Study these words from the selections. Then, complete the activities.

**Word List A**

**behavior** [bee HAY vyuhr] *n.* the way someone acts
Jessica was exhibiting some strange behavior, singing in her sleep.

**bellowed** [BEL ohd] *v.* shouted or roared
Lin bellowed at the kids to come back, but they didn’t listen to her.

**determine** [di TER min] *v.* find out
I wanted to determine where my sister was going every day after school.

**evidence** [EV uh dens] *n.* information and facts that help prove something
I gathered the evidence I would need to prove him guilty.

**incidents** [IN suh dents] *n.* events; things that happen
The strange incidents began after the spaceship landed.

**individual** [in duh VIJ oo uhl] *adj.* single and separate
Each individual witness was interviewed separately.

**involved** [in VAHLVD] *adj.* taking part in
I was involved in the school play and really enjoyed it.

**suspiciously** [suh SPISH uhs lee] *adv.* in a way that seems bad or strange
After he returned from his trip, Bob began acting suspiciously.

**Word List B**

**complicated** [KAHM pli kay tid] *adj.* having a lot of parts or steps; difficult
The problem was too complicated to solve quickly.

**nonetheless** [nuhm thuh LESS] *adv.* in spite of
Jerry was angry, but nonetheless he had a big smile.

**researchers** [REE serch erz] *n.* people who study things in depth
The researchers were looking for ways to make our jobs easier.

**tolerate** [TAHL uh rayt] *v.* to put up with something; be able to deal with something
He could only tolerate loud noises in small doses.

**toxic** [TAHK sik] *adj.* poisonous
Until he got sick, he didn’t realize the mushrooms were toxic.

**uncommon** [uhn KAHM uhn] *adj.* rare, unusual
It was uncommon to see Jane and Mandy get along.

**unlimited** [un LIM uh tid] *adj.* without end, having no boundaries
Shawn got excited when he saw the unlimited supply of candy.

**vary** [VAIR ee] *v.* change; make different
I like to vary my clothes by wearing a different color every day.
“Why Monkeys Live in Trees” by Julius Lester
“The Case of the Monkeys That Fell from the Trees” by Susan E. Quinlan

**Literary Analysis: Fiction and Nonfiction**

**Fiction** is writing that tells about imaginary people, animals, or events. A work of fiction contains one or more made-up elements, such as a leopard that speaks. Some writers create works of fiction that are realistic. Although they may seem real, these works contain invented characters, settings, or plots.

**Nonfiction** is writing that tells about real people, animals, places, events, or ideas. For example, a science article that explains the eating habits of jungle animals is a work of nonfiction. In nonfiction, everything must be true. It must contain facts and details from the real world.

**DIRECTIONS:** Each passage below comes from one of the selections about monkeys, either “Why Monkeys Live in Trees” or “The Case of the Monkeys That Fell from the Trees.” Read each passage. On the first line following the story, tell whether the passage comes from a work of fiction or nonfiction. Then, on the following lines, explain how you know if it is fiction or nonfiction.

1. At that exact moment, one of Leopard’s children ran up to him.
   “Daddy! Daddy! Are you going to be in the contest?”
   “What contest?” Leopard wanted to know. If it was a beauty contest, of course he was going to be in it.

   This passage comes from a work of _____________. I know this because ________

2. Normally, howling monkeys are skilled, nimble climbers. They often leap ten feet or more between tree limbs, and they almost never fall.

   This passage comes from a work of _____________. I know this because ________

3. King Gorilla had the animals pick numbers to see who would go in what order. To everybody’s disappointment, Hippopotamus drew Number 1.

   This passage comes from a work of _____________. I know this because ________

4. Again, Glander found an answer in his field records. Howlers had fed in 331 of the trees in the study area, but they made only one stop in 104 of these trees.

   This passage comes from a work of _____________. I know this because ________
“Why Monkeys Live in Trees” by Julius Lester
“The Case of the Monkeys that Fell from the Trees” by Susan E. Quinlan

Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

At first, I didn’t think much about it, but then the incidents began piling up. Strange occurrences began happening almost daily. Food was missing from the kitchen, or messes were made in various rooms in the house. I was determined to get to the bottom of it all because I wanted to know who was involved. Who had a part in these crimes?

I began by examining everyone’s behavior. How was everyone acting? Was any individual in the house acting suspiciously, or rather, was any person who lived here acting more strangely than usual?

Unfortunately, I could not determine that anyone was. In fact, I just couldn’t figure it out. Inez still went off to work every morning, while Ernesto stayed in his room most of the time and listened to music. Monica followed me around the house, begging me to play with her. There was nothing unusual about any of that. In short, things were just as they always were.

Still, slowly, I began to gather evidence, carefully writing down each clue I discovered. Then I created a profile of my suspect: He (or she) was small and very, very sneaky.

Days went by without a sign of my villain, but I didn’t give up. I watched and waited patiently, until one day I caught him. A little monkey climbed in through the window and grabbed some bananas off the kitchen table. “Oh, no, you don’t!” I bellowed after him. I began to give chase, but the monkey got away. When I told the kids, they just laughed. “Mom,” they said, “monkeys are a part of life in Costa Rica. Now you can say you’ve finally settled in!”

1. Underline the words that explain what incidents are. Then, write about two incidents that happened to you last week.

2. Underline the words that tell what involved means. Then, describe something you are involved in.

3. Circle the word that tells what behavior means. What two adjectives would you use to describe the narrator’s behavior?

4. Underline the phrase that tells you what individual and suspiciously mean. Then, use both words together in a sentence.

5. Circle the words that tell what determine means. What does the narrator want to determine?

6. Underline the words that tell how the narrator gathers evidence. What does she use the evidence for?

7. Underline the sentence that explains why the narrator has bellowed at the monkey. Describe a situation in which you might bellow at someone.
For years, researchers have been studying why people eat the foods they do. They’re curious about how humans came to realize that certain foods are healthful, while others are just plain toxic. How did they know to eat blueberries but not deadly nightshade? How were the edible parts of potatoes, which have poisonous leaves, first discovered? How did people avoid poisonous items yet still get all the nutrients they needed?

The answer, of course, is complicated. It is not just a simple theory that can be proved or disproved. There is no magic window onto the past that allows us to see how things happened. We have to figure it out using clues and logic.

Many experts suggest that people figured out what to eat through trial and error. This makes sense. Out of an almost unlimited number of possibilities, people ate what did not make them sick. In other words, if people could tolerate a certain food, it got added to the list. If not, it got rejected. Those who chose their foods wisely were more likely to survive. Eating something uncommon and therefore untested was definitely risky.

Nonetheless, around the world, humans still managed to create diets that contained a great variety of foods. That, perhaps, is part of the secret. It was not just enough to avoid foods that are known to be bad. There must have also been advantages to seeking out as many foods as possible. Perhaps those who ate a wider variety received more nutrients, lived longer, and had more children.

What lesson can we take from all this about our eating habits today? First of all, it’s important to avoid things that we know are poisonous. Perhaps more important, though, is the idea that we need to vary our diet. Eating a wide variety of foods may be the only way to ensure that we get the nutrients we need.
**Open-Book Test**

**Short Answer** Write your responses to the questions in this section on the lines provided.

1. Leopard in "Why Monkeys Live in Trees" likes to gaze at his reflection. What trait does this reveal about him? Explain.

2. In "Why Monkeys Live in Trees," King Gorilla tests each of the animals in a contest. Explain why all of the animals before Monkey fail.

3. The monkeys in "Why Monkeys Live in Trees" try to pull a trick on the other animals. They almost get away with it. Explain why the author wrote about monkeys instead of some other animal. Think about what type of character would be able to pull such a trick.

4. Scientists in "The Case of the Monkeys That Fell From the Trees" observed monkeys eating leaves from poisonous trees without any signs of distress. What signs of distress might they have expected to see?

5. Near the end of "The Case of the Monkeys That Fell From the Trees," the author suggests that "the monkeys' poisoned-filled pantry has a silver lining." Explain what she means.

6. The author of "The Case of the Monkeys That Fell From the Trees" shows how scientists do their work. Name one important quality a scientist must possess. Use examples from the essay to support your answer.
7. A work of fiction contains at least one made-up element. In a work of nonfiction, everything must be true. Compare "Why Monkeys Live in Trees" and "The Case of the Monkeys That Fell From the Trees." Write each of these items in the correct place on the diagram: scientists; gorilla as king; trees. Then, on the line below, explain how the information tells you which selection is fiction.

8. Young animals are mentioned in both "Why Monkeys Live in Trees" and "The Case of the Monkeys That Fell From the Trees." Explain how the behavior of the young animals tells you whether each selection is fiction or nonfiction.

9. Identify one sentence from "Why Monkeys Live in Trees" that indicates it is a work of fiction. Then, identify one sentence from "The Case of the Monkeys That Fell From the Trees" that indicates it is a work of nonfiction. Explain your answers.

10. The authors of "Why Monkeys Live in Trees" and "The Case of the Monkeys That Fell From the Trees" had very different reasons for writing. Which author wrote to share interesting facts about monkeys—the author of the work of fiction or of nonfiction? Explain why the type of writing fits the purpose.
Word List

abruptly  bellowed  distressed  incidents  reflection  regally

A. DIRECTIONS: Follow each instruction below to write a sentence. Use at least one word from the Word List in each sentence.

1. Write a sentence about something that happens without warning.

2. Write a sentence about someone who has just received bad news.

3. Write a sentence about something you might see in a mirror.

4. Write a sentence about related events.

5. Write a sentence about someone calling to a lost pet.

6. Write a sentence about a formal action by a king.

B. DIRECTIONS: Circle the word that is closest in meaning to the word in CAPITAL LETTERS.

1. INCIDENTS
   A. discussions

2. BELLOWED
   A. tumbled

3. DISTRESS
   A. suffering

4. ABRUPTLY
   A. mysteriously

   B. projects  C. questions  D. happenings

   B. hollered  C. swerved  D. gobbled

   B. noise  C. relaxation  D. pleasure

   B. roughly  C. unexpectedly  D. silently
“Why Monkeys Live in Trees” by Julius Lester
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Integrated Language Skills: Support for Writing to Compare Literary Works

Before you write your paragraph comparing and contrasting the monkeys in these two selections, complete the graphic organizer below. In the left and right columns, note how the monkeys in each selection are different. In the center column, note how the monkeys in both selections are similar.

<table>
<thead>
<tr>
<th>Monkeys in “Why Monkeys Live in Trees”</th>
<th>How Monkeys Are Similar in Both Selections</th>
<th>Monkeys in “The Case of the Monkeys That Fell From the Trees”</th>
</tr>
</thead>
</table>

Use your notes to write a paragraph comparing and contrasting the monkeys in “Why Monkeys Live in Trees” and “The Case of the Monkeys That Fell From the Trees.”

Unit 1 Resources: Fiction and Nonfiction
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