**Reading Literature Standard Recuperation**

You will be writing an essay that compares and contrasts an excerpt from *The Red Badge of Courage* and the poem “Camouflaging the Chimera.” Carefully read the article about *The Red Badge of Courage* and its author, Stephen Crane. As you read, underline and circle information that may be useful to you when you write your essay.

**Source 1: Informative Essay**

Stephen Crane and The Red Badge of Courage

Stephen Crane (1871–1900) was an American novelist, short-story writer, poet, and journalist. In his short life, he was extremely prolific (he wrote his first poem at the age of 6), leaving behind a large of body of work. He is associated with the schools of realism and naturalism, which sought to portray events and characters truthfully, without artificial conventions.

His short life was marked by scandal and adventure. He covered the Spanish-American War as a journalist, was a witness in a notorious trial of a chorus girl in New York City, and spent thirty hours adrift in a dinghy off the coast of Florida when his ship sank en route to Cuba. Beset by financial difficulties and ill health, Crane died of tuberculosis at the age of 28.

Crane won international fame for his 1895 novel *The Red Badge of Courage*, written 30 years after the American Civil War and an American classic to this day. Crane may have based the battle in the novel on the major Civil War battle of Chancellorsville, Virginia, and was inspired by reading various first-hand accounts of soldiers written for Century magazine. Despite its seemingly intimate knowledge of war and soldiers, Crane had never experienced war first-hand.

The Red Badge of Courage was innovative in a number of ways. Although it is often described as a war novel, it is more a psychological portrait of the main character’s perceptions in a time of war. It relates the experience of Henry Fleming, a private in the Union army who flees from combat. The character of Henry, called “the youth” and the “tattered soldier,” is an “everyman” for frightened young men everywhere as they contemplate and experience war.

In *The Red Badge of Courage*, we get Henry Fleming’s impressions of what he sees and feels and hears of the war, not a description of what is actually happening. This technique, known as impressionism, had an important influence on fiction of the next several decade.

1. **Stephen Crane was never a soldier, but his most famous novel is about the American Civil War. Why might an author choose war as a topic? Cite textual evidence in your discussion.**
Presently the calm head of a forward-going column of infantry appeared in the road. It came swiftly on. Avoiding the obstructions gave it the sinuous movement of a serpent. The men at the head butted mules with their musket stocks. They prodded teamsters indifferent to all howls. The men forced their way through parts of the dense mass by strength. The blunt head of the column pushed. The raving teamsters swore many strange oaths.

The commands to make way had the ring of a great importance in them. The men were going forward to the heart of the din. They were to confront the eager rush of the enemy. They felt the pride of their onward movement when the remainder of the army seemed trying to dribble down this road. They tumbled teams about with a fine feeling that it was no matter so long as their column got to the front in time. This importance made their faces grave and stern. And the backs of the officers were very rigid.

As the youth looked at them the black weight of his woe returned to him. He felt that he was regarding a procession of chosen beings. The separation was as great to him as if they had marched with weapons of flame and banners of sunlight. He could never be like them. He could have wept in his longings.

He searched about in his mind for an adequate malediction for the indefinite cause, the thing upon which men turn the words of final blame. It—whatever it was—was responsible for him, he said. There lay the fault.

The haste of the column to reach the battle seemed to the forlorn young man to be something much finer than stout fighting. Heroes, he thought, could find excuses in that long seething lane. They could retire with perfect self-respect and make excuses to the stars.

He wondered what those men had eaten that they could be in such haste to force their way to grim chances of death. As he watched his envy grew until he thought that he wished to change lives with one of them. He would have liked to have used a tremendous force, he said, throw off himself and become a better. Swift pictures of himself, apart, yet in himself, came to him—a blue desperate figure leading lurid charges with one knee forward and a broken blade high—a blue, determined figure standing before a crimson and steel assault, getting calmly killed on a high place before the eyes of all. He thought of the magnificent pathos of his dead body.

These thoughts uplifted him. He felt the quiver of war desire. In his ears, he heard the ring of victory. He knew the frenzy of a rapid successful charge. The music of the trampling feet, the sharp voices, the clanking arms of the column near him made him soar on the red wings of war. For a few moments he was sublime.

2. Explain what you think the author means in the sentence, “He felt the quiver of war desire” in line 33? Cite text evidence in your response.
We tied branches to our helmets.
We painted our faces & rifles
with mud from a riverbank,

blades of grass hung from the pockets
of our tiger suits. We wove
ourselves into the terrain,
content to be a hummingbird's target.

We hugged bamboo & leaned
against a breeze off the river,
slow-dragging with ghosts

from Saigon to Bangkok,
with women left in doorways
reaching in from America.
We aimed at dark-hearted songbirds.

In our way station of shadows
rock apes tried to blow our cover,
throwing stones at the sunset. Chameleons
crawled our spines, changing from day
to night: green to gold,
gold to black. But we waited
till the moon touched metal,

till something almost broke
inside us. VC struggled
with the hillside, like black silk

wrestling iron through grass.
We weren't there. The river ran

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1 tiger suits: camouflage uniforms with black and green stripes
2 3. VC: The Viet Cong were Communist forces that opposed the U.S. and South Vietnamese governments during the Vietnam War.
through our bones. Small animals took refuge
against our bodies; we held our breath,
ready to spring the L-shaped
ambush, as a world revolved
under each man's eyelid.

3. Explain the significance of the title of the poem. What do you think the "chimera" in the title symbolizes?

4. Which of the following best summarizes the theme of the excerpt from The Red Badge of Courage?
   a. Peace is the purpose of all wars.
   b. Truth is the first casualty of war.
   c. Trusting in yourself is the essence of heroism.
   d. Soldiers are incapable of true heroism.

5. Select the three pieces of evidence from the excerpt from The Red Badge of Courage that best support your
   answer to Question 1.
   a. “Presently the calm head of a forward-going column of infantry appeared in the road.” (line 1)
   b. “The men at the head butted mules with their musket stocks.” (line 3)
   c. “The men were going forward to the heart of the din.” (lines 7–8)
   d. “He wondered what those men had eaten that they could be in such haste to force their way to grim chances of
death.” (lines 25–26)
   e. As he watched his envy grew until he thought that he wished to change lives with one of them.” (lines 26–27)
   f. “... a blue desperate figure leading lurid charges with one knee forward and a broken blade high—” (lines 29–30)
   g. “These thoughts uplifted him. He felt the quiver of war desire.” (line 33)
   h. "He knew the frenzy of a rapid successful charge." (line 34)

6 Which statement accurately describes a contrast between the two selections?
   a. Crane's piece is bitter, but Komunyakaa's is uplifting.
   b. Crane's piece is written from one man's point of view; Komunyakaa's uses the collective voice of a group of soldiers.
   c. Crane's piece focuses on events that happened in the past; Komunyakaa's poem takes place in the present.
   d. Crane's piece emphasizes the sounds of the battle; Komunyakaa's poem emphasizes the smells of war.

7 Which of the following statements expresses a shared theme of these two selections?
   a. Peace can only be obtained through bloodshed.
   b. War requires ordinary people to perform extraordinary tasks.
   c. Soldiers are incapable of true heroism.
   d. Nature is ultimately ruined by war.

8 Prose Constructed-Response In what ways are the themes of the two selections different?

9 Prose Constructed-Response How is the language used by the authors similar, and how is it different?

10 Prose Constructed-Response How do the differences in genre affect the theme (or message) in the texts?

11. Write a literary analysis that compares and contrasts two pieces of literature dealing with the horrors of war:
an excerpt from Crane's The Red Badge of Courage and Komunyakaa's “Camouflaging the Chimera.”
ASSIGNMENT
Write a literary analysis that answers the question: How does W.F. Harvey create suspense in “August Heat”?
Source 1: Informative Essay
How Do Horror Writers Create Suspense? by Percy D'Aco

AS YOU READ Circle examples of how horror writers create suspense. Record notes, comments, or questions in the side margin.

Horror stories are designed to make our pulses race and our skin tingle. They often revolve around mayhem and the stuff of nightmares—death, evil, the demonic, and the like. A great horror story reflects people’s deepest fears.

The horror genre has its roots in folk tales and traditional stories, but it did not truly blossom until the 19th century. Some of the most well-known horror tales were written at this time: Bram Stoker’s Dracula, Mary Shelley’s Frankenstein, Robert Louis Stevenson’s Strange Case of Dr. Jekyll and Mr. Hyde, and the short stories of Edgar Allan Poe. These and other 19th century works have created an enduring legacy for the modern reader and are often reinterpreted and updated as plays, films, and graphic novels.

The characters in horror stories may be realistic like Hannibal Lecter or supernatural like the characters from the Twilight Saga series. However, all good horror stories feature a great deal of suspense. Suspense is the uncertainty or anxiety you feel about what will happen next. Writers use several methods to create suspense.

- Foreshadowing is the use of hints to suggest events later in the plot. A horror writer may use foreshadowing to suggest a frightening event that awaits a main character.
- Writers may create suspense by withholding information from the reader—for instance, how a crime was committed or who committed it. One way to withhold information is to include a narrator who is not trustworthy: He or she may or may not be trying to manipulate the reader.
- Writers create suspense when a character we care about is in peril or must choose between two dangerous courses of action. We read on to find out what will happen next.
- A reversal is a sudden change in a character’s situation from good to bad or vice versa. For example, someone is enjoying a quiet evening at home when they hear a startling noise in the basement.

The word suspense is related to the word suspended. When a story keeps us in suspense, we feel almost as if we are suspended in midair. We may even hold our breath without realizing it as we read on eagerly to find out how the story ends.

12. Which method for creating suspense seems most effective? Cite text evidence in your discussion.
August Heat by W. F. Harvey

Phenistone Road, Clapham, August 20, 190—.

I have had what I believe to be the most remarkable day in my life, and while the events are still fresh in my mind, I wish to put them down on paper as clearly as possible.

Let me say at the outset that my name is James Clarence Withencroft.

I am forty years old, in perfect health, never having known a day's illness. By profession I am an artist, not a very successful one, but I earn enough money by my black-and-white work to satisfy my necessary wants. My only near relative, a sister, died five years ago, so that I am independent.

I breakfasted this morning at nine, and after glancing through the morning paper I lighted my pipe and proceeded to let my mind wander in the hope that I might chance upon some subject for my pencil.

The room, though door and windows were open, was oppressively hot, and I had just made up my mind that the coolest and most comfortable place in the neighborhood would be the deep end of the public swimming bath, when the idea came.

I began to draw. So intent was I on my work that I left my lunch untouched, only stopping work when the clock of St. Jude's struck four.

The final result, for a hurried sketch, was, I felt sure, the best thing I had done. It showed a criminal in the dock immediately after the judge had pronounced sentence. The man was fat—enormously fat. The flesh hung in rolls about his chin; it creased his huge, stumpy neck. He was clean shaven (perhaps I should say a few days before he must have been clean shaven) and almost bald. He stood in the dock, his short, stumpy fingers clasping the rail, looking straight in front of him. The feeling that his expression conveyed was not so much one of horror as of utter, absolute collapse.

There seemed nothing in the man strong enough to sustain that mountain of flesh.

I rolled up the sketch, and without quite knowing why, placed it in my pocket. Then with the rare sense of happiness which the knowledge of a good thing well done gives, I left the house.

I believe that I set out with the idea of calling upon Trenton, for I remember walking along Lytton Street and turning to the right along Gilchrist Road at the bottom of the hill where the men were at work on the new tram lines.

From there onward I have only the vaguest recollections of where I went. The one thing of which I was fully conscious was the awful heat, that came up from the dusty asphalt pavement as an almost palpable wave. I longed for the thunder promised by the great banks of copper-colored cloud that hung low over the western sky.

I must have walked five or six miles, when a small boy roused me from my reverie by asking the time.

It was twenty minutes to seven.

When he left me I began to take stock of my bearings. I found myself standing before a gate that led into a yard bordered by a strip of thirsty earth, where there were flowers, purple stock and scarlet geranium. Above the entrance was a board with the inscription—

Chas. Atkinson
Monumental Mason
Worker in English and Italian Marbles
From the yard itself came a cheery whistle, the noise of hammer blows, and the cold sound of steel meeting stone.

A sudden impulse made me enter.

A man was sitting with his back toward me, busy at work on a slab of curiously veined marble. He turned round as he heard my steps and stopped short.

It was the man I had been drawing, whose portrait lay in my pocket.

He sat there, huge and elephantine, the sweat pouring from his scalp, which he wiped with a red silk handkerchief. But though the face was the same, the expression was absolutely different.

He greeted me smiling, as if we were old friends, and shook my hand.

I apologized for my intrusion.

“Everything is hot and glary outside,” I said. “This seems an oasis in the wilderness.”

“I don’t know about the oasis,” he replied, “but it certainly is hot, as hot as hell. Take a seat, sir!”

He pointed to the end of the gravestone on which he was at work, and I sat down.

“That’s a beautiful piece of stone you’ve got hold of,” I said.

He shook his head. “In a way it is,” he answered; “the surface here is as fine as anything you could wish, but there’s a big flaw at the back, though I don’t expect you’d ever notice it. I could never make really a good job of a bit of marble like that. It would be all right in the summer like this; it wouldn’t mind the blasted heat. But wait till the winter comes. There’s nothing like frost to find out the weak points in stone.”

“Then what’s it for?” I asked.

The man burst out laughing.

“You’d hardly believe me if I was to tell you it’s for an exhibition, but it’s the truth. Artists have exhibitions; so do grocers and butchers; we have them too. All the latest little things in headstones, you know.”

He went on to talk of marbles, which sort best withstood wind and rain, and which were easiest to work; then of his garden and a new sort of carnation he had bought. At the end of every other minute he would drop his tools, wipe his shining head, and curse the heat.

I said little, for I felt uneasy. There was something unnatural, uncanny, in meeting this man.

I tried at first to persuade myself that I had seen him before, that his face, unknown to me, had found a place in some out-of-the-way corner of my memory, but I knew that I was practicing little more than a plausible piece of self-deception.

Mr. Atkinson finished his work, spat on the ground, and got up with a sigh of relief.

“There! What do you think of that?” he said, with an air of evident pride.

The inscription which I read for the first time was this—

SACRED TO THE MEMORY

JAMES CLARENCE WITHENCROFT
BORN JAN. 18th, 1860
HE PASSED AWAY VERY SUDDENLY
ON AUGUST 20th, 190–

“In the midst of life we are in death.”
For some time I sat in silence. Then a cold shudder ran down my spine. I asked him where he had seen the
name.

“Oh, I didn’t see it anywhere,” replied Mr. Atkinson. “I wanted some name, and I put down the first that came
into my head. Why do you want to know?”

“It’s a strange coincidence, but it happens to be mine.”

He gave a long, low whistle.

“And the dates?”

“I can only answer for one of them, and that’s correct.”

“It’s a rum go!” he said.

But he knew less than I did. I told him of my morning’s work. I took the sketch from my pocket and showed it
to him. As he looked, the expression of his face altered until it became more and more like that of the man I had drawn.

“And it was only the day before yesterday,” he said, “that I told
Maria there were no such things as ghosts!”

Neither of us had seen a ghost, but I knew what he meant.

“You probably heard my name,” I said.

“And you must have seen me somewhere and have forgotten it! Were you at Clacton-on-Sea last July?”

I had never been to Clacton in my life. We were silent for some time. We were both looking at the same thing,
the two dates on the gravestone, and one was right.

“Come inside and have some supper,” said Mr. Atkinson.

His wife was a cheerful little woman, with the flaky red cheeks of the country-bred. Her husband introduced
me as a friend of his who was an artist. The result was unfortunate, for after the sardines and watercress had been
removed, she brought me out a Doré Bible, and I had to sit and express my admiration for nearly half an hour.

I went outside, and found Atkinson sitting on the gravestone smoking.

We resumed the conversation at the point we had left off.

“You must excuse my asking,” I said, “but do you know of anything you’ve done for which you could be put on
trial?”

He shook his head.

“I’m not a bankrupt, the business is prosperous enough. Three years ago I gave turkeys to some of the
guardians at Christmas, but that’s all I can think of. And they were small ones, too,” he added as an afterthought.

He got up, fetched a can from the porch, and began to water the flowers. “Twice a day regular in the hot
weather,” he said, “and then the heat sometimes gets the better of the delicate ones. And ferns, good Lord! They could
never stand it. Where do you live?”

I told him my address. It would take an hour’s quick walk to get back home.

“It’s like this,” he said. “We’ll look at the matter straight. If you go back home to-night, you take your chance of
accidents. A cart may run over you, and there’s always banana skins and orange peel, to say nothing of fallen ladders.”

He spoke of the improbable with an intense seriousness that would have been laughable six hours before. But I
did not laugh.

“The best thing we can do,” he continued, “is for you to stay here till twelve o’clock. We’ll go upstairs and
smoke; it may be cooler inside.’

To my surprise, I agreed.
We are sitting in a long, low room beneath the eaves. Atkinson has sent his wife to bed. He himself is busy sharpening some tools at a little oilstone, smoking one of my cigars the while.

The air seemed charged with thunder. I am writing this at a shaky table before the open window. The leg is cracked, and Atkinson, who seems a handy man with his tools, is going to mend it as soon as he has finished putting an edge on his chisel.

It is after eleven now. I shall be gone in less than an hour.

But the heat is stifling.

It is enough to send a man mad.

13. Discuss your impression of the narrator. Is he trustworthy? Cite text evidence in your discussion.
14. List three details that create suspense. Cite specific text evidence to justify your choices.
15. What do you think is going to happen to the narrator? Cite text evidence in your response.
16. Prose Constructed-Response What is mysterious about the events in lines 50–63? Cite specific evidence from the text.
17. Prose Constructed-Response What events in the story does the author foreshadow? What clues hint at these events? Cite text evidence in your response.
18. Prose Constructed-Response How does the ending create a frightening effect? Cite text evidence in your response.
Argumentative Essay

Your assignment

You have read two articles about mandatory community service as a graduation requirement. These articles are:

- “Volunteering to Graduate: Do We Need More Requirements?”
- “Pro/Con: Should student service learning hours be mandatory for high school graduation?”

Write an essay that explains why you agree or disagree with requiring students to perform community service before graduating. Remember to cite textual evidence in your response.

Now begin work on your essay. Manage your time carefully so that you can:

1. plan your essay
2. write your essay
3. revise and edit your final draft

Your Assignment

You will read two articles and then write an argumentative essay about whether schools should require all students to participate in community service activities in order to graduate. Complete the following steps as you plan and compose your essay.

1. Read an opinion that addresses the debate over mandatory community service.
2. Read a pro-con article reported in an online student newsletter.
3. Answer questions about the sources.
4. Plan, write, and revise your essay.

As you read the sources, take notes on important facts and details. You may want to refer to your notes while planning and writing your essay.

“Volunteering to Graduate: Do We Need More Requirements?” by Miriam Dodge

The following editorial about adding community service to graduation requirements was written by one student for her school newspaper.

The query posed in the title above may sound like a rhetorical question, but the issue of required volunteer hours for high school students has become a much-debated topic. A number of American high schools have made the completion of a certain number of community service hours a requirement for graduating.

Those who support the requirement do so with good reason. Participating in volunteer work can help students in many ways. It requires them to schedule their time and learn how to juggle responsibilities. The ability to multitask is a skill that they will need in both work and college environments. Students learn the value of responsibility and discipline, as well as the value of giving back to their community. Students who participate in community service tend to graduate at a higher rate than students who do not engage in such activity.

Not all students—or parents—support this mandate as an additional criterion to required coursework. For one thing, making a selfless act a requirement for graduating negates the spirit of volunteerism itself. If a student gives only to get in return, that does not teach him or her the true value of donating time. The student will not feel the reward of having spent time charitably, and may not be inclined to volunteer in the future. Having an added requirement for
graduating turns an already stressful year, a year full of college applications, final exams, GPA tallies, after-school jobs, extracurricular activities, and goodbyes to classmates into a mad rush of meeting deadlines. Finally, enforced community service is a form of penance for those who have committed a punishable crime—should the same service be asked of high school students?

“Pro/Con: Should student service learning hours be mandatory for high school graduation?” by Claire Koenig, Print Managing Op/Ed Editor and Simrin Gupta, Print Managing Entertainment Editor, Silver Chips Online March 10, 2011

Simrin Gupta says yes: The SSL hour requirement benefits the community and encourages responsibility.

Picking up trash might not be the average teenager's idea of a fun weekend activity. But as students complete their Student Service Learning (SSL) hour requirement cleaning up the environment, they end up picking up a lot more than trash. For years, high school students have been giving back to the community through the SSL hour requirement. As a result, causes across the community have benefitted and students have taken on a new sense of responsibility. The SSL hour requirement lets students establish social partnerships while addressing recognized needs.

The purpose of SSL hours is to address community needs in a way that reinforces curriculum goals because they arm students with the knowledge, skills and attitude necessary for productivity in an increasingly diverse and interconnected world. According to the original 1997 MCPS memo, all community service action, whether it be direct or indirect, encourages career preparation and reflection.

First and foremost, the SSL hour requirement teaches students responsibility. Regardless of the type of activity they decide to pursue, students are held responsible for completing a job to the best of their ability. This sense of accountability contributes to an overarching feeling of personal responsibility. Furthermore, according to Blair Student Service Learning Coordinator Robert Hopkins, “The greatest part of SSL hours is that students learn transferable skills that can be applied to a variety of unique situations,” he says.

More importantly, the SSL hour requirement prompts experiences that can form links to what students learn at school. These learning links reinforce the concepts students have been introduced to at school. Throughout elementary, middle and high school, MCPS [Montgomery County Public Schools] students learn about major issues like natural disasters and ecosystem conservation, as well as societal issues like bullying prevention, nutrition and fitness. For example, a student with a particular interest in environmental science puts their knowledge to the test when they volunteer with organizations like the Seneca Creek State Park or the C&O Canal Association. Even when activism is not directly related to coursework, students learn universal lessons like the importance of helping their fellow community members when they help feed the homeless or build homes for natural disaster victims. By fulfilling this requirement, students also gain the opportunity to volunteer in fields that interest them, allowing them to experiment with possible career paths.

But perhaps the most beneficial part of the SSL hour requirement is that it gives students experience with group dynamics. When performing community service, students learn to form a cooperative team in order to accomplish their goal. They have to effectively work with members in authority positions as well. When they dedicate time to the community, students make attitudinal and behavioral strides by learning how to be productive members of society. According to Julie Ayers, a service-learning specialist for the Maryland State Department of Education, the
hours students spend doing community service equip them with the knowledge and skills needed for civic engagement.

Instead of taking a more lax approach regarding the SSL hour requirement, MCPS should continue to make the hours mandatory for graduation. Though a 15-hour increase may strike some as a burden, it’s 15 more hours during which students are learning skills crucial to their future success. Without the consequence of not graduating, the majority of students may not be exposed to the numerous advantages of community service work. The community benefits from students’ work, and students take away experiences that enable them to live successfully.

Claire Koenig says no: Mandated community service takes away from the meaning of the experience.

What happened to asking what we can do for our country? All for one and one for all? It’s a small world? Apparently, the school system feels that there isn’t enough kumbaya to go around, so it has chosen to make service a part of the graduation requirement. The Student Service Learning (SSL) obligation imposed upon high school students today is not only unfair, but unnecessary. The initiative to serve the community shouldn’t have to come from fear of failing to graduate, but from a student’s passions and interests.

The obvious merit of community service is not debatable —students learn to appreciate lending a hand while non-profits put those hands to good use. But the logic of forcing people to volunteer falls short when compared to the benefits students gain from the act of offering to perform community service. Schools should do all they can to encourage students to volunteer by continuing to provide opportunities in the community and rewarding students who complete an exemplary number of hours, but community service should not be required in order to achieve a high school diploma.

The merit of volunteer work stems from the fact that it is voluntary —if schools mandate that students perform community service, then projects lose value to the student participants. Many students don’t feel inspired by their time serving the community so much as irritated that they were forced to do so by the school system in the same way that some children disregard good advice because it comes from their parents.

The SSL requirement can also be insulting to those that are enthusiastic about their volunteer work. These students should be proud that they can help selflessly out of intrinsic motivation, instead of feeling forced to put their hours of hard work towards an SSL requirement. The 1992 district court case Steirer v. Bethlehem Area School District highlighted this dilemma when two students dedicated to their service work appealed to the court for their diplomas after refusing to put their volunteer hours toward the community service requirement. Although the court’s verdict came back against the students’ plea, the message they sought to send is clear: They performed community service for good, not for graduation.

High school is a busy time—many students juggle jobs or multiple afterschool activities in addition to their schoolwork. It is unfair to those students who have obligations outside of school to keep them from graduating because of SSL hours, because some of them simply don’t have the time to spare.

In some cases service hours are the barrier keeping students from graduating. Encouraging good work for a good cause is one thing; driving students to the good work for the sake of graduating is another.

While it is true that the required hours of service do open students to work in the community that they would not experience should the mandate be eliminated, but the SSL requirement also enforces the wrong mindset toward community service in students.

As it is, MCPS is encouraging students to do the right things for all the wrong reasons.
Questions

Answer the following questions. Your answers to these questions will be scored. You may refer to your reading notes, and you should cite text evidence in your responses.

You will be able to refer to your answers as you write your essay in Part 2.

19. The word exemplary is used in the pro-con article. Which word below is the best synonym for exemplary.
   a. deplorable
   b. ideal
   c. temporary
   d. exhausting

20. Prose Constructed-Response Write a brief summary of “Volunteering to Graduate” in the lines below.

21. Prose Constructed-Response What does Gupta say is the most beneficial aspect of mandatory community service? What does Koenig suggest as an alternative to mandatory community service?
You will read two sources about geocaching, and then write an informative essay about geocaching and some of the controversies surrounding it.

Complete the following steps as you plan and compose your essay:
1. Read two selections about geocaching.
2. Answer questions about the sources.
3. Plan and write your essay.

As you read the sources, take notes on important facts and details. You may want to refer to your notes while planning and writing your essay.

Your assignment
You have read two articles about geocaching. These articles are:

• “Geocaching”
• “Seattle Firm’s GPS Scavenger-Hunt Game Stirs Controversy”

Write an essay that explains what geocaching is and the controversies surrounding it.

Remember to cite textual evidence in your response.

Now begin work on your essay. Manage your time carefully so that you can:
1. plan your essay
2. write your essay
3. revise and edit your final draft

Geocaching by Amanda Briney, Geography Guide for About.com August 2, 2009

Geocaching is a worldwide outdoor hide-and-seek activity where participants use global positioning system (GPS) technology and latitude and longitude coordinates to locate containers, called geocaches or caches, that can be hidden anywhere in the world—from remote cliffs to along major highways. There are currently over 860,000 active geocaches located in over 100 countries on all continents, including Antarctica.

The word geocaching itself is derived from the use of “geo” for geography and “caching” as the process of hiding a cache. Cache is a term used in computer technology terms to mean the storage of information in a computer’s memory, but in hiking and camping the same term is applied to a hiding place for supplies. Thus when combined, geocaching means the use of geography, in this case GPS and maps, to find hidden containers.

History of Geocaching

Although similar to the older sports of letterboxing and orienteering in that it requires participants to navigate through unfamiliar terrain, geocaching is a relatively new activity. This is because it uses GPS and satellites to navigate and prior to the year 2000, GPS receivers were not accurate enough to allow users to find small objects with a set of geographic coordinates. Before that year, selective availability, or the intentional disruption of satellite signals to GPS units causing errors of up to 328 feet (100 m), was in place for United States security purposes. On May 1, 2000 though, selective availability was turned off and almost immediately, the accuracy of personal GPS receivers increased.
With the removal of selective availability and increased accuracy with GPS, small objects could be more easily located with a set of geographic coordinates. On May 3, 2000, Dave Ulmer, a computer consultant from Oregon, hid a navigational target (a black bucket containing various prizes and a logbook) in the woods to test the new GPS accuracy. He posted the coordinates of his target which were, N 45° 17.460 and W 122°24.800, online and within three days, two different users found the target.

The first person to find Ulmer’s target was Mike Teague of Vancouver, Washington. Upon finding this target, he began looking up other newly placed targets around the world documenting them on his website. He then created a mailing list called “GPS Stash Hunt” to inform other users of new targets and the activity quickly grew in popularity.

Shortly thereafter, interested users began discussing different names for the activity because they believed “stash” could have a negative connotation and on May 30, 2000, Matt Stum suggested the name geocaching. “Geo,” he said could be used to describe the geographic and global nature of the activity, while cache’s meaning as a hiding place for items could be applied to the hiding of a target. In September 2000, geocaching became the official name for the activity and since then participation has grown worldwide.

“Seattle Firm’s GPS Scavenger-Hunt Game Stirs Controversy” by James Gunsalus, Bloomberg News November 14, 2006

Aaron McCain and his 9-year-old son rifled through a battered box containing rubber balls, napkin holders and plastic army men high on a pass near Mount Baker.

Using a handheld Global Positioning System device, the two had hiked miles to Excelsior Pass to find the hidden loot as part of a global scavenger hunt run by Seattle-based Geocaching.com. Players post coordinates on the Web site telling where they have hidden objects and challenge others to find the “caches” using GPS devices.

The adventure game, called “geocaching,” started six years ago in the Pacific Northwest and now counts more than 328,000 caches in 222 countries, the Web site says. The activity pushes people outdoors, although some parkland managers say they worry about its impact on sites ranging from sensitive forestlands to historic cemeteries.

Geocaching.com is the brainchild of Jeremy Irish, 33, a computer-software programmer who went on GPS scavenger hunts as a hobby. He quit his job at Savishopper.com, an online clothing store, to start the Web site in 2000.

His company, Groundspeak, employs 12 and has 500,000 registered users. He charges $30 a year for membership access to detailed, interactive maps that help gamers navigate rough terrain and rivers.

The closely held company is profitable, though Irish said he isn’t getting rich.

“I’m still living a meager lifestyle,” he said. “We put the money back into the company.”

GPS devices only recently have gone mainstream. The satellite navigation system was developed by the U.S. Defense Department, with the first launch in 1978. The U.S. Air Force disrupted signals for civilian users until 2000.

U.S. sales of the GPS units were $42.3 million last year, compared with $16.7 million in 2002, according to the Boulder, Colo.-based Outdoor Industry Association’s Web site.

Geocaching has stirred some controversy, however.

“If it’s done right, it’s actually a pretty good tool to introduce people to hiking and learning navigational skills,” said the U.S. Forest Service’s Gary Walker, lead climbing ranger on Mount St. Helens. “But I’ve also seen caches put on private property and people tromping all around looking for them.”

The 242,000-acre Three Sisters Wilderness Area in Oregon banned geocaching in 2002. South Carolina has proposed fining people $100 for placing caches without permission in cemeteries or at historic sites.
“Land managers get nervous about people wandering around in wilderness and want to keep them on trails,” said Robert Speik, 78, a Bend, Ore., climbing instructor who fought a proposed ban in the nearby Badlands forest. “They lose sight of the fact that wilderness is where you wander.”

McCain, a 32-year-old engineer who lives in Bellingham, said his family is responsible when hunting for caches. “Finding the actual cache was pretty low on the list of exciting things that day,” McCain said of his recent Excelsior Pass trip. “I got a six-mile hike with my son, I saw the first colors of the fall and a peek at Mount Baker.”

But geocaching bothers those who say satellites and computer screens interfere with the outdoors experience. The race to find caches sacrifices the slower pace needed to appreciate nature, said Scott Silver, director of Wild Wilderness, a nonprofit group in Bend.

Custodians for public lands in the Pacific Northwest wrestle with how to accommodate both sides.

The U.S. Bureau of Land Management proposed closing the 32,000-acre Badlands to geocachers in 2003, then yielded after enthusiasts complained. Recreation manager Greg Currie says the bureau may revisit the issue.

“It places a big demand on the land managers to police these things, and we don’t have staff or time for it.”

Irish’s Web site encourages geocachers to “Cache In, Trash Out”—that is, collect litter on trails. Manuals that come with some GPS devices include such tips as respecting private property and staying on trails.

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“The idea of being a tech geek outside seemed like a good idea to me,” he said. “I don’t think I’m alone there.”

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Answer the following questions. Your answers to these questions will be scored. You may refer to your reading notes, and you should cite text evidence in your responses. You will be able to refer to your answers as you write your essay.

22 What does the word tromping mean as it is used in “Seattle Firm’s GPS Scavenger-Hunt Game Stirs Controversy” (line 36)?

a. trailing
b. trampling
c. tripping
d. targeting.

23 Which phrase best helps the reader understand the meaning of tromping?

a. “I got a six-mile hike with my son, I saw the first colors of fall and a peek at Mount Baker.” (lines 49–51)
b. “. . . it’s actually a pretty good tool to introduce people to hiking and navigational skills . . .” (lines 33–34)
c. “Irish’s Web site encourages geocachers to ‘Cache In, Trash Out’—that is, collect litter on trails.” (lines 64–65)
d. “Land managers get nervous about people wandering around in wilderness and want to keep them on trails . . .” (lines 41–42) 0.

24 Which of the following statements explains why geocaching is controversial?

a. The word cache has a negative connotation.
b. Geocachers have a tendency to take nature for granted.
c. Outdoor purists are curbing the game’s growth.
d. Some people are disrespectful when they hide or hunt for caches.

25 Which piece of evidence best supports your answer to Question 3?

a. “Shortly thereafter, interested users began discussing different names for the activity . . .” (Source 1, lines 42–43)
b. “Manuals that come with some GPS devices include such tips as respecting private property and staying on trails.” (Source 2, lines 65–66)
c. “Every January he doubles his computer-storage capacity as people receive that new handheld Christmas present.” (Source 2, lines 68–69)
d. “Dave Ulmer, a computer consultant from Oregon, hid a navigational target . . . in the woods to test the new GPS accuracy.” (Source 1, lines 30–33)