

## **GRADE 8 English Language Arts Reading and Responding: Lesson 18**

Read aloud to the students the material that is printed in **boldface type** inside the boxes. Information in regular type inside the boxes and all information outside the boxes should **not** be read to students. Possible student responses are included in parentheses after the questions.

Any directions that ask you to do something, such as to turn to a page or hand out materials to students, will have an arrow symbol (  $\Rightarrow$  ) by them.

*Optional:* At some point during the lesson, you may read the passage aloud so students can hear fluent, expressive reading and the correct pronunciation of unfamiliar words. You may read the passage aloud at any point during the lesson as you feel appropriate. The decision to read the passage aloud should depend on student needs, the degree of text difficulty, and the particular lesson.

### *Purpose of Lesson 18:*

In this lesson, the tutor and students will

- read a nonfiction passage taken from the newspaper,
- distinguish fact from opinion,
- practice scanning,
- place events in chronological order, and
- complete a time line.

### *Equipment/Materials Needed:*

- Student Worksheet: Reading and Responding Lesson 18-1
- Student Worksheet: Reading and Responding Lesson 18-2
- Tutor's time line with answers for Reading and Responding Worksheet 18-2
- Chart paper on stand
- Pencils

Introduction:

**For the next two lessons we will read passages from the newspaper. Does anyone know what the Baton Rouge newspaper is called?** Pause. (*The Advocate*). **What kinds of passages would we find in the newspaper?** Pause. (news articles, sports articles, birth announcements, deaths, advertisements, comics, want ads, editorials, court records, Bubble Gum Wrapper, movie reviews, etc.)

⇒ List the above as well as student responses on paper or board.

**What is the purpose of most of these passages, or items?** Pause. (to give us information) **Would most of these be facts or someone's opinion?** Pause. (facts)

Let's look at our list and decide the purpose of each type of passage and whether it's fact or opinion.

⇒ Indicate the purpose of each type of passage and categorize as fact, opinion, or both. Explain that NA means *not applicable*.

<u>Type of Passage</u>	<u>Purpose</u>	<u>Fact</u>	<u>Opinion</u>	<u>Fact and Opinion</u>	<u>NA</u>
news articles	inform	X			
sports articles	inform, entertain			X	
births	inform	X			
deaths	inform	X			
advertisements	inform, persuade			X	
comics	entertain				X
want ads	inform, persuade			X	
editorials	persuade			X	
court records	inform	X			
bubble gum wrapper	inform, entertain			X	
movie reviews	inform, persuade			X	

Discuss reasons for determining purposes and categories.

**Did you notice selections that inform and persuade have both facts and opinions? Can anyone tell why a movie review would have both fact and opinion?** Pause. (The reviewer gives some facts about the movie, such as the setting or the names of the actors along with her rating of the movie, which would be her opinion.)

**Today we will read parts of a selection called “Background,” taken from *The Advocate*. Is anyone familiar with the “Background” section of the newspaper? Pause. Allow students to share what they might know about the “Background” section.**

**The purpose of “Background” is to provide background information about a person, historical event, origins of a holiday, or anything linked to current events. We will read parts of a “Background” dealing with *Black History Month*.**

⇒ Distribute Student Worksheet: Reading and Responding Lesson 18-1.

**First, let's scan the two pages. On the first page, you see a short selection written in italics. The next page is much longer and is not written in italics. Look at the titles on both pages. What is the difference between *Black History Month* and *Black History*? Pause. (Black History Month must be about a specific time we focus on black history. Black history is more general; it must be about black history over the past several years.)**

**The first passage about *Black History Month* is an introduction to the following page. Scan the second page. How many sections does this passage have? Pause. (five)**

**How many paragraphs does this passage have? Pause. (seven) The five sections are separated by one line of space. Some of the sections have one paragraph and some have two. Just by scanning, can you tell what these sections are about? Pause. (famous people)**

**Some sections are about famous people, but not all of them. How many are about one specific person? Pause. (four)**

**You can tell which sections are about individual people by reading the first line of each paragraph. Scan the page now, reading the first sentence of each paragraph. Pause.**

**The first section about an individual person is found in the second section, second paragraph. This is the third paragraph of the entire passage. The first and only sentence in this paragraph says, “*Among the war’s heroes was Salem Poor, who so distinguished himself in battle that 14 white officers went before Congress to commend him, and a memorial was dedicated to him at Cambridge, Mass.*”**

**Where is the second section about one person? Pause. (fourth paragraph)  
The first sentence in the fourth paragraph says, “*Thomas Jennings, on March 3, 1821, became the first black to receive a patent.*”**

**Where is the third section about one person? Pause. (fifth paragraph)  
The first sentence of the fifth paragraph says, “*The first licensed black pilot was Bessie Coleman.*”**

**Where is the fourth section about one person? Pause. (sixth paragraph)  
The first sentence in the sixth paragraph says, “*The first successful open-heart operation was performed by Dr. Daniel Hale Williams, in 1893.*”**

**Did you notice words that are found in most of these first sentences? Pause. (*the first black*) These words let us know that the purpose of this passage is to tell about black people’s important contributions and accomplishments.**

**About whom are the other two sections of this passage? Pause. (more than one black person) These two sections are about *groups* of black people who have made important contributions. What were the accomplishments of these two groups? Pause. (introducing rice and fighting in a war)**

**Again, when you read the first sentence, you get an idea of the main idea in each section. The first sentence of the first paragraph says, “*Rice was introduced to North America by West African slaves brought to South Carolina.*” The first sentence of the second paragraph says, “*America’s War for Independence was fought by an integrated army, beginning with the battles at Lexington and Concord.*”**

**Put away the second passage for now; we will get back to it later. Look again at the first passage. Remember this passage is the introductory passage written to help us understand the purpose for the second passage.**

**Quickly scan this short passage to determine how many paragraphs there are. There are four paragraphs. Is there anything unusual about these paragraphs? Pause. (Some have only one sentence.)**

**Paragraphs usually have at least two or three sentences. Newspaper and magazine articles often have very short paragraphs with one or two sentences. How can we tell when a new paragraph begins? Pause. (The sentence will be indented.)**

**Each time you see an indented sentence, you will know it is the beginning of a new paragraph with a new main idea, even if the paragraph has only one sentence.**

**Before we read this passage completely, scan it one more time. Do you see any words that have been typed in bold letters or anything else that stands out? Pause. (dates) There are several dates in this passage. The giving of several dates means that the passage will probably be about a *sequence of events*, or the order that several events occurred. What then do you predict about the main purpose of this passage? Pause. (events that have to do with *Black History Month*)**

**Now take a few minutes to read the first passage about *Black History Month* before we do an activity.**

When students have finished reading the passage, give them a copy of the timeline. The tutor's copy with answers is at the end of this lesson (page 10B).

➡ Distribute Student Worksheet: Reading and Writing Lesson 18-2.

**Before we complete this worksheet, think about the type of passage this one is. Since it has many facts, we know that it is nonfiction. Where besides the newspaper might we find this passage? Pause. (social studies textbook, history textbook)**

**One way to help us understand and remember historical events is to put them on a time line. Sometimes reading several sentences with facts and dates gets confusing and hard to remember. Putting events in *chronological order* (the order in which events happen) on a time line may be easier to read and understand than reading several sentences that sound very similar because they have facts and dates.**

**Putting events in order on a time line will help us understand more easily if we also add a few details to the dates. On your worksheet, you will see the three questions to the left of the timeline: *Who? What? Why?* You already have the answer to *When*; the dates are listed across the top of the paper.**

**Instructions:**

- **Write the answers to the *who, what, and why* questions for each date, in the box underneath that date.**
- **Let's do the first one together. Look at 1912. Where is the information concerning this date located? Pause. (third paragraph) This question may have been tricky because you might have expected it to be found near the beginning of the passage, since it is the earliest date. This response would have been good thinking, but dates in passages are not always discussed in chronological order. The answer to *who* is *Woodson*. The answer to *what* is *earned his Ph.D.* There is no *why* box for this date.**
- **Complete the rest of this timeline. Hint: some boxes may be empty because the passage does not give the answer.**
- **Write short phrases for your answers. You do not have enough room to write complete sentences.**

After students have completed the worksheet, discuss the answers that go in each box, using the tutor's timeline with answers as a guide. Ask students whether they had to read between the lines to complete this worksheet. Then discuss the fact that it is not necessary to read between the lines because all of the facts are clearly stated.

## **BACKGROUND**

*The Advocate, Mon., Jan. 31, 2000*

### **Black History Month Historical Odds and Ends**

by Educational Services

*February has been officially designated as Black History Month, a result of the efforts of Dr. Carter G. Woodson.*

*In 1915, Woodson founded the Association for the Study of Negro Life and History for the purpose of training black historians. Woodson considered it essential that blacks learn to collect, preserve, and interpret documentation of their own collective past. In 1926, Woodson organized the first Negro History Week to draw public attention to the historical significance of the black experience. He chose February because it was the month in which both Abraham Lincoln and Frederick Douglas were born. In 1972, the name was changed to Black History Week – then, in 1976, the week was extended to a month and became Black History Month.*

*Woodson, the son of a slave, began high school at the age of 20. He went on to attend the University of Chicago, the Sorbonne, and Harvard University, where he earned his Ph.D. in 1912.*

*Presented here are a few randomly selected facts about black history.*

## **Black History**

Rice was introduced to North America by West African slaves brought to South Carolina. The slaves showed their owners how to plant rice using flooded fields and showed them how to separate the chaff from the grain. In just a few years, rice became South Carolina's major crop and remained so even after most other Southern states had turned to cotton.

America's War for Independence was fought by an integrated army, beginning with the battles at Lexington and Concord. By war's end, more than five thousand blacks, both free and slave, had served in the Continental Army.

Among the war's heroes was Salem Poor, who so distinguished himself in battle that 14 white officers went before Congress to commend him, and a memorial was dedicated to him at Cambridge, Mass.

Thomas Jennings, on March 3, 1821, became the first black to receive a patent. Jennings, owner of a New York dry cleaning business, patented a new cleaning process. With the money he made from his invention, he was able to buy his entire family out of slavery.

The first licensed black pilot was Bessie Coleman. Unable to enter an American flight school, she got her license in France. She returned to the United States to pursue her dream of opening a flight school for blacks. She was killed in a plane crash in 1926, and her dream died with her.

The first successful open-heart operation was performed by Dr. Daniel Hale Williams in 1893. A man stabbed in a brawl was taken to Provident Hospital with what was considered a fatal wound to his heart. Williams, without the benefit of today's technology, opened the patient's chest and repaired the damaged heart. Fifty-one days later, the man was healthy and able to leave the hospital.

Williams founded Provident Hospital and Training School in 1891 to provide advanced training and opportunities for black surgeons. At the time, even if a black doctor had attended one of the world's finest medical schools, he was not allowed to operate in most hospitals.

Student Worksheet: Reading and Responding Lesson 18-2

**Black History Month**

	1912	1915	1926	1972	1976
<i>Who?</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<i>What?</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<i>Why?</i>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Tutor's Time Line with Answers for Reading and Responding Worksheet 18-2

**Black History Month**

