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Level Y

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Almanac

Level Y

Text Type: Almanac

Summary: These pages describe problems caused by greenhouse gas emissions and actions people can take to protect the atmosphere.

Themes/Ideas: recognize the relationship between fossil fuels and greenhouse gases; understand steps people can take to reduce CO₂ in the atmosphere

Informational Text Features: subheads, text boxes, photos, chart, pie chart

Academic Vocabulary:

- **discouraging:** causing to feel less hopeful
- **significant:** very important or meaningful

Domain-Specific Vocabulary:

- **fossil fuels:** materials (such as oil, coal, or natural gas) from the earth that are used to produce power
- **atmosphere:** the air surrounding the earth
- **emissions:** materials discharged into the air, as smoke from fire
- **recycling:** processing something so that it can be used again

Our Carbon Footprint



Focus Question: What can people do to reduce greenhouse gases in the atmosphere?

First Reading

Read aloud the title and preview the text, noting the subheads. Point out the text features of this almanac. For the first reading, have students read through the text. Then discuss the author's main ideas.

Guided Close Reading

Key Ideas and Details *What are greenhouse gases? What are fossil fuels? How are the two related to each other?* ❶

Vocabulary *What does atmosphere mean? In what way does the word atmosphere relate to greenhouse gases? How does knowing the meaning of atmosphere help the reader understand the author's main idea?* ❶

Connect Ideas *What is a "carbon footprint"? What can people do to reduce the size of their carbon footprints? Why is it important to do so?* ❶ ❷

Think Aloud *According to the almanac, a "carbon footprint" is the amount of carbon dioxide people create through everyday activities. They can reduce it by using fewer fossil fuels and planting trees. It's important to reduce the carbon footprint because too much CO₂ in the atmosphere increases temperatures and can change the weather.*

Text Feature/Draw Conclusions *Why did the author include the "Carbon Dioxide in the Atmosphere" chart? What makes this presentation of information so persuasive? What conclusions can you draw from the data included there? How does this data support the author's main idea?* ❷ ❸

Think Aloud *Based on the chart, carbon dioxide levels in the atmosphere have risen more quickly in recent years than in the past. The data supports the author's statement that carbon dioxide is increasing due to human activities.*

Words and Phrases in Context *The author writes that planting trees is a way to "shape the future." What does "shape the future" mean in this context? How does this phrase contribute to the tone of the excerpt?* ❹

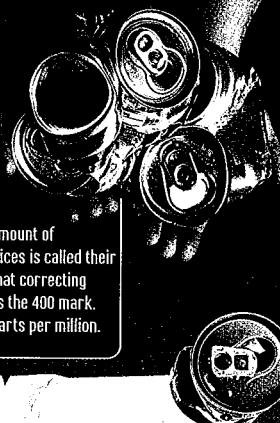
Text Feature *The pie chart highlights the different types of trash found in U.S. landfills. What accounts for more than three quarters of this trash? How does this information support the ideas found in the "Making a Difference" box?* ❺ ❻

Compare and Contrast *The columnar chart and the pie chart present different bodies of data and serve different purposes. Describe the benefits of each and how they both contribute to a big picture of our carbon footprint.* ❸ ❻

An almanac is a reference book that gives current facts and stats about different subjects. These excerpts are about how people's actions affect the environment.

1 Don't Be a (Carbon) Bigfoot

Using fossil fuels, such as gasoline, to power our cars, and burning oil and coal to heat our homes releases harmful gases into the atmosphere. These gases, known as greenhouse gases, include methane and carbon dioxide (CO₂), and they can increase the temperature and change the weather on Earth. The amount of CO₂ humans create through activities and energy choices is called their carbon footprint. For years scientists have warned that correcting the CO₂ emissions will be impossible once we surpass the 400 mark. Unfortunately, in 2013, our planet reached over 400 parts per million.



2 Rising Carbon Dioxide Levels

The amount of the main greenhouse gas, carbon dioxide (CO₂), in the atmosphere has been steadily rising for more than a century. Experts say the increase comes mostly from the burning of fossil fuels for energy.

Carbon Dioxide in the Atmosphere, 1903–2013

Year	CO ₂ (parts per million)
1903	295
1915	301
1927	306
1943	308
1960	317
1970	326
1980	339
1990	354
2000	367
2007	381
2009	387.4
2012	393.82
2013	400.03

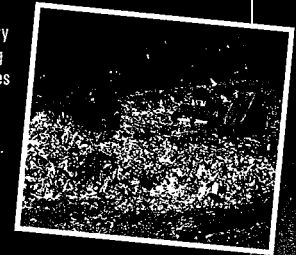


4 Shaping the Future

Although it's discouraging to learn that the amount of CO₂ is building, people should still be encouraged to try to prevent greenhouse gas emissions. Planting trees is one reliable way that we can shape the future. The fact is, if every American family planted just one tree, more than a billion pounds of greenhouse gases would be removed from the atmosphere every year.

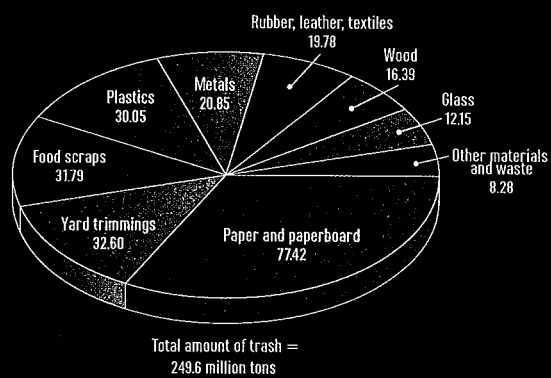
5 Making a Difference

Reducing the amount of trash we produce every day can have a significant impact on protecting our environment. The average American creates about 4.5 pounds (2 kg) of trash per day. That adds up to more than 1,640 pounds (743 kg) every year. Recycling makes a huge difference. Each ton of recycled paper can save 17 trees, 380 gallons (1,440 L) of oil, 3 cubic yards (2.3 cu m) of landfill space, 4,000 kilowatts of energy, and 7,000 gallons (26,500 L) of water!



6 What's Filling Up U.S. Landfills?

(in millions of tons)



Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- Why might an author choose to use charts or graphic organizers for some information and text boxes for other information?
- Does the author really expect each American family to plant a tree? Explain why you think the author includes this detail.
- According to the author, what can people do to reduce greenhouse gas emissions and protect the environment? Which of these do you, your family, or your school do? Which could you start doing easily?

Write About Reading

Have students choose either one of the following options for writing, or do both.

- Create an Earth Day poster on which you list a few problems caused by greenhouse gases in the atmosphere and the solutions that people can do to reduce them. **(Informative/Explanatory)**
- Is it important to try to reduce greenhouse gas emissions? Why or why not? Write a well-developed paragraph using details from the almanac. **(Argument)**

Connect to the Internet

To learn more information about recycling and reducing their carbon footprints, have students visit www.epa.gov/recyclecity/mainmap.htm and <http://climatekids.nasa.gov/how-to-help/>.

Diary

Level Y

Text Type: Diary

Summary: This diary entry from a Union soldier during the Civil War describes the days following the assassination of President Abraham Lincoln.

Themes/Ideas: understand the significance of a historical diary; learn how Union soldiers reacted to the death of President Lincoln

Informational Text Features: dates, photos

Academic Vocabulary:

- **crepe:** dark fabric used as a sign of mourning
- **mourning:** an outward sign of grief after a death
- **procession:** a group of people walking in a formal, ceremonial way
- **solemn:** behaving in a serious or dignified way

Domain-Specific Vocabulary:

- **assassin:** a person who kills a politically important person
- **martyr:** a person who dies for a cause or belief
- **conspiracy:** the act of plotting to do an illegal deed

Diary of a Union Soldier



Focus Question: How did Union soldiers react to the death of President Abraham Lincoln?

First Reading

Read aloud the title and name of the writer of the diary, Charles H. Lynch. Review with students that Union soldiers fought for the northern states against Confederate soldiers that fought for the southern states in the American Civil War (1861–1865). At the time of the writing, the Civil War had just ended. Point out the text features of this diary. For the first reading, have students read independently. Then discuss the events the writer tells about in his diary.

Guided Close Reading

Author's Craft *In the entry for April 15, the writer refers to Lincoln as "our beloved President." How does this word choice set the tone for this and the other diary entries?* ❶

Key Ideas and Details *Which details in the first two entries lead a reader to understand the sadness the writer and the other soldiers feel?* ❶ ❷

Vocabulary *Find the two occurrences of the word crepe in the text. How is crepe used to show mourning?* ❷ ❸

Think Aloud *The writer says that crepe was placed on houses and public buildings as evidence of mourning. Also, he writes that for days of mourning, officers wear crepe on their left arms and their swords as a sign of respect.*

Connect Events *On April 19, the writer lets us know that the funeral for Lincoln takes place in Washington, D.C. Then he describes a funeral parade that the townspeople have. What is the connection between these two events?* ❹

Think Aloud *The real funeral for Lincoln takes place in Washington, D.C. But the townspeople choose to have their own funeral parade and service to show their respect for the President and as a way to mourn. They even have an empty coffin and burial.*

Text Structure *What organizational structure does this text use? What effect does this structure have on the reader's understanding of the events the author describes?* ❶ ❷ ❸ ❹ ❺

Photos and Text *What do the two photos included with the diary show? How do the photos help the reader understand what it was like to be a soldier in the Civil War?* ❸ ❹

Author's Craft/Make Inferences *What words and phrases does Lynch use to describe the mood in the Union camp throughout the entries? How does the writer end the entry of April 20? What can you infer about this soldier's expectations in the aftermath of Lincoln's death?* ❶ ❷ ❸ ❹ ❺

Diary of a Union Soldier

Charles H. Lynch of Connecticut
Union Soldier of the 18th Infantry

Written on Saturday 15 April, 1865, while in camp.

April 15th.

Early morning news reported the assassination of our beloved President. At first it could not be believed. I saw an orderly galloping into camp, going right to the Colonel's quarters. He brought the official report. It was soon known through camp. It was a great shock and cast a great gloom over our camp. How sudden the change. Joy turned to sorrow, when we were rejoicing over the prospects of peace and the end of the cruel war. At first it was reported that he might recover. Later report he was dead. We could not do anything but talk over the sad event.

[. . .] We wondered who could do such an awful thing. Later we were informed who the assassin was. Excitement continues in our camp as this sad day comes to a close.

April 16th. Sunday

No inspection. All is quiet, and a very sad day in our camp. [. . .] All duties suspended for the day. Went for a walk. Evidence of mourning on many houses and public buildings, by placing crepe on them.



April 19th.

All duty except guard and picket suspended since the assassination of Mr. Lincoln. These are days of mourning. Officers wear crepe on the left arm and on the hilts of swords for thirty days. The funeral takes place today in Washington. The towns-people have arranged for a funeral parade and service to be held in the Court House. Our regimental band is engaged to furnish the music for the procession. On the march a coffin was carried, making a solemn appearance as the funeral procession marched to the cemetery where the coffin was buried. The whole thing was in charge of the towns-people. It was a very strange proceeding in the eyes of down-east Yankees. It was a very solemn occasion all through, to the burial of the coffin.

April 20th.

Weather fine. Real spring. All is quiet in camp. The body of the martyr President is being carried across the country to his home town, Springfield, Illinois. These are days of mourning. The sudden taking off of Mr. Lincoln is the topic of conversation in our camp. It is generally believed there was a conspiracy among the leaders of the rebellion to murder Mr. Lincoln, so the cry is that the leaders must be punished...



Note: [. . .]

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- The author uses several different words and phrases to describe what happened to President Lincoln (assassination, taking off, murder). How does each word choice affect the text?
- How did soldiers in the Union army learn about President Lincoln's death? What did they think happened?
- Why do you think a soldier might keep a diary? Why is reading this particular diary so interesting? Why is having a diary entry from this time in our history important for us now?

Write About Reading

Have students choose either one of the following options for writing, or do both.

- Write a paragraph that summarizes how these soldiers from the Union army responded to the death of President Lincoln. (**Informative/Explanatory**)
- The word *martyr* means someone who dies for a cause or religion. In your view, was Lynch correct in calling President Lincoln the "martyr President"? Write a one-paragraph argument supporting your claim. (**Argument**)

Connect to the Internet

To learn more about President Lincoln's assassination and its aftermath, students can study the time lines at www.americaslibrary.gov/jb/civil/jb_civil_lincoln_1.html and www.pbs.org/wgbh/americanexperience/features/timeline/assassination/.

Essay

Level Y

Text Type: Essay

Summary: This essay is about the history of waste disposal and the successes of recycling efforts.

Themes/Ideas: recognize the problems with different forms of waste disposal; understand how recycling helps the environment and the economy

Informational Text Features: headings

Academic Vocabulary:

- **diverts:** redirects
- **tactics:** actions used to accomplish a goal
- **prospered:** grown; succeeded
- **converting:** changing

Domain-Specific Vocabulary:

- **insulation:** material used inside walls to keep a building warm
- **contaminates:** pollutes
- **incinerators:** machines used to burn things, such as garbage
- **conservation:** protection

Recycling: A System That Works!



Focus Question: Why is recycling important, and how has it helped the environment and the economy so far?

First Reading

Read aloud the title and preview the text, noting that this is an essay about the history and successes of the recycling movement. Point out the headings. Have students read through the text on their own. Then discuss the main ideas the author shared about the importance of recycling and its impact.

Guided Close Reading

Key Ideas and Details Which sentence explains what recycling means? What examples of things that can be recycled does the author include? Why are these good examples? ❶

Author's Craft/Author's Purpose The author includes statistics about how recycling makes money and generates jobs. Why might the author focus on this information in addition to the environmental benefits of recycling? Was the author's purpose here to inform, to entertain, or to persuade? ❷

Text Structure How do the first two paragraphs of "Out of Site, Out of Mind" contribute to the essay's overall structure? What text structure is used? ❸

Think Aloud These paragraphs introduce three ways of getting rid of garbage and then focuses on the problems that occur when garbage is dumped, burned, or buried. The author describes the problems of waste disposal and then explains how recycling can be a solution to these problems. The author uses a problem-solution text structure.

Make Inferences Summarize how the 1987 barge incident affected the public's awareness of waste disposal. What role did the incident play in the modern recycling movement? Why was it a powerful symbol? ❹

Vocabulary Under the heading "Changing Times" the author uses the word prospered. What context clues help you understand its meaning? ❺

Think Aloud The word prospered describes recycling efforts. The first sentence says "recycling efforts have grown rapidly." The "Grown rapidly" is a context clue that suggests that prospered has a similar meaning. The paragraph includes examples of its growth.

Connect Ideas Compare the recycling programs described in these paragraphs. Which seem most effective? Why? ❻ ❼

Author's Craft What key ideas does the author reinforce in the last two paragraphs? What phrase does the author use to emphasize the most important reason to recycle? ❽ ❾

Recycling: A System That Works!

1 **Recycling can take many forms.** Worn-out tires can be used to create paving materials. Grass clippings left on a lawn help nourish the soil. Old newspapers can be turned into insulation. Simply put, recycling is the collection and reuse of materials that would otherwise be thrown away.

Recycling efforts have been amazingly successful. By 2008, 500 million tons of materials were being produced worldwide by recycling each year. In addition, the recycling industry generates some \$160 billion in revenue annually. This directly creates more than 1 million jobs. Another 1.4 million jobs in related industries are also created. The consequences to the environment are even more far-reaching. Recycling diverts tens of millions of tons of garbage per year from incinerators and landfills. This significantly reduces the environmental problems associated with waste disposal.

Out of Site, Out of Mind

Recycling has not always been a priority. Throughout history, there have been three ways to get rid of garbage: dump it (often in rivers, lakes, and oceans), burn it, or bury it. As human populations have increased in certain areas, the harmful effects of those tactics have become obvious.

Dumping pollutes waterways and breeds disease. Burning of waste pollutes the air with harmful or toxic gases. It pumps tons of greenhouse gases into the air, contributing to changes in global temperatures and weather patterns. Burying waste contaminates groundwater. In addition, landfills are filling up, and it is becoming harder to find places to bury garbage.

The problem of waste disposal captured the public's attention in the United States back in 1987. A barge loaded with 3,000 tons of household garbage departed from Islip, New York. It was headed for Morehead City, North Carolina, where it intended to off-load its cargo at a landfill. When the load reached its destination, however, rumors that the garbage included potentially harmful medical waste caused officials in Morehead City to refuse to accept it. For weeks the barge traveled up and down the East Coast, looking for landfills that would accept the garbage. It even sent inquiries as far away as Mexico and Belize. Eventually, the waste was incinerated.

The media attention that was paid to the incident awakened the public to the need for better waste disposal. Many experts consider the modern recycling movement to have begun with that barge load of unwanted garbage.

Changing Times

In recent decades, recycling efforts have grown rapidly. They have even prospered during economic booms. U.S. recycling rates were between 5 percent and 10 percent between 1960 and 1980. But they have experienced large jumps in the years since. By 1990 the rate was up to 26 percent. It had climbed above 33 percent by 2007. Recycling varies greatly for different products. For car batteries, the rate is above 99 percent; for paper and paperboard it is around 55 percent; and for plastic soft-drink bottles the rate is about 37 percent.

U.S. communities have taken several approaches to encourage recycling. In the United States today there are approximately 8,660 curbside recycling programs. Thousands of drop-off centers are also in operation. Many states have laws requiring deposits and refunds on beverage containers. This means that consumers are charged an additional fee, usually 5 to 10 cents, when purchasing certain beverages in plastic or metal containers. The fee is refunded when the cans and bottles are returned to be recycled.

Some communities are experimenting with ways to reward recyclers. Fort Worth, Texas, is one of many cities using a "pay-to-throw" program. Residents are charged more if they use large garbage carts, less if they use smaller ones. A recycling program in Hartford, Connecticut, requires that residential recycling bins be weighed when they are collected. Residents that have high recycling weights are rewarded with points that can be used as gift certificates at national chain stores.

As the human population grows, it will become increasingly important to take care of land, water, and air. One of the important benefits of recycling and reuse is the conservation of natural resources that would otherwise be used to manufacture new products. Significantly more energy is required to make new items than to recycle used ones.

Recycling has been proved successful both economically and environmentally. By collecting useless waste and converting it into valuable products, recycling creates jobs and stimulates local, national, and international economies. And by conserving natural resources; it reduces the strain on landfills and other waste-disposal systems. Perhaps most important, recycling helps keep the world less cluttered and polluted, making it a better place to live.

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- *The author uses facts and statistics to support the ideas in the essay. How does this information help convey the importance of recycling?*
- *What efforts have U.S. communities made to encourage recycling? Which program did you think was most interesting?*
- *The author says that recycling and reuse helps to conserve natural resources but doesn't give a further explanation. What examples can you give of how recycling or reuse helps to conserve a specific natural resource?*

Write About Reading

Have students choose either one of the following options for writing, or do both.

- The author writes, "As the human population grows, it will become increasingly important to take care of land, water, and air." Write a paragraph to support this claim by the author. (**Argument**)
- Make a T-chart that shows how recycling is both good for the environment and good for economic growth. Use information from the text to help you fill in the chart. (**Informative/Explanatory**)

Connect to the Internet

To learn more about recycling, have students check out these websites: www2.epa.gov/recycle and www.pbs.org/independentlens/garbage-dreams/recycling.html.

Guidebook

Level Y

Text Type: Guidebook

Summary: This guidebook excerpt provides facts and historical details on the Great Pyramid at Giza and the Dead Sea, and describes how to visit each site.

Themes/Ideas: recognize key facts about the history and locations of the Great Pyramid at Giza and the Dead Sea; note visiting information for the pyramids at Giza and the Dead Sea

Informational Text Features: maps, photos, captions, boxed text, headings, bullets

Academic Vocabulary:

- **dissolved:** mixed with water to create a solution
- **soothe:** to relieve pain or discomfort
- **cosmetic:** related to a beauty product, such as makeup

Domain-Specific Vocabulary:

- **erosion:** the action of being worn down over time by water or air
- **limestone:** a type of rock often used in construction
- **tomb:** a burial chamber or grave for a dead person
- **minerals:** solid, nonliving substances that occur naturally in the ground

A Guide to Ancient Sites



Focus Question: Why are the Great Pyramid at Giza and the Dead Sea worth visiting?

First Reading

Read the introductory text about guidebooks, noting the title of this particular guidebook. Explain that guidebooks like this one are used to provide short, essential, and interesting bits of information to tourists. For the first reading, have students preview the text and go on to read it independently. Then discuss the important facts about each site.

Guided Close Reading

Text Feature Based on the maps, describe the locations of the Great Pyramid at Giza and of the Dead Sea. Where are they in relation to each other? ① ⑧

Key Ideas and Details Why was the Great Pyramid built? What makes it unique? What makes the Dead Sea unique? ③ ⑥ ⑨ ⑬

Text Structure/Make Inferences What features does the author use to organize the text and convey information? What can you infer about sites described on other pages in this guidebook? ③ ④ ⑥ ⑦

Think Aloud The author uses headings and bullet points to organize facts. Some facts also appear in circles or boxes accompanied by headings. This structure is likely used for each entry in the guidebook, and helps the reader easily find information and quickly understand what the information is about.

Author's Craft What are the most striking facts the author uses to explain the size of the Great Pyramid? Similarly, which facts convey the extreme saltiness of the Dead Sea? ② ③ ⑥ ⑩ ⑫ ⑬

Compare and Contrast What are the significant similarities and differences between these two places? Why is each one considered an ancient site? ③ ⑪

Vocabulary What does it mean to soothe something? What do people do to soothe medical conditions at the Dead Sea? ⑩

Connect Ideas/Draw Conclusions What culture from ancient history connects the two sites? What conclusion can you draw from that fact? ③ ⑪

Photos and Text How does the photo on the second page help a reader understand one of the Dead Sea's unique characteristics? ⑨ ⑫

Think Aloud The photo shows a woman floating in the Dead Sea, without any flotation devices, reading a book. This image shows how easy it is to stay afloat in the salty water of the Dead Sea because the woman can keep reading. The photo lets the reader see the effects of one of the Dead Sea's unique characteristics that is described in the text: its high salt content.

A guidebook is a reference book that you can carry with you. These excerpts are from *A Guide to Ancient Sites*.

GREAT PYRAMID AT GIZA

LARGEST PYRAMID

Location: Egypt
Length (Base): 14 acres (5.7 hectares)

Discover

The three ancient Egyptian pyramids at Giza have stood through 4,500 years of revolutions, plagues, and human civilization.

The largest pyramid, the Great Pyramid, was built out of 2 million limestone blocks, ranging in weight from 2.5 tons to 12 tons.

History

The ancient Egyptians built the Great Pyramid as a tomb for King Khufu.

For more than 3,800 years, the Great Pyramid was the tallest building in the world.

No one knows how the pyramids were built.

Explore

The only way to see the pyramids of Giza is with a paid guide.

Guides lead tour groups inside the Great Pyramid to view its internal rooms.

Fantastic Fact

The Great Pyramid is so big that astronauts can photograph it from outer space.

If You Visit

Tickets to tour inside the Great Pyramid are limited to about 300 people per day. They go on sale at 8:30 each morning.

DEAD SEA

SALTIEST LAKE

Location: Israel/Jordan
Average Salt Content: about 32 percent

Discover

The Dead Sea, which is actually a lake, is the saltiest body of water on Earth. The high salt content allows swimmers to float more easily than in any other water.

Because it has so much salt it is very difficult for life to survive and flourish in the water, hence why it is called the "Dead" Sea!

Explore

People visit the Dead Sea for fun, but also for their health. Visitors smear mud on their bodies to soothe medical conditions like arthritis and psoriasis.

Swimmers must be careful, though. Getting Dead Sea water or mud in the eyes or open cuts is painful due to the high salt content.

Only a few types of bacteria and one type of algae can live in the harsh environment of the Dead Sea.

If You Visit

Many hotels and spas are located near the Dead Sea. Travel agents can help you book vacations that include a stay nearby.

History

Scholars believe that several cities described in the Bible were located on the southeast shore of the Dead Sea.

After the Egyptians conquered the region, it is said that Queen Cleopatra built an ancient cosmetic factory in the area.

King Herod built several forts and palaces in the area.

Fantastic Fact

Fish that accidentally swim from the Jordan River into the Dead Sea die immediately.

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- What kinds of information did the author include in the Fantastic Fact and If You Visit features? Why were these set apart from the main text? What does the reader gain from reading them?
- Consider what the author has to say about the role these sites played in history. What do the details provided reveal about some ancient civilizations?
- According to the If You Visit text feature on p. 10, only a limited number of tickets are made available each day to tour inside the Great Pyramid. Based on details from the guidebook, why do you think this is so?

Write About Reading

Have students choose either one of the following options for writing, or do both.

- What makes the pyramids of Giza and the Dead Sea worth visiting? List at least two unique features of each site and a reason why people should visit it. (**Informative/Explanatory**)
- Which site do you think would be better to visit to learn more about history: the pyramids of Giza or the Dead Sea? Why? Support your answer with evidence from the guidebook. (**Argument**)

Connect to the Internet

To learn more about the pyramids at Giza, students can go to www.pbs.org/wgbh/nova/pyramid/explore/gizahistory.html and <http://whc.unesco.org/en/list/86>.

To learn more about the Dead Sea, students can visit http://wwf.panda.org/about_our_earth/teacher_resources/best_place_species/top_10_scary_destinations/dead_sea.cfm

How-to

Level Y

Text Type: How-to

Summary: These pages include steps to light an LED bulb using just potatoes, pennies, nails, and few other simple objects.

Themes/Ideas: recognize how to follow steps to conduct an experiment; understand how a battery works and how to create a simple battery

Informational Text Features: text boxes, photographs, labels, bulleted list, numbered steps

Academic Vocabulary:

- **potential:** possible
- **circuit:** a path around something; the complete path of an electric current
- **current:** flow, such as the flow of electricity

Domain-Specific Vocabulary:

- **terminal:** an end of a battery; point of connection that forms part of a circuit
- **electrolyte:** a paste or liquid that acts as a conductor of electricity
- **electrons:** negatively charged particles in an atom
- **chemical reactions:** processes involving change to a substance at the molecular or atomic level

How to Make a Potato Battery



Focus Question: How can you make a battery out of common objects?

First Reading

Read aloud the title and have students browse the card, front and back. Note that the text is a how-to, or a text that explains a process of how to do or make something. Preview the text, noting that the process shown is to turn potatoes into a power source. Point out the text box, photographs, bulleted list, and numbered steps. Have students read through the text on their own. Then discuss the central idea of the text and how it is introduced and elaborated on.

Guided Close Reading

Words and Phrases in Context In the “What Makes a Battery Work?” text box on the front of the card, why does the author put the phrase “provides a potential difference” in quotation marks? ❶

Think Aloud That phrase is a technical explanation offered by scientists. The quotation marks show that it is a direct quotation. They also set the phrase apart and show that it is an important concept.

Vocabulary Look at the words electrolytes and electrons. What common root do these words share? How does the root help you clarify the meanings of the terms and understand their relationship? ❶ ❷

Photos and Text How does the photograph of the materials help you understand the process described in this text? How can you understand the information in the photo together with that in the bulleted list? ❸

Text Feature Look at the numbered steps on the back of the card. How many steps are shown? Would the text be easier or harder to read if the steps were grouped differently? Which steps are represented by the photos? ❹-❷

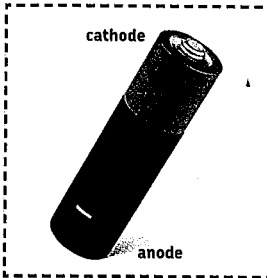
Connect Ideas What is another way to say current? What does the multimeter measure? How are these scientific concepts presented in the text? ❷ ❸

Think Aloud Another way to say current is “flowing electrons.” The text states that “ions . . . flow through the electrolyte,” electrolytes “allow electrons to flow” and “current can flow through LEDs in only one direction.” The multimeter measures voltage, which is related to current, flowing through the potato. The concepts are defined in the text when they are first mentioned.

HOW TO MAKE A POTATO BATTERY

WHAT MAKES A BATTERY WORK? ①

To understand what makes a battery work, notice the + and the - labels. Scientifically speaking, the positive side is the cathode (+ terminal) and the negative side is the anode (- terminal).



Scientists explain that a battery "provides a potential difference" when two kinds of metals are absorbed in a paste or liquid called an electrolyte.

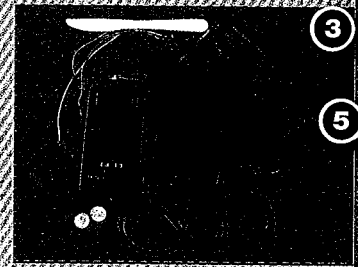
A battery's chemical reactions occur at both the cathode and the anode. Once the ions—electrically charged atoms—flow through the electrolyte, through the electrons, and through the wires back to their starting point, the path is considered a closed, or complete, circuit.

HOW CAN YOU MAKE A BATTERY? ②

The following is a safe, quick, and easy experiment that uses potatoes to show firsthand how a battery works. Why use potatoes? Potatoes are rich in electrolytes, so they allow electrons to flow, causing the same chemical reaction that takes place in a flashlight battery.

MATERIALS

- 2 large baking potatoes
- 2 galvanized zinc nails (Galvanized nails have a zinc coating, which protects the metal on the nail.)
- 2 shiny copper pennies
- 3 insulated copper wires (8 to 12 inches) with alligator clips
- LED bulb
- plastic knife
- multimeter (to measure voltage)

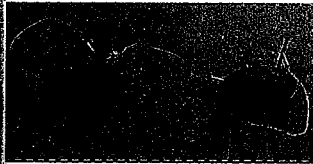


STEP 1 Ask an adult to help you. With a plastic knife, cut a small lengthwise slit at one end of potato #1. Slide a penny into the slit. Clip one of the alligator clips to the outside edge of the penny, letting the other end of the wire hang loose for the moment.

STEP 2 Stick one of the nails into the other end of the same potato. Be sure the penny and the nail do not touch!

STEP 3 Repeat Steps 1 and 2 with the other penny, nail, and potato. Then, place potato #2 about six inches to the right of potato #1, with their ends lined up and the pennies at the left.

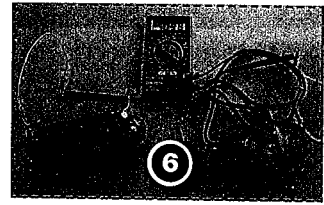
STEP 4 Attach an alligator clip to the nail in potato #2, letting the other end of the wire hang loose. Then, take the loose alligator clip from the wire attached to the penny in potato #2 and clip it to the nail in potato #1.



STEP 5 Clip the wire from the penny in potato #1 to the red lead of the multimeter.

STEP 6 Clip the wire from the nail in potato #2 to the black lead of the multimeter.

STEP 7 Check the multimeter to see that there is voltage flowing through the potato connection.

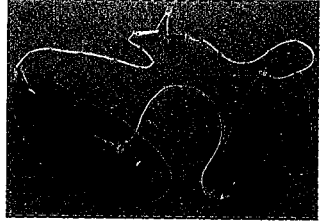


STEP 8 Disconnect the wires from the multimeter.

STEP 9 Take the wire connected to the penny and connect it to the longer of the two LED leads. It is important to do this step correctly, because current can flow through LEDs in only one direction.

STEP 10 Take the wire connected to the zinc nail and connect it to the shorter of the two LED leads.

STEP 11 The bulb should light up. If the voltage is not enough to light the LED, connect a few more potatoes to create a more powerful battery!



Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- Why is it important that the author included photographs, a bulleted list, and numbered steps in this text?
- Why are the steps listed in the order they are? What would happen if the steps were completed in a different order? What would happen if the materials were not assembled according to the directions?
- What do you already know about chemical reactions and batteries? Based on details in the text, why is making a potato battery a useful demonstration?

Write About Reading

Have students choose either one of the following options for writing, or do both.

- Write a brief summary explaining how you can transform potatoes into a battery. Include facts, definitions, examples, and illustrations to organize and clarify information in your summary. **(Informative/ Explanatory)**
- Write a well-developed argument that supports the claim that a potato battery provides an important proof of the battery concept and helps develop understanding of how electrical circuits work. **(Argument)**

Connect to the Internet

To read more about how to make a battery out of food, go to <http://pbskids.org/zoom/activities/sci/lemonbattery.html>.

To learn more information about conductivity and batteries, go to www.energyquest.ca.gov/projects/lemon.html.

Letter

Level Y

Text Type: Letter

Summary: These pages feature a letter from Abraham Lincoln to the King of Siam in which the President explains why the United States cannot accept a herd of elephants as a gift.

Themes/Ideas: learn about foreign relations in the Civil War era; recognize diplomatic language

Informational Text Features: text box; portraits

Academic Vocabulary:

- **exquisite:** finely or expertly made
- **manifestation:** display
- **munificence:** generosity
- **emulous:** admirable

Domain-Specific Vocabulary:

- **pacific:** of or relating to peace
- **jurisdiction:** area of authority or political power
- **latitude:** measurable scope or range
- **steam:** steam powered, for example in the form of trains

Lincoln's Letter to the King of Siam



Focus Question: Why does President Lincoln respectfully decline the King of Siam's offer of a herd of elephants?

First Reading

Point out the date of President Lincoln's letter, and explain that the American Civil War took place between 1861 and 1865. Have students preview the text features of this letter. For the first reading, have students read through the text alone. Then discuss the main points of Lincoln's letter.

Guided Close Reading

Author's Craft How does President Lincoln address the King of Siam? What does this suggest about the relationship between the two rulers? ① ②

Think Aloud Lincoln addresses the King of Siam, using his many titles, and also calls him "Great and Good Friend." This greeting suggests that there is a mutual respect between these two rulers, despite their cultural differences.

Key Ideas and Details What other gifts has the King of Siam sent? How might these gifts represent Siam as a country? ③

Connect Ideas/Make Inferences According to the letter, the King of Siam already knows the presidential policy for accepting gifts. Why does Lincoln still explain this policy in the letter? What does this suggest about Lincoln's attitude toward his position of leadership? ④

Think Aloud Lincoln explains this policy to reassure the King of Siam that his gifts are accepted not as personal gifts, but "as tokens of [his] goodwill and friendship for the American People." By including this explanation in his letter, Lincoln shows that he understood the King of Siam's letter and his good intentions.

Words and Phrases in Context Lincoln says he will tell Congress of "this manifestation of Your Majesty's munificence." Lincoln is saying that the gift shows how generous the King of Siam is. Why do you think Lincoln praises the King of Siam in this way? ⑤

Author's Craft What reasons does Lincoln give for refusing the elephants? Which words and phrases show the President's diplomacy, or skill, at maintaining good relations between nations? ⑥ ⑦

Author's Purpose What idea does Lincoln use in the conclusion of his letter? Why does he include compliments to the people of Siam in addition to confirming his friendship with their king? What purpose might this letter accomplish? ⑧ ⑩

Photos and Text Look at the illustrated portraits included with this letter. What do these images suggest about each ruler and the time period? How do these images help you understand the time in which these leaders lived? ⑤ ⑨

Lincoln was waging the Civil War. The King of Siam had offered to send a herd of elephants to James Buchanan. But it was up to President Lincoln, the next president, to politely refuse the gifts.

To the King of Siam
February 3, 1862

Abraham Lincoln
President of the United States of America

1 To His Majesty Somdech Phra Paramendul Maha Mongkut,
King of Siam,
etc., etc.

2 Great and Good Friend: I have received Your
Majesty's two letters of the date of February
14th, 1861.

3 I have also received in good condition the royal
gifts which accompanied those letters—namely
a sword of costly materials and exquisite
workmanship; a photographic likeness of
Your Majesty and of Your Majesty's beloved
daughter; and also two elephants' tusks of
length and magnitude such as indicate that
they could have belonged only to an animal
which was a native of Siam.

4 Your Majesty's letters show an
understanding that our laws forbid the
President from receiving these rich presents
as personal treasures. They are therefore
accepted in accordance with Your Majesty's desire as tokens of your good
will and friendship for the American People. Congress being now in session
at this capital, I have had great pleasure in making known to them this
manifestation of Your Majesty's munificence and kind consideration.



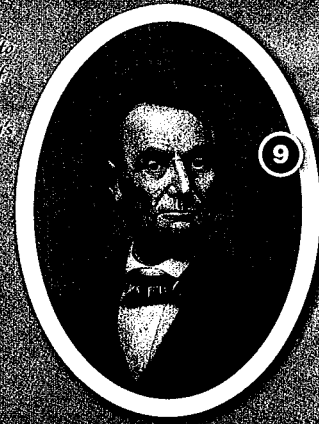
6 Under their directions the gifts will be placed among the archives of the
Government, where they will remain perpetually as tokens of mutual esteem
and pacific dispositions more honorable to both nations than any trophies of
conquest could be.

7 I appreciate most highly Your Majesty's tender of good offices in forwarding
to this Government a stock from which a supply of elephants might be
raised on our own soil. This Government would hesitate to avail itself of
so generous an offer if the object were one which could be made practically
useful in the present condition of the United States.

8 Our political jurisdiction however extends to the entire of Siam as to favor
the multiplication of the elephant and steam and telegraph as well as commerce
has been our best and most efficient agent of transportation and trade and
commerce.

9 I shall have occasion at no distant day to
transmit to Your Majesty some token of
indication of the high sense which this
Government entertains of Your Majesty's
friendship.

10 Meantime, wishing for Your Majesty
a long and happy life, and for the
generous and amiable People of Siam
the highest possible prosperity, I am,
Your Good Friend,
ABRAHAM LINCOLN.



NOTE: [. .] shows that text has been omitted.

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- Siam seems to be quite different from the United States. How does President Lincoln's use of adjectives show respect for Siamese culture and customs?
- What information does Lincoln include to help the King of Siam understand why a herd of elephants is an inappropriate gift for the United States?
- U.S. Presidents are still not allowed to receive personal gifts. Based on Lincoln's letter, why do you think this policy is a good one?

Write About Reading

Have students choose either one of the following options for writing, or do both.

- Write a well-developed problem-solution paragraph that explains the main issue with the King of Siam's gift and why Lincoln declined it. Use details from the letter to support your explanation. **(Informative/Explanatory)**
- Do you think Lincoln was right to refuse the elephants? Write a well-developed argument paragraph using details from the letter to support your claim. **(Argument)**

Connect to the Internet

To read more about the U.S. government's gift policy, go to these websites: www.archives.gov/exhibits/tokens_and_treasures/gifts_of_state.html and www.archives.gov/press/press-releases/1999/nr99-122.html.

Magazine Article

Level Y

Text Type: Magazine Article

Summary: These pages describe how wildlife habitats are being endangered, and what is being done to stop this endangerment.

Themes/Ideas: identify causes of endangered species and plants; understand efforts to replenish endangered species

Informational Text Features: headings, photos, captions

Academic Vocabulary:

- **urban:** related to cities
- **accumulates:** increases over time
- **rendered:** caused to be
- **preservation:** the act of protecting from harm

Domain-Specific Vocabulary:

- **species:** a group of related animals
- **mercury:** a poisonous silvery liquid metal
- **endangered:** at serious risk of ceasing to exist
- **extinct:** no longer existing

Endangering Wildlife Habitats



Focus Question: What endangers wildlife habitats, and what is being done to preserve these habitats?

First Reading

Read aloud the title and preview the entire text, noting that these pages feature facts and images related to endangered wildlife habitats. Have students look at the text and visual elements. Review the meanings of the words *endangered* and *habitats*. For their first reading, have students read through the text. Then discuss the main ideas and supporting details.

Guided Close Reading

Photos and Text/Vocabulary Examine the photos and caption at the top of the page and look at the first paragraph. How do the photos reinforce the title of the article? How do the photos and text explain the meaning of the word habitats? ① ② ③

Key Ideas and Details How does building roads across migration routes hurt animals? What other human activities that hurt animals does the author include to support the main idea of the article? ② ③

Connect Events What is the main point of the section titled "Too Late?" How does this idea contribute to the ideas in the rest of the article? ④ ⑤

Think Aloud The first paragraph tells about a bird that is most likely extinct. The second paragraph tells about efforts to save a type of ferret by establishing small populations of the animals. These paragraphs—along with the heading "Too Late?"—make readers think about the wildlife affected by habitat destruction.

Vocabulary What is mercury? How does the author explain how mercury can be both helpful and harmful? How does the author show how far-reaching the effects are of mercury on sea life? ⑥

Words and Phrases in Context/Make Inferences In the second paragraph of "Wilderness Preservation," the author refers to "indigenous wildlife." Based on the information in this section, what does the term indigenous wildlife mean? Why do laws have to be specific to different animals? How might this impact the overall success of efforts to protect wildlife habitats? ⑧

Text Feature What text features does the author use to organize the information in this article? Identify the purpose of each section. How is the section titled "Wilderness Preservation" different from the other sections? ④ ⑥ ⑦

Think Aloud The author uses headings to organize the information in the article into different sections. The first two sections focus mainly on causes of habitat destruction. The last section, "Wilderness Preservation," focuses on efforts to solve the problem.

Author's Craft What information in the last paragraph creates a hopeful tone? ⑨

1 ENDANGERING WILDLIFE HABITATS

And what we're doing to stop it from happening

2 We build roads that cut across animal migration routes. We cut down trees to create farms, leaving only patches of forest. Urban areas spread into the countryside. Species that retreat to these habitats become crowded and struggle to survive.

3 Today, the leading cause of habitat destruction is human activity. More than natural events such as tornadoes and hurricanes, habitat destruction by humans is the main cause of the endangerment of plants and animals. Direct threats include cutting down trees and other plants and the illegal hunting, capturing, or killing of wild animals.

4 Too Late?

Loss of habitat affected the Ivory-billed woodpecker after the forests where the bird lived were cut down. This bird's range once stretched from the Mississippi River to North Carolina to the swamps of Florida. Ultimately it was thought to be extinct in the United States. In 2005, a team of scientists claimed that at least one Ivory bill was still living in the remote Big Woods region of southeastern Arkansas. Though they backed up their



The American black-footed ferret and the Ivory-billed woodpecker are two species that are victims of habitat loss.

assertion with audio recordings of the bird's call, other scientists doubted the evidence.

5 One species harmed by loss of food supply was the American black-footed ferret. This ferret feeds almost exclusively on the black-tailed prairie dog, a grassland rodent. Ferrets also live in burrows dug by the prairie dogs. Ranchers objected to prairie dogs because they ate the grass designated for grazing livestock, and their burrows were sometimes responsible for injuring cattle and horses. So ranchers killed them. As their numbers declined, so did the ferrets'. By the 1980s, only a few ferrets remained. In the 1990s and early 2000s, efforts to replenish the species entailed breeding them in captivity and releasing groups of them into protected areas to establish small, stable populations.

6 Effects on the Ocean

Plants and animals are threatened when their habitats become spoiled by pollution. Mercury is used by agriculture and in industry. This poisonous heavy metal helps kill slime mold and fungus. But when mercury finds its way into the sea, it accumulates in living organisms. Certain fish have been rendered at least temporarily inedible by the high concentrations of mercury in their bodies. Some of the sea mammals that feed heavily on fish are beginning to show high concentrations of mercury and insecticides. California sea lions, northern fur seals, polar bears in the Arctic, and emperor penguins in Antarctica have all been affected by poisonous, heavy metals.

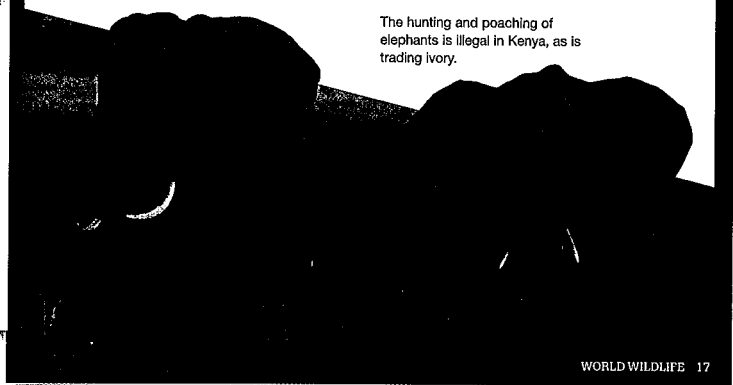
7 Wilderness Preservation

As wilderness disappears, many countries are realizing that preservation is urgently needed. If preservation is delayed, there may be no undeveloped wilderness left to save.

8 To help control the problem of habitat destruction and endangering species, almost every nation in the world has set aside land for preservation. There are nature conservancies, wildlife refuges, and national parks. Most countries have specific laws designed to protect their indigenous wildlife. Wilderness preservation is expensive. But developing nations are trying to set aside valuable land. India, for example, has 80 national parks and more than 440 wildlife sanctuaries.

9 A promising trend is the success of wilderness areas as tourist attractions. So many visitors are attracted to Kenya's wilderness areas that tourism has become the country's largest industry. Kenya's success has inspired newfound interest in preservation in developing nations. Instead of raising money by developing land, these nations may generate potentially larger revenues by preserving it.

The hunting and poaching of elephants is illegal in Kenya, as is trading ivory.



WORLD WILDLIFE 17

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- Why do you think the author included the section "Effects on the Ocean"? How does this section help you understand the seriousness of habitat destruction?
- According to the passage, what is tourism's relationship to wilderness preservation?
- What did you learn about endangered wildlife habitats that you didn't know before? How might people use the information in the text to protect natural habitats and wildlife?

Write About Reading

Have students choose either one of the following options for writing, or do both.

- Use relevant details from the text to summarize the efforts being made to preserve wildlife habitats. **(Informative/Explanatory)**
- Which cause of habitat destruction do you think is most important for people to know about in order to prevent it? Write a well-developed argument, and support it with details from the text. **(Argument)**

Connect to the Internet

To read more about ocean habitats, students can visit www.worldwildlife.org/habitats/oceans. To learn more about wildlife preservation, students can go to <http://wilderness.org/article/why-protect-wilderness>.

Newspaper Article

Level Y

Text Type: Newspaper Article
(Historical)

Summary: These two news articles describe the sinking of the *Titanic*. One article is from April 15, 1912, and the other is from April 16, 1912.

Themes/Ideas: identify important details about the *Titanic* tragedy; compare two accounts of what happened

Informational Text Features: headlines, datelines, photos, captions, list, headings

Academic Vocabulary:

- **gashed:** made a deep cut in
- **rammed:** hit something with force
- **unfounded:** not based on evidence
- **foundering:** filling with water and sinking

Domain-Specific Vocabulary:

- **iceberg:** a large piece of a glacier that floats into the open ocean
- **shallow:** not very deep
- **steamer:** a steam-powered boat
- **dispatch:** an important government or naval message, usually delivered quickly

The Sinking of the *Titanic*

From *The Evening Bulletin* and *New-York Tribune*



Focus Question: What do the differences between these two articles reveal about the sinking of the *Titanic*?

First Reading

Read the name of each newspaper and the title of each article. Note that both articles are reports about the same event, the sinking of *Titanic*, which took place on April 15, 1912. Explain that, before its first sailing, it was said that *Titanic* was unsinkable. For the first reading, have students read through the text. Then discuss the differences in the main points of the two articles.

Guided Close Reading

Key Ideas and Details *What does the headline of the first article lead the reader to believe? How does that compare to the headline of the second article?* ① ④

Words and Phrases in Context *In the first paragraph, Manager Mitchell reports that the *Titanic* is traveling “under her own steam.” Using context clues, what does this phrase mean? What is the effect of using this phrase?* ②

Photos and Text *Look at the photo of survivors in their lifeboat. What message does this photo convey based on the first article? How does your interpretation of the photo change after reading the second article?* ③

Think Aloud *The photo seems to show hopeful and well-protected passengers. After reading the second article, the photo seems tragic, since only 675 passengers were said to have survived.*

Text Feature *Why does the writer include a list in the second article? How does this text feature support the article’s statement “Disaster Greatest in History”?* ⑤

Key Ideas and Details/Author’s Purpose *What details does the writer include to give a clearer picture of what happened that night? Why would a newspaper writer include many details? What is the purpose of an article like this?* ⑥

Key Ideas and Details *What point does the writer make in the section “Mostly Women and Children Saved”? What details support this point? What makes this point significant?* ⑦

Think Aloud *The main point is that most of the survivors were women and children. Phrases like “nearly all” and “mostly women and children” support it. This point is significant because it suggests that the men let the women and children have the lifeboats while they waited for help to arrive.*

Word and Phrases in Context/Make Inferences *The caption for the photo of the captain says that he “is believed to have gone down with his ship.” What does that mean? Why do you think that is what a captain is expected to do?* ⑧

Compare and Contrast *Compare and contrast the two articles. How do the dates of the newspapers account for the differences in what they report?* ① - ⑧

The Evening Bulletin

ESTABLISHED 1882 NO. 5212

MONDAY, APRIL 15, 1912

PRICE FIVE CENTS

① ALL TITANIC PASSENGERS SAVED LINER GASHED BUT ALL ARE RESCUED

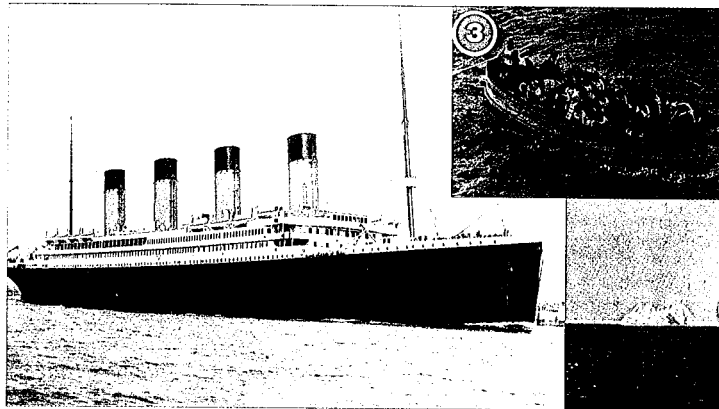
MONTREAL, April 15.—Manager Mitchell of the White Star line denies the sinking of the *Titanic*. He reports that the damaged ship is making for Halifax under her own steam.

② HALIFAX, N. S., Apr. 15.—The White Star liner *Titanic*, which rammed an iceberg near Cape Race yesterday, is doomed, but the passengers are saved.

A government wireless at 4:15 o'clock this afternoon brings the news that the *Titanic* is sinking in shallow water near Cape Race.

The passengers have been taken aboard the *Carpathia*, brought rushing to assistance by wireless. Thrilling scenes were enacted when the transfer was made.

The insurance on the *Titanic* amounts to about \$7,500,000. The great steamer is carrying \$500,000 worth of diamonds.



(left) The *Titanic* sets sail from Southampton; (top right) surviving passengers in their lifeboat; (bottom right) the iceberg that ripped into the great liner.

New-York Tribune

VOL. LXXII...NO. 23,893

NEW YORK, TUESDAY, APRIL 16, 1912

PRICE ONE CENT

④ 1,340 PERISH AS TITANIC SINKS; ONLY 886, MOSTLY WOMEN AND CHILDREN, RESCUED

1,323 Passengers on Ship and Crew of 890.

SURVIVORS EIGHT HOURS IN BOATS

APRIL 16, 1912

⑤ No Word from *Virginian* or *Parisian*, Which Vice-President Franklin Hopes Saved Others—Disaster Greatest in History, if Hope Is Unfounded—Captain Believed to Have Gone Down at His Post of Duty.

FIRST CLASS PASSENGERS ON TITANIC . . .	318
SECOND CLASS PASSENGERS ON TITANIC . . .	261
THIRD CLASS PASSENGERS ON TITANIC . . .	740
CREW OF THE TITANIC	890
TOTAL	2,209
REPORTED SAVED ON THE CARPATHIA . . .	866
MISSING	1,343

⑥ The White Star liner *Titanic* sank at 2:20 AM yesterday about 1,150 miles east of Sandy Hook. First reports placed the number of survivors, passengers and crew, at 675. At 2:30 o'clock this morning a dispatch relayed by the *Olympic* said the number aboard the *Carpathia* was 866. A still later dispatch said that the Allan Line steamer *Virginian* had probably picked up some of the victims.

P. A. S. Franklin, vice-president of the International Mercantile Marine Company, admitted last night that probably only 675 out of more than 2,200 souls on the lost vessel were saved, which means that more than 1,500 persons went down with her.

When the full text of the *Olympic's* message was given out it was found that it estimated the loss at 1,800. Shortly before 11 o'clock last night a slight ray of hope that more than the 675 on the *Carpathia* had been saved appeared in a message from the Marconi operator at Sable Island, near the scene of the disaster.

Mostly Women and Children Saved

⑦ Both passengers and crew are among those saved. Of the passengers saved nearly all are women and children. The only report received is from the *Carpathia*, via the *Olympic*. The *Virginian* and the *Parisian*, which were also racing to the foundering *Titanic*, have not yet been heard from.

The *Olympic*, of the White Star Line, reported that the *Carpathia* was the first vessel to reach the position of the *Titanic*. She found only small boats and wreckage. All the boats of the *Titanic* were accounted for, according to the *Olympic*.



⑧ Captain E. J. Smith is believed to have gone down with his ship.

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- How did each writer organize information about the *Titanic*? How does this organization fit the tone of each article?
- What insights does reading the two accounts give you about how news was reported at that time? How is news reporting very different today?
- What did you learn about the *Titanic* that you did not know before? What other information would help you understand what happened in that tragic event?

Write About Reading

Have students choose either one of the following options for writing, or do both.

- Write an informative paragraph that uses both articles to demonstrate how people learned about what happened to the *Titanic*. (Informative/Explanatory)
- Why are the two articles so different? Write an opinion paragraph that makes a claim about the reported information. Use details from both articles to support your argument. (Argument)

Connect to the Internet

To further students' understanding of the *Titanic* tragedy, go to these websites: www.loc.gov/teachers/classroommaterials/lessons/titanic/procedure.html and www.gilderlehrman.org/history-by-era/politics-reform/resources/eyewitness-account-sinking-titanic-1912.

Question and Answer Book

Level Y

Text Type: Question and Answer Book

Summary: This question and answer text provides important and interesting facts about U.S. presidents.

Themes/Ideas: learn facts that make certain U.S. presidents unique; understand similarities and differences among U.S. presidents

Informational Text Features: questions, answers, photos, captions

Academic Vocabulary:

- **unanimously:** agreed to by everyone
- **consecutive:** in a row

Domain-Specific Vocabulary:

- **elected:** selected for an office by voting
- **term:** the time something, such as a time in office, lasts
- **inauguration:** the ceremony that welcomes a person to a new position or office
- **assassinated:** killed an important person

Q&A: U.S. Presidents



Focus Question: What do interesting facts about U.S. presidents reveal about the country's leaders?

First Reading

Read the title and have students preview the text. Note the question and answer format. Remind students to first read each question and then each answer. For the first reading, have students read the text independently. Then discuss which facts they remember about the presidents.

Guided Close Reading

Text Structure How does the author present facts about U.S. presidents? How would the text be different if the author had used sequence, or time order, to tell about the presidents? ①-③

Connect Ideas Which four presidents have likenesses carved on Mount Rushmore? What other information does the text give about these presidents? Does the text explain why they were chosen to appear on the monument? ① ③ ⑤ ⑦ ⑧

Think Aloud The four presidents represented on Mount Rushmore are George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. The text also gives the following facts about these presidents: Washington was the only president elected unanimously, Jefferson died on July 4, 1831, Theodore Roosevelt was the youngest president, and Lincoln refused a gift of elephants. None of these facts, however, explain why they are on Mount Rushmore.

Photos and Text What is shown by the row of photos included with the text? How do these photos enhance the text? ④ ⑥

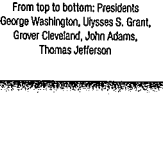
Words and Phrases in Context/Make Inferences The author writes that the King of Siam offered a president a gift. What words or phrases does the author use to describe this gift? What does the author's word choice suggest about the author's attitude toward the gift? What might explain why this unusual episode has become a piece of U.S. presidential lore? ⑤

Vocabulary What does assassinated mean? How does it relate to being a national leader? Based on the text, what happens after a president is assassinated? ⑦

Think Aloud Assassinated means "to kill an important person." A president is an important person, so he or she could be assassinated. When a president dies, the vice president becomes president.

Key Ideas and Details How is the youngest person to be president not the same as the youngest person elected president? Could the same issue arise for the oldest president? ⑦

Q & A: U.S. Presidents



From top to bottom: Presidents George Washington, Ulysses S. Grant, Grover Cleveland, John Adams, Thomas Jefferson

- 1 **Who was the only president who was elected unanimously?**
George Washington, the first president of the United States. His term of office was from April 30, 1789, to March 3, 1797.
- 2 **Which president had the longest inauguration speech?**
William Henry Harrison's speech was the longest, but his term was the shortest. On March 4, 1841, he gave his lengthy inauguration speech, which lasted 105 minutes. Inauguration day was rainy and cold. Harrison caught pneumonia and died 32 days later, on April 4, 1841.
- 3 **Which president served the longest time in office?**
President Franklin Delano Roosevelt served the longest, from March 4, 1933, until his death, on April 12, 1945. He was the only president elected to four terms.
- 4 **Which president established the country's first national park?**
That was Ulysses S. Grant. Grant served as U.S. president from March 4, 1869, to March 3, 1877. He established Yellowstone National Park on March 1, 1872.
- 5 **When a president is elected to two terms, are the terms always consecutive—one term served right after the other? Has there ever been a president who served a nonconsecutive term?**
Grover Cleveland is the only president to be elected to two nonconsecutive terms. He was the 22nd president, from March 4, 1885, to March 3, 1889. Cleveland was then elected as the 24th president, from March 4, 1893, to March 3, 1897.
- 6 **Two presidents who played key roles in America's independence died on July 4, 1826. Who were they?**
John Adams and Thomas Jefferson died on that day. Another president, James Monroe, died on July 4, 1831. A fourth, Calvin Coolidge, was born on July 4, 1872.

- 7 **How many father-son presidential combinations have there been?**
There have been two father-son combinations. The first was John Adams and his son John Quincy Adams. The second father-son presidential combination was George H. W. Bush and his son George W. Bush. And here's another "relative" fact: President William Henry Harrison was the grandfather of President Benjamin Harrison.
- 8 **Who kept a herd of sheep on the White House lawn?**
The 28th president, President Woodrow Wilson, kept sheep. During World War I, Wilson thought the sheep would signal to the people that the First Family was supporting the war effort.
- 9 **In 1862, the King of Siam offered the U.S. president an unusual gift. Who was the president and what was the gift?**
The gift was a herd of elephants. The president was James Buchanan, the 15th president. But the letter was received by Abraham Lincoln, the 16th president, during the Civil War. It was Lincoln who politely refused the offer from the King of Siam. (Today the country of Siam is called Thailand.)
- 10 **Who was the youngest president ever elected?**
At 43, John F. Kennedy was the youngest elected president. Theodore Roosevelt was the youngest president, but he served first as vice president under President William McKinley. McKinley was assassinated, and Roosevelt, at 42, became president.
- 11 **Who was the oldest president ever elected?**
The oldest president ever elected was Ronald Reagan. He was 69 years old.
- 12 **How many presidential likenesses are carved on Mount Rushmore? What are their names?**
There are four presidents carved on Mount Rushmore: George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt.
- 13 **Who was the first president to be on television?**
On April 30, 1939, President Franklin Delano Roosevelt went on TV to announce the opening of the World's Fair. Color television had not yet been invented, so TV audiences saw their president in black and white.
- 14 **"First Lady" wasn't always a term for the wife of the president. Who was the first president to call his wife "First Lady"?**
Dolly Madison was married to President James Madison, "the Father of the Constitution." When Dolly died in 1849, President Zachary Taylor referred to her as the "First Lady."



All left: President Abraham Lincoln

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- *What is the author's purpose in this text? Does the author mainly want to inform, persuade, or entertain readers? What details in the text support your answer?*
- *The author includes information about presidents from many different years. What conclusions can you draw about presidents based on this text?*
- *Which facts about the presidents most surprised you? What additional questions would you want to ask?*

Write About Reading

Have students choose either one of the following options for writing, or do both.

- Create a time line of facts and events presented in the text. Be sure to include which president each fact describes. **(Informative/Explanatory)**
- Which five facts provided in this text best helps you understand the U.S. presidency? Why? Support your answer with evidence from the text. **(Argument)**

Connect to the Internet

To read more about U.S. presidents, have students visit these websites: www.whitehouse.gov/about/presidents and <http://millercenter.org/president>.

Speech

Level Y

Text Type: Speech

Summary: Nobel Peace Laureate Wangari Maathai discusses the Green Belt Movement and her work to empower Kenyan women to sustain the environment that they depend on for their livelihood.

Themes/Ideas: understand the relationship between the environment and African women's ability to support their families; understand how the Green Belt Movement helps women sustain both their families and the environment

Informational Text Features:
photo, caption

Academic Vocabulary:

- **laureate:** someone recognized for achievement in a certain field
- **inertia:** the lack of energy or desire to do something
- **exemplify:** serve as an example of
- **integrity:** moral soundness; honesty

Domain-Specific Vocabulary:

- **watersheds:** areas from which water flows to certain bodies of water
- **ecosystems:** all the organisms that live in particular environments and their interaction
- **deforestation:** the act or result of removing trees from a forest

Wangari Maathai Nobel Lecture

Oslo, December 10, 2004



Focus Question: How has Maathai's work through the Green Belt Movement helped Kenyan women and the environment?

First Reading

Read the introduction and discuss the significance of the Nobel Peace Prize. Introduce Wangari Maathai and review the meaning of *laureate*. For the first reading, have students read through the text on their own. Then discuss the key ideas of the speech.

Guided Close Reading

Key Ideas and Details *Maathai originally started the Green Belt Movement to address the needs of rural women in Africa. How were these women positioned to benefit from the work of Maathai's organization?* ①

Connect Ideas *How has the Green Belt Movement's work shifted the way African women can take care of their families?* ① - ⑤

Key Ideas and Details *Why were the African women "the first to become aware of environmental damage"?* ②

Vocabulary *Maathai discusses that international trade prevents small-scale farmers from receiving a "just income." What does the use of the word just suggest about international trade policies? How does this help to demonstrate the importance of her work?* ③

Key Ideas and Details *What purpose does the citizen education program serve? How does it help ensure the sustainability of both the environment and local communities?* ⑥

Think Aloud *The citizen education program helps people identify the connection between their problems and their actions and come up with solutions. This means that community members are developing the leadership skills to address whatever problems arise in their communities while at the same time addressing the existing environmental issues.*

Vocabulary/Make Inferences *Maathai says that the women who participate in the educational program are "empowered to overcome inertia." Think about the meaning of the word inertia. What does the use of this word suggest about how easy or difficult it is for these women to change their actions? What can be inferred about the importance of the Green Belt Movement to the lives of African women?* ⑦

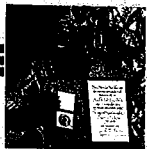
Key Ideas and Details *Describe Maathai's call to action. To whom does she address her words?* ⑧ ⑨

Author's Craft /Author's Purpose *Maathai ends her speech with an anecdote, or story, from her childhood. What purpose does including this anecdote serve? What effect do you think it has on her audience?* ⑩

Wangari Maathai Nobel Lecture, Oslo, December 10, 2004

The following speech was made in acceptance of this annual prize awarded to a person whose remarkable work helped bring peace and make the world a better place.

Wangari Maathai



Your Majesties,
Your Royal Highnesses,
Honorable Members of the Norwegian Nobel Committee,
Excellencies,
Ladies and Gentlemen:

I stand before you and the world humbled by this recognition and uplifted by the honor of being the 2004 Nobel Peace Laureate.

As the first African woman to receive this prize, I accept it on behalf of the people of Kenya and Africa, and indeed the world. I am especially mindful of women and the girl child. I hope it will encourage them to raise their voices and take more space for leadership. I know the honor also gives a deep sense of pride to our men, both old and young. As a mother, I appreciate the inspiration this brings to the youth and urge them to use it to pursue their dreams.

- 1 In 1977, when we started the Green Belt Movement, I was partly responding to needs identified by rural women, namely lack of firewood, clean drinking water, balanced diets, shelter, and income.
- 2 Throughout Africa, women are the primary caretakers, holding significant responsibility for tilling the land and feeding their families. As a result, they are often the first to become aware of environmental damage as resources become scarce and incapable of sustaining their families.
- 3 The women we worked with recounted that unlike in the past, they were unable to meet their basic needs. This was due to the degradation of their immediate environment as well as the introduction of commercial farming, which replaced the growing of household food crops. But international trade controlled the price of the exports from these small-scale farmers and a reasonable and just income could not be guaranteed. I came to understand that when the environment is destroyed, plundered, or mismanaged, we undermine our quality of life and that of future generations.
- 4 Tree planting became a natural choice to address some of the initial basic needs identified by women. Also, tree planting is simple, attainable, and guarantees quick, successful results within a reasonable amount time. This sustains interest and commitment.
- 5 So, together, we have planted over 30 million trees that provide fuel, food, shelter, and income to support their children's education and household needs. The activity also creates employment and improves soils and watersheds. Through their involvement, women gain some degree of power over their lives, especially their social and economic position and relevance in the family. This work continues.

- 6 In order to assist communities to understand these linkages, we developed a citizen education program, during which people identify their problems, the causes, and possible solutions. They then make connections between their own personal actions and the problems they witness in the environment and in society.

On the environment front, they are exposed to many human activities that are devastating to the environment and societies. These include widespread destruction of ecosystems, especially through deforestation, climatic instability, and contamination in the soils and waters that all contribute to excruciating poverty.

- 7 In the process, the participants discover that they must be part of the solutions. They realize their hidden potential and are empowered to overcome inertia and take action. They come to recognize that they are the primary custodians and beneficiaries of the environment that sustains them.

Entire communities also come to understand that while it is necessary to hold their governments accountable, it is equally important that in their own relationships with each other, they exemplify the leadership values they wish to see in their own leaders, namely justice, integrity, and trust.

- 8 In the course of history, there comes a time when humanity is called to shift to a new level of consciousness, to reach a higher moral ground. A time when we have to shed our fear and give hope to each other.

That time is now. I would like to call on young people to commit themselves to activities that contribute toward achieving their long-term dreams. They have the energy and creativity to shape a sustainable future. To the young people I say, you are a gift to your communities and indeed the world. You are our hope and our future.

- 9 Excellencies, ladies, and gentlemen, As I conclude I reflect on my childhood experience when I would visit a stream next to our home to fetch water for my mother. I would drink water straight from the stream. Playing among the arrowroot leaves I tried in vain to pick up the strands of frogs' eggs, believing they were beads. But every time I put my little fingers under them they would break. Later, I saw thousands of tadpoles: black, energetic, and wriggling through the clear water against the background of the brown earth. This is the world I inherited from my parents.
- 10

Today, over 50 years later, the stream has dried up, women walk long distances for water, which is not always clean, and children will never know what they have lost. The challenge is to restore the home of the tadpoles and give back to our children a world of beauty and wonder.

Thank you very much.

Wangari Maathai
Nobel Lecture, Oslo
December 10, 2004

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- *Maathai's work addresses social, economic, and environmental issues, but her speech focuses on its social impact. How is this related to her purpose in this speech?*
- *According to Maathai, why was planting trees an effective solution to an economic and environmental problem in Kenya?*
- *Maathai's work helps to create sustainable environments and communities in Kenya. How do you think giving her a Nobel Peace Prize impacts her ability to positively affect other similar communities?*

Write About Reading

Have students choose either one of the following options for writing, or do both.

- Write a paragraph describing how Maathai's work with the Green Belt Movement has helped to protect the environment and improve the lives of Kenyan women. (**Informative/Explanatory**)
- Which aspect of Maathai's work—its social, economic, or environmental outcomes—do you think will have the greatest impact over time? Use details from her speech to support your response. (**Argument**)

Connect to the Internet

To read more about Wangari Maathai and the Green Belt Movement, students can go to www.greenbeltmovement.org/ and www.nobelprize.org/nobel_prizes/peace/laureates/2004/maathai-bio.html.

Level Y Lessons at-a-Glance

LEVEL Y

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Almanac Excerpt	<i>Our Carbon Footprint</i>	Physical Science	Moderate	recognize the relationship between fossil fuels and greenhouse gases; understand steps people can take to reduce CO ₂ in the atmosphere	<ul style="list-style-type: none"> • www.epa.gov/recyclecity/mainmap.htm • http://climatekids.nasa.gov/how-to-help/
Diary Excerpt	<i>Diary of a Union Soldier</i>	History	Basic	understand the significance of a historical diary; learn how Union soldiers reacted to the death of President Lincoln	<ul style="list-style-type: none"> • www.americaslibrary.gov/jb/civil/jb_civil_lincoln_1.html • www.pbs.org/wgbh/americanexperience/features/timeline/assassination/
Essay	<i>Recycling: A System That Works!</i>	Earth Science History	Basic	recognize the problems with different forms of waste disposal; understand how recycling helps the environment and the economy	<ul style="list-style-type: none"> • www2.epa.gov/recycle • www.pbs.org/independentlens/garbage-dreams/recycling.html
Guidebook Excerpt	<i>A Guide to Ancient Sites</i>	Earth Science History Geography	Moderate	recognize key facts about the history and locations of the Great Pyramid at Giza and the Dead Sea; note visiting information for the pyramids at Giza and the Dead Sea	<ul style="list-style-type: none"> • http://whc.unesco.org/en/list/86 • http://wwf.panda.org/about_our_earth/teacher_resources/best_place_species/top_10_scary_destinations/dead_sea.cfm
How-to	<i>How to Make a Potato Battery</i>	Physical Science	Complex	recognize how to follow steps to conduct an experiment; understand how a battery works and how to create a simple battery	<ul style="list-style-type: none"> • http://pbskids.org/zoom/activities/sci/lemonbattery.html • www.energyquest.ca.gov/projects/lemon.html
Letter	<i>Lincoln's Letter to the King of Siam</i>	History	Complex	learn about foreign relations in the Civil War era; recognize diplomatic language	<ul style="list-style-type: none"> • www.archives.gov/exhibits/tokens_and_treasures/gifts_of_state.html • www.archives.gov/press/press-releases/1999/nr99-122.html
Magazine Article	<i>Endangering Wildlife Habitats</i>	Life Science	Moderate	identify causes of endangered species and plants; understand efforts to replenish endangered species	<ul style="list-style-type: none"> • www.worldwildlife.org/habitats/oceans • http://wilderness.org/article/why-protect-wilderness
Newspaper Article (Historical)	<i>The Sinking of the Titanic</i>	History	Moderate	identify important details about the <i>Titanic</i> tragedy; compare two accounts of what happened	<ul style="list-style-type: none"> • www.loc.gov/teachers/classroommaterials/lessons/titanic/procedure.html • www.gilderlehrman.org/history-by-era/politics-reform/resources/eyewitness-account-sinking-titanic-1912
Question and Answer Book Excerpt	<i>Q & A: U.S. Presidents</i>	History Government	Basic	learn facts that make certain U.S. presidents unique; understand similarities and differences among U.S. presidents	<ul style="list-style-type: none"> • www.whitehouse.gov/about/presidents • http://millercenter.org/president
Speech	<i>Wangari Maathai Nobel Lecture: Oslo, December 10, 2004</i>	Life Science Environmental Science Economics	Complex	understand the relationship between the environment and African women's ability to support their families; understand how the Green Belt Movement helps women sustain both their families and the environment	<ul style="list-style-type: none"> • www.greenbeltmovement.org/ • www.nobelprize.org/nobel_prizes/peace/laureates/2004/maathai-bio.html