

GRADE 8 English Language Arts Reading and Responding: Lesson 20

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 20:

In this lesson, the tutor and students will

- read a nonfiction passage taken from the newspaper; and
- practice vocabulary, comprehension, and test-taking strategies.

Equipment/Materials Needed:

- Student Worksheet: Reading and Responding Lesson 20-1
- Student Worksheet: Reading and Responding Lesson 20-2
- Pencils
- Blank paper for the time line

Introduction: Review of reading strategies

Over the past several lessons, you have learned several strategies for becoming strong readers. Can you name some of these strategies? Pause. Review the strategies briefly.

Reading Strategies

- ◆ **Before reading**: look at the title; scan the passage for words in boldface or italics; read the first sentence in each paragraph.
- ◆ **While reading**: ask yourself whether what you are reading makes sense; reread, if necessary.
- ◆ **Defining unfamiliar vocabulary**: sound out the word; use the context by covering the word and thinking about a word that would make sense in place of the covered word; reread the next sentence for more clues.
- ◆ **Finding main ideas**: read the first sentence in each paragraph; draw a picture about what is happening in each paragraph; read between the lines by putting together information from several sentences and thinking about what it means.
- ◆ **Answering multiple choice questions**: be sure your answer makes sense, is in the passage, and is the best answer.
- ◆ **Finding answers to comprehension questions**:

The answer is right there in the lines. Find the key words in the question and scan the passage for them or other words that mean the same thing; if you can't find the answer this way, then you must read between the lines.

The answer is between the lines. To read between the lines, find the key words; think and search for sentences with key information; put this information together to find an answer that makes sense.

The answer is between the lines and your opinion. The sentences don't give the answer, but give enough information to add to what you already know or believe to find an answer. Find the key words in the question; think and search for sentences with key information; think about what you already know and what the sentences say to find an answer that makes sense.

Note. From assessment guide for Curriculum Based Reading Assessment, September 1999, developed by Deidra W. Frazier. Reprinted with permission.

Briefly discuss the student's understanding and application of these strategies.

Do these strategies make sense to you? Are you beginning to make a habit of using some of them? Which ones? Pause. Encourage students to discuss their use of the strategies and whether or not they perceive them as helpful.

⇒ Distribute Student Worksheets: Reading and Responding Lesson 20-1 and 20-2.

Now you will have the opportunity to use some of these strategies to answer several questions about another article from the *Background* section of the newspaper. This article is about *Sacagawea* (pronounce *Sacagawea* for the students if necessary). This passage is longer than most of the ones in our lessons. Read carefully and use strategies as needed. You may write on this passage if you find it helps you understand and remember information as you read. You may also want to scan the questions on the worksheet before reading the passage.

After you have read the passage, answer the questions on the worksheet. Be sure to pay close attention to the instructions on the worksheet: for example, when you answer multiple choice questions, you must write an explanation for each choice. Explain where you found the correct answer (in the lines or between the lines; which paragraph and sentence or sentences). You must also explain why each of the other choices are not correct (make sense, in the passage, the best choice). You can write your explanations in the space provided after each choice.

If you are confused about the instructions when you begin answering the questions, let me know and I will explain them to you again.

Allow students sufficient time to read the passage and complete the worksheet. Some students may need much more time than others. Provide assistance as needed. Prompt students who are stumped by asking guiding questions rather than by giving answers.

After students have completed the worksheet, discuss answers and the reasoning behind them.

Answers to Student Worksheet 20-2:

Vocabulary

1. **Choice A is correct:** *a journey for a specific purpose*. In this case, the purpose of the expedition was to explore.
 - ◆ Choice B (*a journey for Indian warriors*) does not make sense. None of the members of the expedition were *Indian warriors*.
 - ◆ Choice C (*a journey of peace during war times*) makes sense, but it is not in the passage. You may have been tricked by the word *peace* in the second to last paragraph - ...*Sacagawea's most crucial role became that of "peace-symbol."*
 - ◆ Choice D (*a journey of celebration*) makes sense, but it is not in the passage. This one also may have tricked you because of the *reunion celebration* between Sacagawea and her brother, but this event was not predicted and was not the purpose of the journey.

2. **Choice D is correct:** *possibly*.
 - ◆ Choice A (*dangerously*) makes sense in the context of this sentence, but it is not the correct definition and it is *not the best answer*. If you had no knowledge of this word, you could be tricked by selecting any choice that made sense in the context of the sentence; but if you read through all the choices, you could see that *possibly* is the *best answer* because it is not known whether the Indian tribes were hostile or dangerous; the passage does not say.
 - ◆ Choice B (*friendly*) does not make sense in the context of this sentence because *friendly* is the opposite of *hostile*.
 - ◆ Choice C (*unfriendly*) makes sense in the context but it isn't the *best answer*. (See reasons Choice A is incorrect.)

3. **Choice B *unfriendly* is correct.**
 - ◆ Choice A (*dangerous*) makes sense in the context of the sentence, but it is not the correct definition, and it is *not the best answer*.
 - ◆ Choice C (*fierce*) is incorrect. (See reasons Choice A is incorrect.)
 - ◆ Choice D (*peaceful*) doesn't make sense; it is the opposite of *hostile*.

Comprehension

4. Choices C and D are correct.

- ◆ Choices C (*...presence as a woman with her child was needed to prevent possible fighting...*) and D (*...served as an interpreter...*)
Choice C was found *in the lines (in different words)* in the 6th paragraph. The first sentence says *...”Sacagawea's most crucial role became that of ‘peace-symbol.’”* *Most crucial role* means the same as the key words *most important job*. The next sentence explains why this role was crucial: *Because the explorers were accompanied by a woman and child, the Indians assumed that they were friendly – a war party would never include a young mother.* This sentence means the same as the key phrase in the question: *needed to prevent possible fighting*.
- ◆ Choice D was found *in the lines* in the first sentence of the passage.
- ◆ Choice A (*...served as a peace keeper*) makes sense, but it is not in the passage. This one may have tricked you because she was described as a *"peace-symbol."*
- ◆ Choice B *...most important job...was that of guide* makes sense, but it is *not the best answer*. Although she and her husband were both hired as interpreters and guides (4th paragraph), being a guide was not her most important role.

5. Choice C (*provide background information...*) is correct and found *between the lines*. The first paragraph tells us that Sacagawea's likeness will be on a new coin minted by the U.S. The remaining paragraphs tell the story of Sacagawea's life and contributions to the Lewis and Clark Expedition. You could not find the answer to this question by reading only one sentence or one paragraph; you had to read all of the passage to understand the purpose of it.

- ◆ Choice A (*...discuss importance of ...Expedition*) is incorrect; the passage doesn't tell why the expedition was important.
- ◆ Choice B (*trace...journey from North Dakota to Oregon*) is not correct; it is not in the passage. In the 4th paragraph, we read that the expedition *...left north Dakota and traveled through present day Montana, Idaho, Washington, and Oregon.* No more mention of the actual route of the journey is made in the passage.

◆ **Choice D** (*note Sacagawea's abilities as a skillful guide...strong swimmer*) is incorrect. This choice makes sense; it may be true that she was a skillful guide. It probably is true that she was a strong swimmer; she saved important documents after the boat capsized. However, the passage does not focus on these things.

6. Based on the passage, how would you describe Sacagawea? Give one or two examples from the passage to support your description. Accept answers supported by examples in the passage. The passage says nothing about the kind of person Sacagawea was: we must infer this information from her actions. She took only one action of her own free will: jumping from the boat to save documents. We might infer that Sacagawea was very cooperative and willing to please the people who hired her. Possible student responses include the following:

- ◆ **brave:** she jumped out of the boat to save important documents.
- ◆ **survivor:** Students might have observed that Sacagawea's life seemed to be one over which she had little or no control. At the age of 12, she was kidnapped. Several years later, she was bought by a Frenchman, who made her his wife. Sacagawea had no choice in the major events of her life. In spite of what we would consider horrible circumstances, Sacagawea seemed to meet the challenges of her life's events. Perhaps *survivor* would be a good word to describe her.

*** If students are responsive and particularly interested in these issues, allow them a few minutes to discuss this question fully. Students may identify with Sacagawea, since they are near the same age (11-12) as she was at the time of her kidnapping.

7. ...Do you feel Sacagawea should have received something?

Accept answers that make sense and that are supported by the passage. Explain that this question requires the students to use information from the passage and their own opinion.

8. Why do you think Clark legally adopted Sacagawea's two children?

Support your answer with examples from the passage.

As with Number 7, this answer requires you to use not only information from the passage but also your own opinion.

Possible answer: Since Sacagawea received no money for her part in the expedition, she might have left nothing for her children. Clark must have adopted them to make sure they were cared for. Perhaps he felt that Sacagawea was not treated fairly and he wanted to make up for it. The passage does not tell what happened to the father of Sacagawea's two children, so we do not know whether he was alive to take care of them when she died, or whether he did not care for the children for another reason.

There are several possibilities for speculation. We don't know for sure who the father of the daughter was. Accept answers that make sense and that are supported with information from the passage.

9. Time Line

Main events in Sacagawea's life

- ◆ birth – 1787? (25 years before 1812)
- ◆ age 11-12 (1788-89?): kidnapped by enemy tribe
- ◆ several years later: bought by French-Canadian trader
- ◆ age 16 (1803?): gave birth to son
- ◆ 2 months later: hired as interpreter for expedition
- ◆ during expedition: save documents from water
- ◆ during expedition: celebrated reunion with brother
- ◆ 1806: returned from expedition; received nothing for her contribution
- ◆ 1812: died

Sacagawea

Featured on New Coin

by Educational Services

On March 1, the U.S. Mint introduced a new \$1 coin. The coin bears the likeness of Sacagawea, the young Shoshone Indian woman who served as an interpreter for the Lewis and Clark Expedition in 1805 and 1806.

Sacagawea was born in present-day Idaho. At the age of 11 or 12, she was captured by an enemy tribe and taken to North Dakota, where, several years later, she was bought by French-Canadian trader Toussaint Charbonneau, who made her one of his two Indian wives.

At around the age of 16, Sacagawea gave birth to a son, Jean Baptiste, in Feb. 1805. Two months later, Sacagawea and her husband were hired by Capts. Meriwether Lewis and William Clark to serve as interpreters and guides.

The expedition, which consisted of 33 permanent members, left North Dakota and traveled through present day Montana, Idaho, Washington, and Oregon.

In May 1805, the boat in which Sacagawea was riding was hit by a high wind and nearly capsized, tossing most of the boat's contents into the water, including many important records. Acting swiftly, Sacagawea saved the priceless documents. In August, Sacagawea again saved the day; the expedition encountered a band of Shoshones, the chief of whom turned out to be Sacagawea's brother, whom she had not seen in more than five years. After the reunion celebration, the explorers were given much-needed horses and supplies.

As the expedition continued westward through the territories of potentially hostile tribes, Sacagawea's most crucial role became that of "peace-symbol." Because the explorers were accompanied by a woman and child, the Indians assumed that they were friendly – a war party would never include a young mother.

Student Worksheet 20-1 (continued from page 30B)

During the winter of 1805-1806, the explorers camped in Fort Clatsop, which they built near present-day Astoria, Oregon. With the spring thaw, the expedition began its return journey, reaching Sacagawea's home village on Aug. 14, 1806. Charbonneau was paid \$500 and given 320 acres of land. Sacagawea received nothing.

Six years after the expedition, Sacagawea gave birth to a daughter, Lisette. On Dec. 22, 1812, Sacagawea died, at the age of 25. Eight months after her death, Clark legally adopted her two children.

The Advocate, Mon., Apr. 24, 2000

Student Worksheet: Reading and Responding Lesson 20-2

NAME _____

Vocabulary: Choose the correct answer.

1. The word *expedition* is used several times in the passage. Which of the following is the definition of *expedition*?
 - A. a journey for a specific purpose
 - B. a journey for Indian warriors
 - C. a journey of peace during war times
 - D. a journey of celebration

2. *As the expedition continued westward through the territories of potentially hostile tribes, Sacagawea's most crucial role became that of "peace-symbol."* What is the best definition of *potentially*?
 - A. dangerously
 - B. friendly
 - C. possibly
 - D. unfriendly

3. What is best definition of *hostile*?
 - A. dangerous
 - B. unfriendly
 - C. fierce
 - D. peaceful

Comprehension:

- ◆ Circle the correct answer or answers.
- ◆ For each choice, explain why you selected it or eliminated it.
- ◆ Circle key words and underline sentences where answers are found.
- ◆ Tell whether the answer is *in the lines* or *between the lines*.

4. Which of the following statements about Sacagawea *are true*?
- A. She served as a peace keeper on the Lewis and Clark expedition.
 - B. Her most important job for Lewis and Clark was that of guide.
 - C. As part of the expedition, her presence as a woman with her child was needed to prevent possible fighting with Indian tribes.
 - D. She served as an interpreter for Lewis and Clark.

***Is the answer to #4 *in the lines* or *between the lines*? (Circle one.)

5. The purpose of this passage is to
- a. discuss the importance of the Lewis and Clark Expedition.
 - b. trace Lewis and Clark's journey from North Dakota to Oregon.
 - c. provide background information about a person whose likeness is shown on a U.S. minted coin.
 - d. note Sacagawea's outstanding abilities as a skillful guide and strong swimmer.

*** Is the answer to #5 *in the lines* or *between the lines*?

Short answer. Explain fully and write in complete sentences.

6. What words would you use to describe Sacagawea? Give two examples from the passage to back up your description.
7. The last two sentences in the second to last paragraph say, “*Charbonneau was paid \$500 and given 320 acres of land. Sacagawea received nothing.*”
Do you feel that Sacagawea should have received something? If yes, what should she have received? Why? If no, why not?
8. Why do you think Clark legally adopted Sacagawea's two children? Support your answer with examples from the passage.

Time Line:

9. On another sheet of paper, draw a time line of the important events of Sacagawea's life. Provide dates when they can be found in the passage. Estimate dates based on the information you have. (For example, you can determine the year Sacagawea was born). Use Sacagawea's age or an estimate of her age as headings on your time line. Here are some hints to get you started:

birth	age	years	age	age	death
	11-12	later	16	16, 2 months	1812

--	--	--	--	--	--	--	--	--	--