize a training manual. Like an outline, a summary briefly describes the key points in a large amount of information. In a summary, however, main points are written out in paragraph form.

THE FOUR STEPS OF SUMMARIZING

1. **Read (or listen to) the original material.**
2. **Identify important points.** (Omit ideas that are not important, such as lengthy examples, explanations, and comments.)
3. **Write the summary.** (Write in paragraph form in your own words. Make it short, but be sure to include all key points.)
4. **Compare your summary with the original.** (Check to see that you did not omit a main point. If you did, revise your summary to include it.)

Follow the four steps described above.

- (1) **Read** the selection below.
- (2) **Identify** main points by underlining them.
- (3) **Write** a summary on the back of this sheet.
- (4) **Compare** your summary with the original selection. Revise it if necessary.

**THE VAQUEROS**

In the 1700s the first cowboys rode the ranges of what is now Texas and New Mexico. These cowboys were native Mexicans. They had been brought north by the conquering Spaniards and forced to work the mission lands. The Mexican cowboys learned to ride and rope. They took pride in their skills, calling themselves *vaqueros*—mounted herdsmen. With knives strapped to their legs and ropes in hand, the vaqueros drove cattle across the long, flat plains.

Throughout the 1800s, settlers moved into the Southwest. As they divided cattle lands into ranches, missions let the vaqueros go. Roads soon replaced cattle trails. Towns stood where missions had been. The thundering herds of wild cattle and the breed of men called vaqueros both disappeared.

CRITICAL THINKING: MAKING INFERENCES

When results are not clearly stated, you can make *inferences*—draw *conclusions*—based on what you read. You can use the details at hand to figure out what is not directly stated. You already make inferences in daily life. For example, if you hear the squeal of brakes, a loud crash, and the wail of sirens, you can probably infer that there has been an auto accident.

A. Read each item. Circle the letter of the inference you make from the details stated.

- The Fighting Tigers left the field. Their heads hung low. Their faces were grim. Their helmets dangled loosely from their hands.
 - The zoo is closing.
 - The team lost the football game.
 - The team won the football game.
- The phone rang. Bill was afraid to answer. He held his breath and slowly picked up the receiver. He listened. Then he broke into a grin.
 - Bill was expecting important news, and it was good.
 - Bill got a surprise call with good news.
 - Bill got some bad news.



B. Read the paragraph in the box. Then, on the back of this sheet, answer these questions.

- What advantages did the North have at the start of the Civil War?
- What did the Northerners expect to happen at the Battle of Bull Run?
- When was the Battle of Bull Run fought?
- Who won the Battle of Bull Run?

Some answers will be directly stated in the paragraph. Others you can figure out by making inferences. Write an **I** after each answer that is an inference.

At the outset of the Civil War, the North's Union Army had more soldiers and guns than the Confederates did. The North had more factories and more miles of railroads. Excited Northerners actually brought picnic baskets and blankets to watch the Battle of Bull Run. But that day in July 1861 did not turn out as the Northerners expected.

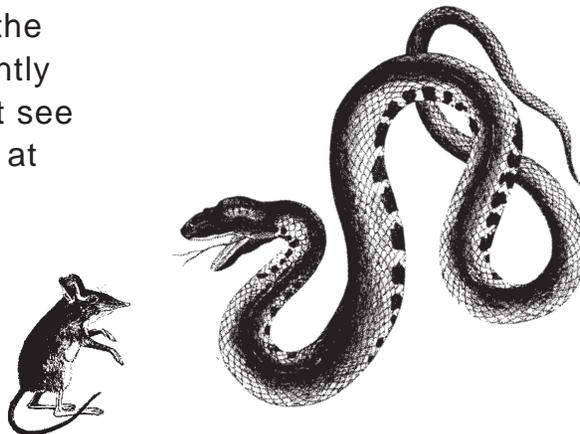
CRITICAL THINKING: MAKING PREDICTIONS

- An *inference* is a conclusion about something that has already happened. A *prediction* is a guess about what *will* happen. Both inferences and predictions are based on details from the information stated.

A. Read each passage. Circle the letter of the prediction you can make.

1. Seeing the rat come out of its hole, the snake began to uncoil. It slithered silently within striking distance. The rat did not see the snake approach. It happily nibbled at some seeds. The snake was ready. It raised its head. It flicked its tongue.

- a. The snake will kill the rat.
- b. The rat will get away.
- c. A human will save the rat.



2. The Parkrose Penguins had been city hockey champs for the last three years. Now it was time for championship number four! But the Penguins' star goalie, Toothless McGee, was injured. He could not play. The Penguins were tired, and their spirits were low. Meanwhile, their opponents, the Wood Village Vikings, had a young, strong team. The energetic Vikings were on a winning streak and ready for action.

- a. The game will be called off.
- b. The Penguins will win a fourth championship.
- c. The Vikings will take the championship.

B. Look at the picture on the right. On the back of this sheet, predict what you think will happen. Base your prediction on details in the picture.

