

## **Guthrie Public Schools**

### **7<sup>th</sup> Grade Reading Distance Learning Lessons      April-May, 2020**

**Directions:** Read the material in each lesson and answer the questions. Examples for how to answer the questions are included in the “tips” sections of each lesson. An answer key has been provided so that you can check your work. The Exercises papers all have multiple choice questions similar to what you would find on the end of year state test.

**April 6: Lesson 2 Main Idea and Theme**

**April 7: Lesson 3 Details and Organization**

**April 8: Lesson 4 Inferences and Conclusions    Complete tips 1-6**

**April 9: Lesson 4 Inferences and Conclusions continued    *Navajo Code-Talkers* & Focus Lesson 11**

**April 10: Lesson 5 Author’s Purpose    Complete tips 1-6**

**April 13: Lesson 5 Author’s Purpose continued    *Save Our Summers* & Focus Lesson 12**

**April 14: Lesson 6 Genre**

**April 15: Lesson 7 Literary Elements    Complete tips 1-3**

**April 16: Lesson 7 Literary Elements continued    Complete tips 4-10**

**April 17: Lesson 7 Literary Elements continued    *Into the Void* & Focus Lesson 1**

**April 20: Lesson 7 Literary Elements continued    Focus Lessons 3-4-5**

**April 21: Lesson 8 Author’s Craft    Complete tips 1-5**

**April 22: Lesson 8 Author’s Craft continued    Complete tips 6-7 & *Wolf Song***

**April 23: Lesson 8 Author’s Craft continued    Complete Focus lessons 6-7-9**

**April 24: Lesson 9 Comparing Texts    Complete tips 1-7**

**April 27: Lesson 9 Comparing Texts continued    Complete tip 8 & *The Red Badge of Courage***

**April 28: Lesson 10 Literacy in History/Social Studies, Science, and Tech Subjects    Complete tips 1-5**

**April 29: Lesson 10 Literacy continued    Complete tips 6-10**

**April 30: Lesson 10 Literacy continued    *Gettysburg Address* & *The Ocean and the Water Cycle***

**May 1:    Complete any unfinished work and review the lessons**

**May 4:    Complete Exercises 1 & 3**

**May 5:    Complete Exercises 4 & 5**

**May 6:    Complete Exercises 8 & 9**

**May 7:    Complete Exercise 10**

**May 8:    Complete any unfinished work and review Exercises 1,3,4,5,8,9,10**





## Lesson 9: Comparing Texts

No two authors write in exactly the same way. It is interesting to see how different authors approach the same topic or idea, and reading multiple texts can help you get a broader picture of the subject the authors are writing about. In this lesson, you will practice comparing and contrasting key ideas and themes from different passages.

Read the following passages. They will help you understand the tips in this lesson.

### Passage 1

Sharice and Tanya had been best friends for six years. Then, both girls tried out for their middle school volleyball team. Only Sharice made it. At first, Tanya was happy for her friend and cheered her on from the bleachers as Sharice quickly became the star of her team. But slowly Tanya's goodwill began to evaporate. Whenever the girls got together, all Sharice wanted to talk about was volleyball. She gushed about how much fun she was having and how popular she had become. Tanya, who had been crushed when she didn't make the team, thought her friend was being insensitive. And, one day, she told her so.

"You're just jealous," Sharice replied. "I've got real friends on the team. I don't need you." Then, she walked away, turning her back on Tanya and six years of friendship.

After that day, Sharice made it her mission to make Tanya uncomfortable in school. With her newfound friends as back-ups, Sharice taunted Tanya every chance she got. She made fun of Tanya's clothes and hair. Sharice constantly reminded Tanya that she had not been good enough to make the team.

It would have been easy for Tanya to get back at Sharice. She knew all of her secrets, all of her fears. She could have easily embarrassed and humiliated her. But she didn't. It would just have added fuel to the fire. Eventually Sharice would tire of her cruel game—especially if Tanya didn't give her the satisfaction of getting angry or showing her pain.

## Passage 2

### *Heracles and Athena*

as told by Aesop

The strongest man who ever lived was Heracles<sup>1</sup>, the son of the Greek god Zeus and a mortal woman, Alcmena. Once, journeying along a narrow roadway, Heracles came across a strange-looking animal that reared its head and threatened him. The hero gave it a few hardy blows with his club and thought to go on his way.

The monster, however, much to the astonishment of Heracles, was now three times bigger than it was before, and even more threatening. Heracles thereupon made stronger his blows and laid about it fast and furiously; but the harder and quicker the strokes of the club, the bigger and more frightful grew the monster, which now completely filled up the road.

Athena, the goddess of reason, then appeared upon the scene.

“Stop, Heracles,” said Athena. “Cease your blows. The monster’s name is Strife.<sup>2</sup> It is the spirit of disagreements and quarrel. Let it alone, and it will soon become as little as it was at first. But if you strike it, see how it grows!”

<sup>1</sup>**Heracles:** ancient Greek hero commonly known by the Roman version of his name, Hercules

<sup>2</sup>**strife:** conflict



#### **TIP 1: Find a topic or theme that the passages have in common.**

Begin by asking yourself what the passages have in common. The two passages you just read are very different, but they address something similar.

1. What theme do Passages 1 and 2 share?

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Different literary genres can use the same theme. In this example, a short story and a myth both share a theme. A nonfiction passage and a poem, a novel and a play, or a poem and a short story could all be compared using the theme that they have in common. Test questions about the passages would focus on how the different genres express the same theme.

**TIP 2: Summarize the main idea of each passage.**

Once you see how the passages are related to a topic or theme, go one step further. What does each author have to say about the topic? What is each passage mostly about? In other words, look for the main idea.

2. Which sentence best summarizes the main idea of Passage 1?
  - A. Sharice and Tanya had been friends for six years.
  - B. Sharice makes the volleyball team and becomes a star.
  - C. Tanya learns that Sharice is not a true friend.
  - D. Tanya is crushed when she does not make the team.
  
3. Which sentence best summarizes the main idea of Passage 2?
  - A. Athena is a goddess and the voice of reason.
  - B. A strange-looking animal gets bigger and angrier.
  - C. Heracles is the son of Zeus, a god, and a woman, Alcmena.
  - D. Heracles learns to leave the monster, Strife, alone.

Once you summarize the main ideas of the passages, you can start to analyze how the ideas relate to one another. A good way to compare the ideas in passages is to imagine the authors together in a room, discussing the common topic. What would they talk about? What questions might they have different answers to? What might they agree on?

**TIP 3: Identify how the passages' main ideas relate to one another.**

The connection between the passages may not be obvious at first. Try to think of a particular question that applies to both passages.

4. Which question do both passages try to answer?
  - A. How should we resolve conflicts in our lives?
  - B. What is the role of conflict at home?
  - C. What is the best way to deal with disappointments?
  - D. Where can we turn for help solving problems?

**TIP 4: Compare the ideas and characters in the passages.**

After you find a connection between the main ideas, compare the main ideas. Are they similar or different? Do the authors agree or disagree?

In addition to comparing the authors' ideas about the topic, compare the views of the people or characters within the passages. For example, in Passage 1, Tanya chooses not to respond to Sharice's taunting. She realizes that getting mad or embarrassing Sharice would only make things worse. Athena shares this view in Passage 2. She knows that Heracles' angry blows will only make the monster bigger and make things more difficult for Heracles.

5. How is Tanya different from Heracles?
  - A. She is unable to forgive a wrong.
  - B. She is too afraid to challenge an enemy.
  - C. She will do anything to resolve a conflict.
  - D. She does not let emotion overcome her reason.

**TIP 5: Compare the story elements and details in narrative passages.**

Remember that narrative passages tell a story. They feature characters, settings, and plots. When you're comparing narrative passages, notice what the characters are like, where the stories take place, and what happens. Think about how the story elements are the same and different in the passages. Is one character wise and another foolish? Is one story set in a jungle and the other in a desert? Perhaps both stories are about something getting in someone's way. How do the differences in characters and setting change the way the problems are solved?

**TIP 6: Notice which details each author chose to include, and why.**

As you learned earlier in this unit, authors make decisions about which ideas to include based on their reasons for writing. One way to compare passages is to notice which ideas each author presents and then to think about why. How do you think the authors want their ideas to influence you? Which ideas do the authors leave out or ignore? Do you feel that each author has given you the full picture, or are there more points of view to consider?

The answers to these questions can help you see how important the author's choices are. They will also help you analyze how different texts relate to each other.


**TIP 7: Analyze conflicting information on the same subject.**

Different authors will have different ways of looking at the same subject. So, if two writers have opposing views on health care, for example, the articles they write would likely contain observations and supporting details that disagree. In other words, the more texts you read about a certain topic, the more likely you are to come across **conflicting information**.

Sometimes these differences of opinion are based on matters of fact. For example, during a mayoral election, one author supports a certain candidate. He cites the candidate's impressive educational background and political experience. Another author argues that voters should *not* elect this candidate. She offers proof that the candidate exaggerated his academic achievements and lied about specific aspects of his political experience. These authors' articles have conflicting information based on their knowledge of specific facts.

How authors interpret information may also lead to conflicting information. Suppose that the authors in the above example both look at the same academic record. They both have the same facts about the candidate's achievements in college. For one author, the candidate's B average is not an impressive accomplishment. He believes that the candidate should have applied himself more, and the B average shows a lack of ambition. However, the other author notes that the B grade is an accomplishment when you consider the candidate's long list of extracurricular activities, including volunteer work and the debate team. This author argues that these activities were more important than getting an A.

In order for you to determine which author's position has more merit or who is right or wrong, you need to evaluate the facts and consider the authors' biases.

Read the following statements on the same subject by two different authors.

Abraham Lincoln was the greatest president to ever serve this country. His role in the Union's victory in the Civil War and the abolition of slavery make this noble president's legacy an enduring one.

Could there be a more overrated president than Abraham Lincoln? His opposition to slavery was lukewarm and politically motivated. And his decisions during the Civil War only served to prolong the conflict.

6. Are these authors more likely to disagree on fact or interpretation? Why?

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**TIP 8: Analyze how two or more themes or ideas in a text relate to one another.**

The focus of this lesson has been on comparing different texts. However, you will sometimes find multiple themes and ideas within the same text. Think about *The Wizard of Oz*, for example. The text supports various themes, including:

- There is no place like home.
- The grass is always greener on the other side of the fence.
- Don't believe everything you see or hear.
- We all have abilities we are not aware of.
- Good deeds are rewarded.

How do any of these themes relate to one another? The first two themes have a clear connection, as illustrated by details in the story. Dorothy lives in Kansas, a setting the author describes as grey and lifeless. Dorothy dreams of living somewhere far away, where she imagines a more colorful and exciting life. She thinks that any place outside of Kansas will be an improvement. These details support the theme of "The grass is always greener on the other side of the fence." This theme is closely related to "There is no place like home." After Dorothy's adventures in the land of Oz, she realizes how much she misses her family and home. She *thought* the grass was greener, but she discovers that she is truly happiest on her Kansas farm.

When you read a text, make a note of its major ideas and themes. Then, use the details in the text to help you figure out how they connect.





**Directions:** This passage is about a fictional Civil War battle from the perspective of a young Union soldier. It is loosely based on the Battle of Chancellorsville, which took place in Virginia in the spring of 1863. Read the passage. Then answer Numbers 1 through 4.

adapted from

## *The Red Badge of Courage*

by Stephen Crane

Perspiration streamed down the youth's<sup>1</sup> face, which was soiled like that of a weeping child. He frequently, with a nervous movement, wiped his eyes with his coat sleeve. His mouth was still a little ways open.

He got the one glance at the foe-swarming field in front of him and instantly ceased to debate the question of his weapon being loaded. Before he was ready to begin—before he had announced to himself that he was about to fight—he threw the obedient, well-balanced rifle into position and fired a first wild shot. Directly he was working at his weapon like an automatic affair.

He suddenly lost concern for himself and forgot to look at a menacing fate. He became not a man but a member. He felt that something of which he was a part—a regiment, an army, a cause, or a country—was in crisis. He was welded into a common personality that was dominated by a single desire. For some moments he could not flee no more than a little finger can commit a revolution from a hand.

If he had thought the regiment was about to be destroyed, perhaps he could have removed himself from it. But its noise gave him assurance. The regiment was like a firework. It wheezed and banged with a mighty power.

There was a consciousness always of the presence of his comrades about him. He felt the subtle battle brotherhood more potent even than the cause for which they were fighting. It was a mysterious fraternity born of the smoke and danger of death.

He was at a task. He was like a carpenter who has made many boxes, making still another box, only there was furious haste in his movements. He, in his thoughts, was careering off in other places, even as the carpenter who as he works whistles and thinks of his friend or his enemy, his home or a saloon. And these jolted dreams were never perfect to him afterward, but remained a mass of blurred shapes.

Presently he began to feel the effects of the war atmosphere—a blistering sweat, a sensation that his eyeballs were about to crack like hot stones. A burning roar filled his ears....

<sup>1</sup>“the youth”: refers to Henry Fleming, the main character of *The Red Badge of Courage*, who is engaging in battle for the first time

The men dropped here and there like bundles. The captain of the youth's company had been killed in an early part of the action. His body lay stretched out in the position of a tired man resting, but upon his face there was an astonished and sorrowful look, as if he thought some friend had done him an ill turn. The babbling man was grazed by a shot that made the blood stream widely down his face. He clapped both hand to his head. "Oh!" he said, and ran. Another grunted suddenly as if he had been struck by a club in the stomach. He sat down and gazed ruefully. In his eyes there was mute, indefinite reproach. Farther up the line a man, standing behind a tree, had had his knee joint splintered by a ball. Immediately he had dropped his rifle and gripped the tree with both arms. And there he remained, clinging desperately and crying for assistance that he might withdraw his hold upon the tree.

At last an exultant yell went along the quivering line. The firing dwindled. As the smoke slowly faded away, the youth saw that the charge had been held. The enemy were scattered into reluctant groups. He saw a man climb to the top of the fence, straddle the rail, and fire a parting shot. The waves had receded, leaving bits of dark "debris" upon the ground.

Some in the regiment began to cheer. Many were silent. Apparently they were trying to contemplate themselves.

1. Which word **best** describes the youth at the beginning of the passage?
  - A. depressed
  - B. excited
  - C. frightened
  - D. confident
  
2. What is the "debris" the author refers to?
  - A. the litter that the soldiers have left behind
  - B. the soldiers who have been wounded or killed
  - C. the weapons the soldiers no longer need
  - D. the campsites where the soldiers sleep

Unit 1 - Reading

3. Which sentence from the passage best supports the idea that the youth feels connected to his regiment?
- A. "Directly he was working at his weapon like an automatic affair."
  - B. "There was a consciousness always of the presence of his comrades about him."
  - C. "The captain of the youth's company had been killed in an early part of the action."
  - D. "At last an exultant yell went along the quivering line."
4. The author refers to the main character as "the youth" instead of by his given name. He also avoids using specific place names. Explain why the author most likely made these decisions.

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**Directions:** This passage is a letter that was written by Confederate soldier Jedediah Hotchkiss to his wife Sara after the Battle of Chancellorsville. Read the letter. Then answer Numbers 5 through 10.

May 6, 1863

My Dear Wife:

The Yankees have just gotten over the river again, after four days fighting one of the most severe and bloody battles of the war in which our loss has been very heavy as could have been expected. While the enemy's has been much greater and he has been completely beaten, in his own chosen and fortified position his forces routed and demoralized and the boasted "fighting Joe"<sup>1</sup> taught that human efforts are unavailing when in a wrong cause. I am thankful to the Almighty that he has spared my life through the many dangers of these horrible days, while we have to mourn the loss of so many loved ones. Our hero General<sup>2</sup> lost one arm and had a ball shot through his other hand, and he is lost to our country for a considerable time—but is doing well and I hope will soon be out again. But my tent mate, my amiable friend Boswell, is no more. He fell, struck in the heart, by two balls and I buried him on Sunday evening, as the moon rose, in a soldier's grave—with many tears and a feeling prayer by Mr. Lacy. Poor Boswell.

The battle took place some 10 miles above Fredericksburg. We turned the enemy's flank and took them in the rear before they knew it and fell on them with great force. Our loss all told has been some 8 or 10,000 and the enemy's not less than 15,000, and we have taken 5,000 or 6,000 prisoners. Gen. Paxton was killed and J. Addison Bell—what an affliction for his poor mother and father. They seem to lose a son in every battle. The enemy's raid did not do much harm and our railroad is again in order. Hooker made a speech here before the battle and told his men that he had Lee<sup>3</sup> surrounded, had cut off his communication and he had but one day's rations and must surrender or starve—but we did neither. We have had a severe time, fought in the dense woods and could not do much in the way of pursuing the enemy, but had to drive them by inches as it were. Hooker had five Army Corps, over 100,000 men. I have been up day and night a good share of the time and am not in a condition to write much, but will write soon.

Good bye & God bless you all.

Your affectionate husband,  
Jed. Hotchkiss

<sup>1</sup>"fighting Joe": nickname for Joseph Hooker, a Union general who led the Army of the Potomac in the Battle of Chancellorsville

<sup>2</sup>"Our hero General": refers to Thomas Jonathan "Stonewall" Jackson, a Confederate general who died of pneumonia a few days after this letter was written

<sup>3</sup>Lee: Robert E. Lee, the commanding general of the Confederate Army

Unit 1 - Reading

5. This letter is mostly about
- A. the casualties of the battle.
  - B. wanting to win the war.
  - C. trouble finding supplies.
  - D. being homesick.
6. According to the letter, how does Hotchkiss feel about the enemy?
- A. He understands that they are only doing what they think is right.
  - B. He realizes that they had no choice in joining the army.
  - C. He thinks that the beliefs they hold are wrong.
  - D. He wishes that he was fighting for their side.
7. The author's tone in this letter is best described as
- A. triumphant.
  - B. content.
  - C. hopeless.
  - D. dismayed.

8. Which central idea is common to both *The Red Badge of Courage* and the letter?

- A. The Union army is stronger than the Confederate army.
- B. Finding food and shelter is difficult in wartime.
- C. The conditions of war are harsh and grim.
- D. Confidence is the key to winning a battle.

9. Compare and contrast the genres of *The Red Badge of Courage* and the letter.

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Unit 1 - Reading

10. How are the wartime experiences of the youth and Jedediah Hotchkiss different? Use details from the passage and the letter in your answer.

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## Lesson 9: Comparing Texts (Answer Key)

### Passage 1 and Passage 2 *Hercules and Athena*

1. Conflict might be better resolved without confrontation
2. "C"
3. "D"
4. "A"
5. "D"
6. They are more likely to disagree on interpretation because facts can be proven

### *The Red Badge of Courage*

1. "C"
2. "B"
3. "B"
4. The author did not use specific names because he wants the reader to know that this story could apply to any soldier at any location during the Civil War. The main point is about the shocking things that a soldier sees and how war can change a person.
5. "A"
6. "C"
7. "D"
8. "C"
9. *The Red Badge of Courage* is historical fiction loosely based on history with made-up characters and plot. The letter is nonfiction and reveals the author's true feelings and bias.
10. The Youth was a Union soldier. Hotchkiss was a confederate soldier. Both feel strong connections to their fellow soldiers and to the deaths they witness. As the war progresses, the youth becomes more confident, while Hotchkiss is upset by the events.



## Lesson 7: Literary Elements

### *The Ransom*

1. First person. The narrator is a character in the story, and it uses first person pronouns such as I, we, me, and us.
2. Ebenezer would not have known the kidnapping was going to happen, nor would he have had the same view or opinion of Summit.
3. Circled words could include: boy of 10, blended freckles, hair the color of an apple, child of a well-known banker
4. "C"
5. He is not afraid of the kidnappers. He is bored with his life at home. He likes to camp out. He hates school. He is having a great time.
6. "C"
7. He likes to play "adventurous" games such as shooting with a pretend rifle and tying up Bill.
8. "C"
9. "D"
10. He is having fun. He is aggressive with the kidnappers, so you know he is not afraid of them.
11. Location: top of a mountain outside of Summit. Objects: man with a plow and a mule. Buildings: small homes and shops. Other: none found
12. "D"
13. Problems: They are so far from Summit, they don't know how people are reacting to the kidnapping. The town is so small and the people so familiar with each other that it appears no one has noticed the boy is missing. Benefits: Poplar Cove, another little town, was nearby. They are far enough from Summit to be well-hidden.
14. "D"
15. "C"
16. The early scene of the kid hitting Bill in the head with a brick foreshadows the torment he later inflicts on Bill, including hitting him with a rock behind his ear and tying him up.
17. "A"
18. Possible themes: Crime doesn't pay. Not everything is as it seems. Greedy actions may have unforeseen consequences.

### *Into the Mountains*

1. "D"
2. "C"
3. "B"
4. The brothers are entering the wilderness and climbing the mountain without their parents for the first time. The boys will face challenges created by the setting which helps to develop the plot.
5. "D"
6. "D"
7. He is confident and easy-going
8. "B"
9. "C"



10. The brothers have a close, caring relationship. Carlos looks out for Martino by making sure he is up for the hike and by reassuring him when he is worried.

#### Focus Lesson 1: Plot, Setting, and Theme

##### *Sees Behind Trees*

1. Early winter in a forest. Found in third sentence of paragraph 3.
2. Sees Behind Trees has been left alone. Sees Behind Trees speaks to the baby he is carrying. Sees Behind Trees searches the first boulder for moss to help him determine the direction he should travel. Sees Behind Trees inches his way through the forest.
3. The writer conveys the point that Sees Behind Trees is capable of taking care of himself in spite of his blindness, and must do so not only for himself, but because he has a truly helpless person, a baby, depending on him. The setting helps to define the extremity of the situation that Sees Behind Trees finds himself in, and the plot reveals the cleverness that Sees Behind Trees uses to solve his problem.

#### Focus Lesson 3: Flashback

1. In the present, James is trying to fall asleep during a Midday Darkness.
2. The first flashback is to the 2-week training session that James participated in when he and his family first arrived on Jupiter. The second flashback is to the day James heard about the Jupiter home station.
3. The writer used flashbacks to help the reader understand how James developed his perspective. The flashbacks help show that James has a strong attachment to the past and that his present situation will cause him unhappiness as long as he misses his life back on Earth. The flashbacks also show that memories are racing through James's mind as he tries to fall asleep.

#### Focus Lesson 4: Point of View

##### *The Old and New Tannies*

1. First paragraph is from the mother's perspective. The second paragraph gives the son's perspective.
2. The description of the canal gives details that suggest an omniscient perspective. The boy might not know that the fish are "dulled by chemicals," or that the "leaves mulched in the shadows."
3. Third-person omniscient because it reveals the perspectives of more than one character.

#### Focus Lesson 5: Characterization

1. Sophia hated following orders. She wants to be in charge, and might be a bit stubborn.
2. When she discusses all the things she thinks will be fun, we can determine that she is self-centered. When she asks her sleeping friend for a glass a water, we can determine she is spoiled. We learn that Kelly, Sophia's best friend, finds Sophia's behavior humorous rather than irritating, indicating that Sophia is likeable despite her negative traits.
3. Sophia-through her descriptions, her actions, and the actions and reactions of others to her.





## Lesson 10: Literacy in History/Social Studies, Science, and Technical Subjects

In school, we often think about the subjects we study as separate areas of learning. However, being a skilled reader is the key to learning in any subject area. The important comprehension skills you learned in previous lessons can be applied to specific subject areas, such as science and history. Just like an essay or a story, a passage on the history of our political parties will have a main idea and supporting details. When you read an article on the science of climate change, you should ask yourself about the writer's point of view, just as you would when you read a persuasive essay. Strong reading skills can cross the barriers between subjects.



### TIP 1: Identify the main idea.

When you finish reading something, you should be able to tell someone what it's about in just a few sentences. This short and simple version, called the **summary**, focuses on the main idea of the work. The **main idea** is the most important idea that an author wants you to know.

Some authors state the main idea. Other authors suggest the main idea through the details they present. One way to find the main idea is to underline any important details that suggest a larger idea. Another way is to summarize what you have read as if you were explaining to someone what a text was about.

Think about main idea as you read this passage about the American Revolution.

Many Massachusetts colonists didn't believe that the British Parliament would hear their protests. They began organizing into militia groups and were called minutemen. The name came from their promise to be ready to fight within a minute's notice. General Thomas Gage, commander of the British troops in America and military governor of Massachusetts, was not going to let a rebellion start while he was in charge. He wanted the rebel leaders arrested. Therefore, he planned to send British soldiers to Lexington, near Boston, to round them up.

On the night of April 18, 1775, some colonists found out what Gage was planning. Three of them—Paul Revere, William Dawes, and Samuel Prescott—rode through the countryside to warn the minutemen that the British were coming. When British soldiers arrived, the officer leading them ordered the minutemen to go home. The minutemen, however, refused to move.

Fighting ensued. No historian is sure which side fired first, but eighteen minutemen were killed or wounded. The British marched a few miles to Concord, where they fought more minutemen. As the British marched back to Boston, angry colonists fired on them all along the way. By the end of the day, 273 British soldiers had been killed or wounded. Ninety-three Patriots had met the same fate.

1. Summarize the passage on the lines below. Be sure to include the main idea in your summary.

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**TIP 2: Support ideas with details from the text.**

Authors use details to make their writing more interesting and to support their main idea. Details are pieces of information and ideas that help writers get their message across. Details have many purposes: they can entertain us, help to explain something, or create a specific tone and mood.

Details are the building blocks of writing. Some details are more important than others. The most important details are the ones that support or explain the main idea and theme. When you're reading, ask yourself, "Is this detail important for me to understand the main idea, story, or work?" In other words, would the text still make sense even if the detail were deleted?

Read the following passage, then answer Number 2 on the next page.

Your brain is more powerful than a supercomputer. There are 100 billion microscopic cells called neurons that are constantly relaying information inside of your head. In fact, it would take more than 3,000 years to count all the neurons in your brain! Every time you read, laugh, think, talk, run, or move, chemical and electrical signals race around on neuron highways inside of you, transmitting messages to and from your brain. Your neurons send more messages than all the phones in the world. Even as you think about this, your neurons are firing! Isn't the brain an incredible part of the human body?



Lesson 10: Literacy in History/Social Studies, Science, and Technical Subjects

CCSS: RH.6-8.1, RH.6-8.3, RH.6-8.5, RST.6-8.1, RST.6-8.5

2. The main idea of this passage is that the brain is very powerful. Which idea is least important to the passage?
- A. It would take more than 3,000 years to count all the neurons in your brain.
  - B. Signals race around on neuron highways inside of you.
  - C. Your neurons send more messages than all the phones in the world.
  - D. The brain is an incredible part of the human body.



**TIP 3: Understand how texts are organized.**

Think about newspapers, directions, and even cartoons: each of these texts tells you something in a very different way. The arrangement of ideas and information in a text is known as **text organization**. Science and social studies texts are commonly organized using one of the methods in the chart below.

Text Organization Method	Description	Example
cause and effect	The text emphasizes how actions or events cause others to take place.	a book that outlines the events that led to the start of World War I
compare and contrast	The text focuses on the similarities and differences between two people, things, or ideas.	an article that explains that gorillas and humans have similar genes, but different capabilities
sequence of events	The text portrays events in the order they occur.	steps of a science experiment are listed in the order they should be performed to get a satisfactory result
main idea and details	The text presents a main idea, followed by the details that support it.	an essay that proposes that George Washington was the most effective U.S. president, using details about his influence on the nation.
question and answer	The text poses questions, followed by their answers.	a Web site that lists questions people have about the flu, followed by answers from doctors

Read the passage on the next page about how a bill becomes a law. Then answer Number 3.

In the U.S. Congress, members of the legislature introduce bills. Presidents can also create bills for a member of the legislature to introduce. Sometimes, groups or individuals may want a bill to be considered by the legislature. Those groups or individuals can write bills, but it is still up to a member of the legislature to introduce them.

After a bill is introduced, either a House or a Senate committee studies it. The committee researches all aspects of the bill and decides whether to send it on to the full House or Senate. Although many bills are introduced in each session of Congress, only a fraction ever becomes law.

If a committee sends the bill on to the full Senate or House, the bill is debated on the floor and voted upon. Once the House or Senate has approved a bill, it is sent to the other chamber, where it goes through the same process. When the whole Congress has approved a bill, it is sent to the president. The Constitution is very specific about what happens next. The president may sign the bill into law or veto it. A vetoed bill returns to Congress. Congress may override the veto by a two-thirds majority vote in both houses.

3. Which method of text organization did the author use?
- A. question and answer
  - B. compare and contrast
  - C. sequence of events
  - D. main idea and details



#### **TIP 4: Identify the author's point of view and purpose.**

We all have a **point of view**. It is how we feel or think about a subject. Our point of view is not always based on facts, and others might not agree with us. An author's point of view affects the way that he or she will present information. An author can use point of view to lead the reader to believe something or feel something because of what he or she chooses to share with the reader. Other times, an author may exclude his or her point of view in order to present just the facts, or to tell things from another perspective.

There are many reasons why an author writes. An author's **purpose**, or reason, for writing might be to entertain the reader, to teach something, to reflect on an experience, or to ask readers for help.

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CCSS: RH.6-8.6, RH.6-8.8, RST.6-8.6, RST.6-8.8

Let's practice identifying the author's purpose and point of view. Read the following paragraph. Then answer Numbers 4 and 5.

During the 1930s, struggling farmers of the Great Plains began grazing animals on land that had previously been used to grow crops. The grazing loosened the topsoil. Next, drought (dry weather) struck the region, including Texas. High winds stripped away the dry, loose soil, creating massive dust storms. The storms led to horrific property damage and destruction over a large area of the Great Plains, which was nicknamed the "Dust Bowl." Many innocent farmers, miners, and oil workers were forced to leave their Texas homes to find work elsewhere.

4. The author's purpose for writing this passage is
  - A. to entertain the reader.
  - B. to express his or her opinion.
  - C. to inform the reader.
  - D. to call the reader to action.
  
5. The author's point of view reveals that the writer thinks
  - A. the Dust Bowl was a tragic event.
  - B. that there were many other causes of the Dust Bowl.
  - C. grazing cattle are to blame for the Dust Bowl.
  - D. the people who fled the Dust Bowl were foolish.



**TIP 5: Know the differences among facts, opinions, and reasoned judgments.**

Every day, we get our information from a variety of sources—friends, family, Web sites, newspapers, TV, books, and so on. It's important to know what kind of information we're getting, though. Some statements are based on truth, while others reflect personal feelings. As you read subject area texts, you will come across facts, opinions, and reasoned judgments. Review their differences in the chart on the next page.


Type of Statement	Definition	Example
fact	a piece of information that can be verified	The Jamestown Settlement was founded in 1607 in Virginia.
opinion	a personal belief or judgment that cannot be proved	Jamestown is the best place to learn about colonial America.
reasoned judgment	a statement of opinion that is supported by facts	The settlers worked long days to survive in their new surroundings.

Read the following passage about the Jamestown Settlement. Then answer the questions.

The Jamestown Settlement was founded in 1607 on the banks of the Jamestown River in Virginia. The original colony was made up of 104 men and boys. Life in the colony was very hard. The climate was unfamiliar to the settlers, and clean water and food were scarce. Many of the settlers were members of the English upper class; consequently, the colony did not have skilled laborers and farmers.

The Jamestown Settlement was located near 14,000 Algonquian Native Americans, and the settlers began trading with the Native Americans for food. The first two women arrived at Jamestown the following year, in 1608. More women eventually came, but men outnumbered women for most of the 17th century. Captain John Smith became the colony's leader in September 1608 and established a "no work, no food" policy.

6. Which of the following is a fact?
  - A. Women liked living in Jamestown.
  - B. Captain John Smith was a cruel leader.
  - C. Colonists trusted their Native American neighbors.
  - D. The first women arrived at Jamestown in 1608.
  
7. Which of the following is a reasoned judgment about the Jamestown Settlement?
  - A. The colony was made up of 104 men and boys.
  - B. Life in the colony was very hard.
  - C. The climate was unfamiliar to the settlers.
  - D. The colony did not have skilled laborers and farmers.

 **TIP 6: Use primary and secondary sources.**

In order to find out something, such as to research the past or locate a scientific fact, you must know how to work with sources. **Sources** are materials such as encyclopedias, Web sites, journals, photos, or letters that provide information about a subject.

Sources of historical information are classified as either primary or secondary. A **primary source** is direct. If you read letters written by John Adams to his wife, Abigail, during the Revolutionary War, you are reading a primary source. As a rule, a primary source directly records the events it is connected to. Not all primary sources are written. A photo taken of Abraham Lincoln delivering the Gettysburg Address is also an example of a primary source.

A **secondary source** is indirect. If you read a book about the Revolutionary War based on the letters of John and Abigail Adams, but do not read the letters themselves, you are reading a secondary source. A secondary source is written by an author who was not directly involved in the events he or she describes.

Both sources are useful. Primary sources are the “raw materials” of social studies. Secondary sources give you another author’s interpretation of the primary sources.

Watch carefully for validity and reliability of both types of sources, however. Primary sources may be inaccurate. People don’t always see an event clearly when they are in the middle of everything. Like any interpretation, secondary sources are sometimes biased.

8. You want to know what life was like in the area now known as Texas during the 1500s. Which of the following might be a primary source for this information?
- A. *Early Explorers of Texas* by Winston Lujack, copyright 1987
  - B. a letter from a soldier at the Alamo to his wife, written in 1836
  - C. *Cabeza de Vaca’s Adventures in the Unknown Interior of America* by Alvar Nuñez Cabeza de Vaca, written around 1540
  - D. a magazine article on the settlement of Galveston, copyright date unknown
9. Explain why your answer to Number 8 is correct.

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**TIP 7: Recognize how visual features enhance the text.**

There are many ways to get information beyond just words. Charts, diagrams, graphs, or tables help to show information and add interest, design, and color to a text. Photos invite the reader to “see” a subject. These are all known as **visual features**. Done well, visual features can enhance the text and add to your understanding of the topic.

Read the passage and study the chart below. Then answer the questions.

Immigration to the United States reached its peak between the years 1880 and 1930. More than 24 million people entered the United States. Almost 20 million of those people entered through Ellis Island, the gateway to New York. Ellis Island opened as an immigration center in 1892. At this time, a change was happening in immigration. The number of people coming from Northern and Western European countries began to slow down, while greater numbers of immigrants from Southern and Eastern Europe began to come to America.

Italy	4.6	Britain	2.3
Austro-Hungarian Empire	4.0	Canada	2.3
Russian Empire	3.3	Ireland	1.7
German Empire	2.8	Sweden	1.1

10. According to the chart above, 2.8 million immigrants came to the United States from
- the Russian Empire.
  - the German Empire.
  - Britain.
  - Canada.
11. Which information included in the chart is not included in the article?
- the number of immigrants who came to the U.S. from 1880 to 1930
  - the number of people who came through Ellis Island
  - the changes to immigration laws during the early 1900s
  - the names of the countries most immigrants came from



**TIP 8: Follow directions.**

Directions give step-by-step information on how to do something. Before beginning a task, it's important to read all directions, or instructions, from beginning to end. Directions frequently present information in a numbered or bulleted list.

The order of the list is important. You must complete every step of the process in order to successfully accomplish the task. For example, if you wanted to accurately measure the distance you walk each day between your home and your school, you would have to walk your exact route using a pedometer to count your steps. If you went a different way, forgot to turn on the pedometer, or turned back too early, you would not get the correct distance.

Read the following directions, then answer Numbers 12 and 13.

### *How to Make Hard-Boiled Eggs*

1. Place five eggs in a large pot. The pot should be large enough so that the eggs don't bump into each other.
2. Cover the eggs with one inch of cold water. The water should be just over the tops of the eggs.
3. Add one teaspoon of salt to the water to increase the water temperature.
4. Cover the pot with a tight-fitting lid and set on the stove.
5. Turn the burner on the high setting.
6. Bring the water to a rolling boil (about six minutes).
7. Turn off the burner and, using pot holders, move the pot to a cold burner.
8. Let sit for 30 minutes or until fully cooled.

12. According to the directions, which of the following steps should be completed first?

- A. Cover the eggs with one inch of cold water.
- B. Turn the burner on the high setting.
- C. Add one teaspoon of salt to the water.
- D. Bring the water to a rolling boil.

13. Based on the information above, you can infer that you should

- A. fill the pot to the top with warm water before boiling.
- B. use a lid slightly larger than the pot as the eggs are boiling.
- C. set a timer for 30 minutes to make sure the eggs are cooked.
- D. choose a pot in which the eggs can touch each other as they are cooking.

**TIP 9: Determine the meanings of content-related words and phrases.**

When you come across an unfamiliar word as you read, you can sometimes figure out the meaning of the word by looking at the words around it. This is called using context. **Context** refers to the words and sentences around a word that help you to figure out the word's meaning. For example, read the following sentence.

On the windiest day of the year, the anemometer measured gusts at 44 miles per hour.

~~In this sentence, you can figure out that the word *anemometer* must mean an instrument to measure wind speed. The words *windiest*, *gusts*, and *44 miles per hour* are clues that point to the meaning of *anemometer*.~~

Sometimes you can figure out the meaning of an unfamiliar word because the author restates the meaning in another way. Other times, you might find a clue that hints at the word's opposite meaning. When reading scientific or technical material, sometimes an author will define the word right in the text, or put a footnote next to the word.

14. Read this sentence.

The supplies were *depleted*. Medicine was scarce, and there was not enough food and water left to sustain the soldiers.

Which of the following is the best definition of *depleted*?

- A. restored
- B. used up
- C. wasted
- D. delivered

**TIP 10: Compare and contrast information from multiple sources.**

As you have learned, when you compare and contrast, you decide in what ways things are alike and different. For example, if you were to compare and contrast how you live today with how the Pilgrims lived when they settled in Massachusetts, you would see many differences—like the fact that they dressed strangely and didn't have the modern conveniences of electricity or machines. Yet you might also see many similarities, such as parents raising children, people working together in a community, and a society that values hard work. Comparing and contrasting is a very useful tool in science and social studies texts, since it can help the reader understand a new concept in terms of something they already know.

Read the passages on the next page, then respond to Number 15.



## What Are Comets?

Comets are small chunks of dust and rock held together by ice. Each comet is a little different, but astronomers think that 80% of the ice is frozen water, 15% of it is carbon monoxide, and the rest is a combination of other chemicals. Each comet has its own unique orbit.

The solid part of a comet, the nucleus, is just a few kilometers across. Because the nucleus is small, comets are invisible from Earth—until they approach the Sun. Then, some of the ice turns to gas and forms a glowing head called a coma. The coma can be as large as 100,000 km across. Streams of particles from the Sun, called the solar wind, push the gases away from the comet. Photons of light also press against escaping dust particles, creating a second tail. These tails can stretch as far as 100 million kilometers. When we observe a comet from Earth, we are seeing its coma and tails.

## Caroline Herschel: Astronomer

As a young girl in Germany, Caroline Herschel was very bright and loved music. At age 23, she went to live with her older brother William, who was a professor of music in England. There she was a professional singer and studied mathematics and astronomy, as well. William also became something of an expert in astronomy and wanted Caroline to assist him in his research. Caroline gave up her music career to help her brother. After William discovered the planet Uranus, the king asked him to be Great Britain's Royal Astronomer; the king later hired Caroline, too. She became the first woman to discover a comet (in all, she discovered eight comets), and she discovered 14 nebulae (collections of gas and dust in space). She was awarded several gold medals in science, and to this day, no one has ever found an error in her mathematical calculations.

15. Compare and contrast these passages on the lines below.

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**Directions:** This passage is a speech by President Abraham Lincoln. Read the passage. Then answer Numbers 1 through 4.

## The Gettysburg Address

*President Abraham Lincoln gave this speech at the dedication of the Soldiers' National Cemetery in Gettysburg, Pennsylvania, on November 19, 1863. The Civil War was still in progress.*

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition<sup>1</sup> that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow<sup>2</sup>—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract<sup>3</sup>. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

<sup>1</sup> proposition: topic under consideration

<sup>2</sup> consecrate, hallow: make sacred

<sup>3</sup> detract: take away from

1. This speech by President Lincoln is considered a primary source document because
  - A. people remember these famous words.
  - B. it is printed in many textbooks.
  - C. many people agree with the ideas expressed by Lincoln.
  - D. President Lincoln wrote and delivered the speech.

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2. Read this sentence from the passage

“The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract.”

Which words in this sentence help you determine the meaning of *detract*?

- A. “our poor power”
- B. “living and dead”
- C. “add or”
- D. “the brave men”

3. Which of the following phrases best states the main idea?

- A. “...dedicated to the proposition that all men are created equal.”
- B. “Now we are engaged in a great civil war...”
- C. “We have come to dedicate a portion of that field...”
- D. “The world will little note, nor long remember, what we say here...”

4. Describe President Lincoln’s purpose for writing and delivering this speech.

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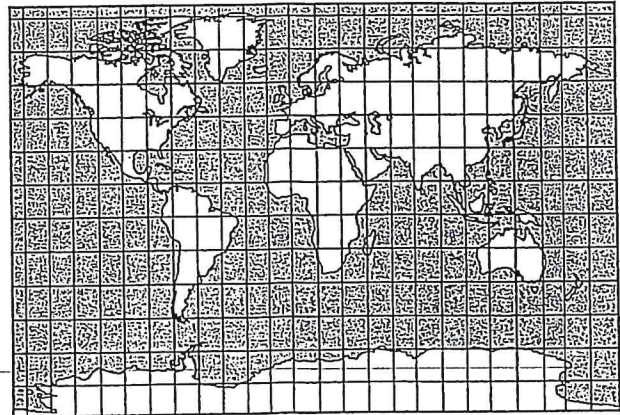
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**Directions:** This passage describes how the oceans provide water to the water cycle through evaporation. The experiment that follows demonstrates how evaporation takes place. Read the passage and experiment. Then answer Numbers 5 through 9.

## The Ocean and the Water Cycle—Nature’s Storehouse

Although about 70 percent of Earth’s surface is water, most of the water is found in the world’s oceans. In fact, 96 percent of the water on this planet is in the oceans. So we’re surrounded by water, but much of it is saline, or loaded with dissolved salt. Scientists have discovered a way to remove the salt from water through a process called desalination, but it is very expensive to do. However, nature has another use for the water in the oceans. The water in the ocean is part of a great storehouse. This is because water evaporating from the ocean into the atmosphere leaves behind its salt and enters the water cycle. It’s estimated that the oceans supply about 90 percent of the evaporated water that goes into the water cycle.

Imagine a drop of water on the surface of the sea. The sun warms it, and it evaporates in water vapor, leaving its salt behind in the ocean. The vapor then rises as strong winds carry it over the land. The vapor changes back to a liquid through a process called condensation and combines with particles of dust, smoke, and salt crystals to become part of a cloud. When it combines with other drops, it forms a bigger drop and falls to the earth as rain.



The drop could land on the ground and stay there for some time, or it might fall in a lake or even back in the ocean, where evaporation could take place all over again. So the next time you look at a cloud, you might be looking at drops of ocean water that have evaporated into the sky!

## Evaporation Experiment

### Materials Needed

- 2 large clear plastic cups
- pen or marker
- clear plastic wrap
- rubber band
- water
- salt

### Directions

1. Fill the plastic cups with water so that they both have 6 ounces of water.
2. Add one teaspoon of salt to each cup.
3. Mark the levels of the water with the pen on the outside of the cup.
4. Cover one of the cups with plastic wrap and wrap the rubber band around the rim to keep the plastic wrap tightly in place.
5. Leave both cups for one day.
6. Look at both cups and use the pen to mark if the water level has gone down.
7. Continue Step #5 for a few more days, until the water in the uncovered cup has disappeared.
8. Make note of how many days it took for the water in the uncovered cup to disappear.

**Observations:** The water in the covered cup will not go down. This is because the plastic wrap catches the water as it evaporates, and the droplets fall back into the cup. In the uncovered cup, the droplets evaporate into the air, leaving behind only the salt.

5. The map reinforces the main idea of the passage by showing that
  - A. the northern part of the world has the most land.
  - B. the world is mostly water.
  - C. there are many continents.
  - D. Asia is the biggest continent.

6. Which information is included in both passages?

- A. When salt water evaporates in the air, it leaves behind the salt.
- B. Water stays in the same general place, even after it evaporates.
- C. ~~Vapor that rises from the ocean always ends up back in the ocean.~~
- D. The water in the covered cup slowly loses its salt.

7. In the experiment, which step should you complete first?

- A. Add salt to each cup.
- B. Cover one cup with plastic wrap.
- C. Fill both cups with the same amount of water.
- D. Mark if the level of water has gone down.

8. What are some ways that you can verify, or prove, that the information in "The Ocean and the Water Cycle—Nature's Storehouse" is factual?

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9. Which method of text organization does the author use in "Evaporation Experiment"? Explain whether or not this method is effective.

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## Lesson 10: Literacy in History/Social Studies, Science, and Technical Subjects (Answer Key)

1. During the American Revolution, rebels in Massachusetts formed groups (minute men) to stand up against the British. In 1775, when the British tried to arrest them, the minute men resisted and eighteen of them were killed. In retaliation, the colonist attacked the British as they returned to Boston, and the British lost 273 soldiers.
2. "D"
3. "C"
4. "C"
5. "A"
6. "D"
7. "B"
8. "C"
9. Answer "C" is correct because it is a personal account from someone who lived during that time. Answers A and D are secondary sources. Answer B was written too long after the 1500's to be a primary source.
10. "B"
11. "D"
12. "A" The correct order of the steps is: A, C, B, D
13. "C"
14. "B"
15. **Compare:** Both are nonfiction articles about astronomy, both are based mainly on facts, and both are meant to inform the reader. **Contrast:** *What Are Comets* explains comets. *Caroline Herschel: Astronomer* is the biography of a scientist.

### *The Gettysburg Address*

1. "D"
2. "C"
3. "A"
4. Lincoln's purpose was to persuade people to continue to support the Union army to ensure equality for all people

### *The Ocean and the Water Cycle-Nature's Storehouse*

5. "B"
6. "A"
7. "C"
8. Research a reliable internet site, use an encyclopedia, use a textbook
9. Organized by sequence; step 1, step 2, step 3, etc.

