

GRADE 8 English Language Arts
Reading and Responding: Lesson 22
(Continued from 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 22:

In this lesson, the tutor and students will

- read a nonfiction passage taken from the newspaper,
- find main ideas,
- interpret and paraphrase text, and
- make inferences.

Equipment/Materials Needed:

- Student Worksheet: Reading and Responding Lesson 22-1
- Student Worksheet: Reading and Responding Lesson 22-2
- Student Worksheet: Reading and Responding Lesson 22-3
- Chart paper
- Pencils

Introduction:

Today we'll read more about Colin Powell. First we will read an article that was written before President Bush was elected.

⇒ Distribute Student Worksheet: Reading and Responding Lesson 22-1.

Before reading the article to yourself, let's look together at the title and scan to see how many paragraphs there are. Scanning the article before reading should help us understand it better.

First, look at the title. Read the title aloud: *Political Future Almost Certain*. Does anyone remember something about politics in the last passage you read about Colin Powell? Pause. (Republicans weren't sure they wanted him to have the office of Secretary of State.)

To what do you think *Political Future* refers? Pause. (Powell's chance of getting the job of Secretary of State) Since the title says *Political Future Almost Certain*, this article must be about the reasons Powell will probably have an important political office.

Now look at the paragraphs. How many paragraphs are there? Pause. (six) This article is longer than most of the ones we've read. This time I will read each paragraph aloud as you follow along silently. Then we will find the main idea of each paragraph.

Paragraph one:

Read aloud paragraph one as students read along silently. Ask a student to state the main idea in his or her own words.

In this paragraph we learn that for a long time Powell did not seem interested in politics, but let it be known that he would accept the office of Secretary of State if George Bush were elected.

⇒ Begin a list of main ideas by writing the first one on paper large enough for all to see:

Paragraph 1: Powell will accept political office if Bush is elected president.

Paragraph two:

Now let's read paragraph two. Read it aloud or have a student do so. Then ask students what the main idea is.

In paragraph two, we learn that Powell will also accept political office if Gore were elected, which means that Powell is popular with so many people. The last sentence says ...neither party can... ignore Powell...because of his immense popularity, which cuts across the lines of race, gender, and party. What does the last part of this sentence mean?

Pause. (Everyone likes Powell.)

***Cuts across the lines of race* means that Powell is liked by people of all races; *cuts across lines of gender* means Powell is liked by both males and females; *cuts across lines of party* means Powell is liked by both Republicans and Democrats.**

⇒ Add the following main idea to the list.

Paragraph 2: Both Republicans and Democrats must pay attention to Powell because he is popular with everyone.

Paragraph three:

Now let's go on to the next paragraph. Read the paragraph aloud or ask a student to do so. Again, ask students to find the main idea.

In paragraph three, we learn that as the first black and the youngest officer to head the Joint Chiefs of Staff, Powell was very well known and respected; but the way he successfully handled the Persian Gulf War brought him even more attention and respect.

⇒ Add the following main idea to the list.

Paragraph 3: Although already very popular and respected, Powell's performance during the Persian Gulf War gained him much more attention and popularity.

Paragraph four:

Read aloud or have a student read aloud the paragraph.

What is this paragraph about? Pause. (Powell's education)

Was anyone surprised at reading that Powell wasn't a straight-A student?

We learn that, although Powell started out as an average student who wanted to take the easy way out, he ended up with top honors as an ROTC graduate.

⇒ Add the following to the list.

Paragraph 4: After joining the ROTC, Powell changed from an average student to an honor student.

Paragraph 5: Read aloud the paragraph; ask students what it's about.

This paragraph tells us how Powell met his wife and then soon after, served in Vietnam and won a Purple Heart, a Bronze Star, and the Soldier's Medal. The emphasis is on his heroic actions during the Vietnam War.

⇒ Write the following:

Paragraph 5: Soon after his marriage, Powell served in the Vietnam War and won several awards for bravery and service.

Paragraph 6: Read aloud; discuss.

This paragraph is about Powell's military and political career from 1972-1989, with emphasis on his promotions and increasing popularity.

⇒ Write the following:

Paragraph 6: **Powell's military and political career took him from 1972 as a major, through 1989, as head of the Joint Chiefs.**

If we look at our list of main ideas, we can get a good picture of the article as a whole, and not get lost in the details. Read each of the main idea statements aloud.

After identifying and reading the main ideas, do you feel that you could explain who Colin Powell is to someone who has never heard of him? Pause. Allow students to comment.

At this point, you have read three passages about Colin Powell and learned a great deal of information about him. You should know enough to have an opinion about Colin Powell by now. Instead of answering multiple choice questions about this passage, I would like for you to respond to a short answer question that requires you to give your opinion. Remember, you must explain why you have a particular opinion and back it up with examples.

⇒ Distribute Student Worksheet: Reading and Responding Lesson 22-2.

After students have answered the questions, ask two or three students to share their responses to these questions:

Based on the passages you have read about Colin Powell, choose at least two words or phrases that you would use to describe him. (You may use more than two words if you wish.) Give at least one example that backs up your description of Powell.

Possible Answers

- ◆ *hardworking and competent: in so many jobs he distinguished himself by performing so well that he was continuously promoted to higher ranks (Persian Gulf War, military assignments, etc.); also worked hard in ROTC to receive top honors*
- ◆ *brave: earned Purple Heart, Bronze Star, Soldier's medal, risked his life to save two soldiers from burning helicopter*
- ◆ *man of principles and conviction: Powell is loyal to principles rather than to people; he wouldn't participate in the Million Man March because of the racist leader behind it, even though the leader was black. not only holds beliefs, but also acts on them*

Now let's look at one more passage about Colin Powell. This one is a little different from the others.

⇒ Distribute Student Worksheet: Reading and Responding Lesson 22-3.

Who is the author of *Colin Powell's 13 Rules to Live By*? Pause. (Powell) Yes, these are Powell's actual words. The other articles we have read have been *about Powell*, but written *by others*.

In a type of Round Robin format, have different students read one of Powell's *Rules to Live By* and then paraphrase it.

or

(You may want to allow students to read these rules silently, and then ask for volunteers to choose one of the rules to read aloud, paraphrase and discuss. It is not necessary to read the rules in any particular order. Nor is it necessary to read all of the rules).

Let's take a few minutes to read Powell's rules together. After reading each rule, we'll paraphrase it in our own words and then discuss what it might tell us about Powell. I'll start with the first rule.

Read the first rule: *It's not so bad as you think. It will look better in the morning.* **I like this rule; it reminds me not to get too upset when things go wrong. When things go wrong in my life, I shouldn't think too much about the bad things and forget about the good things. I need to remember that things always look worse in the middle of trouble and that there is always hope that things will get better.**

This rule tells me that Colin Powell must be an optimistic person, or a person with a positive outlook. It's nice to be around positive people, because they give hope that things will get better.

Possible responses to Powell's Rules to Live by

2. *Get mad; then get over it:* Don't dwell on things that make you angry.
 - ◆ Powell probably doesn't waste time worrying about the things that make him angry or let his anger prevent him from reaching his goals.

3. *Avoid having your ego so close to your position that, when your position falls, your ego goes with it:* Don't identify yourself in terms of a job, important title, or position: i.e., captain of the basketball team or secretary of state; if you lose your position, you "lose yourself."
 - ◆ Powell is probably very careful to separate his private, personal life from his public life as a politician. If he makes a mistake as a politician, his personal life is somewhat protected.

4. *It can be done!:* Challenging problems can be solved.
 - ◆ Powell is probably willing to do whatever it takes to solve a problem; he won't back down until he gets the job done.

5. *Be careful what you choose. You might get it:* We don't always know what is best for us because we can't predict the future. When we have a choice to make, we should consider the opinions of others who may have more experience and knowledge about the consequences of the choice.
 - ◆ Powell has probably experienced making a bad choice, as have most people, and learned a lesson from it.

Continue the discussion of Rules 6-13 as time permits.

Colin Powell

Political Future Almost Certain

by Educational Services

For years, Colin Powell distanced himself from politics, but that abruptly changed with his appearance at the Republican National convention. From all indications, Powell will likely be offered, and will accept, the position of secretary of state if George W. Bush is elected.

Interestingly, Powell has said that he would also consider a position with the Gore administration if the Democrats win. One thing is certain: neither party can afford to ignore Powell, who is a major political asset because of his immense popularity, which cuts across the lines of race, gender, and party.

Few public figures are as respected as is Colin Powell. He was not only the first black officer to head the Joint Chiefs of Staff, he was also the youngest. But it was his successful handling of the Persian Gulf War that catapulted him into the public spotlight.

Powell, the son of Jamaican immigrants, was born in the Harlem district of New York City. His family later moved to a quiet Bronx neighborhood. When Powell enrolled in New York's City College, he took the easiest courses and made only average grades. But this changed when he joined the Reserve Officers Training Corps (ROTC). In 1958, he graduated with top ROTC honors and was commissioned a second lieutenant in the U.S. Army.

While at F. Devens, Mass., Powell had a blind date with Alma Johnson. They were soon married. A few months later, Powell was sent to Vietnam. He served two tours of duty and was awarded a Purple Heart for combat wounds, a Bronze Star for exemplary service, and the Soldier's Medal for risking his life pulling two soldiers from a burning helicopter. He returned home in 1969.

(continued from 55B)

In 1972, Powell was promoted to the rank of major, after which he received a White House Fellowship and was assigned to the Office of Management and Budget. There, he became familiar with Washington's powerful inner circle. Promoted to colonel, he was ordered to Korea, then on to a staff position at the Pentagon. After attending the Army War College, he was promoted to brigadier general. Powell was assigned to various infantry divisions before returning to Washington to help plan the invasion of Grenada and the raid of Libya. In 1987, now a major general, he was appointed President Reagan's deputy national security adviser and soon after promoted to chief adviser. In 1989, Powell was named to head the Joint Chiefs by President Bush.

The Advocate, Mon., Aug. 7, 2000

Student Worksheet: Reading and Responding Lesson 22-2

Based on the passages you have read about Colin Powell, choose at least two words or phrases that you would use to describe him. (You may use more than two words if you wish.) Give at least one example that supports your description of Powell.

Student Worksheet: Reading and Responding Lesson 22-3

BACKGROUND

The Advocate, Mon., Aug. 7, 2000

Colin Luther Powell



Colin Powell's 13 Rules to Live By

The Advocate, Mon., Aug. 7, 2000

1. It's not as bad as you think. It will look better in the morning.
2. Get mad; then get over it.
3. Avoid having your ego so close to your position that when your position falls, your ego goes with it.
4. It can be done!
5. Be careful what you choose. You might get it.
6. Don't let adverse facts stand in the way of a good decision.
7. You can't make someone else's choices. You shouldn't let someone else make yours.
8. Check small things.
9. Share credit.
10. Remain calm. Be kind.
11. Have a vision. Be demanding.
12. Don't take counsel of your fears or the fears of the nay-sayers.
13. Perpetual optimism is a force multiplier.