

GRADE 8 English Language Arts Reading and Responding: Lesson 21

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 21:

In this lesson, the tutor and students will

- read a nonfiction passage taken from the newspaper,
- practice vocabulary and comprehension strategies, and
- distinguish true statements from main ideas.

Equipment/Materials Needed:

- Student Worksheet: Reading and Responding Lesson 21-1
- Student Worksheet: Reading and Responding Lesson 21-2
- Student Worksheet: Reading and Responding Lesson 21-3
- Pencils
- Paper

Introduction:

Today we'll read another article from the "Background" section of the newspaper. This article is about someone who is living today.

⇒ Distribute Student Worksheet: Reading and Responding Lesson 21-1.

Do any of you recognize this picture on the worksheet? Can you remember where you may have seen this person? Pause. (Colin Powell; on TV, in the newspaper)

Do any of you know who *Colin Powell* is or what he does? Pause. Allow students to share what they know or what they have heard about Colin Powell. Possible comments may include that he is a politician, or that many people would like for him to run for president.

Now let's read this passage to find out a little information about this well-known person. Read the passage aloud or have a volunteer read it aloud as students follow along, reading silently to themselves.

Main Ideas:

This short passage is only a small part of the "Background" section about Colin Powell; it serves as an introduction to the other parts that we will read later. Although the passage is short, we do learn a few things about Colin Powell. What are the main points of the first paragraph? Pause. (what Colin Powell looks like, what he likes, members of his family)

What main points do we learn from the second paragraph? Pause. (where Colin Powell grew up; family values that were stressed)

How about the last paragraph, which is only one sentence? Pause. (He was in the Vietnam war; he got a master's degree when he returned.)

Vocabulary:

Were there any words in this passage that you didn't understand? Pause. Possible responses may include *speech pathologist*, *ethnically diverse*, *self-sufficiency*.

The last sentence in the first paragraph tells us his wife, Alma, is a former *speech pathologist*. What is a *speech pathologist*? Pause. (a person who helps people with speech problems)

In the second paragraph, Powell's neighborhood is described as *ethnically diverse*. Who can explain what an *ethnically diverse* neighborhood would be like? Pause. (a neighborhood with different kinds of people)

***Ethnic* refers to race, such as Asian, African-American (black), Caucasian (white), Native-American (Indian). *Diverse* means different. *Ethnically diverse* means different races of people. How many of you live in *ethnically diverse* neighborhoods?** Pause. Allow students to share the ethnic makeup of their neighborhoods.

Have a student read aloud the first sentence of the second paragraph: *Race was never a major problem for Powell, who grew up in an ethnically diverse neighborhood.*

This sentence *implies* that living in an *ethnically diverse* neighborhood had something to do with Powell's *not having a major problem with race*. Can you explain this statement? Pause. (If you grow up around different kinds of people, you get used to different cultures, ways of doing things, and beliefs; you learn to get along with different kinds of people.)

The last sentence in the second paragraph tells a little about values that were stressed in Powell's family. Read the sentence aloud or have a student read it aloud: *His father, who worked in Manhattan's garment district, was a devoted family man, who stressed education and self-sufficiency.*

What does it mean to be *self-sufficient*? Pause. (Do everything you can for yourself; not depending on others.)

Now that you know some basic background information about Colin Powell, let's read the next passage to learn more about his beliefs.

⇒ Distribute Student Worksheet: Reading and Responding Lesson 21-2.

Read this passage silently to yourself. Think about what you have already learned about Colin Powell. This strategy will help you understand this passage more easily. While you are reading, circle any words that you don't know.

After students have finished reading, discuss the meanings of the words students circled and the main ideas of each paragraph.

Vocabulary and Main Ideas:

Discuss the meanings of the following terms as well as any other ones students didn't know: *deplore, condemn, racist, anti-semitic*.

Read aloud the second sentence of the first paragraph: ***"I deplore, I condemn the racist and anti-semitic expressions that Minister Farrakhan has made over the years," said Powell.***

Can anyone define *deplore*? Pause. (hate) If this word was new to you, you could probably figure it out if you understood the main ideas in the passage. Can anyone tell me the main idea of the first paragraph? Pause. (Powell's hatred of racism)

One clue that Powell hated racism is his refusal to participate in the *Million Man March*, because of the leader behind it. Who was this leader and what didn't Powell like about him? Pause. (Farrakhan, who made racist remarks) We can tell that Powell feels strongly about his beliefs because he repeats himself, "*Racism in any form is deplorable.*" The word *hate* is a good definition of *deplore*.

Condemn is another word that may have been unfamiliar to you. *Condemn* means to *disapprove strongly*. We know Powell disapproves strongly of Farrakhan, because Powell wouldn't participate in the *Million Man March*.

We've seen the word *racist* several times. What does *racist* mean? Pause. (someone that doesn't like a person because of his race)

The word *racist* can be used as a noun or as an adjective: for example, people who believe their race is superior to that of others are *racists*. In the sentence *He is a racist*, *racist* is a noun, which can be a person, place, or thing. *Racist* can also be used as an adjective such as in the sentence, *He makes racist remarks*. In this sentence, *racist* describes *remarks*.

Let's look at another term you might not have known. Look at the second sentence again. (See above.) **What does anti-Semitic mean? Pause.** (against Semitics)

We know that *anti* means *against*. If you didn't know the word *Semitic*, you may have at least known that it has something to do with race because of all the other sentences mentioning race. You could still understand the main idea without knowing to which race *Semitic* refers. *Semitic* refers to the Jewish race. So the term anti-Semitic means against the Jewish race.

Let's sum up the first paragraph. Can you tell what the first paragraph is about in one sentence by using your own words? Pause. Allow students sufficient time to think about this task; ask students to share.

Remember, we don't need to include all of the details to state the main idea. There are many ways to state the main idea. Let's look more at finding main ideas by answering the questions on this worksheet.

⇒ Distribute Student Worksheet: Reading and Responding Lesson 21-3.

You will answer two questions about each paragraph in the passage. First you will determine which statements are true; then you will choose the main ideas in each paragraph. Remember to use the strategy for answering multiple choice questions.

After students have completed the worksheet, go over the reasoning necessary to choose the correct answer and eliminate the incorrect choices.

Answers to Student Worksheet: Reading and Responding Lesson 21-3

1. Circle the letter next to the following statements about paragraph one that are true. (*Hint: There may be more than one answer.*)

- A. Powell believes the Million Man March is a good idea. **TRUE**
- **The answer is found in the first sentence. ...Powell supported the idea behind the Million Man March.**
- B. Powell does not tolerate racism in any form. **TRUE**
- **The answer is in the 3rd sentence: “Racism in any form is deplorable.”**
- C. Powell believes that Louis Farrakhan is a racist. **TRUE**
- **In the 1st sentence, Powell says, “I deplore...racist and anti-semitic expressions Minister Farradhan has made...”**
- D. Powell believes Mark Fuhrman is a racist. **TRUE**
- **The last sentence tells us Fuhrman is a racist. “...whether it comes from Farrakhan or a Mark Fuhrman, it’s the same thing,” Powell said, comparing Farrakhan to the ...detective whose racist remarks were played...**
- E. Powell supports anti-Semitism. **FALSE**
(The answer is in the 2nd sentence.)
- F. Powell supports no one who is a racist. **TRUE**
- (The answer is in the 3rd sentence.)
- G. Powell has much respect for Minister Farrakhan. **FALSE**
- (The answer is in the 2nd sentence.)
- H. Powell respects Mark Fuhrman. **FALSE**
- (The answer is in the last sentence.)
- I. Powell supports Mark Fuhrmann, but condemns Louis Farrakhan. **FALSE**
- (The answer is in the last sentence.)
- J. Powell believes little progress has been made regarding racism in this country. **FALSE**
- **The answer is in the 4th sentence: “We’ve come too far in this country; we cannot go back into the swamp of racism.”**

2. Which of the following sentences state the main idea of paragraph one?
(Hint: there may be more than one answer).

- A. Powell believes the Million Man March is a good idea.
- true, detail
- B. Powell does not tolerate racism in any form. **MAIN IDEA**
- C. Powell believes that Louis Farrakhan is a racist.
- true, detail
- D. Powell believes Mark Fuhrman is a racist.
- true, detail
- E. Powell supports anti-semitism.
- false; cannot be main idea
- F. Powell supports no one who is a racist. **MAIN IDEA**
- G. Powell has much respect for Minister Farrakhan.
-false; cannot be main idea
- H. Powell respects Mark Fuhrman.
-false; cannot be main idea
- I. Powell supports Mark Fuhrmann, but condemns Louis Farrakhan.
-false; cannot be main idea
- J. Powell believes little progress has been made regarding racism in this country.
-false; cannot be main idea

As you can see, just because a statement is true, doesn't mean it is the main idea. As the above example shows, some true statements are details that support the main idea.

Another important point to remember is that there is more than one way to state the main idea, but the statements will always mean the same thing. Can you see how Choices B (*Powell does not tolerate racism in any form*) and F (*Powell supports no one who is a racist*) mean the same thing? Pause. Take the time to explain or clarify as needed.

3. Which of the following statements about paragraph two are true?

A. Powell supported President Bush's decision to use force against Iraq.

FALSE

- **The answer is in the 1st sentence: *Though Powell carried out President Bush's decision ...Powell did not agree with the decision.***

B. Powell supported President Clinton's decision to send U.S. troops to Bosnia.

FALSE

- **The answer is in the 2nd sentence: Powell also disagreed with President Clinton's decision to send U.S. troops to Bosnia.**

C. Republicans agree with Powell's reluctance to send troops into combat.

FALSE

- **The answer is in the last sentence: *It is because of Powell's reluctance to send U.S. troops into combat that some Republicans are questioning the decision to offer Powell the job of Secretary of State...***

D. Some Republicans are not sure about offering Powell the job of Secretary of State because they would prefer someone who would be less hesitant to send troops into battle.

TRUE

- **The answer is in the last sentence.**

E. Republicans are concerned that Powell will not carry out orders with which he disagrees.

FALSE

- **The first two sentences tell us that, even when Powell disagrees with a decision, he obeys the orders of the President.**

(Read the first two sentences aloud.)

F. Some Republicans are uneasy about offering Powell the job of Secretary of State because of his reluctance to send troops into battle.

TRUE

- **The answer is in the last sentence.**

4. Which of the following sentences in paragraph two state the main idea?
- A. Powell supported President Bush's decision to use force against Iraq.
- *false; cannot be main idea*
 - B. Powell supported President Clinton's decision to send U.S. troops to Bosnia.
- *false; cannot be main idea*
 - C. Republicans agree with Powell's reluctance to send troops into combat.
- *false; cannot be main idea*
 - D. Some Republicans are not sure about offering Powell the job of Secretary of State because they would prefer someone who would be less hesitant to send troops into battle.
MAIN IDEA
 - E. Republicans are concerned that Powell will not carry out orders with which he disagrees.
- *false; cannot be main idea*
 - F. Some Republicans are uneasy about offering Powell the job of Secretary of State because of his reluctance to send troops into battle.
MAIN IDEA

Can you see how Choices D and F are different ways to state the main idea? Can any of you state the main idea in another way using your own words? Pause. Encourage students to restate the main idea using their own words. Some may need to state the main idea in more than one sentence. Reinforce responses that mean the same as: *Some Republicans have doubts about offering Powell the job of Secretary of State because of his reluctance to send troops to fight in battles.*

(to be continued in lesson 22)

BACKGROUND

The Advocate, Mon., Aug. 7, 2000



Colin Luther Powell

Colin Luther Powell was born on April 5, 1937. He is 6'1" tall, and weighs about 200 pounds. Though muscular, he does not like sports. He enjoys listening to music, especially that of Carly Simon. He and his wife, Alma, a former speech pathologist, have a son and two daughters.

Race was never a major problem for Powell, who grew up in an ethnically diverse neighborhood. His father, who worked in Manhattan's garment district, was a devoted family man, who stressed education and self-sufficiency.

Immediately after returning from Vietnam, Powell earned a master's degree in business administration from George Washington University.

Colin Luther Powell
Related Concerns

The Advocate, Mon., Aug. 7, 2000

Though Powell supported the idea behind the Million Man March, he refused to participate because of the person behind it, Nation of Islam leader Louis Farrakhan.

"I deplore, I condemn the racist and anti-semitic expressions that Minister Farrakhan has made over the years," said Powell. "Racism in any form is deplorable. We've come too far in this country; we cannot go back into the swamp of racism. And whether it comes from Minister Farrakhan or a Mark Fuhrman, it's the same thing," Powell said, comparing Farrakhan to the white police detective whose racist remarks were played during the O.J. Simpson trial.

Though Powell carried out President Bush's decision to use force against Iraq, Powell did not agree with the decision. Powell also disagreed with President Clinton's decision to send U.S. troops to Bosnia. It is because of Powell's reluctance to send U.S. troops into combat that some Republicans are questioning the decision to offer Powell the job of Secretary of State if Bush is elected.

Student Worksheet: Reading and Responding Lesson 21-3

1. Circle the letter next to the following statements about paragraph one that are true. (*Hint: there may be more than one answer.*)

- A. Powell believes the Million Man March is a good idea.
- B. Powell does not tolerate racism in any form.
- C. Powell believes that Louis Farrakhan is a racist.
- D. Powell believes Mark Fuhrman is a racist.
- E. Powell supports anti-Semitism.
- F. Powell supports no one who is a racist.
- G. Powell has much respect for Minister Farrakhan.
- H. Powell respects Mark Fuhrman.
- I. Powell supports Mark Fuhrmann, but condemns Louis Farrakhan.
- J. Powell believes little progress has been made regarding racism in

2. Which of the following sentences state the main idea of paragraph one? (*Hint: there may be more than one answer.*)

- A. Powell believes the Million Man March is a good idea.
- B. Powell does not tolerate racism in any form.
- C. Powell believes that Louis Farrakhan is a racist.
- D. Powell believes Mark Fuhrman is a racist.
- E. Powell supports anti-Semitism.
- F. Powell supports no one who is a racist.
- G. Powell has much respect for Minister Farrakhan.
- H. Powell respects Mark Fuhrman.
- I. Powell supports Mark Fuhrmann, but condemns Louis Farrakhan.
- J. Powell believes little progress has been made regarding racism in this country.

Student Worksheet 21-3 (continued from page 46B)

3. Which of the following statements about paragraph two are true?
- A. Powell supported President Bush's decision to use force against Iraq.
 - B. Powell supported President Clinton's decision to send U.S. troops to Bosnia.
 - C. Republicans agree with Powell's reluctance to send troops into combat.
 - D. Some Republicans are not sure about offering Powell the job of Secretary of State because they would prefer someone who would be less hesitant to send troops into battle.
 - E. Republicans are concerned that Powell will not carry out orders with which he disagrees.
 - F. Some Republicans are uneasy about offering Powell the job of Secretary of State because of his reluctance to send troops into battle.
4. Which of the following sentences in paragraph two state the main idea?
- A. Powell supported President Bush's decision to use force against Iraq.
 - B. Powell supported President Clinton's decision to send U.S. troops to Bosnia.
 - C. Republicans agree with Powell's reluctance to send troops into combat.
 - D. Some Republicans are not sure about offering Powell the job of secretary of state because they would prefer someone who would be less hesitant to send troops into battle.
 - E. Republicans are concerned that Powell will not carry out orders with which he disagrees.
 - F. Some Republicans are uneasy about offering Powell the job of Secretary of State because of his reluctance to send troops into battle.