



Level 6

Study Skills


A Mini Course

Help Pages

## Help Pages

| <b>Glossary</b>                              |  |
|--|--|
| <b>Acronym</b>                               | a word that is formed from the first initials of the items that need to be memorized; for example, BLT for "bacon, lettuce, and tomato"    |
| <b>Almanac</b>                               | a reference book that is a single volume of current facts, figures, tables, and lists  |
| <b>Analogy</b>                               | two pairs of items in which the relationship between the first two matches the relationship between the next two; <i>see Analogy</i> chart |
| <b>Antonym<br/>Analogy</b>                   | compares two sets of words or objects that are opposites; for example, light : dark :: open : shut   |
| <b>Atlas</b>                                 | a reference book that is a collection of maps  |
| <b>Bar Graph</b>                             | a graph that uses horizontal or vertical bars to compare data or information; a vertical bar graph may be called a column graph            |
| <b>Bibliography</b>                          | an alphabetical listing (by author's last name) of sources used to prepare and write a report or other paper                               |
| <b>Brainstorm</b>                            | a strategy or technique for getting ideas; when brainstorming, list anything that comes to mind, as many ideas as possible                 |
| <b>Category</b>                              | a grouping of things that are alike  |
| <b>Chart</b>                                 | a graphic organizer used to organize a large amount of information   |
| <b>Chronological</b>                         | in numerical order; first, second, third, and so on  |
| <b>Chunking</b>                              | a strategy for reading longer passages which is to break the passages into parts or chunks and focus on one chunk at a time                |
| <b>Circle Graph</b>                          | <i>see Pie Graph</i>   |
| <b>Clustered Bar<br/>or Column<br/>Graph</b> | bar graphs with multiple entries showing similar data for more than one item or source   |
| <b>Completion<br/>Item</b>                   | <i>see Fill-in Item</i>  |

## Help Pages

| Glossary                        |   |
|---------------------------------|---|
| <b>Context Clues</b>            | word clues that give the meaning of a word in the same or a nearby sentence; clues can be synonyms, antonyms, or definitions            |
| <b>Data</b>                     | information such as facts and numbers   |
| <b>Definition Context Clue</b>  | two or more words that give the definition of the word  |
| <b>Description Context Clue</b> | describing words to help give the meaning of the word   |
| <b>Diagram</b>                  | a drawing used to illustrate something  |
| <b>Dictionary</b>               | a reference book that arranges words in alphabetical order; gives the definition of a word, its part of speech, and other information   |
| <b>Direction Word</b>           | a word that tells you what to do; examples: compare, define, describe, list, explain, summarize   |
| <b>Encyclopedia</b>             | a reference book that contains articles in alphabetical order on many topics; found online or listed in alphabetical order in book form |
| <b>Essay Item</b>               | a question or statement that calls for an extended response (4 to 5 sentences)  |
| <b>Fill-in Item</b>             | an item that calls for the student to fill in a missing word or words in a sentence   |
| <b>Five W's</b>                 | a strategy for summarizing or finding the main idea; asks <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>why</i>        |
| <b>Flash Cards</b>              | cards with a term written on one side and pictures or words on the other; flash cards are used to memorize information                  |
| <b>Glossary</b>                 | an alphabetical listing of words and their meanings; usually found at the back of a book  |
| <b>Grouping</b>                 | putting things in lists or categories to assist in memorizing   |
| <b>Horizontal</b>               | flat or level                                       |
| <b>Hyperbole</b>                | exaggeration to make a point  |
| <b>Idiom</b>                    | a word or phrase that has a special meaning in a certain language; it is not a literal meaning  |


## Help Pages

| Glossary               |  |
|------------------------|--|
| <b>Index</b>           | an alphabetical listing found at the back of a book; lists important terms, names, and illustrations found in the book   |
| <b>Internet</b>        | a vast network of digital information that can be accessed by computers  |
| <b>Key</b>             | also known as a legend; tells what the symbol on a graph or map stands for   |
| <b>Line Graph</b>      | a graph that uses dots and lines to compare information over a period of time  |
| <b>Main Idea</b>       | the gist or substance of a text; what a paragraph or selection is all about  |
| <b>Matching Item</b>   | an item that requires putting like things together; for example, a word and its definition                               |
| <b>Metaphor</b>        | compares two things, but does not use <i>like</i> or <i>as</i> ; it uses a form of the verb <i>be</i>                    |
| <b>Mnemonic Device</b> | a strategy for remembering; examples include acronym words or sentences and rhyming                                      |
| <b>Outline</b>         | a graphic organizer useful for summarizing and organizing information; an outline moves from general to specific         |
| <b>Paraphrase</b>      | re-phrase or put something in your own words   |
| <b>Pictograph</b>      | a chart that uses pictures or symbols to show information  |
| <b>Pie Graph</b>       | also known as a pie chart or circle graph; a graph that is divided into pie-shaped pieces                                |
| <b>Plagiarism</b>      | the illegal use of another person's words or ideas   |
| <b>Prefix</b>          | parts added to the beginning of a word that change the meaning of the word   |
| <b>Resources</b>       | source of information; for example, dictionary, encyclopedia, thesaurus, internet, almanac, atlas, etc.                  |
| <b>Rhyming</b>         | putting together words with similar endings, such as right - tight - might; may be used to learn or memorize information |
| <b>Root Word</b>       | the main part of a word; stands on its own without a prefix or suffix  |

## Help Pages

| Glossary                    |   |
|-----------------------------|---|
| <b>Search Engine</b>        | a computer program that searches for different websites to locate information   |
| <b>Simile</b>               | compares two things using <i>like</i> or <i>as</i>  |
| <b>Skim</b>                 | a way of quickly reading through a passage just to get an idea of what the passage is about; usually a first step to reading a longer passage   |
| <b>Source</b>               | a starting place; where information comes from; for example, book, encyclopedia, website, interview<br><i>see Resources</i>   |
| <b>Strategy</b>             | a plan for solving a problem or doing a task  |
| <b>Suffix</b>               | a part added to the end of a word that changes the meaning of the word  |
| <b>Summarize</b>            | to restate only the main points or ideas in a selection using your own words  |
| <b>Supporting Details</b>   | sentences that shore up the main idea or topic sentence   |
| <b>Synonym</b>              | a word that means the same or nearly the same as another word   |
| <b>Synonym Analogy</b>      | two pairs of words or objects in which each pair are synonyms of each other;<br>for example, happy : glad :: big : large  |
| <b>Synonym Context Clue</b> | a word that means the same or nearly the same as the new word within the text   |
| <b>Table</b>                | a graphic organizer used to arrange and display a large amount of information   |
| <b>Table of Contents</b>    | an outline found near the front of a book; lists chapter titles and page numbers  |
| <b>Thesaurus</b>            | a reference book that gives synonyms and sometimes antonyms of words  |
| <b>Three-Column Chart</b>   | a graphic organizer used to compare and contrast two items; there is a column for listing the characteristics of each item, plus a column showing characteristics that the two have in common; similar to a Venn diagram except in chart form |

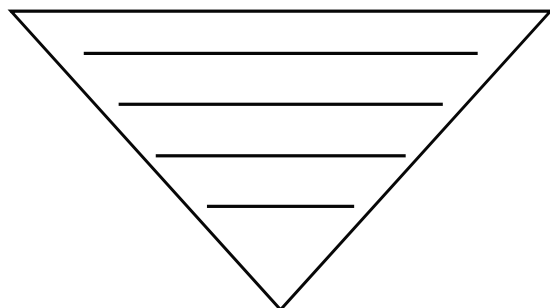
## Help Pages

| Glossary                  |  |
|---------------------------|--|
| <b>Timeline</b>           | a graphic organizer that lists events and dates in chronological order; timelines can be horizontal or vertical                                |
| <b>Topic Sentence</b>     | sentence that contains the main idea; may come at the beginning, middle, or end of a paragraph   |
| <b>True or False Item</b> | a statement that is either true or not true; if any part is false, the statement is false  |
| <b>Venn Diagram</b>       | a graphic organizer composed of two overlapping circles which is used to compare and contrast information (shows similarities and differences) |
| <b>Vertical</b>           | up and down   |
| <b>Visual Clues</b>       | illustrations, photos, or graphics that give clues about the meaning of what is written next to them   |
| <b>Website</b>            | a place on the Internet that contains information in the form of pictures, text, videos, and sound   |
| <b>World Wide Web</b>     | a part of the Internet; sometimes used interchangeably with the word, <i>Internet</i>  |

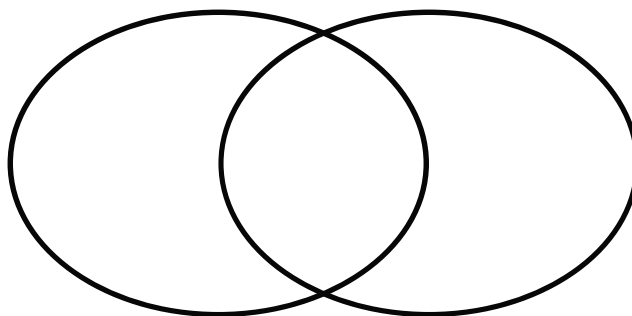
## Help Pages

## Graphic Organizers

Inverted Pyramid



Venn Diagram



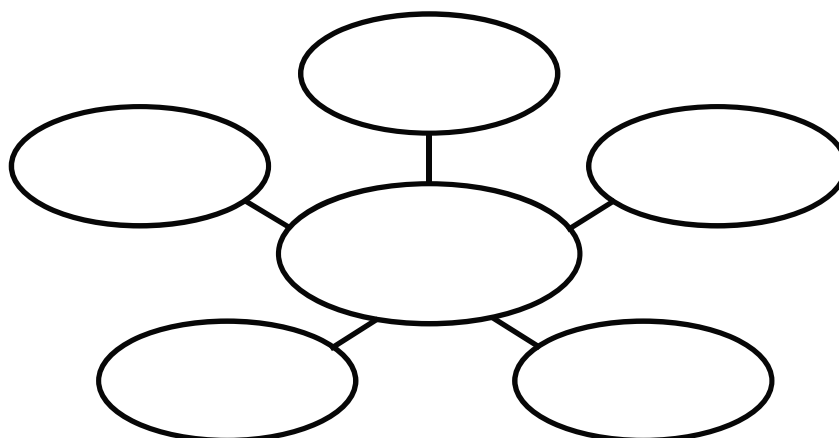
Table

| • | • |
|---|---|
| • | • |
| • | • |

Chart



Web



## Help Pages

### Summary of Study Strategies and Suggestions

Develop and use good listening skills.



Keep an assignment notebook or folder.

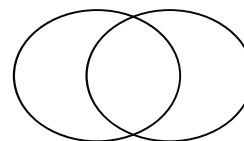


Have the right supplies.



Read as much as you can.

Organize storage areas.



Use graphic organizers to summarize information.



Set goals.

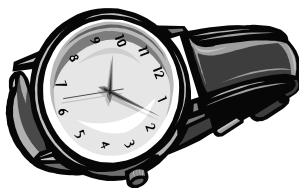
Have a study buddy.



Get plenty of sleep and eat a nutritional breakfast.



Manage your time; don't wait until the last minute to complete assignments or study for a test.



Visit museums, zoos, aquariums, and other educational places that are also fun.



Use special strategies to help you memorize.

- Break up large amounts of information into chunks.
- Use rhyming, flashcards, and acronyms.

# FYI



## Help Pages

### Summary of Test-Taking Strategies and Suggestions

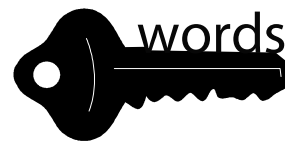


Listen carefully to all directions.

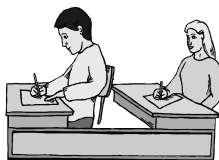
Read every word of the test directions.



Underline key words in the directions.



Read each test question or statement carefully.



Brainstorm ideas for essay items and organize your ideas before you start writing (use scrap paper).



*fish breathe with gills*

Write your answers neatly.

Know how much time you have and manage your time. (Do not spend too much time on any one item.)



If there are multiple choices, cross out (if permitted) any answers that are definitely wrong.

~~A~~ ~~B~~ C D

Complete every item, even if you have to make a guess.

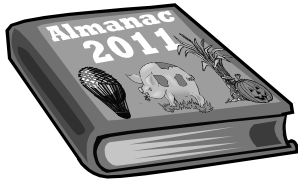

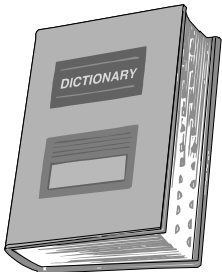
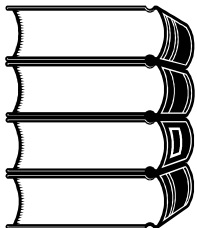
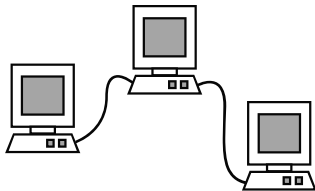



Go back over your work once you have finished the test.

Change an answer only if you are sure you have answered incorrectly.

*underwa* 

## Help Pages

| References  |                     |  |
|---|---------------------|--|
|    | <b>Almanac</b>      | a book of current facts, published every year; contains facts, figures, tables, and lists                                |
|    | <b>Atlas</b>        | a collection of maps showing continents, countries, oceans, and physical land features                                   |
|    | <b>Dictionary</b>   | an alphabetical listing of words and their meanings; entries include pronunciation, part of speech, and word origin      |
|  | <b>Encyclopedia</b> | an information bank; contains articles written by experts and arranged in alphabetical order; articles cover many topics |
|  | <b>Internet</b>     | an electronic network connecting computers all over the world; often used interchangeably with <i>World Wide Web</i>     |
|  | <b>Thesaurus</b>    | an alphabetical listing of synonyms and antonyms; used to find substitute words and to build vocabulary                  |

## Help Pages

### Cause and Effect

An **effect** tells what happened. The **cause** tells why it happened.

**Example:** Cause - There was a blizzard overnight,  
Effect - and the roads are closed today.

Ask yourself, "What happened?" The roads are closed. (Effect)

Ask yourself, "Why did it happen?" There was a blizzard overnight. (Cause)

A cause may have more than one effect.

**Example:** Cause - There was a blizzard overnight,  
Effects - so the roads are closed today and  
snow plows have to work overtime.

An effect may be the cause of something else.

**Example:** Cause - The roads are closed today;  
Effect - therefore school is cancelled.  
Cause - Since school is cancelled,  
Effect - we are taking our sleds to the park.

blizzard → roads closed → schools cancelled → sled rides in the park

Sometimes special clue words and phrases can signal a cause or effect.

|                |              |       |           |      |
|----------------|--------------|-------|-----------|------|
| as a result of | consequently | hence | so        | thus |
| because        | due to       | since | therefore |      |

Remember, the order of cause and effect statements can change. Either can come first in a sentence.

**Example:** Cause - The oven got too hot,  
Effect - so the cookies burned.  
Effect - The cookies burned  
Cause - because the oven got too hot.

## Help Pages

### Bibliography

A bibliography is a list of sources that were used in the preparation of a research document. The bibliography is arranged in alphabetical order by author's last name. The title of the book, magazine, or Internet article is included, as well as the publisher, date of publication, and sometimes page numbers. Bibliography styles may differ slightly, and you should follow your teacher's specific directions for setting up your bibliography. Here are some guidelines and examples of how to list various sources. The following use MLA format. **Some of the information listed here may not be available. If the information is not available, just include as much as you can find in the citation.**

**Book with One Author:**

Author's Last name, First name. Title of Book. City: Publisher, Date.

**Example:**

Lawry, Matthew. Fascinating Desert Life Forms. Dayton: Traders Press, 2004.

**Book with Two or Three Authors:**

Author's Last name, First name and additional author's First and Last name(s). Title of Book. City: Publisher, Date.

**Example:**

Morris, Paul, Trudy Willis, and Marie Jenson. Hiker Meets Cactus. Chicago: Toads Press, 2008.

**Encyclopedia:**

Author's Last name, First name (if available). "Title of Article." Title of Encyclopedia. City: Publisher, year ed.

**Example:**

Hernandez, Noreen. "Arid Biomes." Universe Encyclopedia. New York: Green, Inc., 2006 ed.

## Help Pages

### Bibliography (continued)

**Magazine Article:**

Author's Last name, First Name. "Article Title." Title of Magazine Month year: page numbers.

**Example:**

Parched, Sandy. "My Days in the Sahara." Geography and More May 2000: 13-19.

**Internet Article:**

Author's Last name, First name. "Article Title." Website Title.  
Date of posting or last update. Site sponsor. Date you visited the website. <web address>.

**Example:**

Greenberg, Tasha. "Desert Life." Topics to Research. March 2006. International Geographics. Sept. 16, 2010.  
<<http://topicstoresearch.com/biomes/desert.html>>.

**Website with No Author:**

"Site Title." Sponsor. Copyright date or latest update. Date you visited the website. <web address>.

**Example:**

"Desert Days." Environments Global. 2009. Aug. 23, 2010.  
<<http://environsglobal.net/days/desert.html>>.

**Personal Interview:**

Person's Last name, First name. Kind of interview (personal interview or phone call). Date of interview.

**Example:**

Jogan, James. Personal interview. February 20, 2007.

## Help Pages

### Context Clues

You can use **context clues** to figure out the meaning of a word. Context clues are the words that come before or after the unknown word. Sometimes the author will give the definition of the new word by using **synonyms**.

**Example 1:** The farmers get fair **remuneration**, or payment, for the goods they provide.

The context clues let you know that *remuneration* must mean *payment*.

**Example 2:** Margo's biggest **gaffe** was that she called the teacher by her first name. That was a mistake!

You can tell that *gaffe* means *mistake*. The next sentence says exactly that. Also, you probably know that calling a teacher by her first name would be a mistake.

Sometimes the author will hint about the meaning of the word by using **antonyms**.

**Example 1:** Claire was actually **garrulous** this morning. Usually she barely speaks.

The context clues let you know that *garrulous* must mean the opposite of *barely speaks*. So, *garrulous* must mean *talkative*.

**Example 2:** When the teacher was gone during recess, the kindergarten room was **chaotic**! I longed for my own peaceful, quiet classroom.

You can tell that *chaotic* means the opposite of *peaceful and quiet*. Also, you can imagine recess in a room full of five-year-olds without their teacher.

If you cannot figure out the meaning of a word, it's a good idea to first decide what part of speech the word is.

**Example:** Dr. Foster had photos of beautiful **tetras** in his office. Which of these tells the meaning of *tetras*? acrobats cooking fish jumps  
This sentence doesn't tell you what *tetras* are, but you can tell that *tetra* is a *plural noun*. So it is probably not *cooking* or *jumps*.

Read the next part: Tetras are so brightly colored! Imagine seeing them swimming in large schools in the clear rivers of South America.

Which of these tells the meaning of *tetras*? acrobats ~~cooking~~ fish jumps  
The context clues - *swimming in large schools in the clear rivers of South America* - tell you that *tetras* must be a *type of colorful fish*.

## Help Pages

### Analogy

An **analogy** is a way of comparing things.

Here is an example:      mayor : city :: governor : state

This can be read as,

"Mayor is to city as governor is to state."

To solve an analogy, you need to figure out what the relationship is between the two words.

A *mayor* is the leader of a city. A *governor* is the leader of a state.

Here is another example:    lamb : sheep :: calf : \_\_\_\_\_

What is the relationship?    A lamb is a baby sheep.

horse      piglet      cow      kitten

The missing word must be *cow* because a *calf* is a baby *cow*.

In an **analogy**, the words may be compared in many ways.

The words may be synonyms.

**Example:**    happy : joyful :: tall : high

*Happy* and *joyful* are synonyms. *Tall* and *high* are synonyms.

The words may be antonyms.

**Example:**    thin : thick :: rich : poor

*Thin* is the opposite of *thick*. *Rich* is the opposite of *poor*.

One word may describe the other.

**Example:**    bright : sunshine :: prickly : porcupine

*Sunshine* is *bright*. A *porcupine* is *prickly*.

One word may name a part of the other.

**Example:**    wheels : bicycle :: legs : table

A *bicycle* has *wheels*. A *table* has *legs*.

One word may be in the category or group of the other.

**Example:**    rabbit : mammal :: orange : fruit

A *rabbit* is a type of *mammal*. An *orange* is a type of *fruit*.

## Help Pages - Long Reading Passage

### Vietnam Veterans Memorial

Jan Scruggs was a former infantryman who had served in the Vietnam War. In 1979, Jan was watching a movie called *The Deer Hunter*, and he came up with the idea to create some kind of memorial that would include the names of all of the people who had died while serving in the Vietnam War. That was the beginning of the Vietnam Veterans Memorial Fund. This fund raised over eight million dollars to begin the process of creating such a memorial. Congress helped by granting land for the project. The land that was set aside was near the Lincoln Memorial, and the design of this significant and unique memorial was opened up to everyone through a contest.

Over 2,500 people registered to take part in the competition. However, only 1,421 contestants actually submitted their designs. A board, consisting of eight architects and sculptors, was given the responsibility of choosing the best idea from all of these entries. The board agreed upon a winner: 21-year-old Maya Yin Ling, an architecture student at Yale University. She was from Athens, Ohio. Her simple design called for just two black granite walls which would be etched with over 58,000 names. The Vietnam Veterans Memorial would eventually be known as "The Wall."

The Vietnam Veterans Memorial was built in 1982. Black granite for the project came from India and was chosen because of the high reflective quality of the stone. The granite went first to Vermont where it was cut and prepared. It was then sent to Tennessee to be etched. The two walls were made up of 72 panels each, and 70 of them were etched with names. The outside panels remained blank. The memorial walls were etched with the names of those who were killed in the war or listed as "missing in action" from 1959 to 1975. The list was in chronological order. A path along the walls was created for spectators to move along while reading the names listed.



## Help Pages - Long Reading Passage

### Vietnam Veterans Memorial (continued)

Maya Lin's design was met with much controversy at first. Some people thought her idea for the design was too simple, and did not even include an American flag. Others were angry that the granite was coming from India. Moreover, some people did not like the fact that Maya Lin was an Asian American. However, once the critics saw the finished wall, the complaints diminished. Visitors to The Wall were struck by its beauty and simplicity; its tone was sacred. As a result, many people viewed it more as a shrine than a national monument.

Two other memorials were later added to the site, and this also helped to lessen criticisms of the original design. A set of bronze statues called *The Three Servicemen* was created by Frederick Hart, who had placed third in the original competition. The sculpture shows three servicemen: one White, one African American, and one Latin looking over at the wall of the names of all their fallen friends and comrades. In 2004, a memorial plaque was added to the statue of *The Three Servicemen*. The plaque is a carved block of black granite dedicated to those who died as a result of injuries during the war. The Women's Memorial was added in 1993 and was dedicated to the women (mostly nurses) who served in the war. The sculpture consists of three women. "Hope" is looking up, "Faith" is praying, and "Charity" is taking care of a wounded soldier.

The Vietnam Veterans War Memorial does not comment on the Vietnam War. The war itself is known as a long and controversial military action. The purpose of the memorial is not to focus upon the conflict but to honor those who served and lost their lives as a result of it.



## Help Pages - Long Reading Passage

### Meat-Eating Plants

Most plants produce their own food using a process called photosynthesis. Photo means "light" and synthesis means "to make or build." Plants use light, water, and nutrients from the soil to produce food in the form of sugar. The green part of the plant, chlorophyll, is the part that absorbs sunlight, and it is the chlorophyll that gives plants their green color.

A number of plants, however, live in places where there is not enough light, or the soil does not have enough nutrients. Most green plants would die in these locations. However, a few plants have adapted over time to compensate, or make adjustments. They have had to look elsewhere for necessary nutrients. Insects and small animals are plentiful where plants live and can be a source of food. So, some plants have become carnivores. In other words, they became meat eaters. These plants are sometimes called insectivores since they consume insects.

Carnivorous plants have developed different ways of trapping the food they need. Some meat-eating plants, like the pitcher plants, have disguised their true nature. They look very innocent, and they have beautiful tubular leaves (that look like pitchers) with pools of sweet nectar inside. Curious insects or even small birds or lizards move in close to take a sip. Once inside, they are trapped by small hairs. The pool contains enzymes that begin to digest or break down the prey, so it can be absorbed by the plant. Other plants have coverings that are sticky, like fly paper. As an insect travels by, it is attracted to the plants' leaves. Once the insect lands, it is trapped in the stickiness of the leaves. Then the leaves slowly wrap around the insect and begin to release digestive enzymes. Enzymes in carnivorous plants are similar to human digestive enzymes in the stomach. As an insect is digested, nutrients from its body can be absorbed and used by the plant.

## Help Pages - Long Reading Passage

### Meat-Eating Plants (continued)

The Venus flytrap is another meat-eating plant. It has large leaves that are shaped sort of like an open book and covered with tiny hairs on the inside. The flytrap's most common prey is insects or spiders. An insect or spider walking along the leaf may come in contact with one of the very small hairs. If another hair is touched within twenty seconds, the trap quickly springs shut, trapping the spider or insect between the two leaves.



Meat-eating plants can be large and intricate or small and delicate, but they all have one thing in common. They are not what they appear to be. Over thousands of years, carnivorous plants have grown to look innocent and inviting. These plants tend to grow in wet areas. Although they sound exotic, carnivorous plants are not as rare as you might think. They can be found right here in the United States. In fact, the United States has the greatest variety of carnivorous plants in the world. The Venus flytrap grows in North and South Carolina. Pitcher plants are common throughout the Southeastern United States. Many carnivorous plants can even be cultivated at home. A Venus flytrap can be fed common houseflies while pitcher plants will eat yellow jackets.

## Help Pages - Long Reading Passage

### History of Video Games

Video games have a short history - they've been around for less than 50 years. The first real game, *Spacewar!* (1962), was the starting point for what would eventually be known as a video game. *Spacewar!* allowed two people to play against each other. Each person controlled a spaceship with a limited number of missiles to fire. In 1971, a new game, *Galaxy Quest*, which was based on *Spacewar!* became the first coin-operated video arcade game. The game *Pong* followed closely after in 1972. Three years later, *Pong* was brought into people's homes with the first round of game consoles. It was the first really successful arcade game with popular appeal. The demand for *Pong* allowed its creators to market the game for use at home on televisions. *Pong* was a simple game compared to the video games of today. It was loosely based on the game of table tennis. Players used knobs to control a paddle which hit the electronic ball back and forth across the screen. In 1975, Magnavox® introduced the first home game system. This system was called the Odyssey. It was a very straightforward system with simple graphics. Overlays had to be taped to the television screen to create a background for the games. The system used transistors and did not even have a microprocessor.

The late 1970's saw the emergence of several other popular games. *Space Invaders* hit the market in 1978. *Asteroids* and *Pac Man* followed in 1979 and 1980. Newer games in the late 1970's set the stage for the golden age of video games. Between 1980 and 1990, video games became more and more popular. The new generation of games had better graphics, more novel features, and easier play techniques. By this time, video games were no longer just a passing fad but a legitimate source of entertainment. Game fans were introduced to a greater range of games. Adventure games led players to distant realms

## Help Pages - Long Reading Passage

### History of Video Games (continued)

and new worlds, and horror survival games allowed players to fight zombies. Fighting games like *Mortal Kombat* allowed players to fight to the death using jumps, kicks, and punches. In the 1990's the games became even more sophisticated, and 3D graphics made the games even more realistic. Role-playing games, or RPGs, allowed players to develop characters for long term play. Other real time strategy games allowed players to match wits with players around the world.

Today, the development of graphics cards has taken the industry to new heights. All video games are three-dimensional. Displays are incredibly realistic with graphics that are far improved over earlier versions of the same games. Games are now made for use on desktops, laptops, and a host of platforms like PlayStation® and Xbox®.



## Help Pages - Long Reading Passage

### Origami

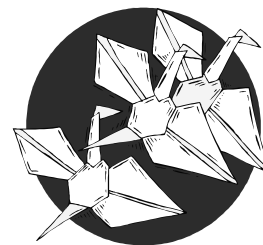
The Japanese art of origami gets its name from the combination of two Japanese words; "ori" means "folding" and "kami" means "paper." So, origami translates as "folding paper." However, origami was invented in China, not Japan. The practice made its way to Japan in the sixth century, but the Chinese were folding paper several centuries earlier. Origami requires the use of special paper that is folded into many intricate patterns, creating all sorts of forms. Years ago, paper was very scarce in Japan. The paper that existed was hard to make and very expensive. Very few people were able to afford it. Samurai, the warriors of Japan, used origami in a form called a "noshi." This was a paper structure folded with a strip of dried fish or meat added to it. The "noshi" was used to bring good luck to its recipients. Shinto noblemen were also able to afford the price of paper. They used origami folded in the forms of butterflies. The bride and groom at a wedding were represented by the folded paper, and the nobleman wrapped up bottles of sake, or rice wine, and gave them as gifts.

Over time, new economical methods of making paper were discovered, and this had a great impact upon the art of origami. Rich and poor could now afford paper, so origami became more popular and more widespread throughout Japan. Although the rules and steps of folding were not written down for many centuries, the art was passed on through oral tradition. The elders of each generation taught the children of the next generation how to fold the paper into various forms and structures. In 1797, the book, *How to Fold 1000 Cranes*, was published. A crane is a special bird in Japan, and the creation of 1,000 cranes was thought to grant the maker one wish. The publication of this and other books made origami a more recreational activity. People folded paper as way to relax and entertain themselves.

## Help Pages - Long Reading Passage

### Origami (continued)

The Japanese were not the only paper folders. The Moors, a nomadic group, who lived in North Africa were also paper folders. The Moors used paper folding to create beautiful geometric patterns instead of animal figures, which were forbidden by their religion. When the Moors invaded Spain in the eighth century, they brought with them the art of paper folding. As traders passed through Spain and the Spanish traveled the globe, paper folding continued to spread. Paper folding was introduced not only to Europe, but also to South and North America as well.



Today, origami is practiced all over the world, and there are many interesting books about origami. Some books contain directions for creating beautifully intricate forms. Common paper can be used, or artists may purchase special origami paper at craft stores. The light, colorful sheets can then be folded into a variety of shapes and forms. *Sadako and the Thousand Paper Cranes*, published in 1977, is a book about using origami to create 1,000 cranes in order to make an important wish come true. A young Japanese girl, Sadako, survived the atomic bomb dropped on Hiroshima near the end of World War II. Although she did not die immediately, Sadako became very sick from the bomb's radiation. Her one wish was to be cured of leukemia. At the time of her death, Sadako had folded 644 cranes out of any kind of paper she could find in the hospital where she was treated. Afterwards, her friends completed the task. The thousand paper cranes were buried with her. Sadako's story became the inspiration for the Hiroshima Peace Memorial, and the paper crane became a long-standing international symbol for peace.