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# Almanac

## Level Z

Text Type: Almanac

**Summary:** This almanac excerpt explains how to identify locations around the globe and provides tips for how to read a map.

**Themes/Ideas:** understand how longitude and latitude indicate location; understand the purpose of a map's features

**Informational Text Features:** headings, keywords, diagrams, labels, text boxes, photos, captions, bulleted text

**Academic Vocabulary:**

- **index:** a list that indicates where to locate specific information

**Domain-Specific Vocabulary:**

- **navigator:** someone who determines the route for traveling to a location, often the person who also steers a ship or airplane
- **contours:** outlines of objects, especially curved ones
- **provinces:** parts of countries that are managed as units
- **fronts:** the meeting points of two air masses

# Navigators and Maps



**Focus Question:** How do people use maps and map features to locate places?

## First Reading

Discuss the title and text box information about almanacs at the top of the page. Note some of the text features, including the diagrams, keywords, and bulleted text. For the first reading, have students read through the almanac pages on their own. Then discuss the main ideas the author shared about maps and geography.

## Guided Close Reading

**Text Features** Read the section called "Line Up, Please!" Look at the diagram of the globe with parallels and meridians. How does the diagram help you understand the descriptions of parallels and meridians? What is the relationship between the configuration of the lines and their purpose? ② ③

**Key Ideas and Details** Navigators and mapmakers created the idea of longitude and latitude to better measure distances and plot voyages. How does this system make navigation and mapmaking easier? ① - ④

**Think Aloud** The system of longitude and latitude is based on locations that are easy to identify on a map, such as the equator, the North Pole, and the South Pole. Its components are parallels, which are horizontal lines, and meridians, which are vertical lines. Both are measured from zero degrees, making distance easy to represent accurately and determine quickly.

**Text Structure** What text structure does the author use in the "Take a Look" section? How does this structure help the reader understand longitude and latitude? ⑤

**Think Aloud** The author uses sequence in the "Take a Look" section. By following the steps outlined, the reader can better understand how the system of longitude and latitude designates location.

**Vocabulary/Make Inferences** What is a compass rose, and how is it used? How do consistent map features help make maps broadly useful? What does this suggest about the "language" of maps? ⑥

**Key Ideas and Details** Why is it important to include an index with a city map? How does a map legend help a reader interpret a map? ⑦ ⑧

**Connect Ideas/Compare and Contrast** "A Map Is a Map Is a Map . . ." includes a bulleted list of different types of maps. Not all are used for navigation. What does this list suggest about the purpose of a map? How are different maps developed to address different needs? Which map shows the distance between countries? Which map would a geologist use? Which map would you use for a car trip? ⑨

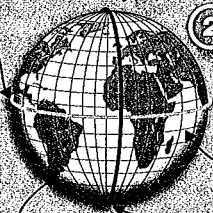
**Author's Craft/Author's Purpose** Which of the text features that the author used did you find most helpful? Why is this subject especially suited to a variety of text presentations? What was the author's intention in incorporating these features?

An almanac is a reference book that gives facts and stats about different subjects. These excerpts are about Navigators and Maps.

### LINE UP, PLEASE!

Navigators and mapmakers needed new tools to plot out voyages and measure distances on the globe. So a system of imaginary lines was created.

1 The equator circles the middle of the globe like a giant belt. It divides the world in half horizontally.



2 Parallels run east and west, parallel to the equator. They are used to measure latitude, or distance north or south of the equator.

3 Meridians run north and south, looping around the poles. The prime meridian divides the world in half vertically. Meridians are used to measure longitude, or distance east or west of the prime meridian.

4 We measure longitude and latitude by degrees. The equator is at 0 degrees latitude. The prime meridian is at 0 degrees longitude.

### TAKE A LOOK

5 Each point on a map is described by two sets of degrees, depending on distance north or south of the equator and east or west of the prime meridian. For instance, Kansas City, Missouri, has a latitude of 39° N and a longitude of 94° W. On a map, find the latitude of your city and state. Then reverse the direction. (If it's north, change it to south, for example.) Next, find the longitude of your location. Subtract it from 180 and reverse its direction, too. The new location will be the place directly opposite your home on the other side of the globe.



The prime meridian passes through the city of Greenwich, England. That's why it's also known as the Greenwich meridian.



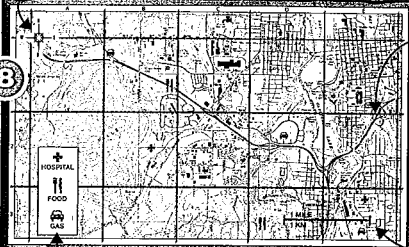
### How to Read a Map

#### 6 Directions

How do you figure out which way is which on a map? On most, but not all, maps:

- Up means north
- Down means south
- Left means west
- Right means east

Some maps are turned or angled so that north is not straight up. Always look for a symbol called a compass rose to show you exactly where north is on the map you're reading.



#### 7 Location

Maps that show large areas such as countries and continents include lines of longitude and latitude. Maps of cities and streets are divided into blocks called grids. Grid maps have numbers on one side and letters on another. They also have an index that gives a number-letter combination for every place on the map.

#### 8 Distance

You can look at a map and think it's a hop, a skip, and a jump from Maine to Maryland, but it's really a few million hops! The map scale shows you how many miles (or km) a certain length on the map represents.

#### 9 Shapes and Symbols

Every picture, object, shape, and line on a map stands for something. A tiny red airplane may stand for an airport. A thick line is one kind of road, and a dotted line is another. A map's legend, or key, shows the symbols and explains what they stand for.

### A Map Is a Map Is a Map . . .

- All maps are not created equal. There are different maps for different purposes:
- A bathymetric map shows the depths and contours of the bottom of a body of water.
  - A geological map shows earthquake faults, volcanoes, minerals, rock types, underground water, and landslide areas.
  - A physical map shows mountains, lakes, and rivers.
  - A planimetric map shows horizontal features but not vertical ones such as elevations.
  - A political map shows boundaries of cities, states, countries, and provinces.
  - A relief map uses different colors to show different elevations.
  - A road map shows roads, highways, cities, and towns.
  - A topographic map shows elevations.
  - A weather map shows temperatures, fronts, rain, snow, sleet, storms, fog, and other weather conditions.

## 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.

- If the purpose of this text was to inform the reader, do you think the author accomplished that goal? What features did the author use to present the information in an entertaining way?
- How are the coordinate system of parallels and meridians and the grid system of numbers and letters similar and different? How do these similarities and differences reflect their purposes?
- Maps can make everyday life easier. What are some situations in which maps can be useful to people? Refer to the text box "A Map Is a Map Is a Map . . ."

## Write About Reading

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

- Maps rely on users' ability to interpret visual information. What must users understand when looking at a globe? What must they understand when looking at a map? Explain your answer in a brief paragraph. (Informative/Explanatory)
- Many people today rely on GPS devices for navigation. Why is it still important to be able to read a map? Write a persuasive paragraph about why schools should teach students about the purpose and organization of maps. Use details from the text to support your opinion. (Argument)

## Connect to the Internet

To further students' understanding of longitude and latitude and map features, go to [www.fedstats.gov/kids/mapstats/concepts\\_latlg.html](http://www.fedstats.gov/kids/mapstats/concepts_latlg.html); or <http://earthexplorer.usgs.gov/>.

## Brochure

Level Z

Text Type: Brochure

**Summary:** History comes alive as you travel the lands the mighty Genghis Khan once crossed on horseback. This brochure invites you to “go back in time” by visiting significant sites located within the Mongolian Empire.

**Themes/Ideas:** identify key traits about Genghis Khan’s Mongolian Empire; describe a tour of historical sites located within the Mongolian Empire

**Informational Text Features:** illustrations, photos, maps, map legend, time line, text boxes, headings, subheadings

**Academic Vocabulary:**

- **centuries:** periods of 100 years
- **narrate:** tell the story of
- **peak:** the maximum point
- **campaigns:** conducts military operations

**Domain-Specific Vocabulary:**

- **empire:** a group of territories controlled by one ruler
- **nomadic:** traveling from place to place instead of settling in one location
- **catapults:** ancient weapons used to shoot stones
- **gers:** traditional Mongolian tent-like houses

# Discover Genghis Khan’s Mongolia



**Focus Question:** What could you learn by taking a tour of historic sites in Mongolia?

## First Reading

Read the information about brochures in the box at the top of the page. Explain to students that a brochure is printed on both sides and folds like a book. Have students scan the pages noting the text features and page layouts of this brochure. Ask students to read the text independently. Then discuss the ideas presented in the brochure.

## Guided Close Reading

**Words and Phrases in Context/Make Inferences** *Are the phrases “Travel back eight centuries” and “step back in time” literal or figurative? What do they mean, and why do you think the author chose these phrases? What does this imply about how the country of Mongolia sees itself? Why do you think this is?* ① ② ③

**Text Feature** *How important were horses to the Mongolian Empire? To answer, use information from a map, a photo, and the text.* ④ ⑦ ⑨

**Think Aloud** *A photo shows people in historical costume on horseback. Also, the text says Genghis Khan was a “mighty horseman” and that the tribes he ruled were nomadic. The maps show that the empire covered a huge amount of land. Horses would have been essential to traveling long distances. All this information shows me that horses must have been of critical importance to the expansion and rule of the Mongolian Empire.*

**Text Feature** *Why does the brochure include pronunciations in the section “Locations on Your Journey”? How is this useful to a traveler?* ⑤

**Vocabulary/Text Feature** *What is an empire? How do the maps, time line, and text help you determine the meaning of the word empire?* ④ ⑥ - ⑧

**Text Feature** *Look at the time line. When did the Mongolian Empire reach its peak? When was the Mongolian Empire finally destroyed? What other question could you answer using this time line?* ⑩

**Author’s Purpose/Connect Ideas** *Based on the way information is presented here, what is the purpose of this brochure? What is the brochure about? Who is its intended audience? What information is included to appeal to that audience?* ① ③ ⑧ - ⑩


**Think Aloud** *This brochure was written for the purpose of persuading people to take a guided tour in Mongolia. The audience includes “history buffs, adventure travelers, and nature lovers.” The brochure includes information about historical events for the history buffs, hiking and camping for the adventure travelers, and wild animals for the nature lovers.*

A brochure is a pamphlet that explains or persuades. These excerpts are from a travel brochure about visiting Mongolia.

**ONCE UPON TIME TRAVEL**

## Discover Genghis Khan's MONGOLIA


**1** Travel back eight centuries to the great Mongolian Empire—the largest empire the world has ever known.



**2**

### VISIT MONGOLIA

History buffs, adventure travelers, and nature lovers alike will find much to inspire them on this extraordinary tour. You'll step back in time with our knowledgeable local guides as they narrate the events of Genghis Khan's life and show you where he lived and fought.

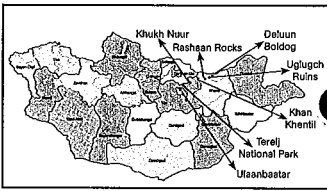


**4**

#### Locations on Your Journey

You may select as many of the following locations as you would like.

- Ulaanbaatar (oo-LAHN BAH-ter)
- Rashaan Rocks (rah-SHAHN)
- Deluun Boldog (deh-LOON bahl-dahg)
- Khan Khentii (kahn ken-TEE)
- Khukh Nuur (kakh NOOR)
- Uglugh Ruins (OO-gloosh)
- Tereij (Tehr-EL) National Park



**6**

★ Capital of Mongolia  
● Locations

### GENGHIS KHAN AND THE MONGOLIAN EMPIRE

Before Genghis Khan came to power, many different tribes lived in the area. They were mostly nomadic—not settling, but traveling from place to place. These tribes had spent much of their time fighting against each other. Genghis Khan united the tribes under his rule. Together, they were a powerful force that eventually took over much of Eurasia. His military men developed catapults that could hurl stones, and machines that could throw fire. By its peak in 1300, the Mongolian Empire covered about one-and-a-half times the size of North America!

#### TIME LINE OF THE MONGOLIAN EMPIRE

**8**

- 1162 CE  
Temujin is born.
- 1206  
Temujin is proclaimed Khan and is named Genghis (Genghis Khan).
- 1215–1218  
Genghis Khan campaigns against two Chinese dynasties (Jin and Xi Xia) and conquers Beijing.
- 1227  
Genghis Khan falls from a horse and dies (according to legend).
- 1227–1240  
Ogadai (one of Genghis Khan's four sons) becomes leader and begins to conquer much of Asia, including Korea, and attacks many European countries, including Poland.
- 1264  
Kublai Khan (grandson of Genghis Khan) moves the capital to Dadu.
- 1279  
China is united under the Mongolian Empire.
- 1300  
The Mongolian Empire is at its peak.
- 1368–1501  
All elements of the Mongolian Empire are destroyed by invaders and rebellion.

### Deluun Boldog

**HIGHLIGHTS:** visiting historic sites  
**ACCOMMODATIONS:** camping in gers  
**RECOMMENDED TIME:** 1–2 days

According to historical accounts, it is here that Temujin (the childhood name of Genghis Khan) was born in the late 12th century. We will view a statue celebrating the 800th anniversary of the birth of the child who would become the mighty horseman Genghis Khan.

**9**

### Khan Khentii

**HIGHLIGHTS:** hiking, horseback riding  
**ACCOMMODATIONS:** camping in gers  
**RECOMMENDED TIME:** 1–2 days

Join us for a tour of the beautiful protected mountain national park of Khan Khentii—rumored to be the likely place where Genghis Khan's tomb is located. Our tour guides will lead you on a hike up Burkhan Khaldun, which was proclaimed sacred by Genghis Khan in the 13th century. You will also have the opportunity to see the area from the air. Each morning is peeled for breakfast. Each evening is a brown bear's howl. It's steeped in the rich history of the Mongolian Empire.

**10**

## 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 do the headings in the brochure help you navigate the text? What information about the Mongolian Empire is revealed in each section?
- What is the significance of the detail “Genghis Khan united the tribes under his rule”? How would that be reflected in the tour offered by this brochure?
- What traits of an empire are described in the brochure about Genghis Khan's Mongolia? How would taking this tour help you better understand the Mongolian Empire?

## Write About Reading

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

- Which of the sites listed in the brochure is the most historically important? Use evidence from the text to support your claim with reasons. (**Argument**)
- Write a paragraph explaining how the most important characteristics of Genghis Khan's Mongolian Empire are the focus of this tour. (**Informative/Explanatory**)

## Connect to the Internet

To learn more information about Genghis Khan have students go to [www.archaeology.org/issues/95-1307/features/lost-tombs/1092-genghis-khan-mingol-khentii](http://www.archaeology.org/issues/95-1307/features/lost-tombs/1092-genghis-khan-mingol-khentii).

To read more about the Mongolian Empire have students visit [www.historyforkids.org/learn/centralasia/history/mongols.htm](http://www.historyforkids.org/learn/centralasia/history/mongols.htm).

# Diary

## Level Z

Text Type: Diary

**Summary:** These pages contain an entry from Anne Frank's diary, written shortly after she and her family went into hiding in 1942 to escape from being taken as prisoners by the Nazis.

**Themes/Ideas:** learn about what it was like for Anne Frank and her family during this time in history; understand why her diary is still an important document

**Informational Text Features:** introductory text box, photo

**Academic Vocabulary:**

- **veranda:** an open porch, usually with a roof
- **satchel:** a small bag
- **steadily:** constantly
- **stifled:** smothered, or otherwise stopped from doing something

**Domain-Specific Vocabulary:**

- **Nazis:** members of a German political party who discriminated against Jewish people and other minority groups
- **concentration camp:** a detention center where Jewish people and other minorities were held by the Nazis
- **S.S.:** the "Schutzstaffel," a military group of the most powerful and extreme Nazis
- **call-up notice:** an official order to report to the government

# Anne Frank Diary Entry

From *The Diary of Anne Frank*



**Focus Question:** What characteristics make Anne Frank an important historical figure?

## First Reading

Explain who Anne Frank was, and point out her photo. Review, as needed, key details about Germany's invasion of Holland and other nations during WWII, the meaning of *Nazis*, their persecution of Jewish people and other minority groups that were sent to concentration camps. For the first reading, have students work through the text on their own. Then discuss the main ideas.

## Guided Close Reading

**Key Ideas and Details** *Why did Anne's family have to hide from the Nazis? How does this information help you understand Anne's perspective? How does the photo of Anne add to your sense of her as a person?* ① ⑤ ⑥

**Text Structure** *Anne begins and ends as if she is writing a letter to a friend. The entry itself is mostly a flashback told in chronological order. How does this text structure affect the way she presents events? What effect do these structural choices have on you as a reader?* ② - ⑤ ⑬

**Think Aloud** *As Anne remembers the events, she writes about them in the order in which they happened. This lends immediacy and intensity to the emotions she experienced as events unfolded.*

**Words and Phrases in Context** *Anne writes that Margo looked "very excited." What does this phrase usually mean, and what does it mean in this context?* ⑤

**Vocabulary/Make Inferences** *What does it mean to get a call-up notice? Based on Anne's description, why is she so shocked that the Nazis would issue a call-up notice for a sixteen-year-old girl? How is this event ominous?* ⑤ ⑦

**Key Ideas and Details** *What words and phrases suggest that Anne does not have a clear idea of what it means to go into hiding? How does this lack of information help you imagine how she was feeling?* ⑦ - ⑨

**Think Aloud** *Anne wonders "when, how, where" they would go. This suggests that she has no idea what it will be like in hiding. These questions and the fact that she is not allowed to ask them make me think that she must have felt very scared and confused.*

**Connect Ideas** *Anne explains that she had to wear all the clothes she wanted to bring and that "No Jew in our situation would have dreamed of going out with a suitcase full of clothing." Why? What does this tell you about life for Jewish people in Europe at the time?* ⑩ ⑪

**Key Ideas and Details** *Anne reveals that her cat was the only creature she was allowed to say good-bye to. Why is this an important detail? How does it help you understand what it was like to go into hiding?* ⑫

### Anne Frank Diary Entry

In June of 1942, Anne Frank received a notebook for her 13th birthday and began to keep a diary. Anne and her family, who were Jewish, had gone to live in Holland to escape the Nazis. In July 1942 they went into hiding in Amsterdam. Anne wrote in her diary, nicknamed "Kitty," while war raged outside. In 1944, the family was discovered and arrested, and in 1945 Anne died in a concentration camp. Her diary survived the war and has been read by millions of people all over the world.

1

2 Wednesday, 8 July, 1942

Dear Kitty,

3 Years seem to have passed between Sunday and now. So much has happened, it is just as if the whole world had turned upside down. But I am still alive, Kitty, and that is the main thing, Daddy says.

4 Yes, I'm still alive, indeed, but don't ask where or how. You wouldn't understand a word, so I will begin by telling you what happened on Sunday afternoon.

5 At three o'clock someone rang the front doorbell. I was lying lazily reading a book on the veranda in the sunshine, so I didn't hear it. A bit later, Margot appeared at the kitchen door looking very excited. "The S.S. have sent a call-up notice for Daddy," she whispered. "Mummy has gone to see Mr. Van Daan already." (Van Daan is a friend who works with Daddy in the business.) It was a great shock to me, a call-up; everyone knows what that means. I picture concentration camps and lonely cells—should we allow him to be doomed to this? "Of course he won't go," declared Margot, while we waited together. "Mummy has gone to the Van Daans to discuss whether we should move into our hiding place tomorrow. The Van Daans are going with us, so we shall be seven in all."



7

Margot and I were sent out of the room. Van Daan wanted to talk to Mummy alone. When we were alone together in our bedroom, Margot told me that the call-up was not for Daddy, but for her. I was more frightened than ever and began to cry. Margot is sixteen; would they really take girls of that age away alone? But thank goodness she won't go, Mummy said so herself; that must be what Daddy meant when he talked about us going into hiding.

8

Into hiding—where would we go, in a town or the country, in a house or a cottage, when, how, where . . . ?

9

These were questions I was not allowed to ask, but I couldn't get them out of my mind. Margot and I began to pack some of our most vital belongings into a school satchel. The first thing I put in was this diary, then hair curlers, handkerchiefs, schoolbooks, a comb, old letters; I put in the craziest things with the idea that we were going into hiding. But I'm not sorry, memories mean more to me than dresses.

10

Luckily it was not so hot as Sunday; warm rain fell steadily all day. We put on heaps of clothes as if we were going to the North Pole, the sole reason being to take clothes with us. No Jew in our situation would have dreamed of going out with a suitcase full of clothing.

11

I had on two vests, three pairs of pants, a dress, on top of that a skirt, jacket, summer coat, two pairs of stockings, lace-up shoes, woolly cap, scarf, and still more, I was nearly stifled before we started, but no one inquired about that.

12

At seven-thirty the door closed behind us. Moortje, my little cat, was the only creature to whom I said farewell.

13

Yours,  
Anne

## 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 tone, or attitude, does Anne use in the diary entry? How does her tone help readers understand the information she gives in these pages?*
- *What details does Anne include about her life before and after the Frank family goes into hiding? How do these details help you imagine what it must have been like for Anne?*
- *Think about other diary entries you have read—or even ones you have written. How does Anne's diary compare to other teenagers' diaries? Why do you think people still read her diary so many years after it was written?*

## Write About Reading

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

- *The Diary of Anne Frank* is often assigned as required reading for students. Write a well-developed explanation of what students can learn from Anne's diary about life in Europe in the 1940s. **(Informative/Explanatory)**
- Was Anne Frank an extraordinary girl or an ordinary girl living under extraordinary circumstances? Write a well-developed paragraph, using evidence from the text to support your claim. **(Argument)**

## Connect to the Internet

To read more about Anne Frank and her life in hiding, have students visit the following websites: [www.annefrank.org](http://www.annefrank.org) and [www.ushmm.org/wlc/en/article.php?ModuleId=10005210](http://www.ushmm.org/wlc/en/article.php?ModuleId=10005210).

# Essay

## Level Z

Text Type: Essay

**Summary:** This essay describes the terrorist attacks that occurred on September 11, 2001, and the effects these attacks had on the United States and the world.

**Themes/Ideas:** identify the series of events that took place on the morning of September 11, 2001; understand the far-reaching impacts of the 9/11 terrorist attacks of September 11, 2001

**Informational Text Feature:** subhead

### Academic Vocabulary:

- **audacious:** shocking
- **plummeted:** fell suddenly
- **precipitated:** caused
- **conviction:** determination

### Domain-Specific Vocabulary:

- **hijacked:** took control of a vehicle by force
- **siege:** attack
- **rubble:** the remains of a destroyed building
- **pilgrimage:** a journey that has spiritual or emotional meaning

# September 11, 2001



**Focus Question:** How did the events of September 11, 2001, change the outlook of the people of the United States?

## First Reading

Read aloud the title and preview the text, noting that this is an essay about the terrorist attacks that took place in New York City on September 11, 2001. Point out the subhead and note that this is the essay's only text feature. Have students read through the text on their own. Then discuss the key ideas of the essay.

## Guided Close Reading

**Author's Craft** *What tone does the author use in giving details in the essay's introduction? Does the author rely more on facts or on emotions? What words does the author use to show his feelings about the events?* ❶

**Think Aloud** *In the introduction, the author uses a serious tone when providing an overview of the events of 9/11. The author relies more on facts than emotions and provides facts in a straightforward way. To show strong feeling, the author describes the attack as "the worst and most audacious" and refers to 9/11 as "this terrible day."*

**Text Structure** *What text structure does the author use in the second paragraph? Why is this an effective text structure for writing about the events of the morning of 9/11?* ❷

**Vocabulary** *What does the word siege convey about the mood of the country after the terrorist attacks?* ❸

**Text Structure** *What text structure does the author use to organize this essay? Compare the paragraphs in the second half of the essay with the paragraphs in the first half.* ❹ - ❺

**Think Aloud** *The first two paragraphs of the essay focus on the attacks themselves. The paragraphs in the second half of the essay focus on the effects of the 9/11 terrorist attacks. Therefore, the essay has a cause-and-effect text structure.*

**Key Ideas and Details** *The author writes that "some 14,000 people in the World Trade Center at the time of the attack were safely evacuated." How does this detail affect the tone of the paragraph?* ❻

**Vocabulary/Make Inferences** *The author writes that Ground Zero became a "place of pilgrimage." What does the word pilgrimage suggest about the way people felt about this site and about the events of 9/11? Why might the events of September 11 forever alter the public perception of the site of the World Trade Center?* ❼

**Connect Events** *Do you think the last paragraph is an effective way to end the essay? Explain your response.* ❽



## September 11, 2001

On September 11, 2001, the United States experienced what has been described as the worst and most audacious terrorist attack. Four American airplanes were hijacked by Islamist militants, members of a terrorist group called al-Qaeda. Two planes were flown into the Twin Towers of the World Trade Center in New York City, which collapsed soon after impact. Another plane struck and damaged the Pentagon, headquarters of the United States Department of Defense in Arlington, Virginia. Passengers aboard the fourth plane struggled with the hijackers, but the airliner crashed into a field in Shanksville, Pennsylvania. Cell phone calls made by passengers on the flights provided evidence about the hijackings. Everyone aboard the four hijacked planes was killed. The death toll for the day was 2,977 people. The events of this terrible day are now collectively referred to as "9/11."

### An Account of the Events

At 8:46 AM that Tuesday morning, the first plane crashed into the North Tower of the World Trade Center, which burst into flames. The hijacked airliner was American Airlines Flight 11 from Boston, which was bound for Los Angeles. At 9:03, a second hijacked plane, United Airlines Flight 175, en route from Boston to Los Angeles, hit the South Tower setting it ablaze. The fires continued to rage unchecked until both 110-story buildings collapsed with stupendous force. The South Tower went down at 9:59, and the North Tower at 10:28. Meanwhile, at 9:30 AM, a third hijacked airliner, American Airlines Flight 77, flying from Washington Dulles International Airport and bound for Los Angeles, crashed into the Pentagon. On the same morning, a fourth plane, United Airlines Flight 93, took off from Newark International Airport, now renamed Newark Liberty International Airport, bound for San Francisco. This plane was flying west on its way to Cleveland when it was taken over by hijackers. The plane turned around, and headed back east toward Washington, DC. According to cell phone messages received from the people on board, a group of passengers planned to invade the cockpit and try to regain control of the aircraft. The plane crashed near Shanksville, Pennsylvania, evidently during a heroic struggle between hijackers and passengers.

The psychological effect of the attacks on the United States, and especially on New York City, was profound. A siege mentality was the predominant mood. Strict security procedures went into effect everywhere. National Guard units were assigned to protect airports. In addition, fears of chemical and biological warfare by terrorists caused authorities to ground crop-dusting planes and take

other precautionary measures. The USA Patriot Act (October 2001) expanded the powers of law enforcement agencies everywhere.

The attacks also had an economic impact. The New York Stock Exchange plummeted, which precipitated drops in the world markets. New York City experienced major losses in the financial services and tourist industries, both basic to the city's economy.

The greatest shock to New Yorkers was the sudden and total disappearance of the World Trade Center. The Twin Towers had dominated the skyline of Lower Manhattan for three decades. The great skyscrapers had symbolized New York as the financial capital of the world. The Twin Towers could not withstand the intense heat of the fires fed by thousands of gallons of jet fuel from the two Boeing 767 aircraft. The high temperatures, estimated at 1,600° to 2,000°F (538° to 1,093°C), literally melted the steel supports that held up the buildings' concrete floors and sent the structures crashing down into the street below. On the one positive note, some 14,000 people in the World Trade Center at the time of the attack were safely evacuated.

September 11, 2002, the first anniversary of the attack, was a day of national mourning. Memorial ceremonies were held in New York; in Washington, DC; and throughout the country. On the site of the remains of the Twin Towers, now called "Ground Zero," the immense pile of rubble from the disaster had been cleared away, a process which took months to complete. The site had become a place of pilgrimage for visitors to the city.

In the immediate aftermath of the tragedies of 9/11, expressions of grief and solidarity came pouring into the United States from the nations of the world. Most of the world's leaders expressed a conviction to help stop the threat posed by international terrorist groups such as al-Qaeda. Osama Bin Laden, leader of al-Qaeda, himself remained at large for nearly 10 years; he was killed in a military raid in Pakistan on May 2, 2011.

## 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 for writing this essay? What type of language does the author use to achieve this purpose? What type of language does the author leave out?*
- *What were the psychological and economic impacts of 9/11? How did the day's events affect people's sense of safety and security?*
- *How might watching video footage from 9/11 affect your understanding of the events described in the essay? How would the coverage of events be similar and different?*

## Write About Reading

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

- Create a time line of events that occurred on the morning of 9/11. List the location of each plane crash and a short description of what happened. **(Informative/ Explanatory)**
- How did the events of September 11, 2001 change the United States? List some of the changes. For each change, write why you do think or do not think the change was appropriate for the time. Use information from the essay to support your argument. **(Argument)**

## Connect to the Internet

To further an understanding of September 11, 2001, visit [www.911memorial.org](http://www.911memorial.org) and [http://memory.loc.gov/ammem/collections/911\\_archive](http://memory.loc.gov/ammem/collections/911_archive).

# Guidebook

Level Z

Text Type: Guidebook

**Summary:** The pages from this guidebook provide interesting and practical information for visitors to Burj Khalifa, the tallest building in the world, and Malbork Castle, the world's largest brick castle.

**Themes/Ideas:** understand the unique features and history of the Burj Khalifa; understand the unique features and history of Malbork Castle

**Informational Text Features:** bold text, maps, headings, bulleted text, graphics, photos, captions, text boxes

**Academic Vocabulary:**

- **financial:** having to do with money and finances
- **luxury:** a condition of great wealth and comfort

**Domain-Specific Vocabulary:**

- **observatory:** a place with telescopes for studying the sky
- **medieval:** referring to a period in European history from about 500 to about 1450 C.E.
- **artifacts:** objects made by people and used as tools or weapons
- **moats:** deep ditches dug and filled with water to prevent passage

# A Guide to Extreme Structures



**Focus Question:** Why are the Burj Khalifa and Malbork Castle remarkable structures to visit?

## First Reading

Read the title and introductory text about guidebooks. Note the name of each structure. Point out the text features on these guidebook pages. For the first reading, have students read through the two profiles on their own. Then compare the pages and discuss the important facts about each place.

## Guided Close Reading

**Key Ideas and Details** *The structures shown on these pages are geographically distant from each other. What makes the Burj Khalifa unique? What is remarkable about Malbork Castle?* ① - ⑤ ⑦ - ⑪

**Text Features/Compare and Contrast** *Each profile includes a world map showing the location of the building. How are these maps particularly useful for readers? How do the headings "Discover," "Explore," and "History" help organize information on both pages? What aspects of the two structures are similar? What is different?* ① - ④ ⑦ - ⑩

**Text Structure** *What text structure does the author use to tell about the Burj Khalifa in the "Discover" section? How does this compare/contrast structure, along with the photo, help the reader understand the building's size?* ②

**Vocabulary/Connect Ideas** *What is a fortress? In addition to its size, what does the author say in the "Discover" section that helps readers understand why Malbork Castle was such an excellent fortress?* ③

**Think Aloud** *A fortress, or castle, is a large, protected structure. The author says that Malbork is actually three castles separated by moats and towers. Moats are trenches filled with water. Castles usually have drawbridges that can be raised over moats to keep out enemies. Towers are high and are good places from which to scan the landscape for invaders and keep safe from them.*

**Key Ideas and Details** *What would someone who loves the study of history find interesting about Malbork Castle?* ⑧ ⑨ ⑩

**Connect Ideas/Draw Conclusions** *Based on what is shown on these two pages, what conclusion can you draw about the other pages in the guidebook from which these pages are taken? Who would find this guidebook useful?* ① - ⑫

**Think Aloud** *The other pages would be about extreme structures in other places. The pages probably would have the same text features that make the information easy to read and are helpful in a reference text like this one. People who are planning a vacation might find this guidebook especially useful because it offers information about visiting the sites.*

**Author's Craft** *The author includes "If You Visit" information. Why is it important for someone visiting these places to have this information before going?* ⑥ ⑫

A guidebook is a reference book that you carry with you. These excerpts are from *A Guide to Extreme Structures*.

## 1 BURJ KHALIFA

### TALLEST BUILDING

Location: United Arab Emirates  
Height: 2,717 feet (828 m)



### 2 Discover

The Burj Khalifa (boor-gha kah-LEE-fah) skyscraper is so tall that you can see it from 60 miles (96.6 km) away.

If you stacked the Willis Tower in Chicago and the Empire State Building in New York City on top of each other, they would stand only 17 feet (5.2 m) shorter than the Burj Khalifa.

### 3 Explore

- Ride the world's longest elevator at Burj Khalifa and learn the story of this magnificent building.
- Go outside to an open-air terrace to enjoy the 360-degree views.
- People can sleep, shop, and dine in luxury.

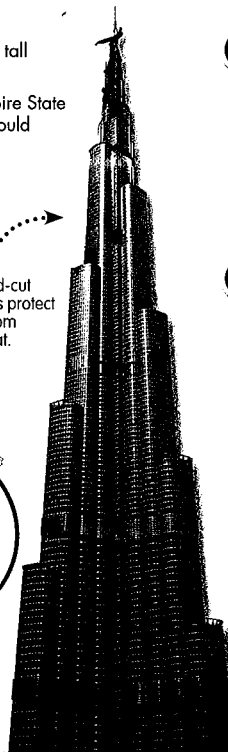
28,000 hand-cut glass panels protect the tower from extreme heat.

### 4 History

- Construction of Burj Khalifa began in 2004, and the tower opened six years later.
- In 2010, a financial crisis gripped Dubai. Its oil-rich neighbor, Abu Dhabi, helped pay Dubai's bills, so Burj Khalifa was renamed to honor the ruler of Abu Dhabi.

### 5 Fantastic Fact

Burj Khalifa is home to the world's highest mosque (158<sup>th</sup> floor) and highest swimming pool (76<sup>th</sup> floor).



### 6 If You Visit

- Visit the At the Top observatory. You can even shop on the observation deck.
- More info: <http://www.burjkhalifa.ae/en/>

6

## 7 MALBORK CASTLE

### LARGEST BRICK CASTLE

Location: Poland  
Size: 44.5 acres (18 h)



### 8 Discover

Just over an hour away from Gdansk, Poland, the Wisla River drifts silently past the magnificent Malbork Castle.

This brick fortress has stood on the Wisla River for more than 700 years and provides a genuine peek into medieval times.

Malbork is actually three castles separated by moats and towers. A tour takes about four hours.

### 11 Fantastic Fact

Malbork is more than three times larger than Windsor Castle in England.

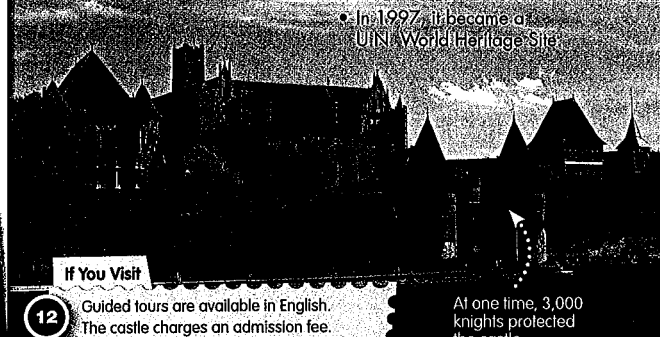
11

### 9 Explore

- Entire rooms are devoted to medieval artifacts and artwork, including paintings, sculpture, stained glass, tapestries, and more.

### 10 History

- Built in the 1200s, it opened in 1274, but expanded many times after that.
- The Polish army conquered the castle in 1475.
- In 1997, it became a UNESCO World Heritage Site.



### If You Visit

- 12 Guided tours are available in English. The castle charges an admission fee.
- Wear good walking shoes when touring.

At one time, 3,000 knights protected the castle.

7

## 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.

- Study the information in each section of the two profiles. Think about how someone might use this guidebook. Why do you think the author organized the sections in this order?
- Reread the profiles of each building. For what purpose was each constructed? How are they similar to or different from each other?
- The Burj Khalifa is the world's tallest building, and Malbork Castle is the largest brick castle in the world. What else might make a structure remarkable? What other examples of remarkable structures are you familiar with? Why are they remarkable?

## Write About Reading

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

- Write a paragraph that describes the extraordinary features of the Burj Khalifa and of Malbork Castle. **(Informative/Explanatory)**
- In your opinion, which structure would be more exciting to visit: the Burj Khalifa or Malbork Castle? Use details from the profiles to support your response. **(Argument)**

## Connect to the Internet

To learn more information about remarkable buildings, go to [www.ctbuh.org/Awards/AllPastWinners/tabid/6210/language/en-US/Default.aspx](http://www.ctbuh.org/Awards/AllPastWinners/tabid/6210/language/en-US/Default.aspx) and [www.zamek.malbork.pl/index.php?lang=en](http://www.zamek.malbork.pl/index.php?lang=en).

# Historical Document

Level Z

Text Type: Historical Document

**Summary:** These excerpts from the Constitution of the United States include the preamble and sections that deal with the establishment of the three branches of government.

**Themes/Ideas:** learn about the structure of the government of the United States; understand the foundations of American democracy

**Informational Text Features:** headings, explanatory text, photo, note about missing text

**Academic Vocabulary:**

- **tranquility:** state of being calm and peaceful
- **posterity:** future generations
- **vested:** guaranteed as a right
- **inhabitant:** a person who lives in a particular place

**Domain-Specific Vocabulary:**

- **preamble:** a statement made at the beginning of a legal document
- **branch:** a part of a government
- **amendment:** a written change to a law

# The Constitution of the United States



**Focus Question:** How does the Constitution of the United States set laws and goals for the people of the United States?

## First Reading

Explain to students that the Constitution of the United States is the law upon which the United States was founded. Review the meaning of *preamble*. Point out that the Constitution is divided with Article and Section heads. For the first reading, have students work through the text alone. Then discuss key points.

## Guided Close Reading

**Words and Phrases in Context** *The preamble begins with the words, "We the People." Why do you think this is written in large letters?* ① ⑥

**Think Aloud** *The phrase means that the power to form the government and maintain the government comes from the people who will be governed. It is important because up until that time, the colonies had been ruled by a king, who was born into power. The people he governed had no say in the matter.*

**Author's Purpose/Words and Phrases in Context** *How does the preamble outline the purpose of the U.S. Constitution? Which word suggests that its authors expected the document would be valid for many years in the future?* ①

**Text Structure/Text Feature** *How is the Constitution organized? What is the purpose of the Explanations added here? How does the Explanation in Article 1, Section 1, help you understand the meaning of legislative powers?* ② ③ ④

**Key Ideas and Details/Compare and Contrast** *Why do you think the framers chose to divide power among three branches of government? What are the differences between the House of Representatives and the Senate?* ③ ④

**Words and Phrases in Context** *An amendment is a written change to a law. How did Amendment 17 change Article 1, Section 3?* ④

**Think Aloud** *The amendment provided that Senators would be directly elected by the people, though previously Senators were chosen by each state's legislature (Senate and House of Representatives).*

**Vocabulary/Make Inferences** *A Senator or Representative is required to be an inhabitant of the state he or she represents. What does inhabitant mean? What might this requirement signify for the effectiveness of these legislators?* ③ ④

**Key Ideas and Details** *The Vice President is president of the Senate but is allowed to vote only as a tiebreaker. How does this detail fit with the other information you read about the branches of the U.S. government?* ⑤

## The Constitution of the United States

Although the Constitution was adopted over 200 years ago, it remains United States law. Read the Preamble and following excerpts of Article 1.

**1** **We the People** of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

**Explanation:** The Preamble explains the purposes for establishing the Constitution and defines the powers of the new government as originating from the people of the United States.

### ARTICLE I

#### Section 1

**2** All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

**Explanation:** The Constitution divides the government into three branches:

- Legislative branch (the Congress, which is made up of the Senate and House of Representatives) make the laws.
- Executive branch (the president, the vice president, and the cabinet) make sure the laws are carried out.
- Judicial branch (Supreme Court and courts at the state and local levels) evaluate the laws.

#### Section 2

**3** The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

**Explanation:** The House of Representatives is intended to be "the people's house." Its members are to be elected directly by the voters in the states, and the entire House would have to stand for election every two years.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

**Explanation:** Representatives need to be 25 years old and 7 years a citizen. They must be residents within their states at the time of their election, but do not necessarily have to live within their districts.

**Note:** The remaining paragraphs of Section 2 are not shown here.

#### Section 3

**4** The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof for six Years; and each Senator shall have one Vote.

**Explanation:** Each state has two senators, regardless of the size of its population. Originally, senators were chosen by state legislatures. In 1913, the 17th amendment provided that senators would be directly elected by the people.

In addition, the next paragraph in Section 3 explains that, from the beginning, senators were organized into three groups for staggered elections, so that one-third of the seats are filled every two years. The italicized parts, regarding the filling of vacancies, were altered by the 17th amendment.

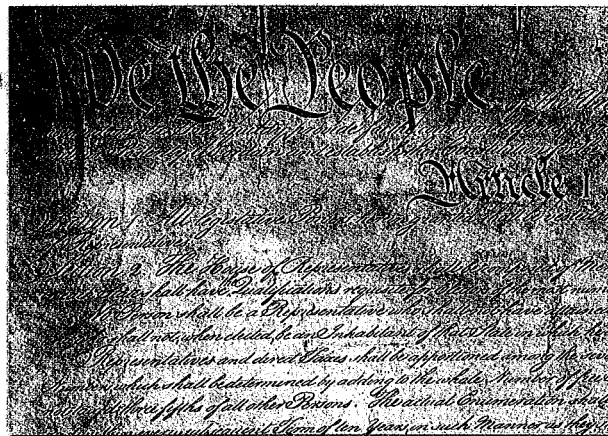
No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

**Explanation:** As with representatives, the Constitution fixes the qualifications a person must meet to be eligible to be a senator.

**5** The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

**Explanation:** As the presiding officer of the Senate, the vice president may vote only to break a tie.

**6**



## 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 authors capitalized Electors and People along with other important terms, such as Senate and President. How does this choice reflect the democratic ideals set forth by the preamble?*
- *Why do you think the founders created both the Senate and the House of Representatives? Why is so much representation important to Americans?*
- *What did you learn about the U.S. government that you did not know before? How does the information put forth in the Constitution apply to all American citizens?*

## Write About Reading

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

- Which goal of the Constitution is most important to American democracy? Write a well-developed paragraph in which you state your claim and support it with details from the text. (**Argument**)
- Which American values does Article 1 highlight? Identify a value and use details from the text to explain how the laws promote it. (**Informative/Explanatory**)

## Connect to the Internet

To further students' understanding of the Constitution, go to these websites: [www.whitehouse.gov/our-government/the-constitution](http://www.whitehouse.gov/our-government/the-constitution) and [www.archives.gov/exhibits/charters/constitution.html](http://www.archives.gov/exhibits/charters/constitution.html).

## Magazine Article

Level Z

Text Type: Magazine Article

**Summary:** This article is about the three levels of search completed during an official crime scene investigation.

**Themes/Ideas:** recognize the steps involved in a crime scene investigation; understand that investigators use three different levels of investigation

**Informational Text Features:** subheadings, photos

**Academic Vocabulary:**

- **intrusive:** upsetting to the normal organization or order
- **distinctive:** unique and easily recognizable
- **unobtrusive:** subtle; acting without disruption
- **supplement:** addition

**Domain-Specific Vocabulary:**

- **evidence:** sign of; material to be used in court to prove the truth about a crime
- **spectator:** someone who watches
- **perpetrator:** someone who commits a crime
- **swab:** to wipe for traces of evidence

# The Real CSI



**Focus Question:** What are the three levels of searches that crime scene investigators do at the scene of a crime?

## First Reading

Read aloud the title and point out that CSI stands for Crime Scene Investigator. Preview the text and discuss the photo across the top of the page. For the first reading, have students read through the text on their own. Then discuss the key ideas discussed in the text.

## Guided Close Reading

**Key Ideas and Details** What key ideas about the work of a CSI does the author introduce in the first paragraph? What details provide support for the key ideas? ❶

**Vocabulary** In the first paragraph, the author uses the word evidence in two different ways. What are the two meanings the author uses? Use context clues to support your definitions. ❷

**Think Aloud** For the first use, evidence means “a sign of” because the word refers to what CSI observes as they enter the crime scene. For the second use, evidence means “material used in court to prove a crime” because the word refers to the objects CSI would collect to help prove a person’s innocence or guilt.

**Words and Phrases in Context/Make Inferences** The text says that the level 1 search is the “least intrusive.” What examples does the author give to show that this first level is the least intrusive? What does this lead you to believe about each level in the investigation process? What do the level designations suggest about the nature of the CSI as a whole? ❸

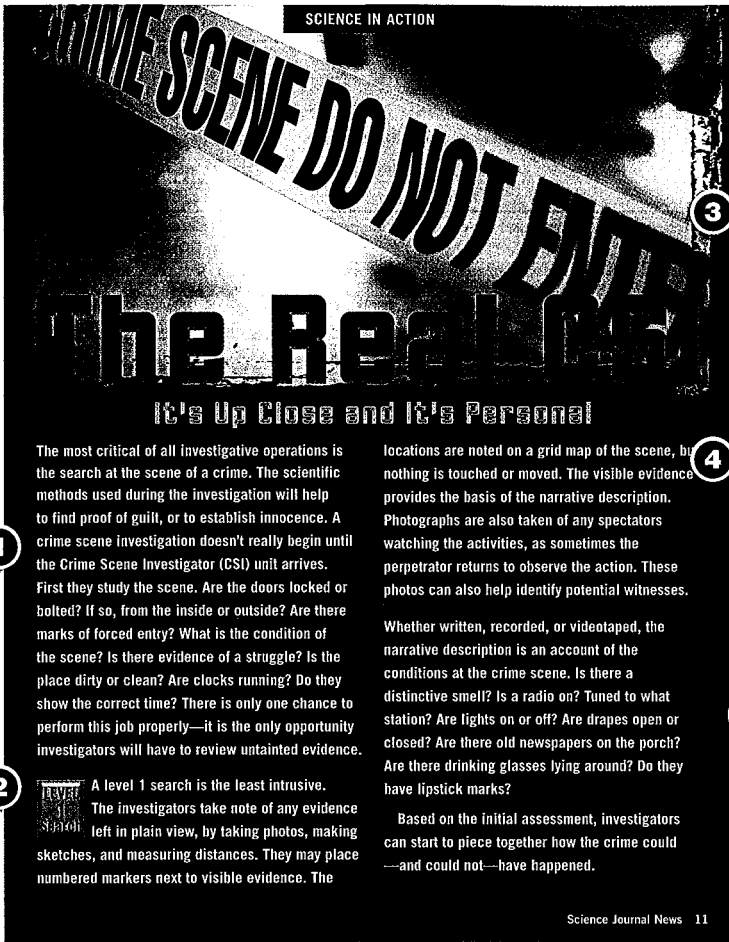
**Photos and Text** The second photo shows the grid pattern that CSI uses to search an area. How does this photo help you better understand how a CSI team conducts investigations? ❹

**Author’s Craft** In the section that is marked “Level 2 Search,” the author lists examples of what CSI does during this part of the search. How do these examples help you visualize what CSI must do before they move to the level 3 search? ❺

**Key Ideas and Details** What is the main purpose of the level 3 search? What details tell you why this part of the search process is important? ❻

**Think Aloud** The main purpose of the level 3 search is to collect the evidence seen in the previous search levels. Details like “dust for fingerprints” and the lists of objects show that this part of the search is important because it is when CSI catalogs all the physical evidence from the crime scene.

**Connect Ideas** Describe each search level. Why does CSI search in this order? Why is it important to follow a similar procedure with every crime scene? ❼ - ❽



1

The most critical of all investigative operations is the search at the scene of a crime. The scientific methods used during the investigation will help to find proof of guilt, or to establish innocence. A crime scene investigation doesn't really begin until the Crime Scene Investigator (CSI) unit arrives. First they study the scene. Are the doors locked or bolted? If so, from the inside or outside? Are there marks of forced entry? What is the condition of the scene? Is there evidence of a struggle? Is the place dirty or clean? Are clocks running? Do they show the correct time? There is only one chance to perform this job properly—it is the only opportunity investigators will have to review untainted evidence.

2

A level 1 search is the least intrusive. The investigators take note of any evidence left in plain view, by taking photos, making sketches, and measuring distances. They may place numbered markers next to visible evidence. The

locations are noted on a grid map of the scene, but nothing is touched or moved. The visible evidence provides the basis of the narrative description. Photographs are also taken of any spectators watching the activities, as sometimes the perpetrator returns to observe the action. These photos can also help identify potential witnesses.

Whether written, recorded, or videotaped, the narrative description is an account of the conditions at the crime scene. Is there a distinctive smell? Is a radio on? Tuned to what station? Are lights on or off? Are drapes open or closed? Are there old newspapers on the porch? Are there drinking glasses lying around? Do they have lipstick marks?

Based on the initial assessment, investigators can start to piece together how the crime could—and could not—have happened.

3

Meanwhile, the CSI unit begins a level 2 search—an unobtrusive search that does not disrupt the crime scene. For example, closet doors and bureau drawers may be opened, or investigators may look for hiding places where weapons could be concealed—on top of tall furniture, underneath furniture, or on the roof. They review all entrances and exits to the scene, survey stairs, inspect hallways, and look for footprints and discarded items.

As a supplement to the photographs, a rough sketch of the scene is drawn, to be used later as reference for a finished sketch drawn to scale.

4

The level 3 search is the most invasive. Investigators may dust for fingerprints, empty drawers, overturn mattresses, search every pocket of every piece of clothing in the closet and every piece of laundry in the hamper. Broken glass, fibers, paint, soil, and any other items that may

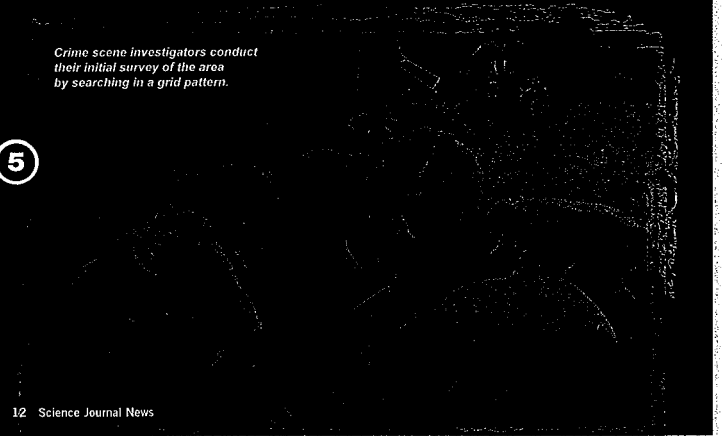
be suggested by the general survey and observations are collected.

Commonly, investigators dust for fingerprints. They swab surfaces for biological samples and send for DNA analysis. Investigators then begin collecting physical evidence such as fibers and bullets. Each item is tagged, documented, packaged, and sent to an evidence room or laboratory.

The search may begin to disrupt the scene. For example, investigators may rifle through drawers and empty trash cans. They may even tear down walls or dig up yards. The level 3 search may wrap up in a few hours, but it could also end up taking days—or even months. After the search has been exhausted, a final survey is conducted to review all aspects of the crime scene investigation. Documentation is double-checked, and equipment is gathered. Only after the completion of the final survey is the crime scene finally “released.”

Crime scene investigators conduct their initial survey of the area by searching in a grid pattern.

5



## 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 CSI team takes photographs and draws sketches of the crime scene. Why are both steps necessary for the investigation?
- The author uses questions to show what kinds of information a CSI might look for during an initial assessment. How do these questions help you understand what it's like to be part of a CSI team?
- CSI television shows are very popular. Why do you think crime scene investigations make such compelling television programs?

## Write About Reading

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

- Make a three-column chart to list what CSI does during each level of their search process. Include a row to note what information CSI learns and what evidence is collected at each level. **(Informative/Explanatory)**
- Which search level do you think is most important? Write a well-developed argument to support your claim using details from the magazine article. **(Argument)**

## Connect to the Internet

To further students' understanding of CSI, go to [www.fbi.gov/fun-games/kids/kids-investigate](http://www.fbi.gov/fun-games/kids/kids-investigate) and [www.pbs.org/wgbh/nova/education/body/create-dna-fingerprint.html](http://www.pbs.org/wgbh/nova/education/body/create-dna-fingerprint.html).

## Newspaper Article

### Level Z

Text Type: Newspaper Article  
(Historical)

**Summary:** This article is about the assassination of President Abraham Lincoln and the attempted assassination of Secretary of State William H. Seward.

**Themes/Ideas:** learn the details of President Lincoln's assassination and the attempt on the life of Secretary of State Seward; understand why these events threatened the stability of the United States government

**Informational Text Features:** headlines, drawing, photo

**Academic Vocabulary:**

- **brandishing:** waving threateningly
- **penetrated:** went into something
- **insensible:** unconscious
- **apprehension:** worry or fear

**Domain-Specific Vocabulary:**

- **assassin:** someone who kills or attempts to kill a powerful political figure
- **Cabinet:** advisors to the President
- **Secretary of State:** member of the Cabinet

# President Lincoln Shot

From *The New York Times*



**Focus Question:** What events unfolded on the night of the assassination of President Lincoln?

## First Reading

Read the name of the newspaper and the date of the article. Note that this is a historical document written on the day after President Lincoln, the 16th President of the United States, was shot by an assassin. Point out the series of leads in the left column. For the first reading, have students read through the text. Then discuss what details the article gives about the assassination.

## Guided Close Reading

**Key Ideas and Details** How does the information in each lead help you understand the events? ①

**Text Features** The information in the article is preceded by "WAR DEPARTMENT, WASHINGTON" and is signed by the Secretary of War. What effect do these details have on the article? ② ⑪

**Think Aloud** Knowing that Secretary of War Edwin M. Stanton wrote the information gives the article more authority than if a newspaper staff reporter had written it. Readers know the text is an official government report.

**Illustration and Text** How do the text and the engraving work together to tell the story of Lincoln's assassination and help you understand what happened? ③ - ⑤

**Vocabulary** Based on details of President Lincoln's condition, what do you think insensible means? Which context clues help you determine its meaning? ⑤

**Key Ideas and Details** The article indicates that Secretary of State Seward was seriously ill when attacked. What details suggest why someone might target him even though he was ill? ⑥ ⑨

**Think Aloud** The text suggests that the country was in the process of recovering from the Civil War. Since Seward held a high position in the Cabinet, he was a likely target for an assassin who supported General Lee and the Confederacy.

**Key Ideas and Details/Draw Conclusions** What prediction does Stanton make? Why does he mention this? What will be the likely impact of such an event on the nation? ⑧

**Make Inferences** What is implied in Stanton's mention of other people and events tied to the attack on Lincoln? How would you describe his state of mind?

**Words and Phrases in Context** Stanton notes that Lincoln's Cabinet is "now in attendance upon the President." What does that mean? What does it show? ⑩ ⑪



# The New York Times

VOL. XIV...NO. 4230

NEW YORK, SATURDAY, APRIL 15, 1865

PRICE FOUR CENTS

## AWFUL EVENT.

### President Lincoln Shot by an Assassin.

The Deed Done at Ford's Theatre Last  
Night.

#### THE ACT OF A DESPERATE REBEL!

The President Still Alive at Last Accounts.

No Hopes Entertained of His Recovery.

Attempted Assassination of  
Secretary Seward.

DETAILS OF THE DREADFUL TRAGEDY.

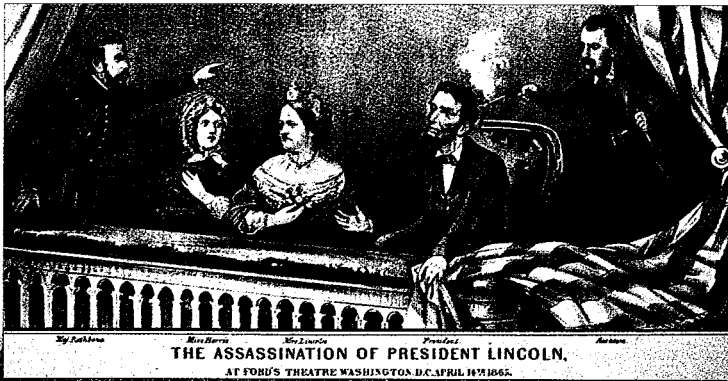
[OFFICIAL.]  
WAR DEPARTMENT,  
WASHINGTON, April 15—1:30 A.M.  
Maj.-Gen. Dix:

This evening at about 9:30 P.M., at Ford's Theatre, the President, while sitting in his private box with Mrs. Lincoln, Mrs. Harris, and Major Rathbone, was shot by an assassin, who suddenly entered the box and approached behind the President.

The assassin then leaped upon the stage, brandishing a large dagger or knife, and made his escape in the rear of the theatre.

The pistol ball entered the back of the President's head and penetrated nearly through the head. The wound is mortal. The President has been insensible ever since it was inflicted, and is now dying.

About the same hour an assassin, whether the same or not, entered Mr. Seward's apartments,



THE NEW YORK TIMES: NEW YORK, N.Y., SATURDAY, APRIL 15, 1865

and under the pretense of having a prescription, was shown to the Secretary's sick chamber. The assassin immediately rushed to the bed, and inflicted two or three stabs on the throat and two on the face. It is hoped the wounds may not be mortal. My apprehension is that they will prove fatal.

The nurse alarmed Mr. Frederick Seward, who was in an adjoining room, and hastened to the door of his father's room, when he met the assassin, who inflicted upon him one or more dangerous wounds. The recovery of Frederick Seward is doubtful.

It is not probable that the President will live throughout the night.

Gen. Grant and wife were advertised to be at the theatre this evening, but he started to Burlington at 6 o'clock this evening.

At a Cabinet meeting at which Gen. Grant was present, the subject of the state of the country and the prospect of a speedy peace was discussed. The President was very cheerful and hopeful, and spoke very kindly of Gen. Lee and others of the Confederacy, and of the establishment of government in Virginia.

All the members of the Cabinet, except Mr. Seward, are now in attendance upon the President.

I have seen Mr. Seward, but he and Frederick were both unconscious.

EDWIN M. STANTON,  
Secretary of War.



The Secretary of State, William H. Seward

## 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 predictions are made about Lincoln, Seward, and Seward's son? Which details show what led Stanton to make each prediction? Which prediction is the only one that became true?
- Stanton mentions other people who were with Lincoln and Seward when the assassins attacked. How do these details help further your understanding of the night Lincoln was shot?
- What did you learn about the assassination of President Lincoln that you did not know before? How does the article further your understanding of how our government works, especially in times of tragedy?

## Write About Reading

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

- Judging from the picture in the newspaper, President Lincoln was not protected when he sat in Ford's Theater on the night of April 14th. Write a well-developed argument that supports the claim that Lincoln probably should have had more protection, based on the events of the time. **(Argument)**
- Using details from the article, make a T-chart to compare and contrast the attacks on President Lincoln and Secretary of State Seward. **(Informative/Explanatory)**

## Connect to the Internet

To read more about the events of April 14, 1865, direct students to the following websites: <http://memory.loc.gov/ammem/alhtml/alrintr.html> and [www.fordstheatre.org/home/plan-your-visit/daytime-visits-fords-theatre/](http://www.fordstheatre.org/home/plan-your-visit/daytime-visits-fords-theatre/).

# Question and Answer Book

Level Z

**Text Type:** Question and Answer Book

**Summary:** These pages include questions and answers about careers that require math or science skills. It includes information on how architects, climatologists, engineers, and musicians use math and/or science skills in their work.

**Themes/Ideas:** recognize which careers require math and science skills; understand how particular careers require specific math and science skills

**Informational Text Features:** questions, answers, photos, images, red bold type, graphics

**Academic Vocabulary:**

- **demand:** require
- **inconvenient:** causing trouble, discomfort, or annoyance
- **maximize:** make the best possible use of
- **harness:** control something in order to use it

**Domain-Specific Vocabulary:**

- **civilian:** nonmilitary
- **aviation:** the design and manufacture of aircraft
- **synthetic:** produced artificially, such as through the use of chemicals
- **circuits:** paths of electric currents

# Who Needs Math? Who Needs Science?



**Focus Question:** How do people in different fields use math and science in their work?

## First Reading

Introduce the question-and-answer format. Have students browse the card, front and back. Have students read through the text one time on their own, and then discuss the main ideas.

## Guided Close Reading

**Key Ideas and Details** To answer the first questions, which careers does the author say require the use of math and science? ①

**Text Structure** Within the question-and-answer format, the author discusses different types of careers and what people in those professions do. What type of text structure is this? How does this text structure help you understand the role of math and science in different careers? ① - ③

**Think Aloud** The text structure the author uses is description. The writer discusses several careers that need math and science. For each career, the writer describes the career and what people in that career do. The structure helps readers understand which careers use math and science as well as how and why these skills are used in particular careers.

**Connect Ideas** Before telling about the different kinds of work engineers do, the author gives a description of what all engineers have in common. What details does the author give to show what engineers have in common? ⑤

**Compare and Contrast** In the section about engineers, several aspects of engineering are discussed. What are some of the big differences that affect how each branch of engineering uses math and science? ⑥ - ⑧

**Words and Phrases in Context** In the section on biomedical engineers, the text states that a "working knowledge of life sciences as well as of engineering is important in this field." Based on the context, what does working knowledge mean? What types of working knowledge might an agricultural engineer or a civil engineer need? Explain. ⑦ ⑧

**Vocabulary/Make Inferences** How does the description of what chemical engineers do help you understand the meaning of the word synthetic? Would you expect to find synthetic materials in nature? Why or why not? How do you think chemical engineers use math and science? ③

**Key Ideas and Details** How does the author explain the use of math for musicians? In what ways do musicians use math? In what ways do engineers in a recording studio use math? ⑨

## Q: Who needs math? Who needs science?

**A:** Architects, musicians, engineers, climatologists, city planners, and engineers, to name a few. Many people work in careers that demand using math and science.

### 1 Q: What does an architect do?

**A:** Architects are professionals who envision and build in the spaces all around us. From homes to offices, schools to hospitals, airports to shopping malls, parks to entire cities, architects design spaces that affect and enrich the way we live our lives.

### 2 Q: What kind of talents does an architect need?

**A:** Artistic ability, technical skill, and business sense are all essential. The experienced architect can imagine a building and then draw it using pen and paper or a computer. Most important, an architect has to be able to apply science and math to make the structure sound.

### 3 Q: What is a climatologist?

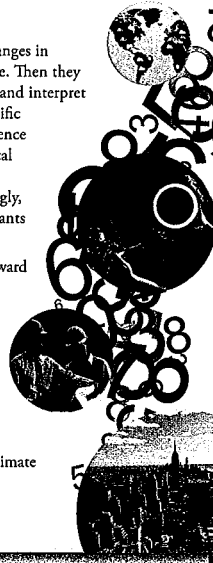
**A:** A scientist who studies climate variations and their effects is a climatologist.

### 4 Q: What does a climatologist do?

**A:** In order to study climate change, climatologists must observe changes in worldwide precipitation—snowfall and rainfall—and temperature. Then they must pinpoint the causes of these changes. They collect, analyze, and interpret records of wind, precipitation, sunshine, and temperature in specific regions. All of those pieces of information use both math and science to gain knowledge about the climate. This work has many practical applications. It is useful for guiding building design in ways that maximize the efficiency of heating and cooling systems. Increasingly, such studies are also being used to guide the location of power plants that harness solar, wind, or water energy.

In 2007 a movie called *An Inconvenient Truth* won the Academy Award for Best Documentary. It focuses on the efforts of former U.S. Vice President Al Gore to alert the world to the fact of global warming. He spells out the potentially catastrophic effects of such warming, thus making the case for curbing its human causes. That same year, Gore shared the Nobel Peace Prize for his efforts to publicize this issue. His corecipient was a body called the Intergovernmental Panel on Climate Change (IPCC).

The IPCC is a scientific organization that has been in existence since 1988. Its work has been to study the scientific literature on climate change and assess the risk that climate change poses.



### 5 Q: What is an engineer?

**A:** There are many kinds of engineers. But what all engineers have in common is tapping into their math skills and scientific knowledge to invent things and to build things. Engineers design, build, and produce most of the things that make up our world.

### 6 Q: Exactly what kinds of things do engineers do?

**A:** Here are descriptions of five different types of engineers.

**Aerospace engineers** design the technology for civilian and military aviation and for spaceflight. Thus, they are responsible for jumbo jets and smaller aircraft. They design fighter planes, bombers, and military transport planes. They also build spacecraft and rockets. And, of course, they design all the equipment required to build and operate such craft.

**Agricultural engineers** are responsible for the technology needed to grow and process food. This includes farm machinery, food-storage and food-processing equipment, and facilities for livestock.

**Biomedical engineers** design equipment for the health-care industry. This includes specialized medical devices, imaging systems, and other technology. A working knowledge of life sciences as well as of engineering is important in this field. It is among the fastest-growing specialties.

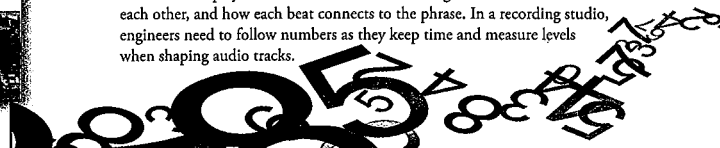
**Chemical engineers** develop the processes that produce plastics, synthetic fabrics, industrial chemicals, medicines, and other materials that involve chemicals.

**Civil and construction engineers** design and erect buildings, roads, bridges, canals, and other essential facilities. Population growth and the need to expand or rebuild transportation and other systems make this a growing specialty.

**Computer engineers** design, build, and oversee the installation of computer systems and networks, circuits, and related equipment.

### 9 Q: I've heard that music and math are related, but how? Isn't one an art and one a science?

**A:** Numbers and math are used when learning and playing music. You can't read a note or play an instrument without knowing how notes are related to each other, and how each beat connects to the phrase. In a recording studio, engineers need to follow numbers as they keep time and measure levels when shaping audio tracks.



## 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 for writing this text? Does the author primarily want to inform, persuade, or entertain readers? What details in the text help you determine the author's purpose?*
- *In the section on engineers, the writer goes into great detail about the different types of engineers that use math and science. Why? What does this section suggest about the relationship between engineering and math and science skills?*
- *What other careers do you know about that require math and science skills? What other artistic careers require knowledge of math and science?*

## Write About Reading

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

- According to the text, which types of careers require math and science, and in what ways? Create a T-chart to record the career types and how they use math and science. Include details from the text. **(Informative/Explanatory)**
- Based on the article, would you agree that a "working knowledge" of math and science is enough to be an engineer? Include details and examples from the text to support your argument. **(Argument)**

## Connect to the Internet

To learn more information about careers that use math and science, go to [www.nasa.gov/audience/forstudents/careers-index.html](http://www.nasa.gov/audience/forstudents/careers-index.html) and [www.pbslearningmedia.org/collection/city07-ex/](http://www.pbslearningmedia.org/collection/city07-ex/).

# Speech

Level Z

Text Type: Speech

**Summary:** These pages are about the space race during the 1960s. In this speech, President John F. Kennedy talks about why the United States should participate in space exploration.

**Themes/Ideas:** understand benefits of space exploration; recognize persuasive language

**Informational Text Features:** photo

**Academic Vocabulary:**

- **founder:** sink; experience failure
- **backwash:** backward movement of water; aftereffect or residue
- **strife:** bitter disagreement between people or groups
- **outpost:** a faraway, isolated town, settlement, or other place

**Domain-Specific Vocabulary:**

- **incumbency:** time served in office
- **metal alloys:** mixtures made of two or more metals
- **propulsion:** the movement of pushing forward
- **celestial body:** an object in outer space

# The Moon Speech



**Focus Question:** How does this speech emphasize the importance of space exploration for the United States?

## First Reading

Read the title and preview the text. Point out that the brackets and ellipses indicate that parts of the speech were not included. For the first reading, have students read through the text. Then discuss the main ideas that President Kennedy shared.

## Guided Close Reading

**Photos and Text** *What does knowing that Kennedy spoke in a stadium suggest about his purpose? How do his smiling demeanor and his description of space exploration as “a great adventure” set the tone for his speech?* ❶ - ❸

**Key Ideas and Details** *What main point does President Kennedy make in the second paragraph? What details does he use to support this point?* ❹

**Words and Phrases in Context/Make Inferences** *What does the phrase “founder in the backwash” mean? What does this phrase tell you about Kennedy’s opinion of those who would refuse to be at the forefront in the age of space?* ❺

**Key Ideas and Details** *In the third and fourth paragraphs, what reasons does Kennedy give for choosing to go to the moon? What details support his reasoning?* ❻ - ❽

**Think Aloud** *The first reason is that space is an opportunity for everyone to work to reach a common goal. Kennedy supports this reason by listing what is not in space: strife, prejudice, and national conflict. Another reason is that this choice is a bold one. Kennedy supports this reason by describing other bold choices.*

**Vocabulary** *What clues in the fifth paragraph suggest what incumbency means? How does this word emphasize Kennedy’s dedication to space exploration?* ❾

**Words and Phrases in Context/Draw Conclusions** *In the seventh paragraph, how is outpost used to compare “the old frontier of the West” and space? What does this lead readers to conclude about how Kennedy views space exploration?* ❿

**Think Aloud** *An outpost is a place out in the far reaches of an area, so Kennedy is saying that frontier explorers explored the far reaches of the West just like space explorers will reach the far corners of space. This comparison suggests that Kennedy views space exploration as a natural progression from one type of exploration to another.*

**Author’s Craft** *The eighth paragraph is one continuous sentence. How does this choice affect the way you understand Kennedy’s ideas in this section?* ⓫

**Connect Ideas** *What is Kennedy’s main argument in this speech? What reasons does he use to support his argument?* ⓬ - ⓭

1 United States President, John F. Kennedy, gave his "Moon Speech" on September 12, 1962 at the Rice University Stadium in Houston, Texas.



## The Moon Speech

3 [ . . . ] The exploration of space will go ahead, whether we join in it or not, and it is one of the great adventures of all time, and no nation which expects to be the leader of other nations can expect to stay behind in the race for space.

4 Those who came before us made certain that this country rode the first waves of the industrial revolutions, the first waves of modern invention, and the first wave of nuclear power, and this generation does not intend to founder in the backwash of the coming age of space. We mean to be a part of it—we mean to lead it. For the eyes of the world now look into space, to the moon and to the planets beyond, and we have vowed that we shall not see it governed by a hostile flag of conquest, but by a banner of freedom and peace. We have vowed that we shall not see space filled with weapons of mass destruction, but with instruments of knowledge and understanding.

[ . . . ]

5 There is no strife, no prejudice, no national conflict in outer space as yet. Its hazards are hostile to us all. Its conquest deserves the best of all mankind, and its opportunity for peaceful cooperation may never come again. But why, some say, the moon? Why choose this as our goal? And they may well ask why climb the highest mountain? Why, 35 years ago, fly the Atlantic?

6 We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.

7 It is for these reasons that I regard the decision last year to shift our efforts in space from low to high gear as among the most important decisions that will be made during my incumbency in the office of the Presidency.



8 The growth of our science and education will be enriched by new knowledge of our universe and environment, by new techniques of learning and mapping and observation, by new tools and computers for industry, medicine, the home as well as the school. Technical institutions, such as Rice, will reap the harvest of these gains.

9 And finally, the space effort itself, while still in its infancy, has already created a great number of new companies, and tens of thousands of new jobs. Space and related industries are generating new demands in investment and skilled personnel, and this city and this State, and this region, will share greatly in this growth. What was once the furthest outpost on the old frontier of the West will be the furthest outpost on the new frontier of science and space.

10 But if I were to say, my fellow citizens, that we shall send to the moon, 240,000 miles away from the control station in Houston, a giant rocket more than 300 feet tall, the length of this football field, made of new metal alloys, some of which have not yet been invented, capable of standing heat and stresses several times more than have ever been experienced, fitted together with a precision better than the finest watch, carrying all the equipment needed for propulsion, guidance, control, communications, food and survival, on an untried mission, to an unknown celestial body, and then return it safely to earth, re-entering the atmosphere at speeds of over 25,000 miles per hour, causing heat about half that of the temperature of the sun—almost as hot as it is here today—and do all this, and do it right, and do it first before this decade is out—then we must be bold.

11 However, I think we're going to do it, and I think that we must pay what needs to be paid. I don't think we ought to waste any money, but I think we ought to do the job. And this will be done in the decade of the sixties. It may be done while some of you are still here at school at this college and university. It will be done during the term of office of some of the people who sit here on this platform. But it will be done. And it will be done before the end of this decade. [ . . . ]

Thank you.

John F. Kennedy Moon Speech—Rice Stadium  
September 12, 1962

NOTE: [ . . . ] indicates that parts of the speech have 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.

- How do President Kennedy's sentence structures emphasize his ideas? How might the fact that this is a speech affect his sentence structure?
- How does Kennedy use U.S. history to support key ideas in his speech? How effective are these historical references?
- U.S. astronauts reached the moon on July 20, 1969. Think about how Kennedy refers to the 1960s in his speech. Why did he make a point of claiming that Americans will land on the moon "before the end of this decade"?

## Write About Reading

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

- Why is space exploration important for the United States? Explain in a short paragraph using information from President Kennedy's speech. **(Informative/Explanatory)**
- How effective is Kennedy's argument for space exploration? Write a well-developed argument paragraph using details from the text to support your answer. **(Argument)**

## Connect to the Internet

To further students' understanding of President Kennedy's speech and its effects, visit these websites: [www.nasa.gov/vision/space/features/jfk\\_speech.html](http://www.nasa.gov/vision/space/features/jfk_speech.html); [www.nasa.gov/mission\\_pages/apollo/apollo11\\_40th.html](http://www.nasa.gov/mission_pages/apollo/apollo11_40th.html); and <http://wechoosethemoon.org/>.

# Level Z Lessons at-a-Glance

## LEVEL Z

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Almanac Excerpt	<i>Navigators and Maps</i>	Geography	Complex	understand how longitude and latitude indicate location; understand the purpose of a map's features	<ul style="list-style-type: none"> <li>• <a href="http://www.fedstats.gov/kids/mapstats/concepts_latlg.html">www.fedstats.gov/kids/mapstats/concepts_latlg.html</a></li> <li>• <a href="http://earthexplorer.usgs.gov/">http://earthexplorer.usgs.gov/</a></li> </ul>
Brochure Excerpt	<i>Discover Genghis Khan's Mongolia</i>	History Geography	Complex	Identify key traits about Genghis Khan's Mongolian Empire; describe a tour of historical sites located within the Mongolian Empire	<ul style="list-style-type: none"> <li>• <a href="http://www.archaeology.org/issues/95-1307/features/lost-tombs/1092-genghis-khan-mingol-khentil">www.archaeology.org/issues/95-1307/features/lost-tombs/1092-genghis-khan-mingol-khentil</a></li> <li>• <a href="http://www.historyforkids.org/learn/centralasia/history/mongols.htm">www.historyforkids.org/learn/centralasia/history/mongols.htm</a></li> </ul>
Diary Excerpt	<i>Anne Frank Diary Entry</i>	History	Basic	learn about what it was like for Anne Frank and her family during this time in history; understand why her diary is still an important document	<ul style="list-style-type: none"> <li>• <a href="http://www.annefrank.org/en/Anne-Frank/Anne-Franks-history-in-brief/">www.annefrank.org/en/Anne-Frank/Anne-Franks-history-in-brief/</a></li> <li>• <a href="http://www.annefrank.org/en/Anne-Frank/Not-outside-for-2-years/">www.annefrank.org/en/Anne-Frank/Not-outside-for-2-years/</a></li> </ul>
Essay	<i>September 11, 2001</i>	History	Basic	Identify the series of events that took place on the morning of September 11, 2001; understand the far-reaching impacts of the 9/11 terrorist attacks	<ul style="list-style-type: none"> <li>• <a href="http://www.911memorial.org">www.911memorial.org</a></li> <li>• <a href="http://memory.loc.gov/ammem/collections/911_archive">http://memory.loc.gov/ammem/collections/911_archive</a></li> </ul>
Guidebook Excerpt	<i>A Guide to Extreme Structures</i>	Art and Architecture History Geography	Moderate	understand the unique features and history of the Burj Khalifa; understand the unique features and history of the Istana Nurul Iman	<ul style="list-style-type: none"> <li>• <a href="http://www.ctbuh.org/Awards/AllPastWinners/tabid/6210/language/en-US/Default.aspx">www.ctbuh.org/Awards/AllPastWinners/tabid/6210/language/en-US/Default.aspx</a></li> <li>• <a href="http://www.zamek.malbork.pl/index.php?lang=en">www.zamek.malbork.pl/index.php?lang=en</a></li> </ul>
Historical Document Excerpt	<i>The Constitution of the United States</i>	Government History	Complex	learn about the structure of the U.S. government; understand the foundations of American democracy	<ul style="list-style-type: none"> <li>• <a href="http://www.whitehouse.gov/our-government/the-constitution">www.whitehouse.gov/our-government/the-constitution</a></li> <li>• <a href="http://www.archives.gov/exhibits/charters/constitution.html">www.archives.gov/exhibits/charters/constitution.html</a></li> </ul>
Magazine Article	<i>The Real CSI</i>	Science and Technology	Moderate	recognize the steps involved in a crime scene investigation; understand that investigators use three different levels of investigation	<ul style="list-style-type: none"> <li>• <a href="http://www.fbi.gov/fun-games/kids/kids-investigate">www.fbi.gov/fun-games/kids/kids-investigate</a></li> <li>• <a href="http://www.pbs.org/wgbh/nova/education/body/create-dna-fingerprint.html">www.pbs.org/wgbh/nova/education/body/create-dna-fingerprint.html</a></li> </ul>
Newspaper Article (Historical)	<i>President Lincoln Shot</i>	History	Complex	learn the details of President Lincoln's assassination and Secretary of State Seward's attempted assassination; understand why these events threatened the stability of the United States government	<ul style="list-style-type: none"> <li>• <a href="http://memory.loc.gov/ammem/alhtml/alrintr.html">http://memory.loc.gov/ammem/alhtml/alrintr.html</a></li> <li>• <a href="http://www.fordstheatre.org/home/plan-your-visit/daytime-visits-fords-theatre/museum/-conspiracy">www.fordstheatre.org/home/plan-your-visit/daytime-visits-fords-theatre/museum/-conspiracy</a></li> </ul>
Question and Answer Book Excerpt	<i>Who Needs Math? Who Needs Science?</i>	Science & Technology Math Arts	Moderate	recognize which careers require math and science skills; understand how particular careers require specific math and science skills	<ul style="list-style-type: none"> <li>• <a href="http://www.nasa.gov/audience/forstudents/careers-index.html">www.nasa.gov/audience/forstudents/careers-index.html</a></li> <li>• <a href="http://www.pbslearningmedia.org/collection/city07-ex/">www.pbslearningmedia.org/collection/city07-ex/</a></li> </ul>
Speech	<i>The Moon Speech</i>	Earth Science	Complex	understand benefits of space exploration; recognize persuasive language	<ul style="list-style-type: none"> <li>• <a href="http://www.nasa.gov/vision/space/features/jfk_speech.html">www.nasa.gov/vision/space/features/jfk_speech.html</a></li> <li>• <a href="http://www.nasa.gov/mission_pages/apollo/apollo11_40th.html">www.nasa.gov/mission_pages/apollo/apollo11_40th.html</a></li> <li>• <a href="http://wechoosethemoon.org/">http://wechoosethemoon.org/</a></li> </ul>