

דגם תשובות לשאלון באנגלית, שאלון ו' – ספרות, MODULE F – LITERATURE
מס' 416,016117, חורף תשע"ה

GENERAL GUIDELINES FOR MARKING
MODULE F – LITERATURE

General Comments

- Grades are allotted according to the rubrics – 80% for content and 20% for language. In-between percentages can be given.
- Multiple-choice questions are worth either 100% or 0%.
- Deduct first for content of answers. (Wrong answer = 0 points, regardless of language.)
- Pupils who have dispensation for spelling mistakes should automatically be given 5% for spelling and punctuation.
- The Answer Key gives possible answers to the questions. Alternate answers to all questions may be accepted if appropriate. Use your judgment, bearing in mind that there are different ways to interpret literary texts.
- If students answer more than one set of questions in Parts I and II mark the set with the most answers or if they have answered all or an equal number of questions in both sets, mark the first set.
- Accept HOTS answers to LOTS questions.
- If students give more answers than asked for, do not deduct for additional correct answers. Read all the answers and deduct a total of 20% for additional incorrect answers.
- For the extended HOTS questions:
 - 1) Students are allowed to use any HOTS that appears in the Literature Handbook.
 - 2) Students must show use of the chosen thinking skill in their answer.
- Bridging questions:
If answers are only a summary/analysis of the text and do not relate to the new information given, deduct 70%.

Rubrics for Marking Module F

Rubric 1: LOTS questions (5 points)

Accept HOTS answers to LOTS questions.

Criteria	Descriptors				
Content	<ul style="list-style-type: none"> Answer is correct. 		<ul style="list-style-type: none"> Answer is partially correct. 		<ul style="list-style-type: none"> Answer is incorrect.
	80%		40%		0
Language	<ul style="list-style-type: none"> Correct use of grammar, vocabulary, spelling and punctuation. 		<ul style="list-style-type: none"> Partially correct use of grammar, vocabulary, spelling and punctuation. 		<ul style="list-style-type: none"> Incorrect use of grammar, vocabulary, spelling and punctuation.
	20%		10%		0

Rubric 2: HOTS questions (10 points)

For the extended HOTS questions:

- Students are allowed to use any HOTS that appears in the Literature Handbook.
- Students must show use of the chosen thinking skill in their answer.

Criteria	Descriptors				
Content	<ul style="list-style-type: none"> Answer is correct. The answer includes supporting details/examples when necessary. Message is clear. 		<ul style="list-style-type: none"> Answer is partially correct. The answer does not include sufficient details/examples when necessary. Message is partially clear. 		<ul style="list-style-type: none"> Answer is incorrect. There is no reference to the text or the reference is inaccurate. The answer is general and does not relate to the text. Message is unclear.
	80%		40%		0
Language	<ul style="list-style-type: none"> Correct use of grammar, vocabulary, spelling and punctuation. 		<ul style="list-style-type: none"> Partially correct use of grammar, vocabulary, spelling and punctuation. 		<ul style="list-style-type: none"> Incorrect use of grammar, vocabulary, spelling and punctuation.
	20%		10%		0

Rubric 3: Extended HOTS question (5 points)

This rubric should be used in addition to Rubric 2.

There are no language criteria for this part because language is included in Rubric 2.

Criteria	Descriptors				
Content	<ul style="list-style-type: none"> The chosen thinking skill is appropriate. There is appropriate evidence of the use of the thinking skill. 		<ul style="list-style-type: none"> The chosen thinking skill is appropriate. There is partial evidence of the use of the thinking skill. 		<ul style="list-style-type: none"> The chosen thinking skill is appropriate but there is no evidence of its use. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> The chosen thinking skill is not appropriate.
	100%		50%		0

Rubric 4: Bridging Text and Context question (20 points)

If answers are only a summary/analysis of the text and do not relate to the new information given, deduct 70%.

Criteria	Descriptors				
Content	<ul style="list-style-type: none"> Answer is well organized. All information is relevant and accurate. Answer explicitly states the connection between the new information and the text. Details/examples from the text are given to support the answer. 		<ul style="list-style-type: none"> Answer is fairly well organized Most information is relevant and accurate. The connection between the new information and the text is not clearly stated. Details/examples given to support the answer are insufficient and/or not entirely appropriate. 		<ul style="list-style-type: none"> Answer is poorly organized. No information is relevant or accurate. Answer does not show connection between the new information and the text. No details/examples are given to support the answer.
	80%		40%		0
Language	<ul style="list-style-type: none"> Correct use of basic language structures. Mostly correct use of advanced language structures. Hardly any errors of mechanics (spelling, punctuation). 		<ul style="list-style-type: none"> Mostly correct use of basic language structures. Incorrect or no use of advanced language structures. Some errors of mechanics (spelling, punctuation). 		<ul style="list-style-type: none"> Incorrect use of basic language structures. Many errors of mechanics (spelling, punctuation).
	20%		10%		0

There is no deduction for answers shorter/longer than recommended length (80-100 words).

ANSWER KEY

Alternate answers to all open questions may be accepted if suitable.

Answers given below provide the minimal information that should be included.

PART I (35 points)

Students are required to answer questions for either (A) *Mr. Know All* OR (B) *The Split Cherry Tree*.

A. MR. KNOW ALL / W. Somerset Maugham

1. (ii) He doesn't like his name.	5 points
2. (iii) Mr. Kelada spends a lot of time with him.	5 points
3. (<i>Use Rubric 2</i>) Mr. Ramsay doesn't like Mr. Kelada and can't resist the opportunity to challenge him. / It's in Mr. Ramsay's nature to challenge him. It puts him in a superior place where he thinks he belongs. / Mr. Ramsay wants to show Mr. Kelada that he doesn't know everything. Supporting information: Mr. Ramsay and Mr. Kelada argue all the time about everything. // The narrator says that both men are stubborn/dogmatic. // Mr. Ramsay resents Mr. Kelada's cocksureness. // He couldn't help having a fling at the Levantine. Mr. Ramsay was sure that his wife's pearls were fake and that Mr. Kelada was mistaken about them and Ramsay wanted to prove him wrong. Supporting information: Mrs. Ramsay told her husband that she had bought the pearls at a department store for \$18 on the day they left New York. Mr. Ramsay wanted to make an easy \$100. Supporting information: Mr. Ramsay was sure that his wife's pearls were fake because she told him that she'd bought them at a department store for \$18, so he was sure he would win the bet. Mr. Ramsay wants to show that he knows everything better than everyone else. Supporting information: "He was as dogmatic as Mr. Kelada." / "The discussions they had were acrimonious." <i>If the motive for challenging him is only implied (e.g., Mr. Ramsay claims the pearls are fake and Mr. Kelada claims they are real) = 60%.</i> <i>If the motive is wrong, even with correct supporting details = 0.</i>	10 points

<p>4. (Use Rubrics 2 and 3)</p> <p>Thinking skill I chose: Explaining cause and effect / Distinguishing different perspectives / Comparing and contrasting</p> <p>Explaining cause and effect</p> <p>By using the thinking skill of explaining cause and effect, I can understand how the narrator's opinion of Mr. Kelada changes. When I look at the narrator's opinion at the beginning of the story I see he has nothing good to say about Mr. Kelada because he is prejudiced against him. At the end of the story, however, I see the narrator was affected by Mr. Kelada's actions, which caused him to admit that he doesn't entirely dislike Mr. Kelada. He now thinks he is a British gentleman/he is a good person.</p> <p>Supporting information:</p> <p>At first, the narrator says Mr. Kelada is not really British/he doesn't like his belongings/ Mr. Kelada talks too much/he behaves as if he knows everything.</p> <p>At the end of the story, the narrator understands that Mr. Kelada has sacrificed his own reputation to protect Mrs. Ramsay's honor because he says that the pearls are not real.</p> <p>Distinguishing different perspectives</p> <p>At the beginning of the story, the narrator sees Mr. Kelada through prejudiced eyes. At the end of the story, though, he changes his perspective on Mr. Kelada and sees the gentleman that he really is.</p> <p>Supporting information: The narrator dislikes Mr. Kelada before he even meets him based on his name. He dislikes him even more after he meets him because of how he looks. At the end, though, Mr. Kelada sacrifices his reputation for Mrs. Ramsay by lying about the pearls and the narrator sees him differently.</p> <p>Comparing and contrasting</p> <p>At the beginning of the story, the narrator only sees the bad things about Mr. Kelada and he dislikes him. In contrast, at the end, he can see the good in Mr. Kelada and he doesn't dislike him as much.</p> <p>Supporting information: The narrator judges Mr. Kelada by his name and appearance, but later on, when Mr. Kelada lies for Mrs. Ramsay, he can see that he is a gentleman.</p> <p><i>There must be supporting information for why he liked him <u>and</u> / or why he didn't like him.</i></p>	15 points
<p>5. (Use Rubric 2)</p> <p>a. If Mr. Kelada doesn't lie: everyone will know that the pearls are real/that Mrs. Ramsay has been lying//he will keep his reputation. // Mrs. Ramsay's marriage might be in danger. // he will cause Mrs. Ramsay embarrassment. // Mr. and Mrs. Ramsay will fight / get divorced. If Mr. Kelada lies: he will lose his reputation/everyone will laugh at him.//Mrs. Ramsay's marriage will be saved.</p>	7 points
<p>b. Mr. Ramsay is grateful to Mr. Kelada for helping her. // She feels that she must repay Mr. Kelada. / She appreciates his sensitivity / kindness.</p> <p>Supporting information: She (secretly) gives Mr. Kelada back the \$100.</p>	8 points

OR

B. THE SPLIT CHERRY TREE / Jesse Stuart

6.	(iii) go with Dave to the school (the next morning).	5 points
7.	(iii) He helps his son sweep the floor.	5 points
8.	<p>(Use Rubric 2)</p> <p>Pa learns to respect Professor Herbert because: the professor is a patient person.// he doesn't make Pa feel uneducated/inferior.//he treats Pa like a friend/an equal.//he understands Pa's background.//he wants the best for the boy. // Pa learns new things (about germs from the professor). // Pa understands that the professor knows things about the world (like about germs) that he doesn't know.</p> <p>The professor learns to respect Pa because: Pa cares about his son.//Pa is willing to learn new things.//Pa cares about animals.//Pa is proud.//Pa is fair. // When Pa sees something, he believes it. // Pa is honest. // Pa has a strong sense of justice.</p> <p>They learn to respect each other because they realize that they both have Dave's best interests in mind. Both want Dave to be well-educated. // They learn to respect each other because each has learned something from the other. // Each explained himself in his own way and learned about the other. // They get to know each other and each sees that the other isn't as bad as he thought he was.</p> <p><i>In only <u>relate</u> to one character = 40%.</i></p>	10 points
9.	<p>(Use Rubrics 2 and 3)</p> <p>Thinking skill I chose: Inferring / Explaining cause and effect / Explaining patterns</p> <p>Inferring</p> <p>I can infer from this quote that Pa feels Professor Herbert treated Dave unfairly because Dave is poor. He wants all the boys to be treated equally. Pa wants to show the professor that there is no difference between a rich man and a poor man when it comes to shooting them.</p> <p>Supporting information: Dave tells Pa that the other boys who broke the tree had the money to pay and he did not. Therefore, he must work to pay his debt.</p> <p>Explaining cause and effect</p> <p>The fact that Professor Herbert only punishes Dave and not the rich boys causes Pa to be angry and to think that Pa has been unfair to Dave simply because he is poor.</p> <p>Supporting information: The rich boys had money to pay and Dave did not.</p> <p>Explaining patterns</p> <p>Pa repeatedly shows that he is a violent man and that's why he reacts this way.</p> <p>Supporting information: He whips his children until they are 21 and Dave says that Pa settles disputes with his gun.</p>	10 points

<p>10. (<i>Use Rubric 2</i>)</p> <p>a. <u>Before he goes there</u> – Pa thinks Dave's school / Professor Herbert's way of teaching is a waste of time.</p> <p>Supporting information: Pa thinks school means studying reading, writing and arithmetic from books and not going on field trips.//Dave tells Pa they went out into the field to study and Pa thinks they went out and stopped studying because they left their books behind.</p> <p><u>After he goes there</u> – Pa understands that Dave's school is good.//He understands that learning through experiencing is the new way to learn and study.//It is possible to learn even if you don't use books.</p> <p>Supporting information: Professor Herbert teaches Pa something new about germs by showing him real germs.//Professor Herbert tells Pa they will dissect a snake to learn about the germs it has. // He encourages Dave to continue his education / tells Dave he will have a better life because he will be educated.</p> <p><i>There must be supporting information for both before and after.</i></p>	<p>7 points</p>
<p>b. Pa has a very strong sense of honesty/justice./He is willing to admit that he made a mistake. // Pa is a man who pays his debts. // Pa is not as tough as he seems to be.</p> <p>Supporting information: At the end, Pa says Dave must finish the punishment even though the professor is willing to cancel it./Pa helps his son sweep the schoolhouse floor. // Pa tells Dave to always be honest and remember to pay his debts. // At first he's angry about the punishment but then he agrees to accept it.</p>	<p>8 points</p>

PART II (45 points)

Students are required to answer questions for either (C) *All My Sons* OR (D) *The Wave*.

C. ALL MY SONS / Arthur Miller

11. (i) he was reported missing	5 points
12. (iii) Joe is guilty of the crime	5 points
13. (<i>Use Rubric 2</i>) Joe needs to ignore things because he can't admit that he has done terrible things./he doesn't want to deal with the results of his actions. // That is his way of running away from his actions. // He ignores things because if he doesn't, it will destroy his family. // He is afraid of the reactions of others if he doesn't ignore things. // Because he can't deal with problems. Supporting information: He would have to: deal with the fact that money was more important to him than people's lives.//deal with/argue with Kate about Larry.// deal with the fact that he and Kate have to live a lie.//admit that he is guilty of a crime/of killing 21 pilots.//admit that only Steve went to jail for the crime that they both committed. Joe can't deal with hard reality. When things get unpleasant he escapes, avoids dealing with them by ignoring them. Supporting information: He goes to sleep every time something unpleasant arises. Kate actually tells him to go to sleep so as not to have to face things.//He doesn't read the news.// He lives in a house cut off from harsh reality by a wall of poplars. He needs for things to be "nice". It's his way of surviving. <i>Answer must not relate only to a single incident of Joe ignoring something.</i>	10 points
14. (<i>Use Rubric 2</i>) The conflict between the Deever and Keller families is connected to: the fact that Joe destroyed the Deever family by blaming Steve for the cylinder head crime.//whether Keller will take responsibility for the cylinder head case. Supporting information: George learned from his father that Keller was guilty of the cylinder head case.//Joe blamed Steve for shipping the cracked cylinder heads even though he was guilty because he said over the phone that he would take responsibility. The conflict is about whether Ann and Chris should marry. Kate doesn't want Ann to marry Chris because that would be admitting that Larry is dead.//George doesn't want Ann to marry into the Keller family because they have destroyed his family.	10 points

<p>15. (<i>Use Rubrics 2 and 3</i>)</p> <p>Thinking skill I chose: Inferring / Explaining patterns / Explaining cause and effect</p> <p>Inferring</p> <p>Kate:</p> <p>I can infer from Kate's behavior in the play that her role is to be a strong mother figure./to protect her family at any cost.</p> <p>She knows Joe is guilty but is willing to sacrifice the Deever family for her own.//She is willing to prevent Ann from marrying Chris in order to keep the lie alive that Larry is coming back. / to keep Joe from becoming too comfortable / letting his guard down.</p> <p>Supporting information: She acts like a mother to everyone.//She makes grape juice for George.//She calls George 'Georgie'.//She offers to find a date for George.//She asks Frank to write a horoscope to prove that Larry is alive.//She tries to get Ann to leave.//She lies about Joe being sick on the day the cylinders were sent. // She's called MOTHER. // She warns Joe more than once to be careful. / She wants Joe to stop playing the 'jail' game with Bert. // At the very end she tells Chris to live, she now has to take care of him since he is the only one left.</p> <p>I can infer from her behavior that Kate's role is to keep the truth hidden.</p> <p>Supporting information: She lies about Joe being sick.</p> <p>I can infer from Kate's slip of the tongue that her role is to reveal the truth about Joe.</p> <p>Supporting information: She says that Joe has never been sick a day in his life.</p> <p>Explaining patterns:</p> <p>Kate's role is to add tension / drama to the play. We see a pattern of that in the play.</p> <p>Supporting information: She is against Chris and Ann's marriage. // She disagree with everyone and strongly believes that Larry is alive. / She reveals that Joe is guilty when she says that he was never sick.</p>	<p>15 points</p>
---	------------------

Sue:

I can infer that Sue's role is to represent the average person of her generation who thinks that material things are more important than principles/real achievements. She forces her husband to work to get these things for her.

Supporting information: She makes her husband stop doing research.//She says that she worked while Jim was studying and now he must support her.//She wants Jim to treat a patient who isn't really sick.//She wants Chris to move away because he has a bad effect on Jim. He might convince him to go into research where he won't make much money.

From Sue's conversation with Ann, I can infer that her role is to represent how the neighbors view Joe and the crime.

Supporting information: She says that everyone knows that Joe pulled a fast one, yet she also says that she admires him.

I can infer that Sue represents a wife who has nothing in common with her husband. She shows us what a bad marriage is.

Supporting information: She is jealous. / She counts his money. / Kate says they have nothing in common. / She doesn't let him do what he really loves. / She doesn't like him befriending Chris.

Ann:

I can infer that Ann's role is to expose the truth of the situation in the Keller family. She does this for her own good. She wants to marry Chris.

Supporting information: She shows the Keller family Larry's letter that explains how he died./that he committed suicide.

I can infer that Ann represents the 'loot' that was won from the war.

Supporting information: She tells Chris that it's ok to enjoy the money that was made out of the war because it was earned fairly.

I can infer that Ann's role is to show us how even a non-compromiser, an idealist can change and become practical when her own happiness is at stake.

Supporting information: She cared only about the truth and justice / didn't speak to her own father, but at the end she is willing to forget Keller's crime so as to have a life with Chris.

Explaining cause and effect

Ann adds tension to the play. Before Ann came, life in the Keller home was happy and relaxed. Ann's visit causes a lot of tension in the home.

Supporting information: She and Chris want to marry and mother opposes it. / She shows the Keller family the letter. / George comes because of her visit.

<p>16. (<i>Use Rubric 2</i>)</p> <p>a. We can infer that Kate is worried Joe will do or say something when George comes to visit that will reveal that Joe is guilty.//We can infer that Kate knows that Joe is guilty. // They are hiding something and they are afraid George will reveal it. // We can infer that she is worried that George will reopen the case.</p> <p>Supporting information: George is coming to see them right after visiting his father in jail. He has never visited his father before because he believed he was guilty.// George is a lawyer and Kate is afraid he has information that might show that Joe is guilty.</p>	<p>8 points</p>
<p>b. Keller is worried that George will tell the truth about him. Therefore, he tries to make sure Chris is on his side. / solidify Chris's place in the business.</p> <p>Supporting information: He tells Chris that the money is clean./He tells Chris that he will build him and Ann a big (stone) house./He says he'll put Chris' name on the factory./ He tells Chris that he'll help convince Kate that he and Ann can get married.</p> <p>He starts to doubt Chris's judgment when it comes to Ann.</p> <p>Supporting information: He says to Chris: "You think you know her pretty good?" and he tries to convince Chris that she may have been sent to the Keller's house to find out something.</p> <p>He tries to convince Chris of the importance of supporting family no matter what.</p> <p>Supporting information: He yells to Chris; "A father is a father!"</p>	<p>7 points</p>

OR**D. THE WAVE / Morton Rhue**

17. (ii) He felt he didn't have good answers to their questions.	5 points
18. (ii) they must think before following a leader.	5 points
19. (Use Rubric 2) The principal was right to trust Ben in the beginning because of Ben's good reputation. (However, later the principal thought that Ben allowed the experiment to go too far.) Supporting information: Ben's students had always thought he was a very good teacher. Some of the teachers were impressed by him but some teachers thought he could go too far. (At the end, the principal ordered him to stop the experiment.) OR: The principal was wrong to trust Ben because Ben was the kind of person who got caught up in things which affected his judgment. It took him a while to become aware of the negative effects of the experiment and therefore he didn't end it in time. Supporting information: Ben's wife, Christy, says of him, "Ben was the kind of person who got involved with things. Not just involved, but utterly absorbed in them to the point where he tended to forget that the rest of the world existed."//Some of the teachers were impressed by him but some teachers thought he could go too far.//In graduate school Ben got so involved with the Indians that he forgot about the rest of his life.// At the end the principal ordered him to stop the experiment. <i>Accept answers that relate to the consequences of the experiment:</i> He was wrong to trust him because kids got hurt. Supporting information: A Jewish boy was beaten up. He was right to trust him because the students learned an important lesson. Supporting information: They realized that what happened in Nazi Germany could happen again. <i>If the answer only tells us why the principal trusted Ben and <u>not</u> that he was <u>right</u> or <u>wrong</u> to trust him = 0.</i>	10 points
20. (Use Rubric 2) Amy: Amy is happy she joined The Wave because she feels she is now equal to others and doesn't have to struggle to compete. Robert: Robert supports The Wave because before he joined he wasn't accepted by the other kids/he was considered "strange"/didn't succeed in school/didn't have friends. After he joins The Wave, he becomes a respected member of the class.//he feels he now has a purpose in life.//he is now part of something important.//he is now equal to others.	10 points

<p>21. (Use Rubrics 2 and 3)</p> <p>Thinking skill I chose: Comparing and Contrasting</p> <p>I can compare how the students are at the beginning of the novel to what I see happening to them during the experiment. At the beginning when they watch the movie about the Nazis, some are shocked that people could act this way towards others and some don't really relate at all. I can see how they change the more they are influenced by the experiment. They begin to act like Nazis themselves. At the end, I can understand they are shocked to realize that they blindly followed Mr. Ross and acted just like Nazis.</p> <p>Supporting information: At first, the students do not believe what Ben tells them when he begins to talk about the Nazis/couldn't believe that the Nazis had existed. During the experiment they begin to change.//They salute each other.//They are violent with people who do not accept them. After they see the film at the rally, they understand what they have become. They cry//They don't want to look at each other.// They are stunned.//They throw away their membership cards.//They take down the banners.</p>	<p>15 points</p>
<p>22. (Use Rubric 2)</p> <p>a. The role of <i>The Wave</i> is to show the pupils how something like Nazi Germany could happen / how people could not react to the bad things that were happening around them / how people could get caught up in a movement and stop thinking for themselves.</p> <p>The role of <i>The Grapevine</i> is to oppose <i>The Wave</i> / to serve as a wake-up call to what's happening in school / to show that even a small opposition can serve a purpose / to show that people must think for themselves.</p>	<p>7 points</p>
<p>b. Many students suffered from the behavior of the members of <i>The Wave</i> but were afraid to talk about it. When they read <i>The Grapevine</i>, they understand that they are not alone/that it's OK to talk against <i>The Wave</i>. It helps begin a movement against <i>The Wave</i>. // Students understand that not everyone is in favor of / goes blindly after <i>The Wave</i>.</p>	<p>8 points</p>

PART III (20 points)

(Use Rubric 4)

Students are required to answer questions for either **(23) A Summer's Reading** OR **(24) The Road Not Taken**.
Suggested length: 80-100 words.

Note: When giving examples from the texts students may either quote directly or paraphrase.

23. A SUMMER'S READING / Bernard Malamud

In the story "A Summer's Reading" Mr. Cattanzara tries to help George begin to read good books. He knows that, as the quote says, it will help him get an education and succeed in life and help solve his problems. At first, George does not understand the importance of reading so he lies to Mr. Cattanzara about reading books. Only at the end of the story does he understand that he will have a chance to succeed and get respect if he really reads. That is why he goes into the library.

OR

24. THE ROAD NOT TAKEN / Robert Frost

The speaker in the poem is at a crossroads in his life and he has to make a decision about his future. He has to choose between the easier path and the one that has challenges. The speaker knows that his choice will influence his future and feels that, as Carnegie says in the quote, if he takes risks and chooses the road less traveled, maybe he will be more successful and have a more fulfilling life. The speaker decides to take this path and to see where his choice leads him.

Appropriate supporting quotes:

"Two roads diverged in a yellow wood, and I – I took the one less traveled by."/

"And having perhaps the better claim"/"Because it was grassy and wanted wear."/

"To where it bent in the undergrowth"/"And that has made all the difference."

AND / OR:

The writer believes that, as Carnegie says in the quote, taking challenges will lead to a better life and more success than if someone just takes the easy path – easy choices. In the poem, the speaker does take the road less traveled by, but in the end, he says he'll tell the story with a sigh which means he will probably regret his choice//will be sorry that he chose the more challenging path. We have to make choices in life and sometimes we regret those choices much later in life.

Appropriate supporting quote: "will be telling this with a sigh Somewhere ages and ages hence."

APPENDIX TO PARTS I AND II

Thinking Skills

- Comparing and contrasting
- Distinguishing different perspectives
- Explaining cause and effect
- Problem solving
- Inferring
- Explaining patterns