

Lesson 1: Albert Redder, Archaeologist (Part 1)

Vocabulary TEKS <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 2E	Comprehension TEKS <input type="checkbox"/> 11A <input type="checkbox"/> 11B <input type="checkbox"/> 11C <input type="checkbox"/> 11D	Writing TEKS <input type="checkbox"/> 15A <input type="checkbox"/> 15B
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Before Reading*
(20 minutes)

1. Build background knowledge.
2. Complete sections 1 to 4 of the vocabulary maps.

During Reading*
(20 minutes)

1. Pose the comprehension purpose question. (What events in Albert's life led him to discover the Paleoamerican burial site in Texas?)
2. Begin reading "Albert Redder, Archaeologist" and ask questions to enhance comprehension and prompt discussion.

After Reading*
(20 minutes)

1. Discuss the comprehension purpose question.
2. Complete the after-reading steps of the vocabulary maps.
3. Provide lesson closure.

Materials

- Studies Weekly, Week 4: "Albert Redder, Archaeologist" (read page 2 through An Unexpected Find)
- Document camera and vocabulary maps
- Student practice book (page 3)

Vocabulary

- culture
- artifact

Unit Big Idea

The early civilizations of Texas included Paleoamericans, American Indians, and European settlers.

Passage Main Idea

Archaeologist Albert Redder's interest in ancient artifacts led him to discover a Paleoamerican burial site in Texas.

**Indicates that model lesson is provided for this step*

MODEL LESSON: Background Building and Vocabulary Routine

Before Reading

Background Knowledge Building

5 minutes



State Big Idea of Unit

For the next 6 weeks, you will learn about the first civilizations in Texas, which included Paleoamericans, American Indians, and European settlers.

Connect New Text to Prior Learning

Today you will find out about an archaeologist named Albert Redder, who learned about Paleoamericans by studying artifacts.

Build Background Knowledge Using a Visual

Look at the picture on left side of the page. *(Point to the picture of the boy.)* The person digging in the dirt is Albert Redder. He became an archaeologist. An archaeologist is someone who learns about history by studying very old objects. What do archaeologists study, everyone? *(artifacts)*

You are correct; things that were used long ago are called artifacts. You will learn more about that word. They study artifacts to learn about what, everyone? *(history)*

Great—so what do you think this man is doing? *(digging, uncovering something, brushing dirt off the item, etc.)*

What can the man learn about this person from his or her bones? *(the person's size and age, maybe how the person died, whether the person had any teeth, whether the person was a man or a woman, etc.)*

What do you think he might find in the ground, other than the skeleton? *(tools, things used long ago, other items that may have been buried with the person, etc.)*

What can he learn about the person based on other objects he might find? *(how the person lived, hunted, ate, survived, etc.)*

Vocabulary Maps

15 minutes

Explain Purpose and Preview Vocabulary Maps

In social studies, some words are very important, so we will study these words closely. This is a vocabulary map. (*Show students a map.*) We will use vocabulary maps to help us learn important words and better understand what we read. The parts of the map are numbered. We will complete the parts of the map in numerical order. Let's learn the steps. I will show you how to complete the map. Listen and follow along as I share my thinking.

Model ("I Do") Sections 1 to 4 for *culture*

1. WORD

Find number 1. First, I will read the word. This word is ***culture***. (*Point to the word.*) What's the word? (*culture*) Good job.

2. DEFINITION

Next look at number 2. Definitions are one way to learn words. A definition tells me what the word means. I will read the definition of ***culture***: "A way of life." So a person's culture describes how they live.

For instance, a farmer has a different culture than a businessperson who lives in the city. Their ways of life are probably different. The farmer probably spends a lot of time outdoors and eating home-cooked meals. The businessperson probably spends a lot of time at the office and eating meals at restaurants.

Now I need to underline the key words in the definition. If ***culture*** means "how a person lives," then I think the important words in the definition are ***way*** and ***life***, so I'll underline those two words. What are the important words in this definition? (*way and life*) Great—underline those words on your map.

3. ILLUSTRATION

Next I will look at number 3, which shows a picture that is an example of a culture. I notice two men riding horses. I think they are Native Americans. How does the picture help me to understand the meaning of the word ***culture***?

This picture shows me how the men lived. First, the men traveled by horse. They are carrying a bow and arrow, so I think they hunted animals for food. They are wearing clothing similar to a big coat, so I think the climate was cold. Because the men are hunting, I think it was their job to find food for their families.

Looking at this picture helps me to understand their way of life. When I think about the word **culture**, I can picture this image in my mind. As you study the word, try to visualize this image in your mind.

4. CONTEXT

Next, I will complete number 4. This part has two sentences. Both sentences include the word **culture**, but only one sentence uses the word correctly, according to our social studies definition. I need to use the context clues, or the words around **culture**, to figure out which sentence uses the word correctly.

Read the sentences with me. Let's read sentence A: "The scientist examined the bacteria culture." I think this has to do with science because it says "scientist." I also know it's talking about the culture of bacteria because it says "bacteria culture." Do you know what **bacteria** means? Bacteria are organisms smaller than our eyes can see. We know that **culture** refers to the way of life of people, but this sentence is not about people. So, do you think our definition of **culture**, "a way of life," is used correctly here? *(Pause for students to answer.)*

No. As you know, some words have multiple meanings, and this is actually a different meaning for the word **culture**.

Read sentence B with me: "People from different backgrounds have different cultures." I think that makes sense because the sentence is about people, but I will use the definition to help me. I'll reread each sentence and insert "way of life" in place of the word **culture**. That will help me to decide which sentence uses the word **culture** correctly.

Reread sentence A with me and instead of saying "culture," say "way of life." Ready? Go. "The scientist examined the bacteria way of life." That doesn't make sense!

OK, let's read sentence B: "People from different backgrounds have different ways of life." That makes sense! I have a different way of life from someone who lived in Texas long ago. For instance, I use technology every day, such as my car and cell phone. Let's circle sentence B.

We'll work on sections 5 and 6 and the Turn and Talk section after we read our story.

Model (“I Do”) Sections 1 to 4 for *artifact*

1. WORD

Let’s check out our second vocabulary word. Find number 1. This word is ***artifact***.

2. DEFINITION

Let’s look at number 2. This is the definition. *(Have a student read the definition.)* What are some important words in this definition? Underline those words. *(Pause for students to work.)* What words did you underline? *(Confirm correct responses or provide corrective feedback.)*

3. ILLUSTRATION

Number 3 has a picture of some examples of artifacts. What do you see in these pictures? What do the pictures tell you about an artifact? *(Confirm correct responses or provide corrective feedback.)*

4. CONTEXT

Number 4 contains two sentences. Both sentences contain the word ***artifact***, but only one sentence uses the word correctly, according to our social studies definition. *(Have a student read sentence A.)* Does that sentence use the word correctly? Why or why not? *(Confirm correct responses or provide corrective feedback. Then, have a student read sentence B.)* Does that sentence use the word correctly? Why or why not? *(Confirm correct responses or provide corrective feedback.)*

Great—we’re done with vocabulary for now, but we’ll come back to sections 5 and 6 and the Turn and Talk section after reading the passage.

MODEL LESSON: Text Reading Routine

During Reading

Read and Monitor Comprehension**20 minutes****Ask Comprehension Purpose Question**

While you read today, think about this question: What events in Albert's life led him to discover the Paleoamerican burial site in Texas?

Ask Questions During Reading

Read the first four sections (stop after "An Unexpected Find") using one of the following techniques:

- *Silent reading (students read independently)*
- *Partner reading (students read with a partner)*
- *Reading aloud (read aloud to the class)*

At the end of each section (listed below), ask the following questions.

WHAT IS AN ARCHAEOLOGIST?

What is an archaeologist?

A CHILDHOOD DISCOVERY

What did Albert Redder find as a child?

INTEREST GROWS

How did Redder finally learn more about archaeology once he joined the Army?

AN UNEXPECTED FIND

What did Redder find later in life along the Brazos River?

MODEL LESSON: After-Reading Steps of Vocabulary Maps

After Reading

Return to Comprehension Purpose Question

4 minutes

Think back to our comprehension purpose question for the day: What events in Albert's life led him to discover the Paleoamerican burial site in Texas? (*Confirm correct responses or provide corrective feedback.*)

Vocabulary Maps

15 minutes

Model ("I Do") Remaining Sections for *culture*

Let's learn the remaining steps to complete the vocabulary map.

5. WORD ASSOCIATIONS

Look at number 5. This section is called word associations. Two words from the list are related to ***culture***, and two words are unrelated to ***culture***. I have to figure out which two words are connected to, or alike in some way, the word ***culture***. I will circle the related words and cross out the unrelated words. First, I will read all of the words: ***tiger, community, traditions, culture***.

A tiger is an animal. I don't think that has to do with a culture, or a way of life, because we know the word ***culture*** is used to talk about people. So I will cross out ***tiger***.

I think ***vulture*** also is unrelated to our word because a vulture is a type of bird. So I will cross out this word as well.

Let me think about ***community***. A community is a group of people living together. How can I connect the words? Well, people in a community probably have a similar culture. For instance, a group of farmers are similar to one another but different from a community of businesspeople. I will circle ***community*** because it is closely related to ***culture***.

Traditions have to do with a common practice or the way you do something. For example, a tradition in American society is to set off fireworks to celebrate the Fourth of July. Many people in America do that, so it's a tradition. I think this word also connects to ***culture***. I could say that each culture is made up of many traditions, so I will circle ***traditions***, too.

Which two words are related to **culture**? *(Pause for students to respond.)*

Good—circle those words on your map.

6. EXAMPLE

Look at number 6. I will write an example of the word **culture** to help me remember the meaning. I can write a sentence or a definition that uses the word. It's important that I use my own words; I should not copy the definition or sentence already listed on the vocabulary map because that won't help me learn the word.

If I want to write a sentence that uses the word **culture**, I might use the illustration from section 3 to help. I could write this sentence: "Early Native American cultures used horses for transportation."

Another option is to write a definition that uses the word. I might write: "A place's culture has particular traditions and manners." That tells about the meaning of **culture**, but I used my own words.

I don't need to write a sentence and a definition, so I should choose the one that best helps me to remember the meaning of the word **culture**. You should do the same. Write a sentence or a definition that best helps you remember **culture**. *(Pause for students to work.)*

TURN AND TALK

Look at the bottom of the vocabulary map. You will turn and talk with your neighbor to discuss the question in the box. *(Read the question and answer stem.)*

I might start by using the sentence frame. In my culture, we live in houses made out of brick and wood. We eat vegetables, grains, and beef.

Now it's your turn. You have 30 seconds. Both you and your partner should have a chance to answer. Go! *(Give students 30 seconds to discuss the question in partners. Then, call on one or two students to share responses. Provide corrective feedback as necessary.)*

Guide Students (“We Do”) Through Remaining Sections for *artifact*

5. WORD ASSOCIATIONS

Discuss each word individually. Help students do the following:

- Decide whether the word is related to the vocabulary term
- Explain why or why not
- Circle the related words and cross out the unrelated words

6. EXAMPLE

- Help students think of an example of the term using a phrase, definition, or sentence.
- Share students’ examples with the class.
- Identify an appropriate answer and have all students write it.

TURN AND TALK

(Read the question and answer stem.) An archaeologist would find books, a computer, and a lamp in my room.

Now it’s your turn. You will have 30 seconds. Both you and your partner should have a chance to answer. Go! (Give students 30 seconds to discuss the question in partners. Then, call on or two students to share responses. Provide corrective feedback as necessary.)

Lesson Closure

1 minute



Review the Day’s Learning

Today we learned about the archaeologist Albert Redder and how his interest in artifacts led him to discover a shelter where ancient people lived.

Preview the Next Lesson’s Learning

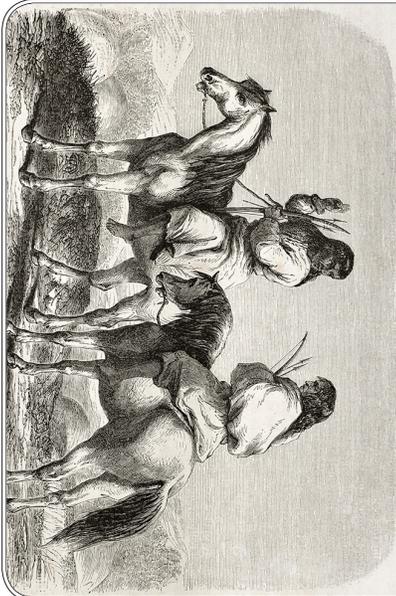
Next we will learn more about Albert Redder’s important discovery, the artifacts he found, and what he learned about an ancient culture.

Lesson 1: Albert Redder, Archaeologist (Part 1)

2. Definition

Underline key words.
A way of life

3. Illustration



4. Context

Circle the correct sentence.
A. The scientist examined the bacteria **culture**.
B. People from different backgrounds have different **cultures**.

1. Word: culture

5. Word Associations

Choose two related words.
A. tiger
B. community
C. traditions
D. vulture

6. Example

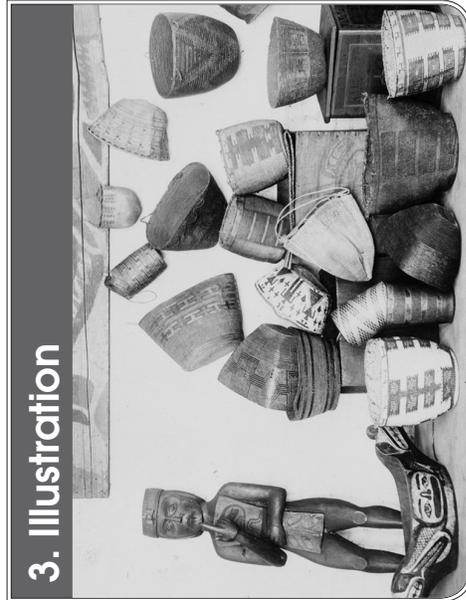
Write a sentence or definition that uses the word.

Turn and Talk

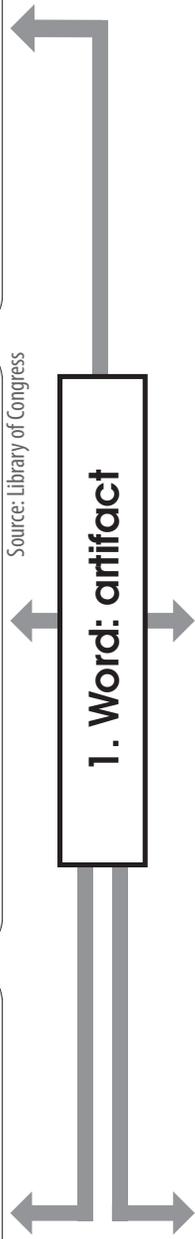
How would you describe the food and shelter of your culture?
"In my culture, _____."

Lesson 1: Albert Redder, Archaeologist (Part 1)

2. Definition
Underline key words.
 An object made by people that is usually very old



4. Context
Circle the correct sentence.
 A. The archaeologist searched for **artifacts** from the ancient culture.
 B. I used the **artifact** to color my map.



5. Word Associations
Choose two related words.
 A. ancient object
 B. trampoline
 C. archaeologist
 D. paint brush

6. Example
Write a sentence or definition that uses the word.

Turn and Talk
 100 years from now, what artifact would an archaeologist find in your room?
 "An archaeologist would find _____."