

GRADE 8 English Language Arts
Reading and Responding: Lesson 19
(Continued from 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 19:

In this lesson, the tutor and students will

- read a nonfiction passage taken from the newspaper,
- summarize information,
- use a graphic organizer to find main ideas and supporting details, and
- practice test taking strategies.

Equipment/Materials Needed:

- Student Worksheet: Reading and Responding Lesson 19-1
- Student Worksheet: Reading and Responding Lesson 19-2
- Tutor's Guidesheet for Reading and Responding Worksheet 19-3
- Student Worksheet: Reading and Responding Lesson 19-3
- Student Worksheet: Reading and Responding Lesson 19-4
- Pencils

Introduction:

Today we will look again at the passages about Black History Month that we looked at for the last lesson. Without looking at the passage, can you remember the purpose of this introductory section of *Background*? Pause. (how the idea of Black History Month got started)

If someone asked you from where did the idea of Black History Month come, what would you say? Take a few minutes to write about Black History Month. In as few sentences as possible, tell how the idea for Black History Month began and developed. It's ok if you don't remember everything in the passage. Just do the best you can, using your own words and writing in complete sentences. Don't worry about including all the details or dates; just pretend you are explaining this celebration to someone who didn't know much about Black History Month.

After a few minutes, have one or two volunteers share their explanations. If there are no volunteers (Students may not remember the passage or feel confident enough to share.), tell students they can now look at the passage and time lines to refresh their memories.

⇒ Distribute Student Worksheets: Reading and Responding Lesson 19-1 and 19-2.

If you didn't remember much about the passage, take a look at it along with the time line you completed during the last lesson. Do you see any information you should include in your explanation of Black History Month? Take a few minutes to revise your explanation if you feel you left out important information or included too many details. Remember, it is not necessary to include all of the details. Include just the most important points.

Allow students a few minutes to revise their explanations. Then discuss the benefits of using a graphic organizer such as the time line to enhance reading *comprehension* and *retention* of information. Discuss the key points that should be included in their explanations or summaries.

How much revising did you have to do? Did the time line help you focus on the main points of Black History Month?

(Encourage students to share.)

What you have actually written is a *summary* of a passage. A summary should include the main points of a passage in as few sentences as possible. It should give the reader enough information to understand the main ideas, but without all of the supporting details.

Listen as I read aloud one example of a summary or explanation of Black History Month.

The idea of Black History Month came from the efforts of Dr. Carter Woodson, the son of a slave. Dr. Woodson began an organization to train black historians. He thought it very important that blacks understand their past. Woodson wanted everyone to know about the importance of the black experience. His organization eventually changed the name to Black History Week, which was extended into Black History Month in 1976.

Notice that this summary did not have details or many dates, but it has enough information for the reader to understand how the idea of Black History Month got started and how it developed into what it is today.

This method is not the only way to explain or summarize Black History Month. Your summary does not have to be exactly like this one, but it should include these points:

- ◆ *Who* came up with the idea?
- ◆ *Why* did this person think it was a good idea?
- ◆ *How* did this idea change into Black History Month?
- ◆ *When* was Black History Month first celebrated?

Check your paper to see whether you have at least these four points. If you have more information, it is fine.

Spend a few minutes explaining that summarizing is challenging to many students of all ages. Encourage students to discuss whether or not they found this activity difficult and why. (Hopefully such discussions will enhance the students' awareness of their own reading comprehension and learning, ultimately improving both comprehension and retention of information read.)

Did any of you find this activity to be difficult? Pause. Encourage students to discuss. **Summarizing information well takes lots of practice. If you had problems with this activity, you are like many other students; even college students have problems finding main ideas and summarizing information. You will get better and better at summarizing the more you read.**

Now let's look more closely at the second passage about Black History. During the last lesson, we scanned this passage to get an idea of its purpose and the way the information was organized. We found that this passage had five sections separated by line spaces and seven paragraphs. By reading the first sentence of each paragraph or section, we found that the purpose of the passage was to discuss the contributions of black groups or black individuals.

Now take a few minutes to read the passage thoroughly. After reading it, we will do an activity to help us comprehend, organize, and remember the information in the passage.

⇒ Distribute Student Worksheet: Reading and Responding Lesson 19-3.

The tutor's guide sheet with answers is on page 20B.

After students have read the passage, explain the reasons for completing the graphic organizer and give instructions for completing it.

Passages that have information presented in a series of facts and dates are usually fairly easy to read, but often difficult to remember because of the repetition. It is easy to "get lost" in all of the facts. When it comes time for a quiz or test, the facts may blend together, making it difficult to answer even the easiest questions.

One way to make information with lots of facts and dates easier to understand and remember is to arrange it in a graphic organizer. Look at your worksheet. It may look a little strange with all of the empty boxes and spaces. The only clue you have about what goes in the empty boxes and spaces next to the bullets is the title, *Black History: Contributions of Groups and Individuals*.

Can anyone tell what goes in the two boxes under *Groups*? Pause. (slaves and soldiers who were black slaves or black free men) Write this statement in the two boxes.

When we scanned the passage earlier, we found that it was about the accomplishments of black groups and black individuals. Two of the sections of this passage are about black groups; there are two boxes under *Groups*. The accomplishments of five black individuals are also discussed in the passage. How many boxes should there be under *Individuals*? Pause. (five)

Now look at the bullets under the first box, which should have *Slaves* written in it. What do you think belongs here? Pause. (introduced rice to South Carolina; rice became South Carolina's main crop.)

The spaces next to the bullets are for the accomplishments of the group or individual, or an important fact concerning the accomplishments. In this case, the slaves' contribution was introducing rice to South Carolina. This fact was significant because rice became the major crop of South Carolina.

Does everyone understand how to complete the rest of this graphic organizer? Pause. Clarify any confusion students may have. Now take a few minutes to complete this worksheet. Write your answers in short phrases instead of complete sentences. When you write the accomplishments of the groups or individuals, remember to include the main points of the paragraph instead of the details.

After students have completed the worksheet, go over answers. The answers next to the bullets may vary somewhat (particularly the ones dealing with Dr. Daniel Williams because more information is given), but should be similar to those on the answer sheet.

Let's see whether putting the information in a graphic organizer helps you remember it. Take about five minutes to study the information in your graphic organizer. Pretend that it is a study guide for your practice quiz.

After five minutes give students the practice quiz.

⇒ Distribute Student Worksheet: Reading and Responding Lesson 19-4.

Put away your materials and answer the questions on this practice quiz. Remember to use strategies for answering multiple choice questions.

After students have completed the worksheet, discuss answers, reasons for correct choices, and reasons for eliminating incorrect ones.

Correct Answers

1. **Choice D:** *distinguished himself in battle*
2. **Choice C:** *he earned enough money to buy his family's freedom*
3. **Choice A:** *he started a training school for black surgeons*
4. **Choice A:** *she was the first licensed female pilot (not true; the passage says she was the first licensed black pilot, not the first female pilot)*
Choice C: *she obtained her license in a French flight school for blacks (not true; we don't know because the passage does not say anything about the flight school)*
5. **Choice B:** *at least 5000 black men served in America's War for Independence*

After discussing answers, discuss whether or not the graphic organizer helped them answer the questions on the practice quiz.

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.

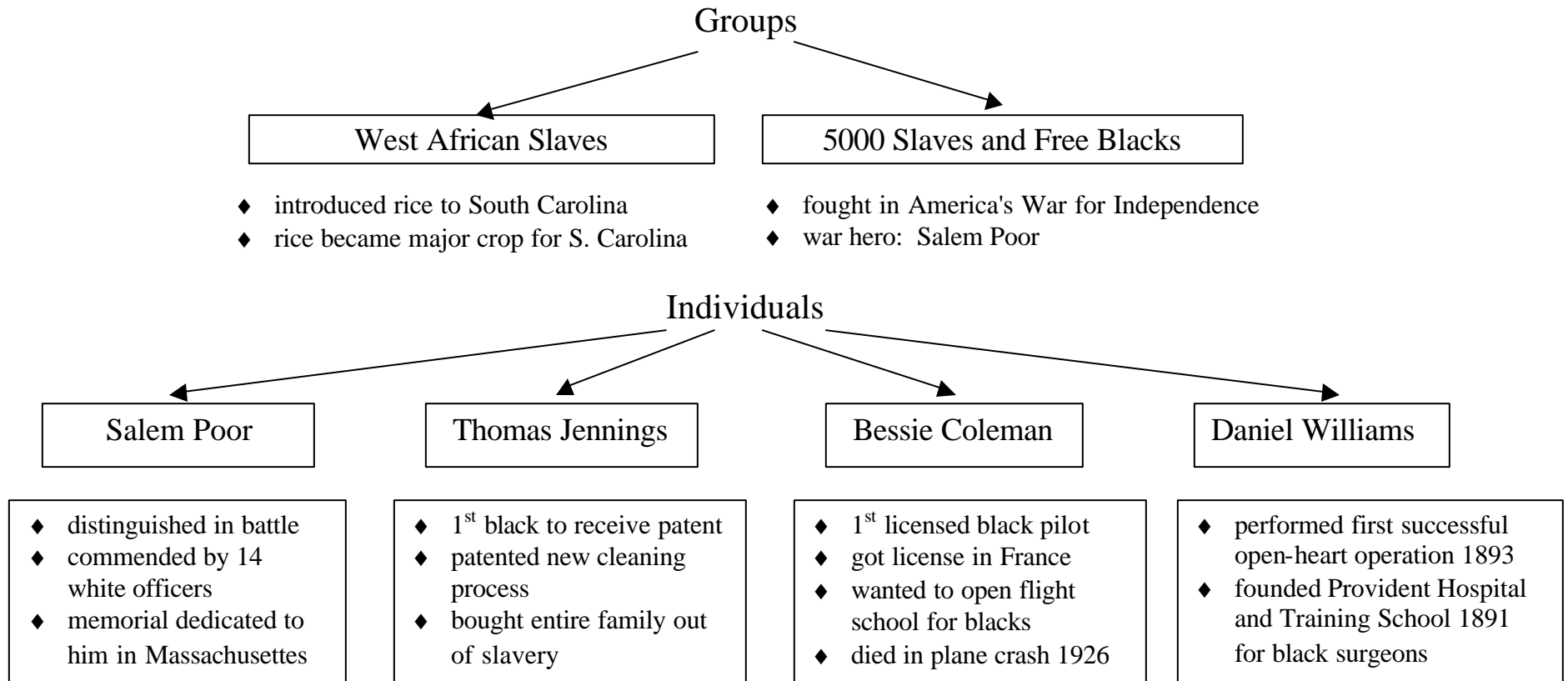
Williams founded Provident Hospital and Training School in 1891 to provide advanced training and opportunities for black surgeons. At the time, even if a black doctor had attended one of the world's finest medical schools, he was not allowed to operate in most hospitals.

Student Worksheet: Reading and Responding Lesson 19-2

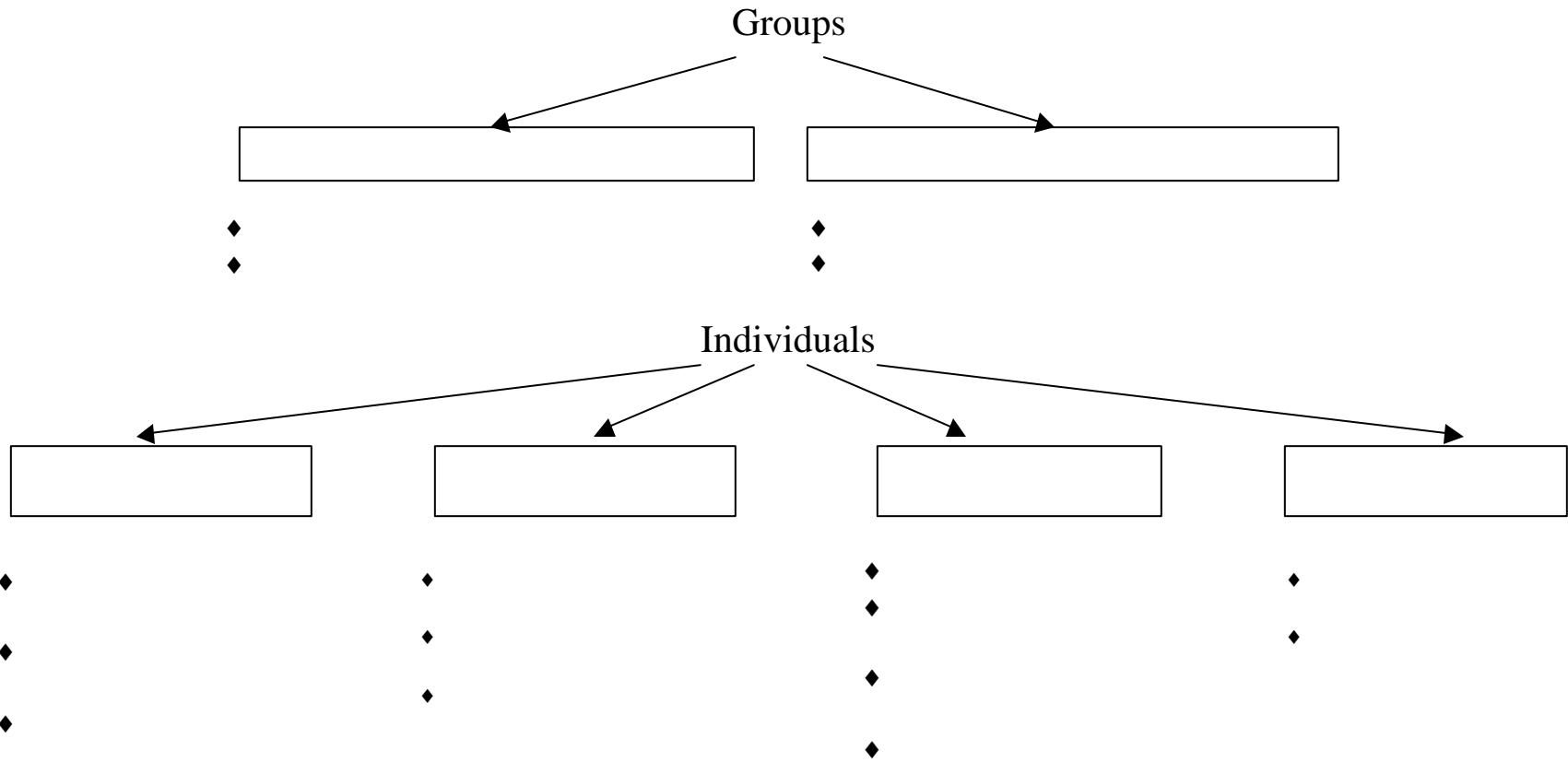
Black History Month

	1912	1915	1926	1972	1976
Who?	Woodson	Woodson	Woodson	?	?
What?	earned Ph.D	founded Assoc. for Study of Negro Life and History	organized first Negro History Week	<i>Negro History Week</i> changed to <i>Black History Week</i> .	<i>Black History Week</i> changed to <i>Black History Month</i> .
Why?		for the training of black historians	draw public attention to historical significance of black experience	? The passage does not say.	? The passage does not say.

Black History: Contributions of Groups and Individuals



Black History: Contributions of Groups and Individuals



Student Worksheet: Reading and Responding Lesson 19-4

NAME _____

Circle the correct choice or choices for each question about *Black History*.

1. A memorial was dedicated to Salem Poor because he
 - A. was a black soldier
 - B. was a distinguished black person
 - C. was the only black soldier who fought with 14 white men
 - D. distinguished himself in battle

2. Which of the following statements are *true* about Thomas Jennings, the first black to receive a patent?
 - A. He earned so much money he never worked after receiving his patent.
 - B. The government freed his family from slavery.
 - C. He earned enough money to buy his family's freedom.
 - D. He owned the biggest dry cleaning business in the state of New York.

3. Which of the following statements about Daniel Williams *are true*?
 - A. He started a training school for black surgeons.
 - B. He was the first to perform a successful open-heart operation with the latest medical equipment.
 - C. Because of his great skill, he was asked to operate in most hospitals.
 - D. He operated on only black people.

4. Which of the following statements about Bessie Coleman *are not true*?
 - A. She was the first licensed female pilot.
 - B. She wanted to open a flight school for females in the United States.
 - C. She obtained her pilot's license in a French flight school for blacks.
 - D. She was killed in a plane crash.

5. Which of the following statements *are true*?
 - A. After introducing rice to South Carolina, the West African slaves were freed.
 - B. At least 5000 blacks served in America's War for Independence.
 - C. War memorials were dedicated to white officers only.
 - D. The Continental Army was made up of blacks only.