Name: _____ Date: _____

Arrows Left of the Gold

Circle group

For six Saturdays in a row, Calloway's arrows hit the same spot on the target. It was just left of the gold. The gold circle was only the size of a dinner plate. The target stood on a bale of straw twenty meters away. The pattern bothered him. A random miss could be blamed on luck. A tight group in the wrong place was like a message he could not read.

Instructor Pell watched a full round. Then she spoke. "Your aim is fine," she said. "Your release is the problem. When you let go of the string, your fingers flick out. The arrow follows them."

Calloway frowned. "So I should aim farther right?"

"You could. But that fixes the symptom, not the cause." She gave him a thin leather tab. "Let the string slip off your fingers. Do not throw it. Keep your hand relaxed against your jaw. Think of your fingers opening like a door on a slow hinge."

The next three rounds were hard. His arrows went everywhere. One landed in the dirt a full meter short. He felt his patience wear thin, but he kept using the slow hinge. On the fourth round, the string rolled away smoothly. His arrow hit the ring right beside the gold.

Pell nodded. "Closer. Do it again. Then fifty times more."

By the end of the month, his arrows landed all over the middle. One afternoon, to his surprise, one hit the gold.

Questions

1. Where did Calloway's arrows keep landing?

_____

_____

2. What did Instructor Pell say was the real problem?

_____

_____

3. What did Pell give Calloway?

_____

_____

4. What happened to his shots after he changed his release?

_____

_____

5. Why did a tight group bother Calloway more than random misses?

_____

_____

6. What does fixing the symptom, not the cause, mean here?

_____

_____

Words to know

release: the way an archer lets go of the string

symptom: a sign that shows something is wrong, but is not the real cause

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

Arrows Left of the Gold

Triangle group

For six Saturdays in a row, Calloway's arrows landed in the same patch of the target, just to the left of the gold circle. The gold was only about the size of a dinner plate, and the target stood on a bale of straw twenty meters away. The pattern bothered him far more than any random miss would have, because a scattered shot could be blamed on luck, whereas a tight cluster in the wrong place felt like a message that he was unable to read.

Instructor Pell watched him shoot an entire round and said nothing until the last arrow was gone, and then she told him that his aim was perfectly fine but that his release was the real problem, since his fingers flicked outward when he let go of the string. The arrow simply followed them. Calloway suggested that he could simply aim farther to the right to make up for it. But she explained that such a change would fix the symptom without touching the cause.

She handed him a thin leather tab and showed him how to let the string slip away from his fingers instead of throwing it. He was to keep his hand relaxed against his jaw and imagine his fingers opening like a door on a slow hinge. The next three rounds were humbling, because his arrows scattered wildly and one buried itself in the dirt a full meter short of the straw. Calloway felt his patience fraying. But he kept practicing the slow hinge, and on the fourth round the string rolled away smoothly and his arrow struck the ring just beside the gold.

Pell nodded and told him to do it again, and then fifty times more. By the end of the month his arrows were landing everywhere in the middle of the target. One afternoon, to his astonishment, one finally pierced the gold.

Questions

1. Where did Calloway's arrows keep landing on the target?

_____

_____

2. According to Instructor Pell, what was the real problem?

_____

_____

3. What did Pell give Calloway to help his release?

_____

_____

4. What happened to his shots right after he changed his release?

_____

_____

5. Why did Calloway find a tight cluster more bothering than random misses?

_____

_____

6. What does Pell mean by fixing the symptom instead of the cause?

_____

_____

Words to know

release: the way an archer lets go of the string
cluster: a group of things close together
symptom: a sign that shows something is wrong, but is not the real cause
humbling: making you feel less sure of yourself
astonishment: great surprise

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

Arrows Left of the Gold

Square group

For six Saturdays in a row, Calloway's arrows landed in the same patch of the target, just to the left of the gold circle. The gold was only about the size of a dinner plate, and the target stood on a bale of straw twenty meters away. The pattern troubled him far more than any random miss would have, because a scattered shot could be blamed on luck, whereas a tight cluster in the wrong place felt like a message that he was unable to read.

Instructor Pell watched him shoot an entire round and said nothing until the last arrow was gone, and then she told him that his aim was perfectly sound but that his release was the real problem, since his fingers flicked outward when he let go of the string. The arrow merely followed them. Calloway suggested that he could aim farther to the right to make up for it, but she explained that such a change would fix the symptom without touching the cause.

She handed him a thin leather tab and showed him how to let the string slip away from his fingers instead of throwing it. He was to keep his hand relaxed against his jaw and imagine his fingers opening like a door on a slow hinge. The next three rounds were humbling, because his arrows scattered wildly and one buried itself in the dirt a full meter short of the straw, and Calloway felt his patience fraying. But he persisted in practicing the slow hinge, and on the fourth round the string rolled away smoothly and his arrow struck the ring just beside the gold.

Pell nodded and told him to do it again, and then fifty times more. By the end of the month his arrows were landing everywhere in the middle of the target. One afternoon, to his astonishment, one finally pierced the gold.

Questions

1. Where did Calloway's arrows consistently land on the target?

_____

_____

2. According to Instructor Pell, what was the actual difficulty?

_____

_____

3. What did Pell hand to Calloway to improve his release?

_____

_____

4. How did his shots behave right after he altered his release?

_____

_____

5. Why was a tight cluster more troubling to Calloway than random misses?

_____

_____

6. What does Pell mean by correcting the symptom rather than the cause?

_____

_____

Words to know

release: the way an archer lets go of the string
cluster: a group of things close together
symptom: a sign that shows something is wrong, but is not the real cause
humbling: making you feel less sure of yourself
astonishment: great surprise

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

For the teacher: Arrows Left of the Gold

Each student sheet carries a shape, not a level. The same topic and facts, written three ways.

Circle: Arrows Left of the Gold

Easier · 243 words · Flesch-Kincaid grade 1.9

1. Just to the left of the gold circle.
2. His release, because his fingers flicked out when he let go.
3. A thin leather tab.
4. They went everywhere and one landed far short.
5. A group in the wrong place meant something specific was wrong.
6. Aiming farther right would hide the bad release but not correct it.

Triangle: Arrows Left of the Gold

This passage · 314 words · Flesch-Kincaid grade 8.1

1. Just to the left of the gold circle.
2. His release, because his fingers flicked outward when he let go.
3. A thin leather tab.
4. They scattered wildly and one landed far short.
5. A cluster in the wrong place meant something specific was wrong, while random misses could be blamed on luck.
6. Aiming farther right would hide the bad release without correcting it.

Square: Arrows Left of the Gold

Harder · 315 words · Flesch-Kincaid grade 9.4

1. Just to the left of the gold circle.
2. His release, because his fingers flicked outward when he let go.
3. A thin leather tab.
4. They scattered wildly and one landed far short.
5. A cluster in the wrong place suggested something specific was wrong, while random misses could be blamed on luck.
6. Aiming farther right would conceal the faulty release without fixing it.