Study Guide: Unit 3

Name:

Class:

Study Guide Due:

Unit/Chapter Test Due:

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FOCUS STATEMENT

What do people gain from the work of inventors and artists?

Inventors Artists

**Wings for a King**

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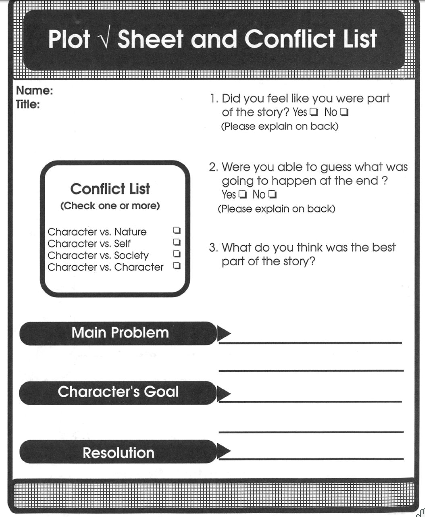
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**Terms and Questions**

1. Play:
2. How do inventors inspire our imaginations?
3. In the story, *Wings for the King,* what is the author’s purpose?
   1. Inform
   2. Persuade
   3. Entertain
   4. Express
4. Who will show the King the secret of flying?
5. What words would you use to describe the King?

6. 

**Leonardo’s Horse**

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**Terms and Questions**

1. Biography:

2. How do artist inspire future generations?

3. Find the Main Idea and 3 supporting details.

*This would be his mark on history. Hundreds of years later people would point to the horse. “Leonardo made that,” they would say.*

*So he wrote to the duke, listing all the things that he could do. He could make cannon, lightweight bridges, and covered chariots that couldn’t be broken or harmed. On and on he went, but he saved the most important point for the last. He could make a bronze horse. In the end, he didn’t send the letter. He simply left for Milan. Never mind that he was in the midst of a painting a large religious picture in Florence. Let someone else finish it. He had planned the picture and that was the important part.*

|  |  |  |
| --- | --- | --- |
| Main Idea | | |
| Detail 1 | Detail 2 | Detail 3 |

4. Identify the present, present participle, past or past participle.

This is how we  *learn* of his great genius today.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Leo *had planned* a new project. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This *surprised* to no one. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We *are studying* his plan for a flying machine.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Identify the root word in  **depressed.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Dinosaurs of Waterhouse Hawkins**

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**Terms and Questions**

1. Biography:
2. How can paleontologist help us understand the past?
3. Identify the following sentences as fact or opinion.
   1. People think the dinosaurs are fantastic.
   2. The iguanodon was a marvelous success.
   3. For eight hours, the men rang in the new year.
4. Identify the principle part of the underlined verb. (past, present, past participle, present participle)
   1. I *have chosen* the artwork I want to buy. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. She chooses a metal for the mold. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. Who is brining picture hangers? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. He has bought several works by that sculptor. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Write one sentence on your own that uses an irregular verb correctly.

a.

1. How do you distinguish statements of fact from statements of opinion?

**Mahalia Jackson**

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Meaning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Terms and Questions**

1. Expository Nonfiction:
2. How does an artist use music to inspire others?

3. Write the antonym for the following words.

|  |  |
| --- | --- |
| slavery |  |
| release |  |
| appreciate |  |

1. Choose the form of the underlined verb indicated in the ( ). (troublesome verbs) Write the sentence correctly below.
   1. Sue lay her towel down on the chair. (past)
   2. Their music sheets lie on the table all day. (past participle)
2. Find the Main idea list 2 details that support the main idea.

*Slaves kept their traditions alive by singing. Slave songs, sometimes called field hollers or spirituals helped enslaved people survive the long days of brutal treatment. Spirituals, or early blues, were also used as warnings and helped slaves to escape on the Underground Railroad. The early blues carried on the tradition of voicing African American hopes and experiences.*

|  |  |
| --- | --- |
| Main Idea | |
| Detail 1 | Detail 2 |

1. Explain what “*to have the blues”* means.
2. List 1 fact and 1 opinion about music.

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2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Special Effects in Film and Television**

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Meaning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Terms and Questions**

1. Expository Nonfiction:
2. How do artist create special effects to entertain us?
3. How do they make those fantastic movies look so realistic?
4. Explain what it means to be, “*glued to their seets”*.
5. Circle the preposition in each sentence and underline the prepositional phrase.
   1. Place your crayons on your desk.
   2. By midnight, we were all tired.
   3. There is a rabbit living beneath that bush.
6. Underline the prepositional phrase in each sentence. Write P above the preposition and O above the object of the preposition.
   1. Sue wanted a life on dry land.
   2. Her father was Zues, king of the land.
   3. The animals in the animated movie often seem quite real.