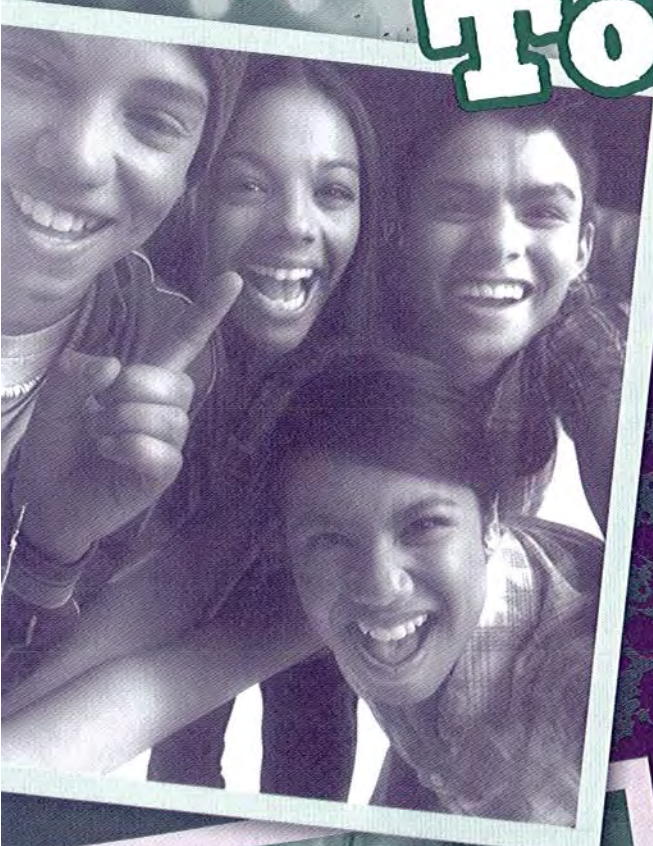


Making a Brighter Tomorrow



LESSON

16

The Rights for All

A student speaks about the rights of children around the world.

assemble	comprehensive	fragility
behalf	enforce	mediate
campaign	equity	mutual
capital		

LESSON

17

Protecting the Wolf

A scientist encourages a greater respect for the wolf.

captivity	incapacitated	savage
captured	qualitatively	tranquil
conservation	petition	vegetate
engage		

LESSON

18

Food We Can Use

A teenager starts an organization to help feed hungry people.

elaborate	institute	sustain
evolve	participatory	unifying
fluent	reluctance	vision
incline		



The Rights for All

<speech>

I'm Chris Howard and I've asked you, the Current Events Club members, to assemble here today in order to raise this question. Do you know what today is? It's November 20—Universal Children's Day! If we can celebrate Mother's Day and Father's Day, why can't we celebrate an international holiday whose purpose is to focus on the rights of children?

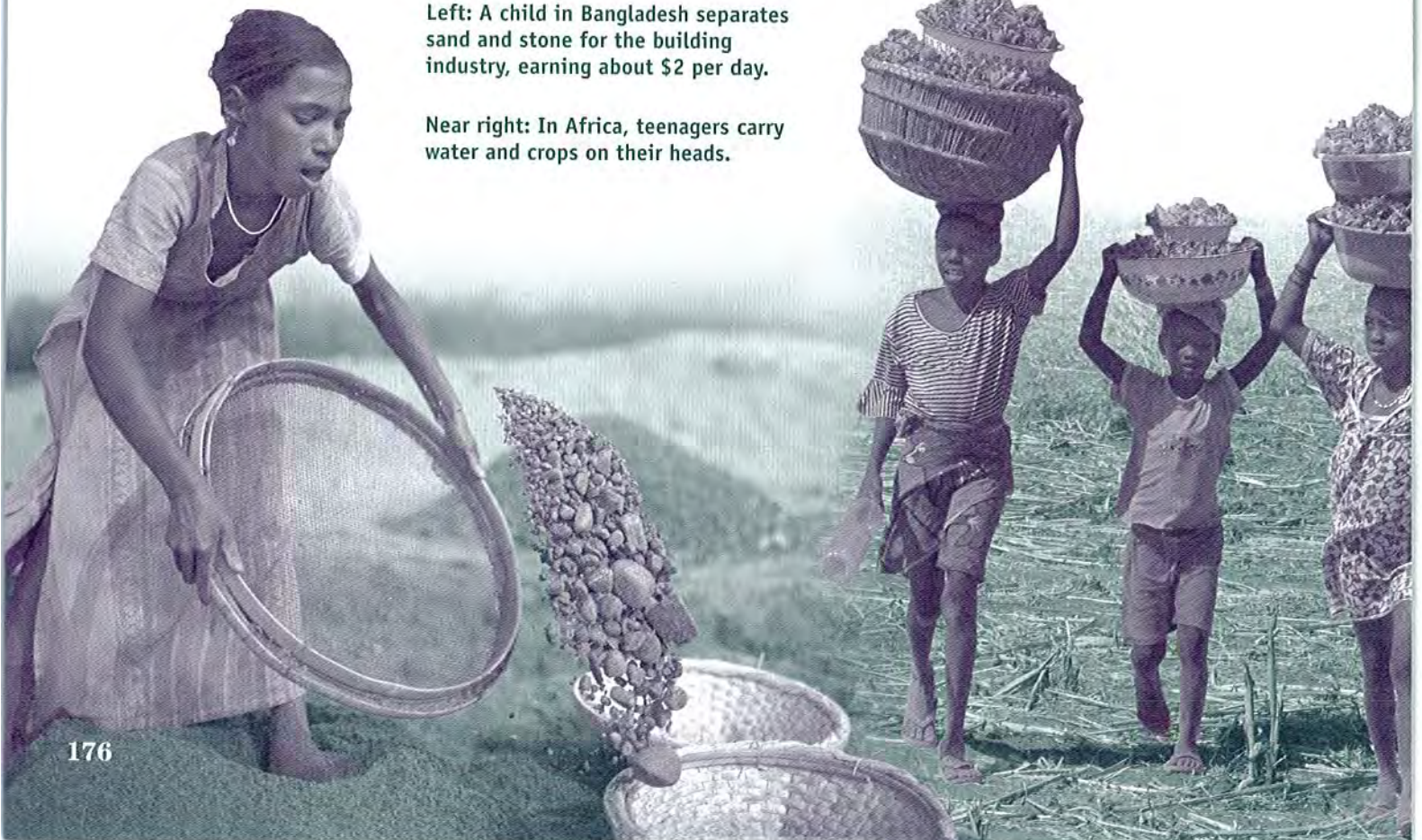
The fact that we don't have such a day suggests to me that we assume that children around the world already have basic rights. However, if this is our assumption, we are wrong. Nothing could be further from the truth. Did you know that hundreds of millions of children around the world are victims of violence? Some are

recruited to become soldiers at an age when many of us were just learning to ride a bike. Did you know that one out of every six children is forced to work? Or that 100 million to 150 million children live on the streets, and 400 million children go to bed hungry at night? This is information from the United Nations.

In 1989, world leaders came to the U.N. to begin a long-term, worldwide campaign on behalf of children. Recognizing children's fragility and defenselessness, the leaders wrote a comprehensive document to list the basic rights that all children deserve—so they can live and develop to their full potential, with protection from abuse and neglect.

Left: A child in Bangladesh separates sand and stone for the building industry, earning about \$2 per day.

Near right: In Africa, teenagers carry water and crops on their heads.



VOCABULARY

assemble
campaign
behalf
fragility
comprehensive

equity
enforce
mutual
mediate
capital

The document also stated there must be gender equity among children so that girls and boys have equal access to education.

Our country, along with others, needs to do more to help enforce these mutual goals. We need to do more to protect the rights of children around the world and to mediate—or work together, making compromises—to find better solutions when situations require it. I believe the countries of the world need to invest more money, more capital, in these efforts. However, the first step is to raise awareness of the issue, and we can accomplish that by beginning to celebrate Universal Children’s Day.

TALK ABOUT IT

With a partner, answer the questions below. Use as many of the highlighted words in the selection as you can.

1. Why was it important to begin a worldwide *campaign* that addresses children’s rights?
2. Why would world leaders take note of the *fragility* of children?

African street children work at a youth center.



Word Meanings

For each highlighted word on pages 176–177, the meaning is given below. For practice with other meanings, see pages 181–183. For synonyms and antonyms, see page 206.

1. **assemble**
(uh-SEM-buhl) (v.) People who *assemble* come together.
(v.) When you *assemble* something, you put its parts together.
2. **campaign**
(kam-PAYN) (n.) A *campaign* is a series of actions taken to meet a goal or to achieve a certain result.
(v.) If you take part in actions designed to meet a goal or get a certain result, you *campaign*. You might *campaign* for a political candidate.
3. **behalf**
(bi-HAF) (n.) To do something on *behalf* of someone or something is to support or benefit that person or thing.
4. **fragility**
(fruh-JI-luh-tee) (n.) Someone or something that displays *fragility* can be easily broken, destroyed, or harmed.
5. **comprehensive**
(kom-pri-HEN-siv) (adj.) Something that is *comprehensive* includes a broad range of information necessary to discuss or understand a subject.
6. **equity**
(EH-kwuh-tee) (n.) *Equity* is fairness and freedom from favoritism. If you treat people with *equity*, you treat everyone equally.
(n.) *Equity* is the dollar value of property, such as a home or a car, minus any money a person still owes on it.
7. **enforce**
(in-FORSS) (v.) When you *enforce* something, you make sure that it is done. Parents often *enforce* good table manners at meals.
8. **mutual**
(MYOO-chuh-wuhl) (adj.) Something is *mutual* if two or more people have it in common. If two friends have *mutual* feelings, they feel the same way about each other.
9. **mediate**
(MEE-dee-ayt) (v.) When you *mediate*, you work between groups or people to bring them together and help them find solutions to problems.
10. **capital**
(KA-puh-tuhl) (n.) *Capital* is how much a person or organization is worth, based on how much money or property is owned.
(n.) A *capital* is a city that is the center of government. Similarly, a *capital* is a city that is the center of some special activity, such as a fashion *capital*.



Word Talk

Each lesson word has been placed in a category. With a partner, discuss and list items that belong in each category. Compare your results with those of another pair of students.

Information That
Would Go Into a
Comprehensive
Biography

Situations in Which
Equity Is Important

Types of *Campaigns*

People Who Have
Mutual Goals

Things You Do on
Behalf of Others

Good Habits to
Enforce

Things to Do with
Your *Capital*

People Who Might
Mediate a Dispute

Reasons That
Students *Assemble*

Things That Possess
Fragility

Check for Understanding

Choose the lesson word that completes each sentence. Write the word on the line provided. Some words will be used twice.

assemble	capital	fragility
behalf	comprehensive	mediate
campaign	enforce	mutual
	equity	

- The clothing store features a movie star in its advertising _____.
- There is _____ on a team that allows both boys and girls to participate.
- The city made a/an _____ study of traffic patterns before building the new road.
- The hikers will _____ before their trip to review maps of the trails.
- My parents and I made a/an _____ decision that a goldfish would be the best pet for our family.
- Mom had to _____ when my brothers began to argue.
- We went to a fundraising dinner that was held on _____ of the museum.
- The _____ of Grandma's bones caused her arm to break when she fell.
- My father used his own _____ to buy supplies for people who lost their homes in the flood.
- The children's parents asked the babysitter to _____ the 8:00 bedtime.
- After my physical examination, my doctor gave my parents a/an _____ report of my blood tests.
- Many celebrities support charities and speak out on their _____.



Expand Word Meanings

Read the paragraph below to learn other meanings for some of the lesson words.

My soccer teammates and I are very fortunate. We all live in nice homes in which our families have built up equity. We're not rich, but we don't go without things. Since this isn't true for all young people, my team decided to campaign for students in need. We raised money to buy school supplies for students in another town, and we worked together to assemble and distribute backpacks filled with the supplies. When the governor heard about our work, he sent us a letter of thanks from the state capital.

Notice that some of the lesson words are used in a different way here. For example, look at *equity*. Here it means "the money value of property minus any debts owed on it." Can you figure out the meanings of the other highlighted words as they are used here? Refer to page 178 to confirm meanings.

Apply Other Meanings

Complete each sentence with a highlighted word from the paragraph above.

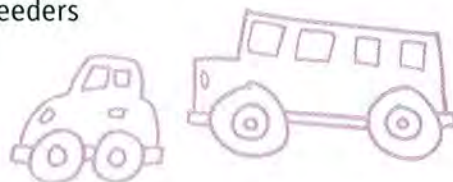
1. My parents believe that Mayor Diaz should be reelected, and they will _____ for her this fall.
2. Dad bought the wood and nails to make a bookshelf and will _____ it at home.
3. The company has been making payments on its new office space and now has some _____ in it.
4. We visited Washington, D.C., last summer and spent several days seeing the sights in our nation's _____.
5. Concerned pet owners hung fliers to _____ for vaccinating all dogs and cats against rabies and other diseases.
6. In order to _____ the cake, we must let the two layers cool before we add icing.
7. Our town holds so many concerts during the summer that people call it the music _____ of the state.
8. The loan for our family car is almost paid off, so we have _____ in it.
9. It took my mom hours to _____ my brother's bike because it has many parts.
10. I am trying to _____ for my father to take me ice skating this weekend by doing extra chores during the week.

Word Associations

Use what you know about the lesson word in italics to answer each question. Circle the letter next to the phrase that best answers the question. Be prepared to explain your answers.



- Which is a *campaign* that would help keep drivers safe?
 - creating a bike path
 - issuing new drivers' licenses
 - fastening seat belts
- Which parts of a home have the most *fragility*?
 - wooden doors
 - glass windows
 - tile floors
- Which situation might require a person to *mediate*?
 - a dispute between workers and management
 - a discussion between doctor and patient
 - the purchase of a used car
- Which item might you have to *assemble* before you use it?
 - sleeping bag
 - tent
 - pillow
- Which of these could you do on *behalf* of another person?
 - eat
 - think
 - speak
- How could police *enforce* a speed limit?
 - encourage fast driving
 - write tickets
 - ignore speeders
- Which people are certain to have *mutual* relatives?
 - best friends
 - teammates
 - cousins
- Which would NOT be a way to increase your *capital*?
 - buy new clothes
 - open a bank account
 - advertise a business
- In which item could *equity* build up?
 - a boat rental
 - a hotel room
 - a vacation home
- Which item would give tourists a *comprehensive* description of a city?
 - city map
 - guidebook
 - bus schedule



Check Again

Use what you know about the lesson word in italics to complete each sentence. Be sure your sentences make sense.

1. One example of the *fragility* of young mammals is _____
2. When my friends and I get together, we often *assemble* at _____
3. A *comprehensive* description of our school would include _____

4. If I were going to *campaign* to be class president, I would _____

5. I admire people who work on *behalf* of _____
6. Something that is difficult to *enforce* in parks is _____

7. If I had enough *capital* to start my own business, I would _____
8. My best friend and I have a *mutual* interest in _____
9. One situation in which it would be impossible to treat every person with *equity* is _____

10. The last time I was asked to *mediate* an argument, _____

Challenge Yourself

Follow the directions to write sentences with the lesson words in italics. Be sure your sentences make sense both grammatically and in meaning.

Write
Your Own

1. Write a sentence with the word *fragility* in the last position.
2. Write a question exactly ten words long, using the word *comprehensive*.
3. Write a sentence about neighbors, using the word *mediate*.

LESSON 16 Word-Solving Strategies: Context Clues

Inferences

As you read, look for clues that can help you infer the meaning of an unfamiliar word. Read this example from “The Rights for All.”

It also stated there must be gender equity among children so that girls and boys have equal access to education.

You can use the words *boys and girls* and *equal access to education* to infer that *equity* means “fairness and freedom from favoritism.” You might also use your own knowledge to figure out that the words **equity** and **equal** come from the same root word.

Often, inference clues do not appear in the same sentence as the unknown word.

Quin refused to mediate. His friends would have to work it out themselves.

The second sentence provides the clue—*work it out*—that helps readers infer the meaning of *mediate*.

BE CAREFUL!

Practice

A. Read the paragraph. In the first two boxes, write a highlighted word and the clues that helped you infer word meaning. Then write the meaning.

The United Nations is an international organization made up of over 190 countries. Established in 1945, its main headquarters is located in buildings along the East River in New York City. One of the most important functions of the UN is to champion peace. It does this by supporting and encouraging cooperation among nations. The UN also focuses on issues such as human rights and improving living conditions for all people.

WORD

INFERENCE CLUES

MEANING

B. Write sentences for two of the highlighted words from the paragraph above. Provide inference clues.

1. _____

2. _____

Practice for Tests

Fill in the bubble next to the answer that best completes the sentence or answers the question.

1. Read this sentence.

Paris is sometimes called the fashion *capital* of Europe.

In this sentence, *capital* means:

- A center of activity
- B base of government
- C place of wealth
- D clothing headquarters

2. A dog owner can *enforce* obedience by:

- A feeding the dog once a day
- B using a system of commands
- C giving the dog plenty of affection
- D buying the dog its own bed

3. The opposite of *assemble* is:

- A build
- B connect
- C construct
- D undo

4. In which group do all the materials or objects possess *fragility*?

- A fence post, steel, tin foil
- B wood, tree trunk, stone
- C rose, spider's web, tissue paper
- D string, rope, wire

5. A word closely associated with *mutual* is:

- A individual
- B separate
- C different
- D shared

6. Read this sentence.

The *comprehensive* art class taught painting, sculpture, and photography.

Comprehensive means:

- A brief or incomplete
- B focused on one topic
- C wide-ranging
- D taught by a professional

7. A *campaign* for dental health might:

- A remind people to brush and floss
- B raise money for dental schools
- C help a few people in need
- D donate candy to children

8. When something has *equity*, it is NOT:

- A fair
- B unfair
- C right
- D equal

9. A person might *mediate* when:

- A everyone is getting along
- B two groups are disagreeing
- C people have similar opinions
- D two countries are at peace

10. If you did something on someone's *behalf*, you would:

- A harm the person
- B ignore the person
- C support the person
- D control the person



Protecting the Wolf

<profile>

What do you picture when someone mentions a wolf? If you imagine a terrifying, ferocious creature, you're not alone. For years, people thought wolves were savage animals. Hunters shot them and farmers would petition for their elimination. In fact, four decades ago, wolves were almost extinct everywhere in the United States except Alaska. Many credit research scientists with the U.S. Geological Survey for helping people view wolves differently.

One U.S.G.S. research scientist's fascination with wolves began decades ago when he was photographing the animals. Initially, like others in his field, he studied wolves in captivity. However, he later came to believe that studying such wolves provided a qualitatively different and less accurate picture than studying them in the wild. One might think that captured wolves would vegetate and grow increasingly tranquil

in cages. Instead, the scientist noticed that when wolves were captured and put together, one would always emerge as the "top dog" in the pack and would control the others. The scientist saw that in the wild, on the other hand, wolves were social and traveled and hunted in packs. These packs were like a family—composed of parents and several generations of younger wolves.

Visitors to wildlife centers can engage in hands-on activities that explore the habitats in which wolves live. They learn that wolves prey on large animals, like deer, that eat low-growing plants. This, visitors learn, benefits both animals and the environment. When there were few wolves in the wild, other animal populations grew too numerous. Today, because of conservation, America's wolf population numbers more than 5,000. That means there

VOCABULARY

savage	vegetate
petition	tranquil
captivity	engage
qualitatively	conservation
captured	incapacitated

are fewer deer and other large animals in the wild now, and as a result there is less damage to the habitats in which they live. Additionally, when disease or lack of food has incapacitated an animal, it is more likely to be attacked by wolves. The result is that the remaining herd is healthier. In helping us to understand wolves better, the U.S.G.S. scientist showed us that there are many reasons that we must value and protect all animals.

Left: A young wolf pup howls.

Below: A pack of wolves is like a family, with members traveling and hunting together.

TALK ABOUT IT

With a partner, answer the questions below. Use as many of the highlighted words in the selection as you can.

1. Do you view wolves as *savage*? Why or why not?
2. In what ways might studying wolves in *captivity* be different from studying them in the wild?



Word Meanings

For each highlighted word on pages 186–187, the meaning is given below. For practice with other meanings, see pages 191–193. For synonyms and antonyms, see page 206.



1. **savage**
(SA-vij)
(adj.) Something that is *savage* is untamed or wild, and it is often fierce or dangerous.
(v.) To *savage* something is to attack it or to treat it harshly or violently.
2. **petition**
(puh-TI-shuhn)
(v.) When you *petition* for something you want or need, you make a request for it. People often *petition* in writing.
(n.) A *petition* is a written request made to someone in authority. Petitions have a list of signatures of other people who want the same thing.
3. **captivity**
(kap-TI-vuh-tee)
(n.) An animal in *captivity* is kept under human control and is not free. Similarly, a person in *captivity* is held as a prisoner.
4. **qualitatively**
(KWAW-luh-tay-tiv-lee)
(adv.) Things described as *qualitatively* the same or different are being compared by their characteristics rather than by their amount or number.
5. **captured**
(KAP-chuhrd)
(v.) When a person or animal is *captured*, it is taken and kept. Similarly, enemies have *captured* a city if they've gained it by force.
6. **vegetate**
(VE-juh-tayt)
(v.) People or animals that *vegetate* are not participating in much physical or mental activity.
(v.) Anything that grows in the manner of a plant is said to *vegetate*.
7. **tranquil**
(TRANG-kwuhl)
(adj.) Someone or something that is *tranquil* is calm, free from excitement, and undisturbed.
8. **engage**
(in-GAYJ)
(v.) When you *engage* in an activity, you take part in the activity and become involved in it.
(v.) If you *engage* a person for a job, you hire that person.
9. **conservation**
(kon-sur-VAY-shuhn)
(n.) *Conservation* is the work of protecting something, especially nature, by making sure it is cared for and not destroyed.
10. **incapacitated**
(in-kuh-PA-suh-tay-tid)
(v.) If something has been *incapacitated*, it no longer has the power, strength, or ability to work or function.

Word Talk

Each lesson word is listed here. With a partner, take turns drawing a picture to illustrate the meaning of six of the words. As one partner draws, the other partner identifies the vocabulary word.

captured
captivity
conservation
engage
incapacitated
qualitatively
petition (v.)
vegetate
savage (adj.)
tranquil



captured

Check for Understanding

Choose the lesson word that completes each sentence. Write the word on the line provided. Some words will be used twice.

captivity	engage	savage
captured	incapacitated	tranquil
conservation	petition	vegetate
	qualitatively	

1. Rather than _____ in front of the TV all weekend, I decided to go hiking.
2. The _____ of natural areas is important if we want to protect wild creatures.
3. Many museums allow visitors to _____ in laboratory experiments.
4. When I compare the two bike helmets _____, I see that they are made of the same materials, but there is a big difference in their prices.
5. Police _____ the burglar after they found him hiding behind a garage.
6. Rehabilitation centers keep injured animals in _____ until they are healthy enough to live in the wild again.
7. _____ swans floated peacefully on the calm waters of the pond.
8. Mother bears become _____ protectors when their cubs are threatened.
9. The serious car crash _____ my best friend for weeks.
10. Dogs need exercise and shouldn't be allowed to _____ indoors.
11. Members of the lakefront community will _____ to have motorboats banned from the water.
12. I am an athletic person who loves to _____ in many different sports in my free time.



Expand Word Meanings

Read the paragraph below to learn other meanings for some of the lesson words.

When an old field near my home was about to be sold to a builder, the neighbors became concerned. The land was beautiful, and the wild flowers that used to vegetate in the area were endangered. Tearing up the land for homes would savage it and destroy a natural habitat for animals and plants. Instead of just complaining, the neighbors decided to engage a lawyer to work for them. They also signed a petition asking the city to use the land as a nature preserve. The campaign worked, and today the land is a protected wildlife area.

Some of the lesson words are used here in a different way. For example, in this passage *vegetate* refers to the way plants grow and develop. Can you figure out the meanings of the other highlighted words as they are used here? Refer to page 188 to confirm meanings.

Apply Other Meanings

Complete each sentence with a highlighted word from the paragraph above.

1. My parents will _____ an architect to help them design an addition to our home.
2. If the hurricane comes, it will _____ the coastal town and destroy the beaches.
3. Many citizens signed a/an _____ asking for state officials to clean up the river.
4. The new social networking site managed to _____ into a dominant presence on the Internet.
5. People living along the river signed a/an _____ requesting that the state remove the dam so the river could flow freely again.
6. During the busy holiday season, the store must _____ the help of many temporary workers.
7. It didn't take long for the hobby of collecting small stuffed animals to _____ among my sister's friends and become a popular trend.
8. Hungry bears can _____ a camper's food supply, leaving only torn and broken containers behind.
9. Kids signed a/an _____ to keep the town pool open an extra hour on weekends.
10. If the couple can't _____ a live band for their wedding, they will hire a DJ.

LESSON 17 Word Associations

Use what you know about the lesson word in italics to answer each question. Circle the letter next to the phrase that best answers the question. Be prepared to explain your answers.

- Which person might a homeowner *engage* to sell a house?
 - neighbor
 - real estate agent
 - home buyer
- Which action would you take if you decided to *petition* for something?
 - read a newspaper
 - collect signatures
 - stage a protest
- In which circumstance might a city be *captured*?
 - in an earthquake
 - after a football game
 - during a war
- Which item would you buy if you were interested in the *conservation* of the environment?
 - plastic cups
 - recycled paper products
 - bottled water
- Which animal is likely to *vegetate*?
 - a cat sitting in a window
 - a horse performing at a rodeo
 - a dog working on a farm
- In which setting would you be most *tranquil*?
 - city street at rush hour
 - classroom before the bell
 - beach at sunset
- Which would cause a bus to be *incapacitated*?
 - heavy traffic
 - too many passengers
 - flat tire
- Which animal is considered *savage*?
 - wild tiger
 - pet turtle
 - racehorse
- Which might you consider if you were comparing cities *qualitatively*?
 - the size of the land
 - the number of people
 - the beauty of landmarks
- Which animal is held in *captivity*?
 - an outdoor cat
 - a monkey at the zoo
 - a bird in a nest



Check Again

Use what you know about the lesson word in italics to complete each sentence. Be sure your sentences make sense.

1. A *savage* thunderstorm might _____
2. People in *captivity* often suffer because _____

3. If I could work for the *conservation* of only one thing, I would _____
4. My niece is full of energy, so we tried to find an activity to *engage* her so _____

5. The new fashion trend began to *vegetate* when _____
6. I would sign a *petition* that _____
7. A *tranquil* ride down a river on a raft would be _____
8. Some people watch movies about Earth being *captured* by aliens because _____

9. If I were going to compare two stores *qualitatively*, I might describe _____

10. A pet might suffer if its owner was *incapacitated* by an illness because _____

Challenge Yourself

Follow the directions to write sentences with the lesson words in italics. Be sure your sentences make sense both grammatically and in meaning.

Write
Your Own

1. Write a sentence with the word *captured* in the third position.
2. Write a question exactly ten words long, using the word *petition*.
3. Write a sentence about the beach, using the word *vegetate*.

Word-Solving Strategies: Roots

Latin Root **cap**: “to take, hold, or seize”

You’ve learned about the roots *dic*, *dict*, and *clud* in previous lessons, and you know that identifying a root can help you figure out word meanings. Another root that is useful to know is *cap*, which comes from the Latin words *captus* and *capere* and means “to take, hold, or seize.”

Three of the words in this lesson are based on the root *cap*. Those words are *captured*, *captivity*, and *incapacitated*. Let’s examine the word *captured*. You know that *cap* can mean “to take, hold, or seize.” The suffix *-ure* can mean “the act or process.” These word parts can help you figure out that *capture* means “the act of taking, holding, or seizing.” The past tense of the word, *captured*, means “took and held.”

Now let’s look at the word *captivity*. The suffix *-ive* can mean “tending to be,” and the

suffix *-ty* can mean “the condition of.” When you put these meanings together with the meaning of the root, you might be able to figure out that *captivity* means “the condition of being held as a prisoner or under the control of another.”

A Third Example

Look at the word *incapacitated*. You can use the meaning of the prefix, the root, and the suffix to figure out the meaning of the word.

in- → not

cap → take, hold, seize

-ate → cause

Its meaning is “caused to lose the power, strength, or ability to work or function.”

Some words have Latin roots that are the same in spelling but mean different things. For example, the word *capital* has the Latin root *cap*, but in this case the root comes from the Latin word *caput*, which means “head.” If you can’t figure out a word from its root, use context clues or a dictionary to help you determine the meaning.

BE CAREFUL!

Practice

Read each sentence below. Then use what you know about the Latin root *cap* to write the meaning of the word in italics. Check your answers in a dictionary.

1. My older sister is a *capable* person who can take on many tasks at one time.

2. Dad’s new truck is huge, and it has a gas tank with an extra-large *capacity*.

3. The charming host *captivated* her dinner guests with stories about her travels.

4. During the war, the *captors* took prisoners to camps where they were held for years.

Practice for Tests

Fill in the bubble next to the answer that best completes the sentence or answers the question.

1. Read this sentence.
Rescuers *captured* injured birds in order to repair their wounds.
In this sentence, *captured* means:
 A marked for study
 B caught and held
 C imprisoned
 D tamed for pets
2. People *vegetate* when they:
 A work in the garden
 B spread a rumor
 C sit and relax
 D lead a dull life
3. The opposite of *captivity* is:
 A isolation
 B bondage
 C freedom
 D fragility
4. What's the most active way to *engage* in a sport?
 A watch it
 B talk about it
 C read about it
 D play it
5. A word associated with *tranquil* is:
 A quiet
 B nervous
 C restless
 D confused
6. Read this sentence.
Many organizations work for the *conservation* of forests.
Conservation means:
 A removal
 B appreciation
 C supervision
 D protection
7. A runner might be *incapacitated* by:
 A a broken ankle
 B a rainy day
 C cheering fans
 D a rough track
8. When you compare two novels *qualitatively*, you do NOT talk about:
 A characters
 B price
 C settings
 D themes
9. You might start a *petition* if you wanted:
 A advice from an authority
 B attention in the news
 C changes to a situation
 D signatures of all your friends
10. A *savage* animal is one that is:
 A kept in a zoo
 B easy to tame
 C unafraid of people
 D fierce and dangerous

Food We Can Use

<interview>

Host: Welcome to *Franklin Today*. A food revolution started with muffins—that’s what 17-year-old Zach Schwartz, the founder of Food We Can Use, says. Zach, can you elaborate?

Zach: One night my family and I were eating at a diner when I noticed someone behind the counter throwing out muffins. They looked fine, so I asked the woman why she did that. She told me lots of food gets thrown out every day. Even though it’s still edible, people don’t want to eat day-old food. The next day, I visited a local supermarket and saw a dumpster filled with unsold food. This seemed incredible, especially since I’d learned at a science fair that 17 million American households don’t have enough to eat. I was confident that there must be hungry people here who could use this food!

Host: So what did you do?

Zach: First, we went to the local food pantry and the community center, where they told me that with more food, they could serve more people. Then we went to local restaurants and markets and asked for food donations. At first, we sensed some reluctance because food being donated needs to be handled differently.

We decided to institute guidelines for food handling to address this.

Host: Who is the “we” you refer to?

Zach: When we started, the organization was just my family, but it began to evolve and develop over time.

Companies lent us trucks and drivers, and like an incline that slowly takes a truck higher, we’ve seen a gradual increase in the number of volunteers. People like the participatory experience of collecting food and helping to make a difference. Meanwhile, I’ve become fluent in the methods of running a large volunteer organization. Today we sustain two food pantries and provide ingredients for many meals at the community center. Unifying all of us is a single vision—that no one in Franklin should go hungry.

Host: Zach, thanks for joining us today. We expect great things from you in the future. You’ve set a great example for other young people to get involved in their communities.

Zach: Thanks. We still have a lot of work to do.

Host: I hope that in a few months you’ll come back to *Franklin Today* to give us an update.



VOCABULARY

elaborate
reluctance
institute
evolve
incline

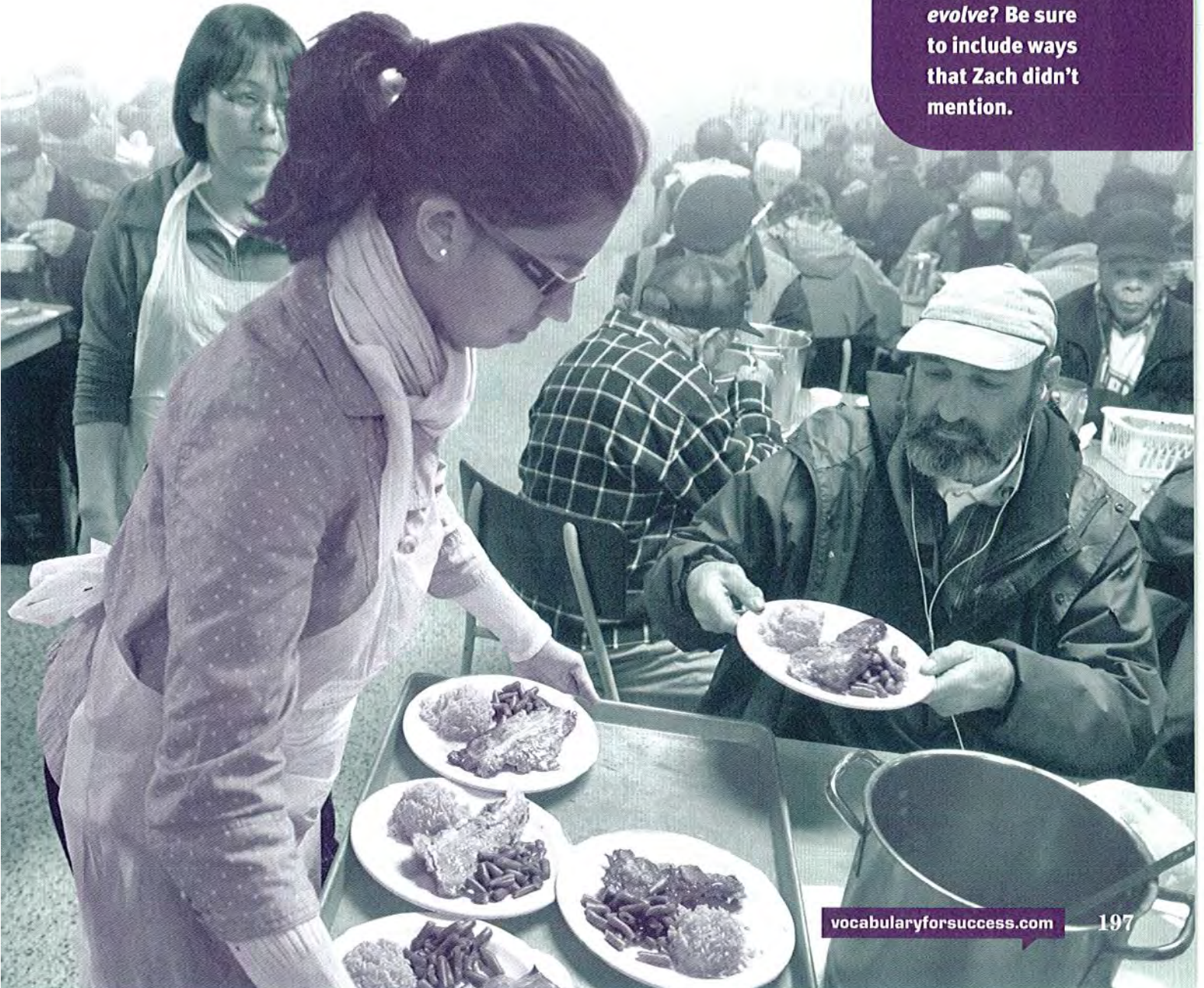
participatory
fluent
sustain
unifying
vision

Volunteers serve up meals for those who don't have enough to eat.

TALK ABOUT IT

With a partner, answer the questions below. Use as many of the highlighted words in the selection as you can.

1. What other kinds of things might Zach be *fluent* in as a result of this experience?
2. How did Zach's organization *evolve*? Be sure to include ways that Zach didn't mention.



Word Meanings

For each highlighted word on pages 196–197, the meaning is given below. For practice with other meanings, see pages 201–203. For synonyms and antonyms, see page 206.

1. **elaborate**
v. (i-LA-buh-rayt)
adj. (i-LA-bu-rit)
(v.) When you *elaborate* on something, you add details to explain it or tell more about it.
(adj.) Something that is *elaborate* is complicated, full of details, or very fancy.
2. **reluctance**
(ri-LUHK-tuhns)
(n.) If you feel *reluctance*, you feel as if you don't want to do something. *Reluctance* causes you to hesitate or be unwilling.
3. **institute**
(IN-stuh-toot)
(v.) When you *institute* something, you introduce it or start it.
(n.) An *institute* is an advanced school for people in fields such as art, cooking, or technology. Similarly, an *institute* is an organization set up for a special purpose, such as to support a cause.
4. **evolve**
(i-VOLV)
(v.) Something will *evolve* when it develops, or changes and grows. Things often *evolve* by getting bigger, better, or more complex.
5. **incline**
n. (IN-kline)
v. (in-KLINE)
(n.) An *incline* is a slope. When you walk up a hill, you walk up an *incline*.
(v.) Something that is able to *incline* you can persuade or influence you.
6. **participatory**
(par-TI-suh-puh-tor-ee)
(adj.) *Participatory* events give people opportunities to take part or engage in them. The United States government is *participatory*, because citizens are allowed to vote.
7. **fluent**
(FLOO-uhnt)
(adj.) A person who is *fluent* in a skill or language has mastered it or has the ability to do it very well.
8. **sustain**
(suh-STAYN)
(v.) You *sustain* something by giving it support or helping out so that it will continue.
9. **unifying**
(YOO-nuh-fye-eeng)
(v.) By *unifying* ideas or people, you bring them together in agreement. *Unifying* objects means bringing parts together to make a whole.
10. **vision**
(VI-zhuhn)
(n.) A *vision* is a picture in your imagination or a way of thinking about things.
(n.) *Vision* is seeing, one of the five physical senses.



Word Talk

Each lesson word has been placed in a category. With a partner, discuss and list items that belong in each category. Compare your results with those of another pair of students.

Things That Have
an *Incline*

Activities That Are
Participatory

Skills in Which
Eighth Grade
Students Should
Be *Fluent*

Ways That Reporters
Elaborate on
the News

Events for Which
You Might Have
a *Vision*

Ways to *Sustain*
Good Health

Ways a Plan Can
Evolve

Rules Many Parents
May *Institute*

Things People Often
Feel *Reluctance*
About

Ideas That May
Unify People

Check for Understanding

Choose the lesson word that completes each sentence. Write the word on the line provided. Some words will be used twice.



elaborate

incline

sustain

evolve

institute

unifying

fluent

participatory

vision

reluctance

- The science fair is a/an _____ event in which students at all grade levels get involved.
- My dog hates to get wet and shows _____ to go outside when it rains.
- The architect's _____ for the new building includes a courtyard.
- A desire to win the tournament is _____ the players as a team.
- My teacher asked me to _____ on my summary by giving more details.
- What started as only four people playing chess began to _____ into a chess club with many members.
- Although I have a bank account, I am not _____ in financial matters.
- Volunteers help _____ the science museum by donating their time.
- The company will _____ a smoking ban that goes into effect next month.
- The goal of reaching the mountaintop is _____ the climbers.
- As people who study snakes, herpetologists show no _____ to handle them.
- The _____ at the entrance to the post office makes it easy for people in wheelchairs to enter the building.



Expand Word Meanings

Read the paragraph below to learn other meanings for some of the lesson words.

Alex spent many hours daydreaming about being a hero.

In one of his fantasies, he was a doctor who restored sight to hundreds of people without vision. In another, he was a technical institute graduate who designed water systems for thirsty people in faraway villages. His elaborate dreams were filled with many exciting details, but they didn't help anyone! Alex wondered what event might incline him to take action. Then after reading about a local soup kitchen, he decided to volunteer in his community and help out in small but very important ways.

In this passage, some of the lesson words are used in a different way. For example, in this passage the word *vision* means "the act of seeing or the sense of sight." Can you figure out the meanings of the other highlighted words as they are used here? Refer to page 198 to confirm meanings.

Apply Other Meanings

Complete each sentence with a highlighted word from the paragraph above.

1. My older brother plans to attend a cooking _____ where he will train to become a chef.
2. The mystery novel had so many twists and surprises in its _____ plot, that I couldn't guess the ending.
3. The icy wind made my eyes water and my _____ blur.
4. The colorful tapestry has a/an _____ background filled with flowers, trees, and forest animals.
5. Hearing about the safety recalls should _____ many drivers to bring their cars to the dealerships for repair.
6. My _____ improved after my doctor prescribed new glasses for me.
7. The goal of the animal welfare _____ is to protect all animals, not just those that live in the wild.
8. The new sculptures may _____ many people to visit the art museum.
9. Older people with _____ problems often find it difficult to read small print.
10. The sudden warm weather might _____ people to cancel their plans to go skiing.

Word Associations

Use what you know about the lesson word in italics to answer each question. Circle the letter next to the phrase that best answers the question. Be prepared to explain your answers.



1. Which profession requires you to have excellent *vision*?

- a. musician
- b. salesperson
- c. pilot

2. How can someone help *sustain* a healthy environment?

- a. by recycling plastic
- b. by complaining
- c. by wasting water

3. Which person might show the most *reluctance* to be away from home?

- a. a person on vacation
- b. a small child without his parent
- c. a teenager at the mall

4. Which celebration might be most *elaborate*?

- a. a casual birthday
- b. a big wedding
- c. a family reunion

5. Which might *incline* you to go to college?

- a. a desire for a good career
- b. making new friends
- c. getting a car

6. How could a discussion about a problem *evolve*?

- a. It doesn't solve the problem.
- b. It never happens.
- c. It becomes an argument.



7. Which activity can be described as a *participatory* event?

- a. reading a book
- b. running in a race
- c. watching a movie

8. Which person must be *fluent* in animal behavior?

- a. bird watcher
- b. dog trainer
- c. zoo visitor

9. Which place might be called an *institute*?

- a. art school
- b. day care center
- c. mechanic's shop

10. Which person's job includes *unifying* members of a sports team?

- a. sports doctor
- b. newspaper reporter
- c. coach

Check Again

Use what you know about the lesson word in italics to complete each sentence. Be sure your sentences make sense.

1. Although I'm usually adventurous when it comes to eating, I have a *reluctance* to try _____

2. If I were asked to *elaborate* on my favorite summer activity, I would _____

3. Poor *vision* can be corrected with _____
4. If I could be *fluent* in any area, I would want to _____
5. A person who wants to *evolve* from a being a good writer to being a great writer should _____

6. In order to *sustain* its business, a popular restaurant should _____
7. The *participatory* nature of the class project means that _____
8. If a car were parked on an *incline* without its safety brake on, it might _____

9. *Unifying* people happens when you get them _____
10. If I could *institute* a new holiday, it would be _____

Challenge Yourself

Follow the directions to write sentences with the lesson words in italics. Be sure your sentences make sense both grammatically and in meaning.

Write
Your Own

1. Write a sentence exactly eleven words long, using the word *institute*.
2. Write a sentence in which you use the word *fluent* in the fourth position.
3. Write a sentence about a building, using the word *elaborate*.

Word-Solving Strategies: Context Clues

Synonyms

Synonyms can help you figure out the meaning of unfamiliar words in a reading passage. You can often find synonyms by looking for words set off by commas or connected by the word *and*. Read this example from “Food We Can Use.”

When we started, the organization was just my family, but it began to evolve and develop over time.

Notice that in the example, the synonyms **evolve** and *develop* are connected by the word *and*.

Synonyms are not always set off by commas or connected by *and*.

Regardless of their income, all people need nutritious food that is healthy for them.

The synonym for *nutritious*—*healthy*—appears in the same sentence but isn’t set off by commas or connected by *and*.

BE CAREFUL!

Practice

A. Write a highlighted word and its synonym in the first two boxes. Using the synonym context clues, write another meaning for the word in the third box.

The services provided by **municipal**, or city, food banks support families in need. These charities often supply food to thousands of families **annually**, or yearly. Some food banks distribute only preserved and **nonperishable** foods in cans and boxes. Others have food pantries from which families can select fresh produce. **Indispensable** items necessary for everyday living, such as soap and paper products, may also be provided.

WORD

SYNONYM

WORD MEANING

B. Write a sentence for each of the four highlighted words from the paragraph above. Use a synonym as a context clue.

1. _____
2. _____
3. _____
4. _____

Practice for Tests

Fill in the bubble next to the answer that best completes the sentence or answers the question.

1. Read this sentence.

In June, the store will *institute* a summer schedule with longer hours.

Institute means:

- A stop
- B teach
- C introduce
- D include

2. A person is *fluent* in a skill if he or she:

- A can do it well
- B is learning it
- C talks about it a lot
- D has no ability to do it

3. The opposite of *unifying* is:

- A joining
- B merging
- C connecting
- D separating

4. In which group can all the items be described as having an *incline*?

- A skating rink, ball field, bleachers
- B hillside, mountain trail, escalator
- C flagpole, street, parking lot
- D desk, table, staircase

5. When you help *sustain* a zoo, you:

- A close it
- B walk around it
- C support it
- D dislike it

6. Read this sentence.

My *vision* for the future includes becoming a concert pianist.

In this sentence, *vision* means:

- A written plan
- B sense of sight
- C prediction
- D mental picture

7. Something that will *evolve* will NOT:

- A grow and change
- B progress
- C remain the same
- D develop

8. An *elaborate* plan might have:

- A many steps
- B a few steps
- C no purpose
- D no design

9. A word closely associated with *participatory* is:

- A remote
- B uninterested
- C popular
- D group

10. A person who shows *reluctance* might:

- A join in
- B hesitate
- C show willingness
- D be enthusiastic

Synonyms and Antonyms

In the following Word Bank, you will find synonyms and antonyms for some of the words in Lessons 16–18. (Remember: Some words have both synonyms *and* antonyms.) Study these words; then complete the exercises below.

develop	tame	part	toughness	shared	painful
released	dividing	trade	slant	quiet	meet

A. For each sentence, fill in the blank with a **SYNONYM** for the word in boldface.

- Jessie won't tell other kids about the **tranquil** spot where she goes to read, because if they know about it, it will not remain _____ for long.
- Our backyard is on an **incline**. Because of the _____, it's a great place for sledding on snowy days.
- The chess club members _____ every Saturday. When it is not raining, they **assemble** at a local park to play matches outdoors.
- My friend and I have a **mutual** love of skiing. We discovered this _____ interest one day when we were talking about winter sports.
- As I _____ new services, my small pet sitting business will **evolve** into a successful company.

B. For each sentence, fill in the blank with an **ANTONYM** of the word in boldface.

- Although my cat screeches like a **savage** beast when he's hungry, everyone in the family knows that he's just a _____ little kitty.
- Rather than **unifying** the team members, the pressure to win the championship was _____ them.
- My relatives **assemble** each year for a family reunion. It is always hard for us to _____ when the celebration ends.
- The scientists **captured** and tagged the dolphin. Then it was _____ into the sea again.
- My great-grandfather's _____ is amazing. He has none of the **fragility** that people his age often have.

Word Study: Proverbs

The interview with Zach Schwartz in Lesson 18 illustrated the truth of the proverb, “Waste not, want not.” Zach’s organization found a way to get food that was being wasted to people who didn’t have enough to eat.

Proverbs are wise sayings. Like idioms, proverbs have a meaning that goes beyond their literal meaning. For example, “One tree doesn’t make a forest” means that one person can’t accomplish as much as several people working together. “You can’t see the forest for the trees” warns against focusing on small details and missing the larger point.

Practice

Read each sentence. Use context clues to figure out the meaning of each proverb in bold print. Then, write the letter of the definition for the proverb in the sentence.

- | | |
|---|--|
| _____ 1. Actions speak louder than words , so Mr. O’Donovan put bushes along the road after promising to help beautify his neighborhood. | a. A different person brings positive changes. |
| _____ 2. Don’t cry over spilled milk ; just get on with things and try to learn from your mistakes. | b. If you keep something bad from happening now, you won’t have to deal with problems later. |
| _____ 3. Figuring a new broom sweeps clean , the failing company decided to hire a new vice president to improve sales. | c. A person can’t alter his or her basic nature. |
| _____ 4. Uncle Martin jogs every day because he believes an ounce of prevention is worth a pound of cure . | d. No one should complain about others unless he is perfect. |
| _____ 5. Whenever we start criticizing others, Aunt Beth reminds us that people who live in glass houses shouldn’t throw stones . | e. Don’t focus on bad events that can’t be changed. |
| _____ 6. “Maggie was a mischievous child,” said Polly, “and a leopard doesn’t change its spots .” | f. What you do is more important than what you say. |
| | g. Similar people hang out together. |

Practice

Work with a partner to figure out the meaning of each proverb. (Use an online or print dictionary.) Then, work together to write a sentence for each proverb.

- | | |
|------------------------------------|---|
| 1. Too many cooks spoil the broth. | 5. Least said, soonest forgotten. |
| 2. Better safe than sorry. | 6. A constant guest is never welcome. |
| 3. A bad workman blames his tools. | 7. Where there’s a will, there’s a way. |
| 4. Blood is thicker than water. | 8. Once bitten, twice shy. |

Vocabulary for Comprehension

Read the following passage, in which some of the words you have studied in Lessons 16–18 appear in boldface type. Then answer questions 1–6.



The American Red Cross

In an emergency or time of need, to whom do Americans turn? They often turn to the people of the American Red Cross. Organized in 1881 by Clara Barton, a teacher who became a

- 5 Civil War nurse, the Red Cross continues to develop and **evolve**. Today it is a wide-ranging and **comprehensive** emergency response organization.

One of the most important functions of the

- 10 Red Cross is to work on **behalf** of people affected by natural disasters. When destructive earthquakes or **savage** storms hit, Red Cross workers and volunteers **assemble** quickly and are often among the first people on the scene.

- 15 Part of the ongoing work of the Red Cross is to **engage** in the collection of blood. It often holds **participatory** blood drives in which people donate blood for hospitals.

The Red Cross also helps American veterans

- 20 **incapacitated** by war. It supports military families and other families in need. In addition, it offers training that enables people to become **fluent** in survival skills such as first aid or CPR.

In troubled and in **tranquil** times, the American

- 25 Red Cross is there to assist. For more than 125 years, the organization has been helping people and saving lives.

1. In sentence 3, **evolve** means

- A move back
- B grow
- C stay the same
- D fall apart

2. Something that is **comprehensive** (line 7) is NOT

- A broad
- B complete
- C limited
- D widespread

3. When people **assemble** (line 13), they

- A build things
- B separate
- C wander around
- D get together

4. If you were **incapacitated** (line 20), you might be

- A injured
- B healthy
- C slightly ill
- D unaffected

5. A person who is **fluent** (line 23) is

- A smart
- B feeble
- C knowledgeable
- D unskilled

6. Another word for **tranquil** (line 24) is

- A disorderly
- B confusing
- C dull
- D peaceful