Close Reading Questions—The key learning objective of these questions is to understand how to determine the author’s purpose for writing.

1. An author’s **purpose** is his reason for writing (What he wants to accomplish with his writing or the intended effect he wants to have). Sometimes readers must infer purpose from the details the writer chose to include, and the **tone**---his attitude toward his topic. Re-read the first paragraph and the beginning of the second paragraph to analyze Mann’s tone. Write at least two words to describe his tone and cite textual evidence to support your analysis.

2. This selection contains several examples of **figurative language**, such as **similes**. Identify one figurative comparison in lines 5-10 and explain the purpose of this comparison.

3. When Mann wrote **1491**, he like all effective writers, had to keep his audience in mind. A writer can select specific language and ideas that will appeal to his audience in order to achieve a specific **purpose**, or goal. Which of the following terms in lines 15-23 are commonly used today: Indians, Western Hemisphereans, Norumbega, or New England? Why might the author include terms that would be both familiar and unfamiliar to his audience?

4. An author achieves his purpose by choosing which information to include in his writing. By including information about how Tisquantum perceived himself and his world, the author helps the reader understand and empathize with Tisquantum. Re-read lines 15-23 and cite the lines that tell how Tisquantum saw himself.

5. Mann uses evidence from various specialized fields of study, such as anthropology and archeology. Sometimes this evidence includes technical terms related to those fields. Find the term “ancestral language” in line 60. Based on the context of the previous paragraph, define the term.

6. Writers use elements of **style**, such as word choice, to support their purpose. Analyze lines 60-71 to determine how the author likely wants to portray the Hopewell culture, and cite textual evidence to support your analysis.

7. Analyzing the facts, examples, and ideas an author includes can help the reader to infer the author’s purpose. Speculate about why Mann chooses to discuss many different Native American groups. (Lines 78-115)

8. Mann’s writing about history is so engaging, partly because of his use of vivid **figurative language** to communicate meaning. Interpret the **metaphor** that Mann uses in line 89 and the **simile** he uses in lines 98-99. Explain what is
being compared and what effect the comparison has on your understanding of the topic.

9. **Imagery**---words and phrases that appeal to the senses---is an important part of an author’s style. Positive and negative imagery can help support an author’s purpose. Cite images in lines 119-135 that depict Patuxet in either a positive or negative light. How do these images make Patuxet sound? Do they depict a positive or negative image of life in this Native American community?

10. Mann uses technical terms from various specialized fields of study, as well as from the Indians’ language. Identify the Indian word for “home” introduced in line 136. Why might Mann choose to use this word rather than “home” or “house”?

11. The type of evidence an author uses can help them **infer** the author’s purpose, or reason for writing. Identify the kind of evidence Mann uses in lines 143-149. How does this evidence support Mann’s argument about the Indians who lived there?

12. A word’s **connotation**, or the feelings one associates with a word, helps convey meaning. Find words and phrases related to food in lines 157-167 that have positive connotations. What is the impact or effect of these connotations on the description?

13. The evidence that the author chooses to include in an informational text can help **infer** the author’s purpose. Cite details Mann uses in lines 182-193 to explain the goals of Dawnland education. How do these details make Dawland education sound? How might this support the author’s purpose?

14. You can use context clues to unlock the meaning of unfamiliar technical or specialized terms. Locate the word “sachem” as many times as it occurs in lines 204-212. Based on context clues in the paragraph, what is a “sachem”?

15. Identify the kind of evidence Mann cites in lines 230-233. Describe the effect of this quotation.

16. An author may review or emphasize his main point at the end of a piece of writing. This conclusion can help readers **infer** the author’s goal, or purpose for writing the piece. Read the last two paragraphs and summarize the main idea. Make an inference about the author’s purpose in writing this chapter.