



8th Grade English

Unit 2 What Matters “Barrington Irving, Pilot and Educator” Worksheets

Barrington Irving, Pilot and Educator

National Geographic

Characterization in Nonfiction To help portray real life people that are the subjects of their texts, nonfiction writers often may adapt techniques typically used by fiction writers. The techniques writers use to portray characters are called **characterization**.

There are two types of characterization that writers use:

- With **direct characterization**, the writer simply tells the reader what a person is like. For example, the writer might say a person is *admirable*, *dull*, *confident*, or *obnoxious*.
- With **indirect characterization**, the writer reveals a subject's personality by including the character's words and describing the character's actions, appearance, or behavior. The writer may also describe how other people feel about the character.

When a writer uses indirect characterization, the reader must make **inferences**, or educated guesses, to determine what the person is like. To make inferences, readers must connect details in the text to their own background knowledge. For example, if a writer describes someone as always studying and setting goals, the reader might infer that the person wants to achieve something.

DIRECTIONS: Answer these questions about “Barrington Irving, Pilot and Educator.” Use textual evidence from the selection to support your responses.

1. Does the writer use direct or indirect characterization to describe Irving in paragraph 1?

2. Provide one example of evidence from the text supports the type of characterization used in paragraph 1.

3. Does the writer use direct or indirect characterization to describe Irving in paragraph 7?

4. What inference can you make about Barrington Irving?

CONVENTIONS ➤ NOUNS AND PRONOUNS

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A **noun** names a person, place, or thing. A **pronoun** replaces a noun already used or implied in a sentence. The following is a list of the different kinds of nouns and pronouns:

- **Proper nouns** name specific persons, places, or things, such as *Barrington Irving*. Proper nouns begin with capital letters.
- **Possessive nouns**, such as *Irving's*, indicate possession. Possession is usually indicated by adding an apostrophe and *s* ('s) to the end of a word. If the word is plural and ends in *s*, add only an apostrophe (') to make the word possessive.
- **Personal pronouns**, such as *I*, *you*, and *they*, refer to persons or things. The personal pronoun *I* is always capitalized.
- **Possessive pronouns**, such as *mine*, *yours*, *his*, *hers*, and *theirs*, replace possessive nouns and also show ownership.

Make sure to check capitalization and spelling when you use nouns and pronouns. Remember, all proper nouns and the personal pronoun *I* are capitalized.

A. DIRECTIONS: Write the possessive form of each noun in parentheses.

1. _____ (the pilot) license
2. _____ (Barrington) plane
3. _____ (children) bookstore
4. _____ (school) classrooms
5. _____ (kids) minds

B. DIRECTIONS: Complete each sentence by writing an appropriate pronoun.

1. Kids can join in the program from _____ homes.
2. _____ would be the youngest person to fly to all seven continents.
3. His message for kids is to follow _____ dreams.
4. I want to fly _____ own plane one day.
5. Make sure _____ listen to his advice.

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In this **presentation** you will address the **claim** that Barrington Irving achieved success through his ability to recognize and solve problems. In preparing for your presentation, make sure to include only **evidence** from the selection that is related to the claim.

This article, although not written by Irving himself, does contain many of his **quotes**. The words of a subject or an **expert** are excellent sources of evidence. The assumption here is that the all evidence in this article is **valid**; ordinarily, however, it's a good idea to check your sources, compare one source against another, or use information from more than one source.

DIRECTIONS: Make a claim about how Barrington Irving achieved success using ideas from "Barrington Irving, Pilot and Educator." Fill in the chart below to complete your outline.

Introduction	
Presentation claim	
Why you support/do not support this idea	
Body	
Evidence that supports your idea	
Quotes from Barrington Irving that support your idea	
Media you will use to support your idea	
Conclusion	
Summary of the the main points of your presentation	

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WORD LIST

determination	pursue	accomplish	achieve	tackling	purposeful
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A. **DIRECTIONS:** In each of the following items, think about the meaning of the italicized word or phrase, and then answer the question.

1. Would someone who has *determination* work hard or take a casual approach?

Explain. _____

2. If a person wants to *pursue* a specific career what would they do to be successful? _____

3. If you *accomplish* a task, does that mean that you have finished it?

4. If you *achieve* a goal, does that mean that you have given up on the goal?

5. What is another word or phrase that can be used to describe *tackling* a difficult project or task? _____

6. If a person's actions are *purposeful*, is the person determined or indecisive? Explain your answer. _____

B. **WORD STUDY:** The Old English suffix *-ful* means “full of” or “having qualities of.” Add the suffix *-ful* to each of the base words below to form a new word. Then write a sentence using the new word.

1. fate_____

2. use_____

3. skill _____

4. success_____

WORD STUDY ➔ **OLD ENGLISH SUFFIX -FUL**

The Old English suffix *-ful* means “full of” or “having qualities of.” For example, *colorful* means “full of color”; *peaceful* means “full of peace.”

A. DIRECTIONS: Each word below uses the Old English suffix *-ful*. Choose the word that fits in each sentence, and write the letter on the line. Each word will be used only once.

- a. deceitful b. slothful c. neglectful
d. frightful e. armful f. skillful

1. Tonya waited for hours to hear about the _____ result of the hurricane.
2. Jermaine seems _____ because he always moves at a snail’s pace.
3. Curtis is _____ with tools and is able to fix most anything.
4. Aunt Alice was _____ of her house which was slowly falling into ruin.
5. She had an _____ of bags after shopping for holiday gifts yesterday.
6. Paul has a habit of being _____, so it is difficult to trust anything he says.

B. DIRECTIONS: Then match each numbered word below to its definition by writing the letter of the correct definition on the line.

- | | |
|---------------------|---|
| 1. deceitful _____ | a. being sluggish or lazy |
| 2. slothful _____ | b. the ability to do something with talent |
| 3. neglectful _____ | c. something that is horrible or shocking |
| 4. skillful _____ | d. as much as one person can hold |
| 5. armful _____ | e. characterized by being careless or negligent |
| 6. frightful _____ | f. a misleading or fraudulent person or action |

WORD STUDY ➤ **OLD ENGLISH SUFFIX -FUL**

A. DIRECTIONS: The old English suffix *-ful* means “full of” or “having qualities of.” Choose the word that fits in each sentence, and write the letter on the line. Each word will be used only once.

- a.** bountiful **b.** fretful **c.** sorrowful
d. colorful **e.** scornful **f.** delightful

1. While visiting in Paris, we enjoyed all of the _____ paintings brightly depicting landscapes.
2. Rita was _____ after hearing the news about the great damage to so many homes after the tornado.
3. The organic farmers were pleased with the _____ crop that they reaped at the end of the growing season.
4. Felicia’s kindness and positive energy make her the most _____ student in the class.
5. Luke was humiliated and hurt by Tasha’s _____ remarks.
6. My baby brother becomes _____ when he is tired or hungry.

B. DIRECTIONS: Then match each numbered word below to its definition by writing the letter of the correct definition on the line.

1. bountiful _____ **a.** quick to be irritable or peevish
2. fretful _____ **b.** displaying vividness or beauty
3. sorrowful _____ **c.** giving great pleasure or highly pleasing
4. colorful _____ **d.** full of contempt or disdain
5. scornful _____ **e.** sad, distressing, or mournful
6. delightful _____ **f.** abundant, ample, generous

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DIRECTIONS: Complete the following items after you have read the text.

RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

1. (a) Analyze the structure of a specific paragraph.

Reread paragraph 1 of “Barrington Irving, Pilot and Educator.” Explain the role, or purpose, of paragraph 1. Then, explain how the paragraph relates, or connects, to the rest of the article.

(b) Analyze the role of a particular sentence.

What key point about Barrington Irving does the last sentence of paragraph 1 make? What is the main effect of placing this sentence at the end of the paragraph?

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

2. (a) Cite textual evidence to support what the text says explicitly.

In paragraph 5 of “Barrington Irving, Pilot and Educator,” Irving says, “I like to do things people say I can’t do.” Cite an example of something that Irving did that supports this statement about himself.

(b) Cite textual evidence to support an inference drawn from the text.

What is the answer to the question “guess what?” at the end of the article “Barrington Irving, Pilot and Educator”? Cite details in the text that support an answer that you infer from the text.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

3. Determine a central idea of the text and analyze its development.

Reread Irving’s message for kids in paragraph 2 of “Barrington Irving, Pilot and Educator.” What is the central idea in Irving’s message? How does Irving’s life connect to this central idea? Cite details in other parts of the text that support the connection between the central idea and Irving’s life.

EXTENDED-RESPONSE ACTIVITY ➤ **Connections Between Events**

DIRECTIONS: Complete the following activity as either a written response or a group discussion.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

4. Analyze connections and distinctions between events.

Barrington Irving has had many successes since he first dreamed of becoming a pilot. What are his successes as a pilot? What are his successes as an educator? Explain the connection between these two categories, or sets, of achievements by describing how the categories are similar and different. Also explain what the similarities and differences reveal about Irving.

Use these guidelines in your writing or discussion.

- List Irving’s successes as a pilot. Then, list his successes as an educator.
- Compare the two lists of Irving’s successes. Then, explain how successes in the two categories are alike and how they are different.
- Explain what the similarities and differences between the two categories reveal about Irving. What do the similarities and differences show about his interests, abilities, and values?

TIP FOR WRITTEN RESPONSE

Provide a clear statement of your main idea in your introduction.

TIP FOR DISCUSSION

Stay on topic. Think about what you want to say before you speak and connect your ideas to statements that others have made.

