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Almanac

Level U

Text Type: Almanac

Summary: These pages from an almanac are about personal health and wellness.

Themes/Ideas: identify key parts of healthy living; understand how parts of the body work together

Informational Text Features: photos, headings, text boxes, illustrations

Academic Vocabulary:

- **lean:** having little or no body fat
- **regulate:** control or manage
- **unconscious:** automatic; without awareness
- **habits:** regular or usual ways of doing things

Domain-Specific Vocabulary:

- **wellness:** good health
- **viruses:** tiny particles that spread diseases from person to person or from a thing to a person
- **arteries:** small tubes that carry blood from the heart to other parts of the body
- **nutrients:** substances that provide vitamins and other minerals for growth and health

Health & Wellness



Focus Question: What habits and behaviors help people get and stay healthy?

First Reading

Read the title and ask students to offer a definition of *wellness*. Read the information about almanacs at the top of the page. Note the text features of this almanac. Ask students to do the first reading on their own. Then discuss key ideas that the author shares about health and wellness.

Guided Close Reading

Key Ideas and Details Read the "To Your Health" section. What three suggestions does the author introduce about what you need to do to stay well? ❶

Author's Purpose What reasons does the author give for why you should exercise? Why did the author include them? How convincing are these reasons? Explain. ❷

Think Aloud The author gives two reasons for exercising: it's fun and it helps protect you from being overweight or getting diseases. These reasons are very convincing because they emphasize both the fun and the benefits of exercising.

Author's Craft What heading does the author use to introduce the section on sleep? Why was this an effective way to engage the reader? ❸

Vocabulary/Photo and Text The author describes viruses as tiny pathogens that "get into your body through your eyes, nose, and mouth." How does the image alongside the text help the reader understand viruses and how they spread? ❹ ❺

Key Ideas and Details What key idea does the author express in the section "Your Amazing Body, by the Numbers"? What details support this idea? ❻

Words and Phrases in Context What are nutrients? How might understanding the definition of nutrients help you understand the purpose of the digestive system? ❼

Think Aloud Nutrients are the healthy parts of food that can keep you healthy. By knowing this definition, it's easier to understand why the digestive system is important. The digestive system carries food through the body and filters out the nutrients that help the body. Then it removes all unneeded waste. Without this system, it would be difficult to keep the body healthy.

Compare and Contrast In "Your Amazing Body, by the Numbers," the author discusses the relationship between the brain and the digestive system. How would you compare the functions of these two parts of the body? What similarities and differences are there between them? ❻ - ❼

Author's Craft In the "Take a Look" text box, why does the author list questions? What effect does this have on the reader? ❽

Summarize What are the most important points the author makes about how to stay healthy and fit? Briefly summarize the message the article conveys.

An almanac is a reference book that gives current facts and stats about different subjects. These excerpts are about health and wellness.

Health & Wellness

To Your Health

1 Unless you happen to be sick and unable to do what you want to do, you probably take your health for granted. But keeping healthy is the most important thing you can do for yourself. The first step is to eat a healthy diet with lots of vegetables, lean proteins, whole grains, and fruits. But you also need to do other things: keep moving and keep clean.

Shake a Leg

2 Running, jumping rope, playing tag, skating, skiing, playing basketball or baseball, swimming, or riding a bike is serious fun. Activity is good for you, too. Every day you should play outside for at least an hour. The more you move, the more you protect yourself from being overweight and running the risk of getting diseases like asthma, diabetes, high blood pressure, cancer, and heart disease. Get up and get out!

ZZZZZZZZZZZZ

3 You snooze, you lose. Actually, that's not true. You need your sleep.

Every night you need to shut down and reboot your system by sleeping for at least eight hours. When you sleep, your brain reshuffles information, spreads a few chemicals around, repairs damage done during the day, and maybe even solves problems! Sleeping is also the time when your body grows. So go to bed—and grow up!



Keep It Clean!

5 Ever had a cold? Who hasn't? Colds and the flu are spread by tiny pathogens called viruses, which like to get into your body through your eyes, nose, and mouth. They're riding around on doorknobs, pencils, desks, and faucets, just waiting for a chance to jump aboard when you reach out and touch something. The next thing you know, you're rubbing your eye, scratching your nose, or touching your lips, and **BOOM!**—the virus has an invitation. So it's really important to keep your hands germ-free. Wash up!



Your Amazing Body, by the Numbers

6 Your heart pumps blood along 60,000 miles (97,000 km) of veins and arteries. It beats 100,000 times a day—that's 40 million times a year and more than 3 billion times in an average lifetime.

Your brain weighs only about 3 pounds (1.4 kg), but it has about 100 billion nerve cells. Nerves help you think, move, dream, feel happy or sad, and regulate unconscious activities such as digesting food and breathing.



8 Your digestive system consists of about 30 feet (9 m) of tubes that carry food along a journey from top to bottom, squeezing out nutrients to keep you healthy and processing waste materials.

Your skin is your body's largest organ, weighing about 8 pounds (3.6 kg) and measuring about 22 square feet (2 sq m). Be good to your skin by keeping it clean and well protected from the sun.

TAKE A LOOK

9 After reading about healthy behaviors and learning about body systems, take a look at your own habits. How do you measure up? What things can you do to be as healthy as possible? What are your favorite "power" foods? What's your favorite way to exercise?

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.

- Look at the "ZZZZZZZZZZZZ" section. What kind of words does the author use to describe what the body does during sleep? How does this language help you understand why sleep is important?
- What is the key idea in the "Keep It Clean!" section? What details does the author use to support why it is important to keep clean?
- What does the author say about eating healthy in "Health & Wellness"? What other healthy eating tips have you learned about? How do they relate to ideas in this almanac?

Write About Reading

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

- Make a three-column chart to list the important steps for staying healthy. Under each step, list examples from the text of habits and behaviors people can do for wellness. **(Informative/Explanatory)**
- Which habits or behaviors are the most important to focus on for wellness? Write a well-developed opinion paragraph to support your ideas, using information from the text. **(Opinion)**

Connect to the Internet

To learn more information about overall health and wellness, go to these websites: www.letsmove.gov/kids and <http://pbskids.org/itsmylife/body/foodsmarts/index.html>.

Brochure

Level U

Text Type: Brochure

Summary: These pages are about the different hiking trails on the Appalachian Trail. The excerpt describes four of these trails—Baxter State Park, Maine; Hanover, New Hampshire; Wallingford, Vermont; and Kent, Connecticut—in more detail.

Themes/Ideas: understand what traits make the Appalachian Trail a good place to hike; recognize characteristics that make each hiking location unique

Informational Text Features: photos, maps, labels, headings

Academic Vocabulary:

- **collegiate:** related to a college
- **plaque:** a piece of metal or wood with writing on it to mark a historic event or achievement
- **prime:** best or of good quality

Domain-Specific Vocabulary:

- **trailhead:** the beginning of a trail
- **vistas:** broad views of land or water
- **gorge:** a narrow part of a canyon with very high, steep walls
- **upstream:** toward the source of a river; opposite the flow of the water

Hike the Appalachian Trail



Focus Question: How does the information in the brochure encourage people to visit the Appalachian Trail?

First Reading

Read the title and preview the text, noting that these pages are part of a brochure about hiking in the Appalachian Trail. For the first reading, have students read through the text, noting the text features. Then discuss the main ideas presented in this brochure.

Guided Close Reading

Author's Purpose *What is the writer's purpose for creating this brochure? How do the different sections of the brochure support this purpose?* ① - ⑨

Think Aloud *The writer's purpose is to persuade people to hike parts of the Appalachian Trail with the Outdoor Adventures Travel team. The first sections give an overview of where they hike and why hikers should choose this company. Then the writer notes examples from four of the trails to describe what makes each of these trails worth visiting.*

Photos and Text *The first page of the brochure mentions "beautiful and historical sections of the Appalachian Trail." How do the photos in the brochure support this description?* ① ⑤ ⑦

Words and Phrases in Context *In the "Baxter State Park, ME," entry, the author uses the idiom "Keep your eyes peeled." What does this phrase mean? Why might the writer have chosen to use this phrase?* ④

Think Aloud *The idiom "Keep your eyes peeled" means "watch out for something" or "be alert." The author probably used this idiom to make the brochure sound friendly and informal, as well as to emphasize that there is a lot of great, exciting stuff to see.*

Key Ideas and Details *In the "Hanover, NH," section, the author says that this section of trail runs through the home of Dartmouth College. What other features make this trail unique? How might these features appeal to hikers?* ⑥

Vocabulary/Photos and Text *In the "Wallingford, VT," section, the author says that "The walls of the gorge rise dramatically." How does the photo in this section help you understand the meaning of the word gorge?* ⑦ ⑧

Compare and Contrast *What features are shared by all the places mentioned in the brochure? What are some important differences that could affect a hiker's plans?*

Summarize *Why does the brochure include a map of the Appalachian Trail next to each description of a location? What particular information does each map show? What general statement might summarize this brochure?* ③ ④ ⑥ ⑧ ⑨

Vocabulary *In the "Kent, CT," section, the author describes wildlife that hikers might see. How does this context help you understand the meaning of the word prime?* ⑨

A brochure is a pamphlet that explains or persuades. These excerpts are from a travel brochure about hiking the Appalachian Trail.



Choose From These Fabulous Locations Along the Appalachian Trail

2 Baxter State Park, Maine
 Hancock National Park, Maine
 Wallingford, Vermont
 Kent, Connecticut
 Harpers Ferry National Historical Park, West Virginia
 Shenandoah National Park, Virginia
 Great Smoky Mountains National Park, North Carolina
 Bath, Georgia

Travel With Us

3 When you're not hiking, you'll travel from location to location on our comfortable coaches! Enjoy the scenery, read, listen to music, or even watch movies. You'll enjoy the traveling as much as the hiking!

4

5

6

Baxter State Park, ME

Are you an experienced hiker looking for a challenge? Then hiking the Appalachian Trail in Maine is for you! The 281 miles (452 km) of trail that pass through Maine are often considered the most difficult miles of the 14-state Appalachian Trail. The trailhead for the Appalachian Trail is at Mt. Katahdin—Maine's highest mountain—is the trailhead for the Appalachian Trail. On this challenging day hike, your tour guides will guide you through the largest and most untouched wilderness in the eastern United States. Keep your eyes peeled for breathtaking vistas and wildlife such as moose, black bears, and river otters.

7

8

Hanover, NH

Experience the beauty of the Appalachian Trail in the heart of New Hampshire. The trail passes through the scenic White Mountains, offering hikers a variety of landscapes without any major climbing or rough weather. This location is for you. We finish the hike at Clarendon Gorge on the Mill River, where we will take a dip in a deep swimming hole. The walls of the gorge rise dramatically from the swimming areas, and several waterfalls can be viewed upstream.

9

Kent, CT

The Housatonic River Valley is unique in that it holds the longest flat section on the Appalachian Trail. It is also the longest stretch that follows a river. You're sure to enjoy the scenery along this old farming road. Listen to the music of the water and watch kayakers paddle by. Search for otters and other animals that use the river. And, we'll be in prime bird-watching country!

Wallingford, VT

Vermont features some lovely hiking along the Appalachian Trail. For those who would like to see a variety of landscapes without any major climbing or rough weather, this location is for you. We finish the hike at Clarendon Gorge on the Mill River, where we will take a dip in a deep swimming hole. The walls of the gorge rise dramatically from the swimming areas, and several waterfalls can be viewed upstream.

9

Kent, CT

The Housatonic River Valley is unique in that it holds the longest flat section on the Appalachian Trail. It is also the longest stretch that follows a river. You're sure to enjoy the scenery along this old farming road. Listen to the music of the water and watch kayakers paddle by. Search for otters and other animals that use the river. And, we'll be in prime bird-watching country!

Revisit the Text: Ideas for Discussion

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

- How did the author organize the locations in the brochure? How does this help you understand what the trail is like?
- The Appalachian Trail covers 14 different states. What information helps you understand why it might be worthwhile to travel on these trails?
- What did you learn about the Appalachian Trail that you did not know before? Does this information encourage you to visit the Appalachian Trail or try hiking? Explain your answer.

Write About Reading

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

- Make a chart to compare and contrast the four different trails using information from the brochure. **(Informative/Explanatory)**
- Based on what you have read, which trail has the most to offer hikers? Write a well-developed opinion piece that gives reasons to support your ideas about the trail you choose. **(Opinion)**

Connect to the Internet

To read more about the Appalachian Trail, have students check out these websites: www.appalachiantrail.org/about-the-trail; www.tnhistoryforkids.org/places/appalachian_trail; and www.outdoors.org/recreation/family/camps/index.cfm.

Essay

Level U

Text Type: Essay

Summary: This essay provides a basic overview of body language, including what it is and what it conveys about a person. It includes various types of body language.

Themes/Ideas: recognize what body language is and what information it communicates about a person; identify and describe different categories and examples of body language

Informational Text Features: headings, boldfaced text

Academic Vocabulary:

- **interpersonal:** having to do with relationships between people
- **subtle:** difficult to see or understand
- **pioneered:** helped to create new ideas
- **contempt:** a feeling of extreme dislike and disrespect

Domain-Specific Vocabulary:

- **nonverbal:** not involving spoken language
- **facial expressions:** movements of the face that communicate a person's feelings and attitudes
- **posture:** a way of holding or positioning one's body
- **eye contact:** looking directly into another's eyes

Body Language Made Simple



Focus Question: What is body language, and how does it communicate information nonverbally?

First Reading

Read and discuss the title. Talk about how the title, "Body Language Made Simple," can lead the reader to predict that the author will explain in simple terms what body language is. Point out the subheads and bold text used to organize this essay. Have students read the essay independently. Then discuss what main ideas the author shared about body language.

Guided Close Reading

Author's Craft How do the ideas in the first paragraph work together to spark the reader's interest in the subject of body language? ❶

Think Aloud The first sentence in the first paragraph says that students "may be revealing their innermost feelings to everyone around them—without speaking a word." The second sentence describes how students "may be able to find out the secret feelings of others." The third says that discovering these feelings involves no "mind-reading powers" or "magic." The details in this paragraph work together to create suspense, introducing the topic of body language in a way that sparks readers' interest.

Words and Phrases in Context What does the author mean by the statement, "Body language is not a true language"? What details support your response? ❷

Key Ideas and Details What kind of information does body language communicate? Why might knowing this kind of information be useful? ❸

Think Aloud It says, "body language expresses a person's emotions, feelings, and attitude." Later, the author gives a reason for why this kind of information might be useful: "nonverbal cues can add shades of meaning that words alone cannot express." This means that body language can be used to understand the true meaning of a person's spoken words.

Vocabulary The essay says that British psychologist Michael Argyle pioneered the study of body language. What does pioneered mean? What new ideas did his studies lead to? ❹

Key Ideas and Details What nonverbal communication is the most common and complex? What emotions can be communicated with this body language? ❺

Vocabulary How does the author define posture and eye contact? How does understanding what kinds of information each can convey help you understand the concept of body language? ❻ ❼

Compare and Contrast Why is it important to know about the differences of body language from culture to culture? What elements are similar and what are different in different contexts? ❽

Body Language Made Simple

1 As students read this essay, they may be revealing their innermost feelings to everyone around them—without speaking a word. In the same way, they may be able to find out the secret feelings of others—if they know what to look for. No special mind-reading powers are required to do this, and no magic is involved.

2 Without even thinking about it, people signal their emotions and attitudes through nonverbal communication and body language—facial expressions, posture, gestures, and other silent messages that range from blushing to what clothes and hairstyle a person chooses. Body language is not a true language. It isn't a replacement for words and sentences, yet its expressions can be readily understood. In fact, researchers say that body language accounts for 80 percent of what people communicate.

3 Body language is not particularly useful for communicating specific information and logical reasoning—words are much better for that. In general, body language expresses a person's emotions, feelings, and attitude. For example, people standing with their hands stiffly by their sides, or stuck in their coat pockets, can give the impression of insecurity, whether or not that is true. When used along with words, nonverbal cues can add shades of meaning that words alone cannot express, or can even change the meaning of words. For instance, if someone says "I love my teacher" while rolling the eyes and curling the lips into a sneer, everyone knows that the person means exactly the opposite of what is being said. The visual signals carry the true meaning of the statement.

4 British psychologist Michael Argyle pioneered the study of body language. His investigation of this complex system of signals established the idea of different kinds of communication. Argyle believed that, whereas spoken language is normally used for communicating information about events, nonverbal cues are used to establish and maintain interpersonal relationships.

Facial Expressions

5 Of all the nonverbal signals that people send, facial expressions are the most common and the most complex. Researchers say that the human face can produce some 7,000 different expressions, and people use hundreds of them every day, conveying shades of meaning with subtle differences in the curve of a lip or the angle of an eyebrow.

Research of facial expressions has found that many of them reveal certain basic human emotions, either singly or in various combinations. Surprise is expressed by eyes, nostrils, and mouth opened wide. The eyes are also wide open to express fear, but the facial muscles are tense in a fearful expression. Sadness is communicated by turning down the corners of mouth and crinkling the eyebrows, and disgust is shown by scrunching up the mouth and wrinkling the nose and brow. In an angry expression the eyes narrow, and the mouth curves into a snarl. A smile connotes happiness—the mouth curves up, and the corners of the eyes crinkle. Some researchers believe that guilt, interest, and contempt also produce unique and unmistakable facial expressions.

Posture

6 Posture, how people hold their bodies, can express self-confidence or a lack of self-confidence. Think about how you or other students sit at a desk in a classroom. Slouching while seated says, "I'm not interested"; sitting up straight and leaning forward slightly shows interest. Gestures can also send messages. For instance, wringing one's hands when called on signals nervousness.

7 Eye contact is another important nonverbal cue. Looking away from someone who is speaking signals a lack of agreement or even annoyance. But eye contact with the speaker shows interest. Then again, someone who makes eye contact but squirms or leans away at the same time may just be pretending to be interested.

Reading Body Language

8 Some people just know how to use body language. Others, like actors and other public speakers, train for it.

Some types of body language have different meanings in different cultures. For example, moving the head from side to side means "no" in most Western cultures. But it means "yes" in Turkey, Greece, and Bulgaria. In England, tapping the nose means "confidential." In Italy, it means "watch out!" Travellers may want to learn both the spoken and the unspoken language of the countries they visit!

Conclusion

Scientists continue to study nonverbal communication. Meanwhile, everyone can benefit from paying attention to body language. It may reveal what people are really saying—even when they do not want others to know.

Revisit the Text: Ideas for Discussion

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

- How did the author choose to organize the information in the essay? How do the headings help you understand this organization? How does this structure help readers understand the topic?
- What text details about body language were the most interesting, surprising, or memorable? Why?
- In the next to last paragraph of the essay, the author mentions that actors and other public speakers are trained to use body language. How might this training benefit public speakers? Who else might benefit from body language training?

Write About Reading

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

- Write a paragraph to explain how understanding body language can help people improve their interpersonal relationships. Include relevant details from the essay in your response. **(Informative/Explanatory)**
- In the essay's conclusion, the author states, "everyone can benefit from paying attention to body language." Write a well-developed opinion statement indicating whether you agree or disagree with the author's statement. Support your opinion statement with relevant text details, making sure to use complete sentences in your response. **(Opinion)**

Connect to the Internet

To help students learn more about facial expressions and body language, go to these websites: www.ai.mit.edu/projects/sociable/facial-expression.html and www.princeton.edu/main/news/archive/S35/82/65G58/

Guidebook

Level U

Text Type: Guidebook

Summary: This guidebook excerpt contains fantastic facts and exciting information about two of the most remarkable man-made structures in the United States.

Themes/Ideas: recognize the importance of the Lake Pontchartrain Causeway and Anton Anderson Memorial Tunnel; comprehend key facts and details about the construction and use of these structures

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

Academic Vocabulary:

- **spans:** distances measured between two markers
- **perimeter:** outside edge, distance around the outside edge
- **personnel:** people employed at a certain job or in a certain group
- **accommodate:** to make room for

Domain-Specific Vocabulary:

- **viaduct:** long bridge carrying a road or railway over something such as a valley or body of water
- **ferry:** boat used to carry people and things between two fixed points
- **pilings:** columns set deep in the ground to support structures on top of them
- **vessels:** ships

U.S.A. Bridges and Tunnels



Focus Question: How are the Lake Pontchartrain Causeway and the Anton Anderson Memorial Tunnel remarkable?

First Reading

Preview the guidebook excerpt and read the text at the top of the page. Have students browse the card, taking note of the sections. Ask students to read through the text independently. Then talk about the main points the author shared on these guidebook pages.

Guided Close Reading

Key Ideas and Details *Where is the Lake Pontchartrain Causeway located? How did the Pontchartrain Causeway improve travel between Metairie and Mandeville?* ① ② ③

Text Structure *What text structure does the author use in the "History" section? Why is sequence, or time order, a good way to explain the history of something?* ④

Vocabulary/Text Features *The Pontchartrain Causeway is a viaduct. How do the text and text features help you understand what a viaduct is?* ③ ⑤

Key Ideas and Details *Where is the Anton Anderson Memorial Tunnel located? How did the tunnel improve travel between Anchorage and Whittier?* ⑥ ⑦ ⑧

Words and Phrases in Context *What does it mean to accommodate traffic of different kinds? How does the Anton Anderson Memorial Tunnel accommodate traffic?* ⑨

Photos and Text *How does the photo of the tunnel entrance connect to and support details in the text?* ⑩ ⑪

Think Aloud *The photo takes up the whole page, with lots of trees showing far above the tunnel. This illustrates that the tunnel passes beneath a mountain. The train coming out of the tunnel shows scale and that the tunnel is only a single lane wide.*

Compare and Contrast *What do the Lake Pontchartrain Causeway and the Anton Anderson Memorial Tunnel have in common? What are some key differences between them?* ③ ④ ⑥ ⑧ ⑨ ⑩

Make Inferences *What text features appear on both pages of the guidebook excerpt? What can you infer about the other pages in the guidebook?*

Think Aloud *Both pages have a title identifying the bridge or tunnel described on the page. Each page also has a map and "Discover," "History," "Explore," "Fantastic Fact," and "If You Visit" features. Most likely, each bridge and tunnel included in the guidebook has this kind of information about it.*

A guidebook is a reference book you can carry with you. These excerpts are about amazing sites in the United States.

U.S.A. Bridges and Tunnels

1 LONGEST BRIDGE

LAKE PONTCHARTRAIN CAUSEWAY

Location: Metairie to Mandeville, Louisiana
Length: 24 miles (39 km)

Discover

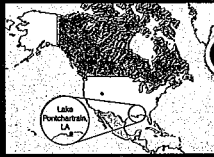
Around 43,000 vehicles cross the Lake Pontchartrain Causeway every day. The Causeway, as it is called, is actually a viaduct—a long, elevated roadway consisting of a series of short spans. It connects the Louisiana towns of Metairie, near New Orleans, and Mandeville, on the other side of the lake. Before the Causeway opened, that trip had to be made by ferry or by a long road around the perimeter of Lake Pontchartrain.

History

- To build the Causeway, engineers had to invent a newer, stronger concrete. The concrete was poured into pilings that were sunk into the floor of the lake. The bridge was built on top of the pilings.
- Workers sunk the first pilings in 1955. The Causeway opened 15 months later as a two-lane bridge. In 1969, two more lanes were added.

If You Visit

The Causeway is open 24 hours a day, depending on weather and traffic conditions. For more information, visit www.thecauseway.us.



Fantastic Fact
At any given time, 80 police units are on patrol along the bridge.

5
The road on the bridge is made of more than 9,000 concrete panels.

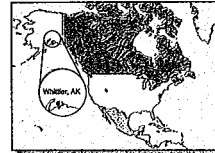
Explore

- For at least 8 miles (13 km) of your drive across the Causeway, you won't see any land.
- When vessels taller than 15 feet (4.5 m) need to pass through, they head for the bastule span. A bastule is a kind of drawbridge that uses a lever and counterweights to raise and lower the bridge surface.

LONGEST CAR/RAILROAD TUNNEL

ANTON ANDERSON MEMORIAL TUNNEL

Location: Whittier, Alaska
Length: 13,287 feet (4,050 m)



Discover

Alaska offers one of the great human-made structures in North America—the Anton Anderson Memorial Tunnel. The tunnel passes beneath Maynard Mountain and links Anchorage to Whittier, a port city on Prince William Sound.

Explore

The tunnel allows a single lane of east-to-whittier or the other direction. Two computer systems are used to control the tunnel's traffic and allow car and motor vehicle, train, and airplane to avoid accidents.

If a car is about to enter the tunnel, it will have to wait for the tunnel to clear.

The tunnel is built on a foundation of rock and concrete.

The tunnel is built on a foundation of rock and concrete.

History

- During World War II, the U.S. military needed to transport supplies and personnel across the Maynard Mountain. From 1941 to 1943, workers blasted through the mountain to build a railroad tunnel that was named for Anton Anderson, the Army engineer who designed it.

After the war ended in 1945, the tunnel began to accommodate car traffic as well as trains, today making buses, RVs, ATVs, and motor vehicles all use the tunnel.

Fantastic Fact
Inside the tunnel, four 300-horsepower fans are ready to clear the tunnel of smoke in case there's a fire.

If You Visit

Visit www.dot.state.ak.us/creg/whittiertunnel/index.shtml for more information.

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 is the guidebook excerpt organized? What formatting is used to group information or clarify the text? How effective is it?
- How do computer systems work to avoid accidents in the Anton Anderson Memorial Tunnel?
- Why is the information in "If You Visit" especially important to have in a guidebook? What information would you expect to find on the website that was not in the guidebook?

Write About Reading

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

- Which of these interesting constructions would you rather visit? Give two reasons and support them with details from the text. **(Opinion)**
- Write a short paragraph about either the bridge or the tunnel, explaining its construction and how it is used. **(Informative/Explanatory)**

Connect to the Internet

To read about the impressive human-made structures designated the Seven Wonders of the Modern World, go to www.asce.org/content.aspx?id=2147487305. To learn more information about a fascinating combination of bridge and tunnel, go to www.cbbt.com/history.html.

Interview

Level U

Text Type: Interview

Summary: This interview captures American attitudes as the country entered World War II.

Themes/Ideas: understand why the attack on Pearl Harbor was such an important historical event; comprehend the role of the United States in World War II and Americans' thoughts about the war.

Informational Text Features: questions, answers, photos, sidebars

Academic Vocabulary:

- **infamy:** a well-known act of evil
- **catastrophic:** causing much destruction and pain
- **annihilate:** destroy completely
- **transcript:** a written account of what was said

Domain-Specific Vocabulary:

- **Nazism:** the political and economic doctrines of the German political party of 1933–1945
- **draft:** a system that requires young people to enter military service
- **isolationist:** a person who believes his or her country should not become involved in the affairs of other countries

The Day After Pearl Harbor



Focus Question: Why did the United States enter World War II, and how did Americans feel about it?

First Reading

Read the title. Explain that Pearl Harbor was a U.S. naval base in Hawaii and that the attack prompted the United States to enter World War II, which began two years prior. Have students read the text, including the sidebars, on their own. Then discuss the ideas these interviews reveal about Americans' attitudes as they prepare for war.

Guided Close Reading

Words and Phrases in Context *The text does not say so, but it is quoting President Franklin D. Roosevelt, who first described the attack on Pearl Harbor as "a day that will live in infamy." How does the phrase "live in infamy" stress the seriousness of the attack?* ①

Make Inferences *William Keith calls the attack on Pearl Harbor "a stab in the back." Based on this phrase, what can you infer about America's role in World War II before the attack and the United States' prior relationship with Japan?* ②

Connect Ideas *What does Nazism mean to William Keith? How does his views on Hitler relate to his statement that Americans "should be patriotic regardless of creed, color, and condition"?* ② ③

Draw Conclusions *What details do interviewees William Keith and Ponemkin use to describe themselves? How do they represent ordinary Americans?* ① ③ ⑤

Think Aloud *William Keith describes himself as a bricklayer. Ponemkin says he is eligible for the draft but has not been called yet. These details tell me that the men are ordinary Americans because they are not members of the military or government.*

Make Inferences *Ponemkin says he was surprised that the attack was so sudden. What can you infer about the attack based on this detail? What other details, including details in the photo on the second page, support this inference?* ④ ⑤

Text Structure *Why does the transcript use "Voices" instead of people's names after the last question? How does this choice and the dash following the unfinished question help readers understand what the radio interview actually sounded like?* ⑥

Think Aloud *The transcript says "Voices" and cuts the question off with a dash because several unidentified people answered the question. This helps me imagine a mix of American voices all eager to declare their support for the war.*

Vocabulary *What is an isolationist? How does the use of this term help you understand how American opinions about going to war changed after the attack on Pearl Harbor?* ⑥

INTERVIEW:

The Day After Pearl Harbor



1 The Japanese bombed Pearl Harbor on December 7, 1941. After two tense years spent watching the war overseas, "a day which will live in infamy" thrust the United States into World War II overnight. The day after the attack, the Library of Congress sent archivists around the country to record the thoughts and fears of a citizenry newly at war. Stored at the Library of Congress for nearly sixty years, these radio interviews captured the voices of ordinary Americans at one of the most catastrophic times in the nation's history.

Interviewer: Tell me what your feeling about this war with Japan is.

William Keith: I say as far as my concern, this country is involved in war, and I think we should be patriotic regardless of creed, color, and condition. I will say, furthermore, I will say that I believe it is a stab in the back, and I hope that this country will wipe her off the face of the world. That's as much as I have to say about that.

Well, [my] name is Keith, William H. Keith. My occupation is bricklaying for the last 37 years. I don't believe in Nazism at all. I believe that Adolf Hitler despises every black face that the world has ever known. He is really an enemy to the Negro. That's my thought about it. And as far—the Jews and the Negroes, they don't mean nothing in Hitler's sight. He doesn't think anything about them. He thinks they're nothing but a bunch of bums. That's all to him. And if he had his way with the Negro people of America, I believe he'd come here and annihilate the whole bunch.



2 **Interviewer:** How did you feel when you first heard the news about the Japanese attack?

5 **Ponemkin:** Well, I was surprised that it was so sudden.

5 **Interviewer:** Are you eligible for the draft, too?

Ponemkin: Yes, I'm in the July draft. I expect to be called any week now.

3 **Interviewer:** Has the feeling of the people changed a lot? Have you noticed the people you meet in the street, is there a—

Voices: Yes it has. Those that were against war.

They're for it now.

They're now for it.

6 The everyday isolationist has changed into an everyday defeatist of Hitler . . . defeatist of Nazism . . . or any -ism . . . outside of Americanism.

Interviewer: All right, sir. Thank you very much. Thank you all.

The Library of Congress is the research library of the United States Congress. It is also the national library of the United States. It has more than 144 million items—not only books, but also the world's largest collection of legal materials, films, maps, sheet music, and sound recordings. This radio interview transcript offers a glimpse of some ordinary Americans on December 8, 1941.

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 photos that accompany the text add more information? What role do you think newspapers played in informing people about the events?
- How is the topic of patriotism developed in this interview? Consider the responses of more than one interviewee.
- What can you infer about the impact the attack on Pearl Harbor had on Americans? How does this compare to other national crisis situations you've learned about?

Write About Reading

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

- Are transcripts like this one important historical documents? Write a well-developed paragraph, using details from the interview to support your claim. **(Opinion)**
- Why did the United States finally decide to enter the war? Create a list of reasons, and explain how Americans' attitudes reflect those reasons. **(Informative/Explanatory)**

Connect to the Internet

To learn more information about the attack on Pearl Harbor, visit these websites: <http://memory.loc.gov/ammem/today/dec07.html> and <http://memory.loc.gov/ammem/afcphtml/afcphtml.html>.

Journal

Level U

Text Type: Journal

Summary: This journal entry, written by author Mark Twain's daughter Susy, describes what Susy thinks of her famous father.

Themes/Ideas: recognize the difference between Mark Twain's family life and public life; learn what Susy Clemens thinks of her father

Informational Text Features: introduction, photos

Academic Vocabulary:

- **extraordinary:** remarkable, unusual
- **striking:** attracting attention
- **earnest:** having a serious, not playful attitude

Domain-Specific Vocabulary:

- **humorist:** a funny person, especially a writer
- **character:** a unique person
- **biography:** a written story of a person's life

The Extraordinary Mark Twain (According to Susy)



Focus Question: How does Susy's approach to her writing help inform the reader about Mark Twain, her father?

First Reading

Read aloud the title and introduction. Explain that Mark Twain is the author of the classic books *Huckleberry Finn* and *Tom Sawyer*. Explain that Samuel Clemens was Twain's real name. His daughter Susy was 13 when she wrote about her humorist father, which may account for the spelling errors in her journal. Point out that a humorist tells stories and jokes to make people laugh. Have students read through the excerpt independently. Then discuss the main ideas.

Guided Close Reading

Key Ideas and Details *What kinds of information does Susy share about her family? What do the details about her father show how she feels about him?* ❶

Words and Phrases in Context *Susy writes: "And we know papa played 'Hookey' all the time." Reread the paragraph in which she writes about "Hookey." Based on the context, what does it mean to "play Hookey"? How was he able to "do about as well as those who were more studious?"* ❷

Think Aloud *Susy writes that Twain would "have pretended to be dying so as not to have to go to school." "Playing Hookey" must mean skipping school. He was "able to do about as well as those who were more studious" because he learned the printing trade, so was later able to be employed at a newspaper.*

Photos and Text *Which two people are shown in the two photos that accompany the text? Without captions, how do you know who they are?* ❷ ❸

Make Inferences *What details does Susy include about the love letters? What do these details suggest about the Clemens family relationships?* ❹

Think Aloud *Susy's mother thinks that Susy is "too young to see them yet." Susy thinks she needs to see the letters to write a proper biography of her father. Twain tells Susy to write her mother's opinion of the letters without reading them. These details show that the family members respect each other's ideas.*

Vocabulary *Susy writes that though Twain is "known to the public as a humorist," at home he usually talks about "some very earnest subject." What does earnest mean? How does the comparison with humorist help you learn the meaning of earnest?* ❸ ❹

Author's Craft *Why did Susy choose to include the story about her father's "arithmetic example"? What does this story reveal about Twain and his relationship with his children?* ❺

Key Ideas and Details *In the last paragraph, what point does Susy make about her father?* ❻

The Extraordinary Mark Twain (According to Susy)

Susy Clemens wanted the world to know that her famous father, Mark Twain, was more than just a "mere humorist." Determined to set the record straight, she secretly began taking notes about him in her notebook. Here are excerpts from Susy's notes about her father.

1 We are a very happy family! we consist of papa, mamma, Jean Clara and me. It is papa I am writing about, and I shall have no trouble in not knowing what to say about him, as he is a very striking character. Papa's appearance has been discribed many times, but very incorrectly; he has beautiful curly grey hair, not any too thick, or any too long, just right; A roman nose, which greatly improves the beauty of his features, kind blue eyes, and a small mustache . . . in short he is an extrordinarily fine looking man. All his features are perfect except that he hasn't extraordinary teeth. [. .]

He does tell perfectly delightful stories. . . .

2 Papa was born in Misouri. . . . And we know papa played "Hookey" all the time and how readily would papa have pretended to be dying so as not to have to go to school! Grandma couldn't make papa go to school, so she let him go into a printing office to learn the trade. He did so, and gradually picked up enough education to enable him to do about as well as those who were more studious in early life. He was about 20 years old when he went on the Mississippi as a pilot. . . . then he reported for a newspaper, and was on several newspapers; then he was sent to the Sandwich Islands. . . . After that he came back to America and his friends wanted him to lecture, so he lectured.

At the St. Nicholas hotel N.Y. Papa . . . met mamma, Otivia Louise Langdon. . . . And papa and mamma were married. Papa wrote mamma a great many beautiful love letters



3 when he was engaged to mamma, but mamma says I am too young to see them yet; I asked papa what I should do for I didn't (know) how I could write a Biography of him without his love-letters, papa said that I could write mamma's oppinion of them, and that would do just as well. So I will do as papa says and mamma says she thinks they are the loveliest love-letters that ever were written. . . .

He is known to the public as a humorist, but he has much more in him that is earnest than that is humorous. . . .

4 Papa can make exeedingly bright jokes, and he enjoys funny things, and when he is with people he jokes and laughs a great deal, but . . . when we are all alone at home nine times out of ten, he talks about some very earnest subject . . . ; he doesn't joke as much, tell many more funny stories than most men. . . .

He is as much a Philosopher as any thing I think.

5 The other day we were all sitting when papa told Clara and I that he would give us an arithmetic example. . . . "If A byes a horse for \$200 and B byes a mule for \$140 and they join in copartnership and trade their chreatures for a piece of land \$480 how long will it take a . . . man to borrow a silk umbrella."

6 The other day, mamma went into the library and found papa sitting there reading a book, and roaring with laughter over it; she asked him what he was reading, he answered that he hadn't stopped to look at the title of the book . . . she glanced over his shoulder at the cover, and found it was one of his own books.



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 journal entry begins with a physical description of Twain. Why does Susy include this part? What tone does she use in the description?
- Susy describes her father as "as much a Philosopher (philosopher—a person who studies knowledge) as any thing." What information does she give to support this statement?
- Most biographies are written by people who are not in a famous person's family. What are the benefits and drawbacks of writing a biography about a family member? Support your ideas with details from Susy's journal.

Write About Reading

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

- Based on Susy's journal, write a short objective description of Mark Twain. Try to include specific details on how Susy thinks he is different than what the public thinks of him. **(Informative/Explanatory)**
- Consider what Mark Twain's family thought about him and his work. Does Susy's journal entry suggest Twain is an extraordinary father, or does it suggest he is like most other fathers? Choose a viewpoint, and support your opinion with details from the journal. **(Opinion)**

Connect to the Internet

To further students' understanding of Mark Twain's life and work, go to www.marktwainhouse.org/man/biography_main.php

Letter

Level U

Text Type: Letter

Summary: This letter is writer E. B. White's response to the questions many children asked him over the years about his beloved books and his life as a writer.

Themes/Ideas: understand what inspired E. B. White as a writer; identify themes and ideas White explored in his children's books

Informational Text Features: heading, text box, photo, images, penning, signature

Academic Vocabulary:

- **cherished:** valued or held dear
- **rather:** somewhat
- **gradually:** a little bit at a time
- **salvation:** state of being saved

Domain-Specific Vocabulary:

- **published:** produced for public sale
- **earning a living:** making money to pay for life's expenses
- **fantastic:** imaginary; not real

A Letter From E. B. White



Focus Question: In this letter, what does author E. B. White share about the children's books he wrote and about himself?

First Reading

Together, read and discuss the information in the text box at the top of the page. Point out the photo of White and the covers of two of his most famous books. Have students read through the letter on their own. Then discuss what information White chose to share in it.

Guided Close Reading

Author's Purpose *Who was E. B. White's audience? Why did White use this format to address his audience? What details in the text support your answer?* ❶

Connect Ideas *What inspired White to write *Stuart Little* and *Charlotte's Web*? How did experiences in his own life contribute to these books?* ❷ ❸

Photos and Text *How does the photo contribute to the experience of reading the letter? What does the photo help you understand about White's life?* ❸ ❹

Think Aloud *The photo of E. B. White helps the reader get to know the author. The typewriter and White's formal clothing suggest that White wrote some time ago, most likely before computers were widely used. The dog in the photo supports the idea that White liked animals.*

Key Ideas and Details *Besides questions about *Stuart Little* and *Charlotte's Web*, what questions is White answering through this letter? What details does White include that explain why he cannot answer all of the children's requests?* ❺ ❻

Vocabulary *Fantastic is a multiple-meaning word. How is it used in the letter? How does White clarify the meaning of the phrase "fantastic characters and events"?* ❼

Think Aloud *The word fantastic is usually used to mean "great." Here the word fantastic means "fantasy." White explains that the characters and events in his books are imaginary and couldn't happen in real life.*

Compare and Contrast *According to White, what is the relationship between real life and imaginary tales? How are they similar? How are they different? What examples does he use to support this relationship?* ❼

Text Feature *Look at the book covers. What in White's letter indicates that the drawing on the cover of *Charlotte's Web* is accurate? How does the drawing of *Stuart Little* differ from White's dream that inspired the character?* ❷ ❸ ❹

Summarize *What can we learn about E. B. White from this letter to his readers? What is his overall message to the inquiring reader?*

A Letter From E. B. White

E. B. White is well known as the author of *Charlotte's Web*, *Stuart Little*, and *The Trumpet of the Swan*. Where did he get his ideas? Why did he write a book about a spider and a pig? Did his stories really happen? In this letter, written shortly before he died, E. B. White responded to the many readers who cherished his special gifts of storytelling and imagination.

E. B. WHITE

NORTH BROOKLIN, MAINE

Dear Reader:

- 1 I receive many letters from children and can't answer them all—there wouldn't be time enough in a day. That is why I am sending you this printed reply to your letter. I'll try to answer some of the questions that are commonly asked.
- 2 Where did I get the idea for *STUART LITTLE* and for *CHARLOTTE'S WEB*? Well, many years ago I went to bed one night in a railway sleeping car, and during the night I dreamed about a tiny boy who acted rather like a mouse. That's how the story of *Stuart Little* got started.
- 3 As for *CHARLOTTE'S WEB*, I like animals and my barn is a very pleasant place to be, at all hours. One day when I was on my way to feed the pig, I began feeling sorry for the pig because, like most pigs, he was doomed to die. This made me sad. So I started thinking of ways to save a pig's life. I had been watching a big grey spider at her work and was impressed by how clever she was at weaving. Gradually I worked the spider into the story that you know, a story of friendship and salvation on a farm. Three years after I started writing it, it was published. (I am not a fast worker, as you can see.)



5 Sometimes I'm asked how old I was when I started to write, and what made me want to write. I started early—as soon as I could spell. In fact, I can't remember any time in my life when I wasn't busy writing. I don't know what caused me to do it, or why I enjoyed it, but I think children often find pleasure and satisfaction in trying to set their thoughts down on paper, either in words or in pictures. I was no good at drawing, so I used words instead. As I grew older, I found that writing can be a way of earning a living.

6 Some of my readers want me to visit their school. Some want me to send a picture, or an autograph, or a book. And some ask questions about my family and my animals and my pets. Much as I'd like to, I can't go visiting. I can't send books, either—you can find them in a bookstore or a library. Many children assume that a writer owns (or even makes) his own books. This is not true—books are made by the publisher. If a writer wants a copy, he must buy it. That's why I can't send books. And I do not send autographs—I leave that to the movie stars. I live most of the year in the country, in New England. From our windows we can look out at the sea and the mountains. I live near my married son and three grandchildren.

7 Are my stories true, you ask? No, they are imaginary tales, containing fantastic characters and events. In real life, a family doesn't have a child who looks like a mouse; in real life, a spider doesn't spin words in her web. In real life, a swan doesn't blow a trumpet. But real life is only one kind of life—there is also the life of the imagination. And although my stories are imaginary, I like to think that there is some truth in them, too—truth about the way people and animals feel and think and act.

8 Yours sincerely,
E. B. White



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 was White's purpose for writing this letter? Think about whether he mostly wanted to inform, to persuade, or to entertain his readers.
- Why did E. B. White write stories about animals? According to the letter, what messages did he hope to convey through his writing?
- What questions would you have asked E. B. White if you could? What questions might you ask any author who came to your class for a visit?

Write About Reading

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

- Write a paragraph that summarizes why E. B. White became a writer. Explain why he particularly enjoyed writing books for children. **(Informative/Explanatory)**
- What information in the letter is most helpful to someone looking for ideas about how to become a writer? Support your opinion with details. **(Opinion)**

Connect to the Internet

To read more about E. B. White, have students go to these websites: www.npr.org/2011/07/05/137452030/how-e-b-white-spun-charlottes-web and <http://rmc.librarycornelledu/collections/ebwhite.html>.

Magazine Article

Level U

Text Type: Magazine Article

Summary: These pages are about the Guggenheim Museum in Bilbao, Spain, and the architect, Frank O. Gehry, who designed it.

Themes/Ideas: understand how an architect comes up with a design; examine how a city attracts tourists

Informational Text Features: photos, lead, headings

Academic Vocabulary:

- **barrage:** a bombardment or heavy flow
- **acclaim:** strong praise; enthusiastic approval
- **era:** a period of time
- **irate:** very angry

Domain-Specific Vocabulary:

- **forms:** types and varieties
- **architect:** person who creates the designs and plans for structures
- **cladding:** a metal coating or covering
- **partitions:** objects that separate and divide

Frank O. Gehry: Outside In



Focus Question: Why does a museum designed by Frank O. Gehry in Bilbao, Spain, attract a million tourists a year?

First Reading

Discuss the title and preview the text, noting that these are pages from a magazine. Review what an architect does. Note the informational text features of this magazine article, which include the lead at the top of the article and photos. Have students read through the text one time on their own. Then discuss the main ideas of the article.

Guided Close Reading

Text Feature How does the lead, the three sentences below the title, introduce the article? What is the effect of their placement and type treatment? ❶

Point of View How do the authors show they are very positive about Gehry's work? ❷ ❸

Think Aloud In the first paragraph, the authors write about "his gift for changing the ordinary into the amazing". The word amazing lets us know that the authors think Gehry's work is quite special. It also says that Gehry's "buildings surge with energy and movement, revealing forms never before seen in architecture." This statement shows that the authors think Gehry's architecture is powerful and unique, unlike the work of other architects.

Words and Phrases in Context What does the subheading "The Silver Dream Machine" mean in the context of the article? According to the text under this heading, why did Bilbao need a dream machine? ❹

Key Ideas and Details Why was Frank Gehry especially interested in designing the museum in Bilbao, Spain? Which architectural features that Gehry had used before did he incorporate into the new museum? ❺

Words and Phrases in Context What do you think Gehry means when he says, "You can't escape your own language"? What does language mean in this context? ❻

Connect Ideas What text evidence can you find showing that Bilbao succeeded in its goal of improving its economy by building a new Guggenheim Museum in Spain? ❼ ❼

Think Aloud The article says that the museum was an instant landmark with more than a million visitors coming to see it the first year when only half a million were expected. Shops, restaurants, and hotels opened to serve the tourists, which meant more money for the city.

Photos and Text Study the photo at the end of the article. Which descriptive phrases in the article are shown by the photo? How does the photo help you understand how bold and original Gehry's design was? ❸

FRANK O. GEHRY: OUTSIDE IN 5

1 **Who's designing wonders today?**
Architect Frank Gehry is.
Gehry's buildings are so amazing,
tourists travel the world to see them.

BY JAN GREENBERG AND SANDRA JORDAN

2 **What makes Gehry's designs stand out is** his gift for changing the ordinary into the amazing. His buildings surge with energy and movement, revealing forms never before seen in architecture.

Now critics are hailing him as "a genius." "I'm being geniused to death," he says.

3 This barrage of publicity results from a startling building, the Guggenheim Museum in Bilbao, Spain. Since it opened in 1997, it's been on magazine covers and in newspapers around the world. Suddenly Gehry finds himself the center of international acclaim. But he can still remember years of struggling to pay his bills while turning his back on jobs that didn't interest him.

4 **The Silver Dream Machine**

The story of Bilbao reads like a fairy tale. The proud port city in the Basque region of northern Spain had survived fires, floods, and civil war in its seven hundred years. But by 1990 the

once-handsome city had fallen on hard times. Shipyards sat idle; steel mills, silent.

6 Faced with widespread unemployment and irate citizens, the city fathers and government officials put their heads together and came up with a bold scheme. Their master plan included a first-class museum, so original that it would attract worldwide attention and rescue their town from its slow decline. But they couldn't do it alone.

They called on Thomas Krens, the powerful head of the Guggenheim Museum, headquartered in New York City. A new Guggenheim in Spain appealed to Krens. To continue the museum's tradition of great architecture, he announced a competition.

True to form, Gehry submitted a radical design, a model he constructed of sheets of paper rolled and taped by hand, like a sculptor molding clay. Everyone knew his plan went beyond all expectations. The big question was, Could it be built?

• Arts Profile •

Making the Impossible Possible

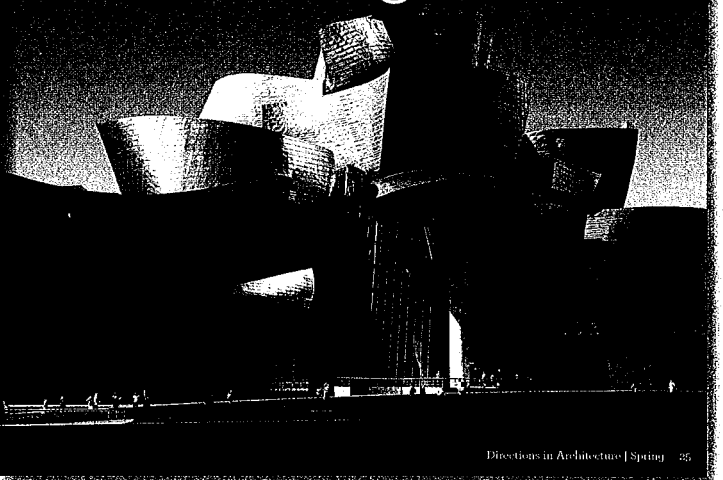
For Frank Gehry, who had studied before he became an architect, Bilbao 7 his own fantasy come true. "To be at the bend of a working river, connecting the urban fabric of a fairly dense city with a place for modern art, is my idea of heaven." The metal cladding, seen in his own house and in many other Gehry buildings, reaches its peak in the titanium walls of Bilbao. Jutting skylights, glass partitions, towers, the cluster of connected spaces: they're all there but grander, more monumental. He's done it before, Frank admits. "You can't escape your own language."

What about the city of Bilbao? In 1997 its

museum opened to rave reviews. *An instant landmark! Spain-ish conquest! Basque-ing in glory!* read the headlines.

The city hoped it would attract a half million visitors in the first year. Instead, more than a million came to marvel at the titanium-clad miracle. It announced the arrival of a new era in architecture, and people wanted to see it for themselves. The streets swarmed with tourists. Bright shops, restaurants, and hotels opened to serve them. The city fathers had asked Gehry for a building that would become a destination, a wonder of the world like the Eiffel Tower or the pyramids. As it happens in all fairy tales, their wish—with plenty of help from talent and hard work—came true.

The Guggenheim Museum, Bilbao 8



Revisit the Text: Ideas for Discussion

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

- The author includes several quotations from Frank Gehry as well as critics and reviewers. Why would the author include these? What is the effect of including them?
- The article includes the sentence "The story of Bilbao reads like a fairy tale." In what ways is this true?
- Look at the photo at the end of the article. What other buildings, or what art, does the Guggenheim Museum in Bilbao remind you of?

Write About Reading

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

- Explain how Frank Gehry came up with his design for the Guggenheim Museum in Bilbao, Spain, and why the museum is so popular. Include text evidence in your explanation. **(Informative/Explanatory)**
- Based on the article, is Gehry's architecture more of an art or a science? Use details from the article to support your opinion. **(Opinion)**

Connect to the Internet

To further students' understanding of Frank Gehry, point them to these websites: www.achievement.org/autodoc/page/geh0bio-1 and www.guggenheim-bilbao.es/en/the-building.

Newspaper Article

Level U

Text Type: Newspaper Article
(Historical)

Summary: This historical newspaper article describes the devastation of New York City by the Blizzard of 1888.

Themes/Ideas: recognize how the destructive Blizzard of 1888 affected New York City; understand how the citizens of New York City coped in the aftermath of the blizzard.

Informational Text Features: masthead, headline, lead, headings, photographs, captions

Academic Vocabulary:

- **sullen:** having a dull color, gloomy
- **appalling:** inspiring shock or horror
- **endurance:** the ability to outlast difficulties
- **benevolent:** devoted to doing good works, kind

Domain-Specific Vocabulary:

- **snowdrifts:** piles of snow formed by wind
- **thoroughfares:** large main streets
- **depots:** buildings designated for train or bus passengers
- **metropolis:** a very large city

The Blizzard of 1888

From *The New York Herald*



Focus Question: How did New Yorkers respond when a blizzard buried their city in snow?

First Reading

Discuss the elements of the masthead at the top of the newspaper: paper name, city, date, price, and volume. Talk about the title and photos. For the first reading, have students read the text on their own. Then discuss what the writer shared about this tragic event.

Guided Close Reading

Key Ideas and Details *What do you learn from the title and from the lead, the text that follows the title? What had nature done?* ❶ ❷

Author's Craft *What figurative language is used in the first two paragraphs of the article? How does this language help readers understand the destruction caused by the blizzard?* ❷

Words and Phrases in Context/Photos and Text *What does the photo on the first page show? How does it help you understand the meaning of "had strewn her busiest thoroughfares with wreck and ruin" in the second paragraph?* ❷

Key Ideas and Details *How are the men dressed when they come out to dig paths through the snow? Based on details in the text, what is the most likely reason that they are dressed this way?* ❸

Think Aloud *The men are "wrapped in the oddest of costumes that imagination can picture." The likely reason that they are dressed this way is to stay warm in the "great wind" that "still shook the earth" and the extremely cold temperature of one degree below zero.*

Connect Events *What detail in the section "Locked in Sleeping Cars" does the writer include to elaborate on the statement that 50,000 are homeless?* ❶ ❹ ❺

Think Aloud *The lead of the article says that 50,000 people became homeless as a result of the blizzard. The information in the later section elaborates on this idea by describing how "all the sleeping cars in the public railway depots were given to the public as hotels."*

Make Inferences *According to the text, why did the telegraph editors cable London? What does this detail suggest about the blizzard's destructiveness?*

❺ ❻

Vocabulary *What three words does the writer use to tell why the police and firemen deserve praise? Which of these words means "the ability to outlast difficulties"? Which word means "not caring about oneself"? How do these words show his admiration for their work?* ❶

The Blizzard of 1888, one of the most destructive in history, raged through the northeastern United States for four days. The excerpt below is from a newspaper article published the day after the storm ended.

The New York Herald

VOL. XXI NO. 8,653

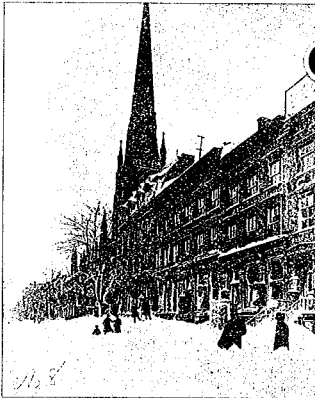
NEW YORK, WEDNESDAY 14 MARCH, 1888

PRICE ONE CENT

1 THE BURIED CITY

Nearly Half the City Is in Ruins and 50,000 Are Homeless.

2 With men and women dying in her ghostly streets, New York saw day breaking through the wild clouds yesterday morning, Nature had overwhelmed the metropolis, and citizens were found dead in the mighty snowdrifts.



Snow covers a street and blows against a row of apartment houses surrounding Trinity Church.

Within forty-eight hours the city was converted into an Arctic wilderness, cut off from all railway and telegraph communication. The white hurricane had strewn her busiest thoroughfares with wreck and ruin. Courts of justice were closed and the vast machinery of commerce was paralyzed.

Below Zero

Just after dawn yesterday the snow ceased to fall, but the great wind that had roared ceaselessly for two days and two nights still shook the earth and whirled flakes upward again in weird, fantastic shapes. At six o'clock the thermometer was one degree below zero.

3 Thousands upon thousands of men, wrapped in the oddest of costumes that imagination can picture, turned out to dig paths through the streets. In many places the diggers had to cut through gigantic drifts in order to release people who were imprisoned in their own houses.

Tremendous hills of snow were thrown up in the streets, and between them were paths through which the population crept along. Sometimes these hills were so high that a man would walk for half a block without being able to see anything but the sullen sky above him. Horses were employed in dragging away the fallen trees and telegraph poles. Thousands of abandoned wagons were dug out and dragged by double teams to places of shelter.

But with all the confusing sights and sounds that turned New York upside down and made people wonder if it was not all a dream, the most appalling thing was the absolute breaking off of

all outside communication. The elevated railway trains had partially resumed work, and citizens could go up and down town again without danger of freezing to death in the streets, but no one could get in or out of the city.

4 Locked in Sleeping Cars

All the sleeping cars in the public railway depots were given to the public as hotels. Women and children lay on the hard floors and thankfully ate cheese and crackers distributed by railway officials.



Above: Thousands turned out to help dig through the drifts so that people could leave their homes. Top Right: Snowbanks on Madison Avenue.

5

The telegraph wires were simply raveled up into tangled webs that caught the feet of horses and human beings in the snow. Editors cabled to London in hopes of getting news from Boston. The telegraph operators slept all night beside their instruments, but no sound broke the deadly silence.

7 Heroes of the Hour

The police and the firemen deserve the highest praise for the endurance, unselfishness and heroism which they have shown. A great, tender, noble heart has the American metropolis exhibited. Everyone agreed yesterday that every charitable and benevolent organization within the reach of New York must open its doors wide now if ever it is to be done. The city had lost so many millions of dollars by this storm that no man will dare to even guess at the total damage.

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 is the information in the article organized? How does this organization help you understand the sequence of events?
- The article states that the blizzard "turned New York upside down." What details in the text support this key idea?
- Imagine that a blizzard like the one described in the article hit present-day New York City. How would news coverage of the event be similar to the article? How would it be different?

Write About Reading

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

- Write a paragraph summarizing how the Blizzard of 1888 affected New York City, and how people took action to cope with the disaster. Include a variety of text details in your summary. **(Informative/Explanatory)**
- Which details from the article best convey New Yorkers' heroism in the aftermath of the blizzard? Clearly state your claim in a well-developed opinion statement. Then support your claim with relevant details from the text. **(Opinion)**

Connect to the Internet

To learn more about the Blizzard of 1888, students can visit www.nypl.org/blog/2011/03/03/blizzard-snowstorm-1888 and www.stamfordhistory.org/ph_0301.htm.

Speech

Level U

Text Type: Speech

Summary: Roosevelt's speech is made to ask Congress for a declaration of war after the bombing of Pearl Harbor; Churchill's speech is to the House of Commons to inspire his nation to continue their war efforts.

Themes/Ideas: identify acts that led to World War II; recognize elements of a persuasive speech

Informational Text Features: photos

Academic Vocabulary:

- **infamy:** act of evil
- **survival:** the ability to stay alive or exist after dangerous events
- **ordeal:** very difficult experience
- **preliminary:** coming before; preparatory
- **victory:** a win in a battle

Domain-Specific Vocabulary:

- **premeditated:** thought about in advance
- **treachery:** violation of trust or confidence
- **prime minister:** head of the government in some countries, including Great Britain
- **tyranny:** system of government with a single absolute ruler

Two World Leaders, One World War



Focus Question: How do President Roosevelt's and Prime Minister Churchill's speeches move their listeners to accept the need to be at war?

First Reading

Explore the title and introductory text. Remind students that World War II was fought by the Allies—the United States, Great Britain, France, the Soviet Union, and others—against the Axis powers: Germany, Japan, and Italy. The war lasted from 1939 to 1945. Note that these were important speeches, and they are often quoted in history books. Have students read both speeches. Then discuss each speaker's central idea and compare the speeches.

Guided Close Reading

Connect Events *To whom is Roosevelt's speech addressed? On what date was it given? What event led President Roosevelt to give this speech to Congress?* ❶ ❷

Words and Phrases in Context *Consider the definition of infamy: "evil reputation brought about by a criminal or shameful act." Explain why Roosevelt called Dec. 7, 1941, "a date which will live in infamy." What point is Roosevelt making?* ❸

Think Aloud *Infamy means an evil or disgraceful act. Historical events "live on" in memory and writing. To support his point that the United States needs to go to war, Roosevelt is saying that December 7, 1941, will always be remembered for how evil the attack on Pearl Harbor was.*

Key Ideas and Details *What evidence does Roosevelt give to show that the Japanese government has "deliberately sought to deceive the United States"?* ❹

Author's Purpose *What predictions does Roosevelt make? Which sentence summarizes the purpose to the speech?* ❺ ❻ ❼

Compare and Contrast *Who is Churchill addressing? On what date does he give his speech? How can you tell that England is already at war? How does Churchill's speech differ from Roosevelt's in tone?* ❽ ❾

Connect Ideas *Churchill says that they are in the "preliminary stage of one of the greatest battles in history." Then he says that he knows his country is facing "an ordeal of the most grievous kind." How do these statements work together to prepare the country for what lies ahead?* ❿ ⓫

Make Inferences *Churchill repeats the words victory and survival. What message do you think is implied in his use of these words for this audience?* ⓬

Think Aloud *Churchill talks about the survival of the British Empire and warns that the empire will not survive unless there is victory. Using both words sends a clear and powerful message about being determined to continue the war.*

The United States President Franklin D. Roosevelt and Great Britain's Prime Minister Winston Churchill were two great allies during World War II. Both leaders were powerful speakers who brought their countries together during challenging times.

TWO WORLD LEADERS, ONE WORLD WAR

1 On December 7, 1941, Japanese forces bombed Pearl Harbor, a United States naval base in Hawaii. The following excerpts are from a speech delivered to the U.S. Congress by President Franklin D. Roosevelt the day after the attack. Congress declared war on Japan later that same day.

2 Mr. Vice President, Mr. Speaker, Members of the Senate, and of the House of Representatives:

Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific.

[...]

It will be recorded that the distance of Hawaii

4 from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

[...]

5 No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

6 I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost, but will make it very certain that this form of treachery shall never again endanger us.

[...]

7 I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war has existed between the United States and the Japanese Empire.



8 On May 10, 1940, Winston Churchill became the prime minister of Great Britain. He feared that years of war lay ahead and that his people would suffer great losses. The excerpt below is from Churchill's first speech to the House of Commons, the British equivalent of the U.S. House of Representatives.

To form an Administration of this scale and complexity is a serious undertaking in itself, but it must be remembered that we are in the preliminary stage of one of the greatest battles in history, that we are in action at many other points in Norway and in Holland, that we have to be prepared in the Mediterranean, that the air battle is continuous and that many preparations [...]

9 I have to be made here at home. In this crisis I hope I may be pardoned if I do not address the House at any length today. I hope that any of my friends and colleagues, or former colleagues, who are affected by the political reconstruction, will make allowance, all allowance, for any lack of ceremony with which it has been necessary to act. I would say to the House, as I said to those who have joined this government: "I have nothing to offer but blood, toil, tears, and sweat."

We have before us an ordeal of the most grievous kind. We have before us many, many long months of struggle and of suffering. You ask, what is our policy? I can say: It is to wage war, by sea, land, and air, with all our might and with all the strength that God can give us; to wage war against a monstrous tyranny, never surpassed in the dark, lamentable catalogue of human crime. That is our policy. You ask, what is our aim? I can answer in one word: It is victory, victory at all costs, victory in spite of all terror, victory, however long and hard the road may be; for without victory, there is no survival. Let that be realized; no survival for the British Empire, no survival for all that the British Empire has stood for, no survival for the urge and impulse of the ages, that mankind will move forward towards its goal. But I take up my task with buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. At this time I feel entitled to claim the aid of all, and I say, "come then, let us go forward together with our united strength."



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 purpose of each speech? Besides the U.S. Congress and the British House of Commons, who would read or listen to each speech? What similar words and phrases does each leader use when discussing war? How do they motivate their audiences?*
- *What facts does Churchill include in the first paragraph of his speech? How do those facts support his claims in the second paragraph?*
- *How do these speeches increase your knowledge of World War II? Based on these speeches, what topics related to World War II do you want to learn more about?*

Write About Reading

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

- **What reasons does President Roosevelt give for going to war against Japan? What reasons does Churchill give for continuing to fight? Support your answer with details from the speeches about World War II. (Informative/Explanatory)**
- **Choose the speech you think is the more powerful of the two. Write a short opinion paragraph in which you evaluate its effectiveness. Include a claim saying which speaker is more effective. (Opinion)**

Connect to the Internet

To read more about Franklin D. Roosevelt, have students visit www.whitehouse.gov/about/presidents/franklinroosevelt. To learn more about Winston Churchill, have students visit www.winstonchurchill.org/learn/biography/biography.

Level U Lessons at-a-Glance

LEVEL U

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Almanac Excerpt	<i>Health & Wellness</i>	Life Science	Moderate	identify key parts of healthy living; understand how parts of the body work together	<ul style="list-style-type: none"> • www.letsmove.gov/kids • http://pbskids.org/itsmylife/body/foodsmarts/index.html
Brochure Excerpt	<i>Hike the Appalachian Trail</i>	Geography Earth Science	Moderate	understand what traits make the Appalachian Trail a good place to hike; recognize characteristics that make each hiking location unique	<ul style="list-style-type: none"> • www.appalachiantrail.org/about-the-trail • www.tnhistoryforkids.org/places/appalachian_trail • www.outdoors.org/recreation/family/camps/index.cfm
Essay	<i>Body Language Made Simple</i>	Life Science	Complex	recognize what body language is and what information it communicates about a person; identify and describe different categories and examples of body language	<ul style="list-style-type: none"> • www.ai.mit.edu/projects/sociable/facial-expression.html • www.princeton.edu/main/news/archive/S35/82/65G58/
Guidebook Excerpt	<i>U.S.A. Bridges and Tunnels</i>	Art and Architecture History Geography	Moderate	recognize the importance of the Lake Pontchartrain Causeway and Anton Anderson Memorial Tunnel; comprehend key facts and details about the construction and use of these structures	<ul style="list-style-type: none"> • www.asce.org/content.aspx?id=2147487305 • www.cbbt.com/history.html
Interview	<i>The Day After Pearl Harbor</i>	History	Moderate	understand why the attack on Pearl Harbor was such an important historical event; comprehend the role of the United States in World War II	<ul style="list-style-type: none"> • http://memory.loc.gov/ammem/today/dec07.html • http://memory.loc.gov/ammem/afcphtml/afcphtml.html
Journal Excerpt	<i>The Extraordinary Mark Twain (According to Susy)</i>	History	Basic	recognize the difference between Mark Twain's family life and public life; learn what Susy Clemens thinks of her father	<ul style="list-style-type: none"> • www.marktwainhouse.org/man/biography_main.php • www.pbs.org/marktwain/
Letter	<i>A Letter From E. B. White</i>	History	Basic	understand what inspired E. B. White as a writer; identify themes and ideas White explored in his children's books	<ul style="list-style-type: none"> • www.npr.org/2011/07/05/137452030/how-e-b-white-spun-charlottes-web • http://rnc.library.cornell.edu/collections/ebwhite.html
Magazine Article	<i>Frank O. Gehry: Outside In</i>	Art and Architecture History	Complex	understand how an architect comes up with a design; examine how a city attracts tourists	<ul style="list-style-type: none"> • www.achievement.org/autodoc/page/geh0blo-1 • www.guggenheim-bilbao.es/en/the-building
Newspaper Article (Historical)	<i>The Blizzard of 1888</i>	History Earth Science	Complex	recognize how the destructive Blizzard of 1888 affected New York City; understand how the citizens of New York City coped in the aftermath of the blizzard	<ul style="list-style-type: none"> • www.nypl.org/blog/2011/03/03/blizzard-snowstorm-1888 • www.stamfordhistory.org/ph_0301.htm
Speech	<i>Two World Leaders, One World War</i>	History	Complex	identify acts that led to World War II; recognize elements of a persuasive speech	<ul style="list-style-type: none"> • www.whitehouse.gov/about/presidents/franklinroosevelt • www.winstonchurchill.org/learn/biography/biography