



AIM SCHOOLWIDE PACT LESSONS



LESSONS TO SUPPORT INSTRUCTION IN



SCIENCE



SOCIAL STUDIES



ENGLISH LANGUAGE ARTS



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INTRODUCTION

The purpose of these lessons is to:

- Familiarize students with all the components of PACT.
- Teach the get the gist strategy used within critical reading.

All lessons contain all three PACT components:

- Comprehension Canopy
- Essential Words
- Critical Reading



Note

These sample lessons serve as examples to show you how PACT practices can fit together and be delivered to support students' content knowledge and literacy development. As such, we recommend that you deliver a few of the lessons so you and your students become familiar with PACT. These lessons are soft scripted, which means that the scripted language is a guide and does not need to be followed verbatim. Additionally, you can modify the lessons to suit the needs of you and your students.

PACT IMPLEMENTATION OVERVIEW

1. Comprehension Canopy

- Introduce the topic of the lesson.
- Provide a springboard that provides background information and piques interest.

2. Essential Words

- Share and define the essential word.
- Provide a visual representation of the word and discuss related words.
- Share examples and nonexamples.
- Have students talk about the word with a partner.

3. Critical Reading

- Introduce the text, the topic, and the culminating question.
- Introduce students to or remind students about the get the gist or get the gist with partner reading strategies
- Model get the gist.
 - Read the section or model partner reading with the section.
 - Share the most important “who” or “what” and the most important information about the “who” or “what.”
- Facilitate guided practice.
 - Read the section of text aloud slowly.
 - Have students follow along and review the text.
 - Give students time to share and discuss the most important “who” or “what” and the most important information about the “who” or “what.”
- Facilitate independent or partner practice.
 - Have students read the section of text.
 - Give students time to determine the most important “who” or “what” and the most important information about the “who” or “what.”
 - Circulate and provide support.
- Answer the culminating question.
 - Review the gist statements.
 - Remind students of the culminating question.
 - Facilitate students sharing and discussing possible answers to the culminating question.



Note

- These steps look slightly different for partner reading. With partner reading, you will model the procedure with students and then they will engage in guided practice with your support.
- How many sections you devote to modeling, guided practice, and independent or partner practice will depend on your students and the level of support they need. Stay on a given step (e.g., guided practice) until you feel your students are comfortable and understand what is expected of them

THOUGHTS & CONSIDERATIONS FOR LESSON IMPLEMENTATION

You may wish to add the culminating question to the graphic organizer before giving the organizer to students rather than having students write the question down.

You may also choose not to use the graphic organizer. If you are not using the organizer, you may want to allow students to annotate or write down each gist statement on their own paper.

Although we want you to avoid too much “teacher talk” in the lessons, it is important to model your thinking for students as they learn this process. The extra support versions of the lessons provide great examples of “teacher talk” that you can use as a model.

When sharing examples of the “who” or “what” or the most important information during critical reading, you will also want to use nonexamples and think aloud about why a word, or a piece of information, is not the most important information and should not be included.

When sharing the “who” or “what” and the most important information, you can have students copy it down, underline the information in the text, or just discuss it.

When coming up with gist statements, students can say their gist statement aloud, write their gist statement, or dictate their gist statement to you to write on the board.

If you are writing on the board what students share, be mindful to explain why you do or do not write their answers on the board.

You may need to deliver a mini lesson on pronouns if you are using the gist pointers and students are struggling with pronouns. You can find a mini lesson (10–15 minutes) in the resources section of the lesson book.

When doing partner reading, you can have partners switch roles after each section so that each student has a turn with both roles.



SOCIAL STUDIES

Get the Gist With *Fred Korematsu*

PURPOSE	Teach and practice how to get the gist of a passage
TOTAL TIME	40–45 minutes
MATERIALS	<ul style="list-style-type: none">• Copy of <i>Fred Korematsu</i> to show on document camera or equivalent device• Copy of <i>Fred Korematsu</i> for each student• Copy of get the gist cue card for each student• Copy of get the gist graphic organizer for each student
COMPREHENSION CANOPY (5 MINUTES OR LESS)	<ul style="list-style-type: none">• Introduce topic of text.• Show springboard images and discuss.
ESSENTIAL WORDS (5 MINUTES OR LESS)	<ul style="list-style-type: none">• activist
CRITICAL READING (30 MINUTES): FRED KOREMATSU	<ul style="list-style-type: none">• Teach students how to get the gist using the selected text.• Students will identify a gist statement for each section of text.• Hold discussion about the culminating question at the end of the lesson, citing text evidence



Note

Purple text sections include get the gist language and are examples of how teachers might provide additional support to students who need it.

COMPREHENSION CANOPY



OBJECTIVE

Provide the class the background information necessary to comprehend the text by introducing the topic of the text and by showing the springboard images.

INTRODUCE THE TOPIC OF THE TEXT

Today we are going to read about a person who showed courage even when it was challenging for him to do so. Can you think of a time when you showed courage or stood up for yourself or someone else?

Discuss briefly as a group or with partners.

Show Students the Springboard Image

Some people from history who showed courage and stood up for what they believed in are nationally recognized. This is a statue of Martin Luther King, Jr., who is recognized all over the world for the bravery he showed during the civil rights movement. Notice the serious face his statue has and the papers he is holding. He was a scholar and demonstrated extreme courage, even when it was challenging to do so.

Turn to your partner and talk about why you think it might be hard for someone to stand up for what they believe in.

Give students about 30 seconds to discuss, and then ask a couple of groups to share.

Sometimes standing up for what we believe in can be easy and sometimes it can be hard. Today we are going to learn about another person who stood up for what he believed in when it was hard for him to do so.

ESSENTIAL WORDS



OBJECTIVE

Provide the class with explicit vocabulary instruction necessary to comprehend the text by using the essential words graphic organizer.

DEFINITION

Display the essential words graphic organizer for all students to see.

The essential word you will learn today is “activist.” Everyone say “activist.”

[Student name], will you please read the definition of “activist”?

Student reads: “A person who works to bring about social or political change.”

Now let’s all read that together.

Everyone reads the definition together.

VISUAL REPRESENTATION

The first image shows protestors sitting down in the street. They are practicing nonviolent protest by sitting down. Activists can show their opinions without saying anything at all!

The second image shows a statue of Rosa Parks, the famous civil rights activist. Rosa Parks protested the racial segregation in public busses by sitting in the “whites only” section as a Black woman. This is a statue of her on the bus. Rosa Parks protested by standing up for what she believed in and refusing to follow a racist law.

RELATED WORDS

Some words that are related to “activist” are “advocate” and “promoter.” An advocate is a person who represents the thoughts or opinions of a group of people or an organization. Activists promote the causes in which they believe.

EXAMPLE USAGE

Here is the word used in a sentence: The activist went to the meeting to tell the city council why the new city policy was not fair.

EXAMPLE

An example of activists is a group of students who organize a canned food drive.

NONEXAMPLE

A nonexample of an activist is someone who listens to a speech by a local activist, but decides the cause is not one she supports.

TURN AND TALK

Now turn to your partner and discuss if you support a cause to bring about social or political change. Do you consider yourself to be an activist? Why or why not?

Provide time for partners to talk.

CRITICAL READING OF TEXT



INTRODUCE THE TEXT, TOPIC, AND CULMINATING QUESTION

We now will read a passage titled *Fred Korematsu*. It's about a man who was an activist for Asian American rights.

By the end of the reading, I want you to be able to answer our culminating question: ***Why is Fred Korematsu's life celebrated and remembered today?*** The culminating question helps us remember the big picture information we'll learn from reading this text.

Write the culminating question on your graphic organizer. The graphic organizer will help us remember the steps we will learn today.

Repeat the culminating question and provide time for students to write.

INTRODUCE THE GET THE GIST STRATEGY

Today you will learn a new way to find the main idea of a paragraph or section of text. This strategy is called get the gist. The gist is the most important idea. With practice, you will be able to use this strategy to make sure you understand what you read and to remember the most important ideas. We'll be able to use these ideas to help us answer our culminating question at the end of the lesson.

As we read, we will stop periodically to get the gist. This means that we'll use this strategy to identify the main idea of each section of text. Get the gist helps you to determine the most important ideas about what you read. First, you identify the most important "who" or "what" in the section. Then, you identify the most important information about the "who" or "what." Finally, you write or say a short, complete sentence containing that information. This sentence is called a gist statement.

Look at your get the gist cue card. It has the steps on it.



GET THE GIST CUE CARD

STEP 1 - Answer the question: Who or what is this section mostly about?

- Is anyone or anything mentioned most frequently?
- Be sure to check pronouns, pictures, captions, and headings.

STEP 2 - Answer the question: What is the most important information about the “who” or “what”?

- What information relates to the:
 - “who” or “what”
 - culminating question
 - essential word(s)
- Be sure to check pictures, captions, and headings

STEP 3 - Write a gist statement.

- Be sure your statement identifies:
 - the most important “who” or “what”
 - the most important information about the “who” or “what”
- Be sure your statement is short but complete:
 - with a capital letter
 - with a period
 - approximately 10 words

The first step is to identify who or what the section of text is mostly about.

Underneath the first step question are two pointers you can use if it’s hard to figure out who or what the section is mostly about. The first pointer is to see if there is anyone or anything mentioned frequently in the text. The second point is to pay attention to pronouns, pictures, captions, and headings.

Pronouns might take the place of an important “who” or “what,” so a sentence with a pronoun might contain important information. We can always circle pronouns and draw an arrow back to the “who” or “what” the pronoun is replacing. Remember that captions are the lines of text under a picture that describe that picture.

Then, in the second step, we’ll identify the most important information about the “who” or “what.”

Sometimes this is hard to narrow down, so there are a couple more pointers to help you. The first is to see what information in the text relates to the “who” or “what,” the culminating question, or the essential word. The second pointer is to remember to check pronouns, pictures, captions, and headings.

I’ll show you how to do this as we read the first section of *Fred Korematsu*.

MODEL GET THE GIST WITH SECTION I

Let’s get started! I will read the first paragraph and then identify the gist.

Read section 1 aloud slowly.

We learned a lot about Fred in this paragraph. Let’s do the first step of get the gist and see if we can figure out who or what this section is mostly about, or what the subject of this section is.

Look at your cue card and read Step 1 with me.

Everyone reads Step 1 together.

Let’s figure it out together. I will start with the first pointer: “Is anyone or anything mentioned frequently?” Let’s see. I will use my pen to circle the subject that the author writes about.

The second pointer suggests checking headings. Sometimes the title of the text gives us a clue about what the subject is. The title is *Fred Korematsu*. So that gives me a hint that the subject is Fred Korematsu. I’ll check if he is indeed the subject by seeing how often he is mentioned.

Model circling each time Fred Korematsu is mentioned in the first section. As you circle, demonstrate thinking aloud by saying things such as the following.

I see Fred Korematsu is right here in the first sentence. Since he is mentioned first thing, that indicates that this paragraph is likely about him.

It says here that people looked down on Fred due to his Asian ancestry. Perhaps that gives us a clue about what Fred will stand up for later on in the reading?

Even though the author writes “he” here, I know that the text is referring to Fred, since he was mentioned in the previous sentence and the author has not identified another person.

A marked-up passage might look like this:

Fred Korematsu was born on January 30, 1919, in Oakland, California. He is best known for being a civil rights **activist**. Growing up, Fred faced racism. Many people in the United States looked down on people of Asian descent and thought they were inferior. After graduating from high school, Fred worked at a shipyard. Then when he showed up to work one day, he was fired because of his Japanese ancestry.

I think the most important “who” is Fred Korematsu because almost every sentence is about him.

Write “Fred Korematsu” on the board. Have students copy this on their graphic organizer for Section 1.

Let’s go back to our cue card. Read the second step with me.

Everyone reads Step 2 together.

I’m going to use the first gist pointer to help me. It says to pay attention to information that relates to the “who” or “what.” In this case, that’s Fred Korematsu. I will make a list of the important information in this paragraph about Fred.

Write essential information on the board and have students copy. Demonstrate thinking aloud by saying things such as the following.

I remember that Fred was an activist and “activist” is our essential word. I’m going to write “activist” down. I don’t have to write a complete sentence for this part. I am just jotting down important information about the “who,” Fred.

We read about how Fred experienced racism, due to his Asian ancestry. His ancestry was Japanese. I’m going to write down that he experienced racism, because I think that could be important information related to his activism. I’m also going to write down that he was Japanese American.

Possible answers: an activist, experienced racism, Asian American

Now that I have all the important information written down, it's time to write a gist statement. The gist statement is a sentence that states what the main idea is. It needs to be a short, complete sentence—around 10 words—so that we don't include a lot of unnecessary details.

Based on my notes, I know that Fred was an activist who experienced racism and he was Asian American.

I need to put this important information in a shorter sentence—the gist statement.

Write “Fred, an Asian American activist, experienced racism.” Have students copy this on their graphic organizer for Section 1.

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement tell the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

FACILITATE GUIDED PRACTICE OF GET THE GIST WITH SECTION 2

Now it's your turn to practice with me so that we can get the gist together. Remember, this means you're identifying the main idea. We will use the same cue card I just used.

Who can tell me the first step of get the gist?

Answer: Identify who or what the section is mostly about

That's right! Remember that you can use our gist pointers to help if you need. What is the first gist pointer?

Answer: Ask if anything or anyone is mentioned most frequently

That's right. The first gist pointer reminds us to look for frequently mentioned people or things. What is the second gist pointer?

Answer: Check pronouns, pictures, captions, and headings

Correct! The second gist pointer reminds us to pay attention to pronouns, pictures, captions, and headings.

Let's get started. I'll read this section aloud and you can follow along. Remember to circle people or things mentioned frequently and to keep an eye out for important pronouns, pictures, captions, and headings.

Read Section 2 aloud slowly.

Alright! Now it is your turn take a few minutes and go back into your passage and check what you circled. Use your gist pointers to help you find things that are frequently mentioned. We'll come back together and discuss our answers once people are finished.

Allow students time to work through the passage.

This section is about a few things. Let's find out what exactly. Let's see if anything was mentioned a lot. I'm going to talk through this section briefly and circle who and what is mentioned. As I go along, compare what I circle to what you circled. You may have circled more than me. That's fine. Just make sure you didn't miss anything that I circled.

As you circle, demonstrate thinking aloud.

It's time to see who or what you think this section is mostly about. As your peers share their answers, you may continue to mark up your passage. Who can raise their hand and tell me who or what they think this section is mostly about?

As students share, show your marked-up passage so students who need to circle additional words may follow.

Possible answer: Japanese Americans

That's right. In this section, the author doesn't mention Fred Korematsu, but does mention Japanese Americans a lot. We know from the first paragraph that Fred was Japanese American.

Possible answer: Japan

The author mentioned did Japan, too. But only once.

Now that we have shared some ideas, turn to your partner and tell them what you think the most important "who" or "what" is in this section and why.

Answer: "Japanese Americans" because the author mentions it frequently and we know it relates to Fred.

Correct, Japanese Americans are the most important "who" of this section because they are mentioned most frequently. The author does mention Japan, but only once, so the correct answer is Japanese Americans.

Write "Japanese Americans" on the board. Have students add this to Section 2 of their graphic organizer.

Who can tell me what the second part of get the gist asks us to do?

Answer: Write the most important thing about the "who" or "what"

That's right. Let's go back to our cue card. Who can read the get the gist pointers for the second step aloud for us?

Call on one student to read.

Now you and your partner will use the pointers make a list of the important information in this section about Japanese Americans. Turn and talk to your partner and write the important information that relates to the "who" or "what," the culminating question, or the essential word.

Give students time to talk to their partners and list important information about Japanese Americans.

Alright, let's come back together and see if we can list all of the important information about Japanese Americans in this section. Who can tell me one of the important things that they wrote down?

Write ideas on the board as students share.

Possible answers: Japan bombed Pearl Harbor, the president made Japanese Americans move to internment camps, Japanese Americans were imprisoned for being Japanese

Great! Now let's come up with our gist statement. Remember we want to keep the gist statement short—around 10 words. Turn to your partner and tell them what you think the most important information about Japanese Americans is.

Have a few students share their thoughts with the class.

I agree, I think the most important information about Japanese Americans is that they were moved to internment camps after Japan bombed Pearl Harbor. That is what I'm going to write down, but in fewer words.

Write "Japanese Americans were moved to internment camps after the bombing of Pearl Harbor."

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important "who" or "what" in the text?

Does our gist statement tell the most important information about the "who" or "what?"

Is our gist statement a short, complete sentence of around 10 words?

FACILITATE GUIDED PRACTICE OF GET THE GIST WITH SECTION 3

Let's practice again with the next section. I'll read the section aloud and you can follow along. Remember that our first step is to figure out who or what this section is about. **Following the gist pointers, we will circle things or people mentioned frequently. We also will identify important pronouns, pictures, captions, and headings.**

Read Section 3 aloud slowly.

Alright! Now it is your turn to find out what this section is mostly about. As you read remember to use the gist pointers and to circle the things that are frequently mentioned. We'll come back together and discuss our answers once people are finished.

Give students time to figure out who or what the section is about.

Who can tell me what they think this section is mostly about and why?

As students share, show your marked-up passage so students who need to circle additional words may follow.

Answer: Fred

That's right! In this section, they mention Fred a lot. I also circled the pronoun "him" and drew an arrow back to "Fred" because that is what "him" is replacing.

Write "Fred" on the board. Have students check their graphic organizers for Section 3.

Alright, now we are on the second part of get the gist. Who can remind us of what we need to do now?

Answer: Write the most important thing about the "who" or "what"

That's right. We need to write the most important thing about the "who" or "what." The first gist pointer reminds us to pay attention to information that relates to the "who" or "what." In this case, that is Fred. So, now, you are going to make a list of the important information in this section about Fred.

Allot students time to list important information about the "who" or "what."

Who wants to share some of the important information that about Fred that they wrote down?

Call on a few students to share ideas and write them on the board.

Sample answers: Fred refused to go to an internment camp, Fred argued that the executive order was racist and lost, Fred was forced to move, other Japanese Americans in the camps avoided Fred

Great! Now that we have our important information written down, we need to determine what the gist is. Turn to your partner and tell them what you think the most important information about Fred is.

Have a few students share their thoughts with the class and provide feedback as needed.

Answers: Fred thought the internment camp order was racist and tried to fight but was forced to go to a camp anyway.

I agree! I think the most important information about Fred is that he thought the internment camp order was racist and tried to fight but was forced to go anyway. That is what I'm going to write down—just in fewer words.

Write “Fred lost his case arguing the order was racist and he was forced to move to an internment camp.” Have students write this gist statement on their graphic organizer for Section 3.

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement tell the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH SECTION 4

Now you will try on your own. You will read the next section. Remember that you can use your cue card to make sure you are circling the most important “who” or “what” and identifying the most important information about the “who” or “what.” Write your answers in Section 4 of your graphic organizer.

Provide time for students to work. Circulate and provide support as needed.

Now, let's discuss who or what the section is mostly about. Raise your hand if you have an idea.

Have a few students share their thoughts with the class and provide feedback as needed.

Answer: Fred

Correct, the most important “who” or “what” is Fred.

Write “Fred” on the board and have students check what they wrote in their graphic organizer for Section 4.

The second part of get the gist is to write the most important thing about the “who” or “what.” What important information did you write down about the Fred in this section?

Have a few students share their thoughts with the class and provide feedback as needed.

Possible answers: Fred had many difficulties after the war, researchers discovered the government lied to Japanese Americans, Fred’s conviction was overturned, the government was being racist towards Japanese Americans

Now we can turn our ideas into our gist statement. Write a gist statement on your graphic organizer that includes the important information you noted about Fred. Remember that your gist statement should be a short but complete sentence.

Provide time for students to write. Circulate and provide support as needed.

I wrote, “Fred’s conviction for resisting the internment camp order was overturned.” Who has something similar to me?

Call on a few students to share.

Great, we might have written our statements a little differently, but as long as they tell us the “who” or “what” and the important information, all of our answers are OK! Let’s check our gist statements next.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement tell the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH SECTION 5

Just like last time, you will read the next section. Remember that you can use your cue card to make sure you are circling the most important “who” or “what” and identifying the most important information about the “who” or “what.” Write your answers in Section 5 of your graphic organizer.

Provide time for students to work. Circulate and provide support as needed.

Now, let’s discuss who or what the section is mostly about. Raise your hand if you have an idea.

Have a few students share their thoughts with the class and provide feedback as needed.

Answer: Fred

Correct, the most important “who” or “what” is Fred.

Write “Fred” on the board and have students check what they wrote in their graphic organizer for Section 5.

The second part of get the gist is to write the most important thing about the “who” or “what.” What important information did you write down about the Fred in this section?

Have a few students share their thoughts with the class and provide feedback as needed.

Possible answers: continued to be an activist, received the Presidential Medal of Freedom, Fred’s birthday is celebrated as a day of activism, Fred showed the importance of speaking up against unjust actions

Now we can turn our ideas into our gist statement. Write a gist statement on your graphic organizer that includes the important information you have about Fred. Remember that your gist statement should be a short but complete sentence.

Provide time for students to write. Circulate and provide support as needed.

I wrote, “Fred continued to be an activist and was recognized for his important work.” Who has something similar to me?

Call on a few students to share.

Great! We might have written our statements a little differently, but as long as they tell us the “who” or “what” and the important information, all of our answers are OK. I am going to check my gist statement, and while I do that follow along and check yours.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement tell the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

WRAP UP THE LESSON

We have come up with five gist statements to help us better understand the most important content in the passage. Let’s reread them.

Gist 1: Fred, an Asian American activist, experienced racism.

Gist 2: Japanese Americans were moved to internment camps after the bombing of Pearl Harbor.

Gist 3: Fred lost his case arguing the order was racist and he was forced to move to an internment camp.

Gist 4: Fred’s conviction for resisting the internment camp order was overturned.

Gist 5: Fred continued to be an activist and was recognized for his important work.

Now we can use the gist statements to help us answer the culminating question.

ANSWER THE CULMINATING QUESTION

At the beginning of this lesson, I asked: Why is Fred Korematsu’s life celebrated and remembered today? We now have all the pieces we need to answer this question, but we have to think about the best way to put these pieces together so that our answer makes sense. Look at your gist statements and turn to your shoulder partner and discuss why Fred Korematsu’s life is celebrated and remembered today?

Provide time for students to discuss. Ask probing questions such as the following as needed to help students answer the question.

- What injustices did Fred experience?
- How did the government show racism towards Japanese Americans?
- Why did Fred refuse to go to the internment camp?
- What other injustices did Fred speak out against?

OK, who wants to share their answer to our culminating question, “Why is Fred Korematsu’s life celebrated and remembered today?”

Answer: Fred Korematsu’s life is remembered and celebrated today for his activism resisting injustices against Japanese Americans and Asian Americans.

Correct! Fred Korematsu’s life is remembered and celebrated today for his activism resisting injustices against Japanese Americans and Asian Americans.

SPRINGBOARD IMAGES



Photo by Gotta Be Worth It from Pexels

activist

A person who works to bring about social or political change



RELATED WORDS:

advocate, promoter

EXAMPLE USAGE:

The activist went to the meeting to tell the city council why the new city policy was not fair.

EXAMPLE:

A group of students who organize a canned food drive.

NONEXAMPLE:

Someone who listens to a speech by a local activist, but who decides that the cause is not one she supports.

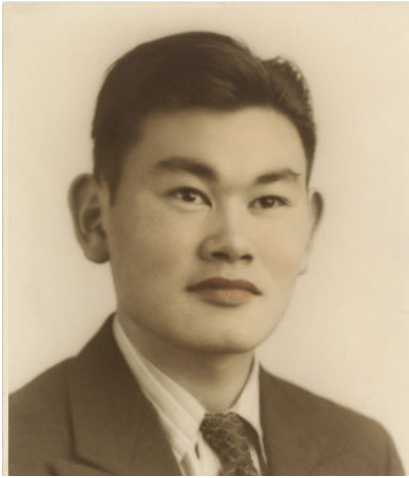
TURN AND TALK:

Do you support a cause to bring about social or political change?
Do you consider yourself to be an activist? Why or why not?

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FRED KOREMATSU

SECTION 1



Fred Korematsu was born on January 30, 1919, in Oakland, California. He is best known for being a civil rights **activist**. Growing up, Fred faced racism. Many people in the United States looked down on people of Asian descent and thought they were inferior. After graduating from high school, Fred worked at a shipyard. Then when he showed up to work one day, he was fired because of his Japanese ancestry.

SECTION 2

Things got worse for Japanese Americans in December 1941. On December 7, Japan bombed Pearl Harbor, a naval base in Hawaii. The attack was a surprise, and many Americans began to question the loyalty of Japanese Americans to the United States. Two months later, President Roosevelt signed

Executive Order 9066. The government applied the order mostly to Japanese Americans living on the West Coast, relocating them from their homes to special camps known today as internment camps. The government at the time argued that this relocation was necessary for national security. Many Japanese Americans cooperated with the order. They left their homes and moved to internment camps. These camps were like a prison. Families lived in cramped spaces and were not allowed to leave.

SECTION 3

Fred refused to follow the order. He even changed his name and appearance to try and hide his Japanese ancestry. Despite this, he was discovered. He was arrested and found guilty of violating the order. Fred believed that his conviction was unjust. He felt that the executive order went against the rights and freedoms guaranteed in the Constitution. Fred argued that people were imprisoned in the internment camps based on their race. Along with the American Civil Liberties Union, he fought back in court. Eventually, his case was heard by the Supreme Court in 1944. However, the Supreme Court ultimately voted against Fred. They decided that the executive order was justified and not motivated by race. After losing his appeal, Fred moved to an internment camp. The other people in the camp stayed away from Fred. They were scared of being seen as troublemakers if they talked to him.

SECTION 4

When World War II ended, Fred moved to Michigan and attempted to live a normal life. His conviction made his life difficult, and he had trouble finding a job. He continued to have trouble even after moving back to his home state of California. Years later, researchers discovered that the government knew that Japanese Americans did not pose a risk to the nation during the war. The government had hidden this evidence and continued forcing Japanese Americans to move to internment camps. Because of this new knowledge, a judge overturned Fred's conviction in 1983.

Fred remained an **activist** for the rest of his life. He advocated and fought for an official apology from the United States government. He cautioned against extreme national security measures after the 9/11 attacks. He was awarded the Presidential Medal of Freedom in 1998. His birthday, January 30, is observed as “Fred Korematsu Day of Civil Liberties and the Constitution” in several states, including California, Virginia, and Florida. Fred’s legacy shows the importance of speaking up and fighting against unjust situations, no matter the odds.

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SOCIAL STUDIES

Get the Gist With *The Independence of Brazil*

PURPOSE	Teach and practice how to get the gist of a passage
TOTAL TIME	40–45 minutes
MATERIALS	<ul style="list-style-type: none">• Copy of <i>The Independence of Brazil</i> to show on document camera or equivalent device• Copy of <i>The Independence of Brazil</i> for each student• Copy of get the gist cue card for each student• Copy of get the gist graphic organizer for each student
COMPREHENSION CANOPY (5 MINUTES OR LESS)	<ul style="list-style-type: none">• Introduce topic of text.• Show springboard images and discuss.
ESSENTIAL WORDS (5 MINUTES OR LESS)	<ul style="list-style-type: none">• colony
CRITICAL READING (30 MINUTES): <i>THE INDEPENDENCE OF BRAZIL</i>	<ul style="list-style-type: none">• Teach students how to get the gist using the selected text.• Students will identify a gist statement for each section of text.• Hold discussion about the culminating question at the end of the lesson, citing text evidence.



Note

Purple text sections include get the gist language and are examples of how teachers might provide additional support to students who need it.

COMPREHENSION CANOPY



OBJECTIVE

Provide the class the background information necessary to comprehend the text by introducing the topic of the text and by showing the springboard images.

INTRODUCE THE TOPIC OF THE TEXT

Many of you may know what it means to be, or feel, independent. What makes you feel independent? When a country wants to gain independence, it often involves a war. Today, we will talk about how Brazil gained its independence in a unique way.

Show Students the Springboard Images

Show Image 1.

This is a painting of a battle from the American Revolution, when the colonists were fighting for freedom from England. Turn to your partner and tell them one thing you notice about what is depicted in this image.

Provide time for discussion.

Show Image 2.

This is a painting that depicts how Brazil won its freedom from Portugal. What do you notice about what is happening—or not happening—in this image? Turn to your partner and tell them one thing you notice.

Provide time for discussion.

The truth about Brazil's independence is that there was not one battle with Portugal. Why was that the case? Today we will find out more about Brazil's independence.

ESSENTIAL WORDS



OBJECTIVE

Provide the class with explicit vocabulary instruction necessary to comprehend the text by using the essential words graphic organizer.

DEFINITION

Display the essential words graphic organizer for all students to see.

The essential word you will learn today is “colony.” Everyone say “colony.”

[Student name], will you please read the definition of “colony”?

Student reads: “A group of people, normally far away, that is under the full or partial control of another country.”

Now let’s all read that together.

Everyone reads the definition together.

VISUAL REPRESENTATION

The image shows all the colonies that Great Britain controlled at one point in time. For example, what is now the eastern United States was a colony of Great Britain. This meant that this portion of what became the United States was under the rule of Great Britain before the American Revolution.

RELATED WORDS

Some words that are related to “colony” are “settlement” and “territory. A settlement is often where people decide to live when they start a colony.

EXAMPLE USAGE

Here is the word used in a sentence: The American colonies separated from Great Britain during the American Revolution.

EXAMPLE

An example of a colony is Brazil in 1807. In 1807, parts of modern-day Brazil were a colony of Portugal.

NONEXAMPLE

A nonexample of a colony is Brazil today. Today, Brazil is an independent country.

TURN AND TALK

What do you know about the original colonies of the United States? Why did people leave Great Britain to form their own colony? Were people living in the United States when the colonies were formed?

Provide time for discussion.

CRITICAL READING OF TEXT



INTRODUCE THE TEXT, TOPIC, AND CULMINATING QUESTION

Now we will read a passage titled *The Independence of Brazil*. It's about how Brazil, which started as a colony of Portugal, became its own country.

By the end of the reading, I want you to be able to answer our culminating question: ***How did Brazil become an independent country?*** The culminating question helps us remember the big picture information we'll learn from reading this text.

Write the culminating question on your graphic organizer. The graphic organizer will help us remember the steps we will learn today.


Repeat the culminating question and provide time for students to write.

INTRODUCE THE GET THE GIST STRATEGY

Yesterday you learned a new way to find the main idea of a paragraph or section of text. This strategy is called get the gist. You can use this strategy to make sure you understand what you read and to remember the most important ideas. We'll be able to use these ideas to help us answer our culminating question at the end of the lesson.

As we read, we will stop periodically to get the gist. Remember, this means that we'll use this strategy to identify the main idea of each section of text. Get the gist helps you to determine the most important ideas about what you read. First, you identify the most important "who" or "what" in the section. Then, you identify the most important information about the "who" or "what." Finally, you write or say a short, complete sentence containing that information.

Let's review the get the gist cue card. It has the instructions on it.



GET THE GIST CUE CARD

STEP 1 - Answer the question: Who or what is this section mostly about?

- Is anyone or anything mentioned most frequently?
- Be sure to check pronouns, pictures, captions, and headings.

STEP 2 - Answer the question: What is the most important information about the "who" or "what"?

- What information relates to the:
 - "who" or "what"
 - culminating question
 - essential word(s)
- Be sure to check pictures, captions, and headings

STEP 3 - Write a gist statement.

- Be sure your statement identifies:
 - the most important "who" or "what"
 - the most important information about the "who" or "what"
- Be sure your statement is short but complete:
 - with a capital letter
 - with a period
 - approximately 10 words

The first step is to identify who or what the section of text is mostly about.

Underneath the first step question are two pointers you can use if it's hard to figure out who or what the section is mostly about. The first pointer is to see if there is anyone or anything mentioned frequently in the text. The second point is to pay attention to pronouns, pictures, captions, and headings.

Then, in the second step, we'll identify the most important information about the "who" or "what."

Sometimes this is hard to narrow down, so there are a couple more pointers to help you. The first is to see what information in the text relates to the "who" or "what," the culminating question, or the essential word. The second pointer is to remember to check pronouns, pictures, captions, and headings. Remember that captions are the lines of text under a picture that describe that picture.

We will go through these steps as we read *The Independence of Brazil*.

MODEL GET THE GIST WITH SECTION 1

Let's get started! I will read the first paragraph and then identify the gist.

Read section 1 aloud slowly.

There's a lot of information in this paragraph. Let's do the first step of get the gist. Look at your cue card and read Step 1 with me: "Who or what is this section mostly about?"

Let's figure it out together. I will start with the first pointer: "Is anyone or anything mentioned frequently?" Let's see.

I'll use my pencil to circle the subject of this section. Sometimes the title gives us a clue about what the subject is. The title is *The Independence of Brazil*, so that gives me a hint that the subject of this may be related to Brazil and its independence. That would mean that our subject might be a "what" instead of a "who."

I will keep reading the paragraph to see how often Brazil is mentioned.

Model circling each time Brazil is mentioned in the first section. As you circle, demonstrate thinking aloud by saying things like the following.

- I see Brazil is mentioned right here in the first sentence.
- I'm going to circle "Brazilians" as well, as that means the inhabitants of Brazil.

A marked-up passage might look like this:

The events leading to Brazil's independence started in Europe. Emperor Napoleon of France invaded Portugal in 1807. Prince John VI, the future Portuguese monarch, escaped Napoleon and moved to Brazil. The colony became the seat of the grand Portuguese Empire that covered parts of Africa, India, and Brazil. The future king of Portugal stayed in Brazil for 13 years. He grew attached to Brazilians and the colony. Brazilians did not feel removed from the Portuguese government. Instead, they felt that the prince brought status and glory to their colony. Indeed, in 1815, John VI announced that Brazil would be a kingdom, on equal footing in the Portuguese Empire with the kingdom of Portugal itself.

I think that the most important "what" in this paragraph is Brazil, which was a colony of Portugal until it gained independence. Notice how frequently the colony of Brazil is mentioned. Portugal is also mentioned a lot in this paragraph. That is because Brazil was a Portuguese colony.

Write "Brazil" on the board. Have students copy this on their graphic organizer for Section 1.

Let's go back to our cue card and do the second step. **Read the second step with me:** What is the most important information about the "who" or "what"?

I'm going to use the first gist pointer to help me. It says to pay attention to information that relates to the "who" or "what." In this case, that's Brazil. I will make a list of the important information in the paragraph about Brazil.

Write essential information on the board and have students copy.

Possible answers: Brazil was a Portuguese colony, John VI of Portugal loved Brazil as a prince, the prince made Brazil a kingdom equal to Portugal

Now that I have all of the important information written down, it's time to write a gist statement. The gist statement is a sentence that states what the main idea is. It needs to be a short, complete sentence—around 10 words—so that we don't include a lot of unnecessary details.

Write: "The prince of Portugal helped bring Brazil status with the Portuguese empire." Have students copy this on their graphic organizer in Section 1.

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement tell the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

FACILITATE GUIDED PRACTICE OF GET THE GIST WITH SECTION 2

Now it's your turn to practice with me so that we can get the gist together. Remember this means we're identifying the main idea. Who can tell me the first step of get the gist?

Answer: Identify who or what the section is mostly about

That's right! Remember that you can use our gist pointers to help if you need. What is the first gist pointer?

Answer: Ask if anything or anyone is mentioned frequently

That's right. The first gist pointer reminds us to look for frequently mentioned people or things. What is the second gist pointer?

Answer: Check pronouns, pictures, captions, and headings

Correct! The second gist pointer reminds us to pay attention to pronouns, pictures, captions, and headings.

Let's get started. I'll read this section aloud and you can follow along. Remember to circle people or things mentioned frequently. Sometimes people or things are replaced by pronouns, so we'll need to circle the pronouns, too. Make sure to circle important captions or headings and make note of any important pictures. Let's see if you can figure out the subject of this section and determine what it is mostly about while I read.

Read Section 2 aloud slowly.

Alright! I am going to give you just a minute or two to look over the passage and see if you can determine who or what it is mostly about. We'll come back together and discuss our answers once people are finished.

Allow students time to work through the passage.

It's time to see who or what you think this section is mostly about. Who can raise their hand and tell me who or what they think this section is mostly about?

Answer: Brazil

That's right! Now, turn to your partner and tell them what you think the most important "who" or "what" was and why.

Provide partners time to discuss and have a few students share their thoughts with the class.

Answer: Brazil because the section is about the history and government of Brazil at that time

That's right. In this section, we read about Brazil's government and history. Other things are mentioned, but to help us better understand Brazil's history

Write "Brazil" on the board. Have students add this to Section 2 of their graphic organizer.

Who can tell me what the second part of get the gist asks us to do?

Answer: To write the most important things about the "who" or "what"

That's right. Let's go back to our cue card. Who can read the get the gist pointers for the second step aloud for us?

Call on one student to read.

Now you and your partner will make a list of the important information in this section about Brazil. Turn and talk to your partner and write the important information that relates to the "who" or "what," the culminating question, or the essential word.

Remember the second gist pointer and make sure to pay attention to pronouns, pictures, captions, and headings.

Give students time to talk to their partners and list important information about Brazil.

Alright, let's come back together and see if we can list all the important information about Brazil in this section. Who can tell me one of the important things that they wrote down?

Possible answers: Brazil had a monarch, Brazil stayed intact as one country unlike Spanish colonies

Great! Now let's come up with our gist statement. Remember we want to keep the gist statement short—around 10 words. Turn to your partner and tell them what you think the most important information about Brazil is.

Have a few students share their thoughts with the class.

I agree! I think the most important information about Brazil is that it stayed intact as a country unlike the Spanish colonies in South America. That is what I'm going to write down, but in fewer words.

Write "Brazil stayed intact as a country." Have students write this gist statement on their graphic organizer for Section 2.

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important "who" or "what" in the text?

Does our gist statement tell the most important information about the "who" or "what?"

Is our gist statement a short, complete sentence of around 10 words?

FACILITATE GUIDED PRACTICE OF GET THE GIST WITH SECTION 3

Let's practice again with the next section. I'll read the section aloud and you can follow along. Remember that our first step is to figure out who or what this section is mostly about. **Following the gist pointers, we will circle things or people mentioned frequently. We also will identify important pronouns, pictures, captures, and headings. Let's get started.**

Read Section 3 aloud slowly.

Alright! Now it is your turn to find out what this section is mostly about. **As you read, remember to use the gist pointers and to circle the things that are frequently mentioned. We'll come back together and discuss our answers once people are finished.**

Give students time to figure out who or what the section is mostly about.

Who can tell me who or what they think this section is mostly about and why?

Answer: Pedro

That's right! Although Brazil is mentioned in this passage, it shifts to describing Pedro's contribution to their independence as a country. So, I think that this section's "who" is Pedro.

Write "Pedro" on the board. Have students check their graphic organizers for Section 3.

Alright, now we are on the second part of get the gist. Who can remind us of what we need to do now?

Answer: Write the most important thing about the "who" or "what"

That's right we need to write the most important thing about the "who" or "what." **The first gist pointer reminds us to pay attention to information that relates to the "who" or "what." In this case, that's Pedro. So, now, you are going to make a list of the important information in this section about Pedro.**

Allot students time to list important information about the "who" or "what."

Who wants to share some of the important information about Pedro that they wrote down?

Call on a few students to share ideas and write them on the board.

Sample answers: Pedro knew Brazil wanted independence, Pedro stayed in Brazil, Brazil got independence from Portugal with Pedro's help

Great! Now that we have our important information written down, we need to determine what the gist is. Turn to your partner and tell them what you think the most important information about Pedro is.

Have a few students share their thoughts with the class and provide feedback as needed.

Answer: Pedro helped Brazil become independent from Portugal.

I agree! So that is what I'm going to write down.

Write "Pedro helped Brazil become independent from Portugal." Have students write this gist statement on their graphic organizer for Section 3.

Alright, let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important "who" or "what" in the text?

Does our gist statement tell the most important information about the "who" or "what?"

Is our gist statement a short, complete sentence of around 10 words?

WRAP UP THE LESSON

We have come up with three gist statements to help us better understand the most important content in the passage. Let's reread them.

Gist 1: The prince of Portugal helped bring Brazil status with the Portuguese empire.

Gist 2: Brazil stayed intact as a country.

Gist 3: Pedro helped Brazil become independent from Portugal.

Now we can use the gist statements to help us answer the culminating question.

ANSWER THE CULMINATING QUESTION

At the beginning of this lesson, I asked: How did Brazil become an independent country? We now have all the pieces we need to answer this question, but we have to think about the best way to put these pieces together so that our answer makes sense. Look at your gist statements and turn to your shoulder partner and discuss how Brazil became an independent country.

Provide time for students to discuss. Ask probing questions such as the following as needed to help students answer the question.

- Who helped Brazil gain independence?
- Why didn't Brazil fight Portugal for independence like other colonies did at the time?

OK, who wants to share their answer to our culminating question, "How did Brazil become an independent country?"

Answer: Brazil became an independent country with the help from the son of the Portuguese king, Pedro. Pedro remained in Brazil when ordered home and declared Brazil independent from Portugal. They did not have to fight a war for their independence.

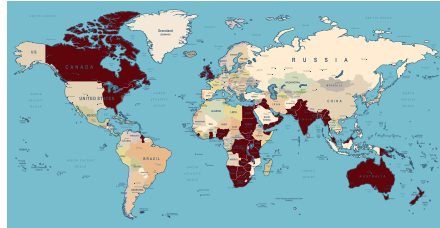
SPRINGBOARD IMAGES



The Death of General Warren at the Battle of Bunker's Hill, June 17, 1775, by John Trumbull, 1786, from the Museum of Fine Arts, Boston; Independência ou Morte, by Pedro Américo, 1888, from the Museu Paulista.

colony

A group of people, normally far away, that is under the full or partial control of another country



RELATED WORDS:

settlement, territory

EXAMPLE USAGE:

The American colonies separated from Great Britain during the American Revolution.

EXAMPLE:

An example of a colony is Brazil in 1807. In 1807, parts of modern-day Brazil were a colony of Portugal.

NONEXAMPLE:

A nonexample of a colony is Brazil today. Today, Brazil is an independent country.

TURN AND TALK:

What do you know about the original colonies of the United States? Why did people leave Great Britain to form their own colony? Were people living in the United States when the colonies were formed?

Vector map of the British Empire by sci-Media from Shutterstock

THE INDEPENDENCE OF BRAZIL

SECTION 1

The events leading to Brazil's independence started in Europe. Emperor Napoleon of France invaded Portugal in 1807. Prince John VI, the future Portuguese monarch, escaped Napoleon and moved to Brazil. The **colony** became the seat of the grand Portuguese Empire that covered parts of Africa, India, and Brazil. The future king of Portugal stayed in Brazil for 13 years. He grew attached to Brazilians and the **colony**. Brazilians did not feel removed from the Portuguese government. Instead, they felt that the prince brought status and glory to their **colony**. Indeed, in 1815, John VI announced that Brazil would be a kingdom, on equal footing in the Portuguese Empire with the kingdom of Portugal itself.

SECTION 2

John VI became king of Brazil, but he had to agree to rule from Portugal. John VI's form of government was a constitutional monarchy. The constitution protected the rights of the people, just as the U.S. Constitution protects U.S. citizens. But unlike the U.S., Brazil still had a monarch. When John VI sailed for Portugal, his 23-year-old son, Pedro, remained in Brazil. In the meantime, the rest of Latin America was fighting bloody wars for independence. The territory once held by Spain split into many different groups. These groups fought each other. The map of South America used to be two big territories. It was divided between the **colonies** of Spain and the one colony of Portugal, Brazil. Today the many different countries on the South American map remind us of the divisions within Latin America. All of the different boundaries were established through wars for independence, except for the case of Brazil. Brazil stayed intact as one country, just as it had been one territory.

SECTION 3

Pedro realized that Brazil's people wanted independence, although they were not yet revolting. But, the government in Portugal was worried that Pedro favored the Brazilians too much. Pedro's father ordered him to come back to Portugal. Instead, he disobeyed his father and remained in Brazil. He is supposed to have simply declared, "I remain!" After his decision to stay, Pedro announced that Brazil would be independent from Portugal. Today, Brazilians celebrate this moment in history with "I Remain Day," similar to our Fourth of July. Pedro's stance let Brazil gain freedom without fighting.

Adapted from ReadWorks: <https://www.readworks.org/article/Brazil-Today--The-Independence-of-Brazil/32afeec4-e3f7-4016-b2ea-2701ff4d08d0#!articleTab:content/>



SOCIAL STUDIES

Review Get the Gist With *The Story of Mexican Murals*

PURPOSE	Practice how to get the gist of a passage with teacher support
TOTAL TIME	40–45 minutes
MATERIALS	<ul style="list-style-type: none">• Copy of <i>The Story of Mexican Murals</i> to show on document camera or equivalent device• Copy of <i>The Story of Mexican Murals</i> for each student• Copy of get the gist cue card for each student• Copy of get the gist graphic organizer for each student
COMPREHENSION CANOPY (5 MINUTES OR LESS)	<ul style="list-style-type: none">• Introduce topic of text.• Show springboard image and discuss.
ESSENTIAL WORDS (5 MINUTES OR LESS)	<ul style="list-style-type: none">• revolution
CRITICAL READING (30 MINUTES): <i>THE STORY OF MEXICAN MURALS</i>	<ul style="list-style-type: none">• Students will practice how to get the gist using the selected text.• Students will identify the gist for each section of text.• Hold discussion about the culminating question at the end of the lesson, citing text evidence.



Note Purple text sections include get the gist language and are examples of how teachers might provide additional support to students who need it.

COMPREHENSION CANOPY



OBJECTIVE

Provide the class the background information necessary to comprehend the text by introducing the topic of the text and by showing students the springboard images.

INTRODUCE THE TOPIC OF THE TEXT

Have any of you seen murals before? Murals are paintings that are painted directly on a wall. Here are some examples from a town near Washington, D.C. Have any of you seen a mural near where you live?

Display the images of the mural project in Wheaton, MD, found on the following website:

<https://montgomeryplanningboard.org/wheatonhq/building-info/wheaton-headquarters-mural/>

Why do you think artists paint murals like this?

Have a few students share their thoughts with the class.

Show Students the Springboard Image

Here is an example of a mural painted after the Mexican Revolution in the early 1900s. The title of the mural is “History of Mexico.” The banner in the middle reads “Land and Liberty,” which was an important message during the Mexican Revolution. One reason the Mexican Revolution started was because poor farmers did not own their land and were therefore often stuck in extreme poverty.

If you were a poor farmer during the Mexican Revolution, how might this mural encourage you to seek out freedom?

Today we will learn a bit more about the causes of the Mexican Revolution and how artists used murals to spread messages and unite a divided country.

ESSENTIAL WORDS



OBJECTIVE

Provide the class with explicit vocabulary instruction necessary to comprehend the text by using the essential words graphic organizer.

DEFINITION

Display the essential words graphic organizer for all students to see.

The essential word you will learn today is “revolution.” Everyone say “revolution.”

[Student name], will you please read the definition of “revolution”?

Student reads: “The overthrow of a government by force and the setting up of a new government.”

Now let’s all read that together.

Everyone reads the definition together.

VISUAL REPRESENTATION

The Mexican Revolution was a civil war between those who wanted the government of Porfirio Díaz to stay in power and those who wanted to overthrow him. The first image shows the Mexican Army marching through the capital city to protect the politicians who were in power.

The second image shows two important revolutionaries, Pancho Villa and Emiliano Zapata, and their supporters, who tried to overthrow the government of Porfirio Díaz and replace it.

RELATED WORDS

Some words that are related to “revolution” are “overthrow” and “rebellion.” Citizens may try to overthrow the government because they think the government has treated them unfairly and they want change. They may engage in rebellion or fighting.

EXAMPLE USAGE

Here is the word used in a sentence: The revolution started because people thought the government was unfair.

EXAMPLE

An example of a revolution is the Mexican Revolution, which was fought 1910–1921 and overthrew the government of Porfirio Díaz.

NONEXAMPLE

A nonexample of revolution is when people vote peacefully and elect a new government. In this case, the change of government is peaceful and does not use force.

TURN AND TALK

Now turn to your partner and discuss one way that revolution is similar to war and one that they are different.

Provide time for partners to talk.

CRITICAL READING OF TEXT



INTRODUCE THE TEXT, TOPIC, AND CULMINATING QUESTION

We now will read a passage titled *The Story of Mexican Murals*. It's about murals, which are paintings painted directly onto walls. Murals served a special purpose after the Mexican Revolution.

By the end of the reading, I want you to be able to answer our culminating question: ***What purpose did murals serve in Mexico after the Revolution?*** The culminating question will help us remember the big picture information we'll learn from reading this text.

Write the culminating question on your graphic organizer. The graphic organizer will help us remember the steps we are going to review today.

Repeat the culminating question and provide time for students to write.

REVIEW THE GET THE GIST STRATEGY

Let's review how to get the gist. We always use the same steps to get the gist.

Don't forget that you can look at the cue card if you need help remembering the steps of the get the gist strategy or would like to review the pointers for each step.

Let's look at our cue cards and read together the first step of the get the gist strategy.

Everyone reads the first step aloud together.



GET THE GIST CUE CARD

STEP 1 - Answer the question: Who or what is this section mostly about?

- Is anyone or anything mentioned most frequently?
- Be sure to check pronouns, pictures, captions, and headings.

STEP 2 - Answer the question: What is the most important information about the "who" or "what"?

- What information relates to the:
 - "who" or "what"
 - culminating question
 - essential word(s)
- Be sure to check pictures, captions, and headings

STEP 3 - Write a gist statement.

- Be sure your statement identifies:
 - the most important "who" or "what"
 - the most important information about the "who" or "what"
- Be sure your statement is short but complete:
 - with a capital letter
 - with a period
 - approximately 10 words

What is a pronoun? What does it replace? What are some pronouns we might see in this passage?

Allow students time to respond to the whole class or to their partner.. Provide feedback as needed.

Let's now read together the second step of the get the gist strategy.

Everyone reads the second step aloud together.

Sometimes this is hard to narrow down. Remember that you can use the following two gist pointers to help you.

The first one is to ask what information relates to the “who” or “what,” the culminating question, or the essential word. The second one is to check the pictures, captions, and headings.

Let's work together through the first section of *The Story of Mexican Murals*.

MODEL GET THE GIST WITH SECTION I

Let's get started. I will read the first section aloud and I want you to look for the things or the people that are mentioned the most frequently.

Read the first section aloud slowly.

We learned a lot about murals in this paragraph. Let's do the first step of get the gist and see if we can figure out who or what this section is mostly about.

Look at your cue card and read Step 1 with me: “Who or what is this section mostly about?” Let's see if we can figure it out. The first pointer recommends asking if anyone or anything is mentioned frequently in the section. I will go through and circle the subjects the author mentions frequently. But before I do, the second pointer suggests checking the headings. Sometimes the title of the text gives us a clue about what the subject is.

The title is *The Story of Mexican Murals*. That gives me a hint that the subject could be murals. I'm going to check if that is indeed the subject by seeing how often murals are mentioned.

Go back through the paragraph and model circling each time “murals” are mentioned. As you circle, demonstrate thinking aloud by saying things such as the following.

- The word “murals” is right here in the first sentence.
- Here in the second sentence, I see the word “murals” but I also see that murals are paintings. They are paintings that are painted directly on a wall.
- In the next sentence, I see that artists painted murals. They painted them to express ideas.
- This paragraph talks a lot about murals and artists. I think both are important to this paragraph.

A marked-up passage might look like this:

Public art has been important throughout history. In Mexico, many artists used murals to communicate social and political messages. Murals are paintings that are painted directly on a large wall. Back when most people in the country could not read, artists would paint murals to express certain politics or traditions. These murals were available for all to see. Mural painting became a way for artists to share their beliefs and try to unite a divided country.

Write “murals” on the board. Have students write this on their graphic organizer for Section 1.

Let’s do the second step of get the gist and figure out “What is the most important information about the who or what?”

I’m going to use the first pointer to help me. It says to pay attention to information that relates to the “who” or “what.” In this case, that’s murals. I will make a list of the important information in this paragraph about murals. I will also keep the culminating question in mind: What purpose did murals serve in Mexico after the Revolution?

Write the essential information on the board and have students copy. Demonstrate thinking aloud by saying things such as the following.

- As I go back and skim the passage, I see that the author talks a lot about what murals are—paintings painted directly onto walls. The author also talks about the purpose they served. I know that is important because of our culminating question.

- Here the author says that artists painted murals to share their beliefs and try to unite the country. I'll write that down. I don't have to write a complete sentence for this part. These are just my notes.
- I see that murals are mentioned the most frequently in this section, but art and artists are also mentioned a lot. I wonder if there is a connection between art, artists, and murals. I see here that the author says artists painted murals.
- I also see that the first sentence in the paragraph talks about public art. Later we see that these murals were available for all to see. I think that means that murals were public art—art for everyone! I'll jot that down.

Possible answers: communicated social and political messages to everyone, used art because most people could not read, painted directly onto walls, tried to unite a divided country

Now that I have all of the important information written down, it's time to write a gist statement. The gist statement is a sentence that states what the main idea is. It needs to be a short, complete sentence—around 10 words—so that we don't include a lot of unnecessary details.

Based on my notes, I know that the murals were painted on walls and were used to communicate political and social messages to everyone. I need to put this important information in a shorter sentence—the gist statement.

Write “Artists painted murals on walls to communicate ideas to everyone and unite a divided country” on the board. Have students copy this on their graphic organizer for Section 1.

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement tell the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

FACILITATE GUIDED PRACTICE OF GET THE GIST WITH SECTION 2

Now it's your turn to practice with me so we can get the gist together. Remember this means you're identifying the main idea. **As I read, think about what is mentioned a lot. See if "murals" is still repeated frequently or if our essential word "revolution" is mentioned a lot in this section.**

Who can tell me the first step of get the gist?

Answer: Identify who or what the section is mostly about

That's correct. I'll read the next section aloud and you can follow along to figure out who or what it is mostly about. **Circle who or what is mentioned the most often. I'm going to do the same and then we'll compare our notes after we finish this section.**

Read Section 2 aloud slowly.

Now, let's figure out who or what this section is mostly about. Raise your hand if you have an idea.

Possible answers: the Mexican Revolution, Revolution, civil war, and war

That's right. There are a lot of things mentioned in this section. A lot of the words refer to the same thing. The Mexican Revolution is the same as the civil war. Just like in the first section, we can assume that some of the other words—artists (they), Mexico, and violence—are important and should be noted in the important information.

Write "Mexican Revolution" on the board. Have students add this to Section 2 of their graphic organizer.

Who can tell me what second part of get the gist asks us to do?

Answer: Write the most important thing about the "who" or "what"

That's right. **Let's go back to our cue card. Who can read the get the gist pointers for the second step aloud for us?**

Call on one student to read.

Now you and your partner will use your gist pointers to make a list of the important information in this section about the Mexican Revolution. Turn and talk to your partner and write the important information from this section.

Give students time to talk to their partners and list important information about the Mexican Revolution.

OK, raise your hand and share if you have an idea of some important information in this section.

Write ideas on the board as students share.

Conduct a think-aloud if students struggle to identify important information about the Revolution. Have students check and revise the important information on their graphic organizer as you write.

Possible answers: people were unhappy with Díaz, Díaz declared himself the winner of an election, Mexico was divided as people struggled for power, artists painted images to unite a divided country

Great! Now let's write our gist statement. We want to keep it short—around 10 words. Turn to your partner and tell them what you think the most important information about the Mexican Revolution is from Section 2.

Have a few students share their thoughts with the class.

Write “Mexican artists painted murals after the Díaz election, which divided the country and started the Mexican Revolution” on the board.

Have students write this gist statement on their graphic organizer for Section 2.

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement tell the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH SECTION 3

Now you will try on your own. You're going to read the last section. Use your cue card to help you figure out the most important "who" or "what" and the most important information about that "who" or "what." Remember to write down the essential information in your graphic organizer and to think about the answer to our culminating question! Right now you only need to fill out the "who" or "what" and most important information sections of your graphic organizer. Remember, you should be working in Section 3.

Provide time for students to work. Circulate and provide support as needed.

Now, let's discuss who or what the section is mostly about. Raise your hand if you have an idea.

Have a few students share their thoughts with the class and provide feedback as needed.

Possible answers: "Los Tres Grandes," also called the Three Great Ones (Diego Rivera, José Clemente Orozco, and David Alfaró Siqueiros), Mexico, Mexican

That's right! The most important who or what is Los Tres Grandes, or the artists Diego Rivera, José Clemente Orozco, and David Alfaró Siqueiros.

Write "Los Tres Grandes" on the board and have students check what they wrote in their graphic organizer for Section 3.

The second part of get the gist is to write the most important thing about the "who" or "what." What important information did you write down about Los Tres Grandes and their murals in this section?

Have a few students share their thoughts with the class and provide feedback as needed.

Possible answers: painted revolutionary murals, murals displayed Mexican history and culture

Have students check and revise the important information in their graphic organizers. If you notice that students are struggling to identify important information, you can have them do a turn-and-talk to share important information with their partner.

Now we can turn our ideas into our gist statement. Write a gist statement on your graphic organizer that includes the important information you noted about Los Tres Grandes. Remember that your gist statement should be a short but complete sentence.

Provide students time to write. Circulate and provide support as needed.

Who wants to share their gist statement with the class?

Call on a few students to share. Write your gist statement on the board so students can check what they wrote and make changes if needed: “Los Tres Grandes painted revolutionary murals that displayed Mexican history and culture.”

Remember our statements might be a little different but a good gist statement will have three key pieces.

Have students check their gist statement using the following three questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement include the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

WRAP UP THE LESSON

We have come up with three gist statements to help us better understand the most important content in the passage. Let’s reread them.

Gist 1: Artists painted murals on walls to communicate ideas to everyone and unite a divided country.

Gist 2: Mexican artists painted murals after the Díaz election, which divided the country and started the Mexican Revolution.

Gist 3: Los Tres Grandes painted revolutionary murals that displayed Mexican history and culture.

Now we can use the gist statements to help us answer the culminating question.

ANSWER THE CULMINATING QUESTION

At the beginning of this lesson, I asked: What purpose did murals serve in Mexico after the Revolution? We have all the pieces we need to answer this question, but we have to think about the best way to put these pieces together so that our answer makes sense. Look at your gist statements and turn to your shoulder partner and discuss what purpose murals served in Mexico after the Revolution.

Provide time for students to discuss. Ask probing questions such as the following as needed to help students answer the question.

- How does the text define “mural”?
- Why did artists use images instead of words to communicate information?
- When did the artists in the text paint murals?
- What sorts of pictures did artists paint?
- Why was the Mexican country divided?

OK, who wants to share their answer to our culminating question, “What purpose did murals serve in Mexico after the Revolution?”

Answer: Mexican murals shared information, history, and culture to all in order to unite people at a time when the country was divided.

SPRINGBOARD IMAGES



Image of part of Diego Rivera's "History of Mexico" mural at the National Palace in Mexico City from Wikipedia

revolution

The overthrow of a government by force and the setting up of a new government



RELATED WORDS:

overthrow, rebellion

EXAMPLE USAGE:

The revolution started because people thought the government was unfair.

EXAMPLE:

The Mexican Revolution was fought 1910–1921 and overthrew the government of Porfirio Díaz.

NONEXAMPLE:

When people vote peacefully and elect a new government. In this case, the change of government is peaceful and does not use force.

TURN AND TALK:

What is one way that revolution is similar to war and one way that they are different?

Images from Wikimedia Commons

THE STORY OF MEXICAN MURALS

SECTION 1



Map of Mexico at the start of the Mexican Revolution in 1910

Public art has been important throughout history. In Mexico, many artists used murals to communicate social and political messages. Murals are paintings that are painted directly on a large wall. Back when most people in the country could not read, artists would paint murals to express certain politics or traditions. These murals were available for all to see. Mural painting became a way for artists to share their beliefs and try to unite a divided country.

SECTION 2

In 1910, the Mexican Revolution began. This Revolution was a civil war that started with an election and lasted for about a decade. Many people were unhappy with the dictator Porfirio Díaz, who had declared himself the winner of that election. So a war broke out as people struggled for power. For many years, Mexico experienced division and violence. No one could agree on who should lead the country. Many people fled Mexico in hopes of a better life. People who stayed in the country wanted reforms. Reforms are changes that improve people's lives. Even though the Revolution ended in 1920, Mexico was still very divided. Artists tried to bring people together by making murals.

The artists painted farmers, laborers, and **revolutionaries**. They painted these middle- and lower-class people as heroes. They also painted images of the Mexican Revolution. Some of these images showed the violence and fear during this decade.

SECTION 3

Three artists became known for their **revolutionary** murals. They were nicknamed "Los Tres Grandes," or Three Great Ones. They were Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros. Siqueiros even fought in the Revolution.

Los Tres Grandes and the rest of the mural artists proudly displayed Mexican culture and heritage. They also taught people the history of Mexico. They did not paint for the wealthy, but for every Mexican citizen. The murals were for the people and by the people, just like a lot of street and graffiti art today.



Mural painted by David Alfaro Siqueiros in Mexico City

Text reprinted with permission from ReadWorks: <https://www.readworks.org/article/The-Story-of-Mexican-Murals/d83675cf-728c-425c-9ce1-2c4093aid88b#larticleTab:content/a>; map by Keepsases from Wikipedia; photograph of mural by Régis Leachume from Wikipedia



SOCIAL STUDIES

Review Get the Gist With *Mabel Ping-Hua Lee's Fight for Voting Rights*

PURPOSE	Practice how to get the gist of a passage
TOTAL TIME	40–45 minutes
MATERIALS	<ul style="list-style-type: none">• Copy of <i>Mabel Ping-Hua Lee's Fight for Voting Rights</i> to show on document camera or equivalent device• Copy of <i>Mabel Ping-Hua Lee's Fight for Voting Rights</i> for each student• Copy of get the gist cue card for each student• Copy of get the gist graphic organizer for each student
COMPREHENSION CANOPY (5 MINUTES OR LESS)	<ul style="list-style-type: none">• Introduce topic of text.• Show springboard images and discuss.
ESSENTIAL WORDS (5 MINUTES OR LESS)	<ul style="list-style-type: none">• equality
CRITICAL READING (30 MINUTES): <i>MABEL PING-HUA LEE'S FIGHT FOR VOTING RIGHTS</i>	<ul style="list-style-type: none">• Students will practice how to get the gist using the selected text.• Students will identify the gist for each section of text.• Hold discussion about the culminating question at the end of the lesson, citing text evidence.



Purple text sections include get the gist language and are examples of how teachers might provide additional support to students who need it.

COMPREHENSION CANOPY



OBJECTIVE

Provide the class the background information necessary to comprehend the text by introducing the topic of the text and by showing students the springboard images.

INTRODUCE THE TOPIC OF THE TEXT

Some of you may have seen protests. These protests often happen after unfair, or discriminatory, events happen. People protest to draw attention to discrimination and to fight for equality. Today, we are going to read about a woman who fought for equality for women in the early 1900's. At that time, women could not vote and were not treated fairly or equally under the law.

Show Students the Springboard Image

Here is an image of Mabel Ping-Hua Lee. Mabel was born in China in 1896 and moved to the United States when she was nine. She fought for gender equality, which we can see in the caption: "Chinese Girl Wants Vote." A lot of immigrants quickly adopted a more European style of dressing. What is Mabel wearing in this photo? Why do you think she chose to be pictured in traditional Chinese clothing? (Possible answers: to assert her identity; as a form of protest.)

Today we will learn a bit more about Mabel Ping-Hua Lee and how she fought for women's equality over 100 years ago.

ESSENTIAL WORDS



OBJECTIVE

Provide the class with explicit vocabulary instruction necessary to comprehend the text by using the essential words graphic organizer.

DEFINITION

Display the essential words graphic organizer for all students to see.

The essential word you will learn today is “equality.” Everyone say “equality.”

[Student name], will you please read the definition of equality?

Student reads: “When people have equal opportunities regardless of race, ethnicity, gender, or disability.”

Now let’s all read that together.

Everyone reads the definition together.

VISUAL REPRESENTATION

This photo shows a protest in 1910, during Mabel Ping-Hua Lee’s lifetime. Here, women are protesting for the right to vote. Women did not have equality and could not vote, even though men could.

RELATED WORDS

Some words related to “equality” are “gender equality” and “feminism.” Gender equality means equality between women and men. Feminism is the idea that women are equal to men.

EXAMPLE USAGE

Here is the word used in a sentence: The protesters marched for equality.

EXAMPLE

Mabel Ping-Hua Lee fought for gender equality, especially to give women the right to vote.

NONEXAMPLE

A nonexample of equality is discrimination. In this case, *discrimination* means people are treated unequally and have unequal opportunities because of, for example, the color of their skin or their gender.

TURN AND TALK

Now turn to your partner and discuss the following: Have you ever been in a situation where there was not equality? How did it make you feel?

CRITICAL READING OF TEXT



INTRODUCE THE TEXT, TOPIC, AND CULMINATING QUESTION

We're going to read a passage titled "Mabel Ping-Hua Lee's Fight for Voting Rights." It's about a woman, Mabel Ping-Hua Lee, who fought for equality throughout her life.

By the end of the reading, I want you to be able to answer this question: ***How did Mabel Ping-Hua Lee fight for equality?*** The culminating question helps us remember the big picture information we'll learn from reading this text.


Write the culminating question on your graphic organizer. The graphic organizer will help us remember the steps we will review today.

REVIEW THE GET THE GIST STRATEGY

Let's review how to get the gist. We always use the same steps to get the gist.

Don't forget the cue card can help us remember the steps of the get the gist strategy and has pointers for each step. Let's look at our cue cards and read together the first step of the get the gist strategy.

Everyone reads the first step aloud together.



GET THE GIST CUE CARD

STEP 1 - Answer the question: Who or what is this section mostly about?

- Is anyone or anything mentioned most frequently?
- Be sure to check pronouns, pictures, captions, and headings.

STEP 2 - Answer the question: What is the most important information about the “who” or “what”?

- What information relates to the:
 - “who” or “what”
 - culminating question
 - essential word(s)
- Be sure to check pictures, captions, and headings

STEP 3 - Write a gist statement.

- Be sure your statement identifies:
 - the most important “who” or “what”
 - the most important information about the “who” or “what”
- Be sure your statement is short but complete:
 - with a capital letter
 - with a period
 - approximately 10 words

Now let’s read together the second step of the get the gist strategy.

Everyone reads the second step aloud together.

Sometimes this is hard to narrow down. Remember that you can use the following two gist pointers to help you.

The first one is to ask what information relates to the “who” or “what,” the culminating question, or the essential word. The second one is to check the pictures, captions, and headings.

Let’s work together through the first section of “Mabel Ping-Hua Lee’s Fight for Voting Rights.”

MODEL GET THE GIST WITH SECTION I

Let's get started! I will read the first section aloud and I want you to try to figure out who or what this section is mostly about. As I read, circle the things or people that are mentioned the most frequently. You can use different colors to circle different subjects.

Read the first section aloud slowly.

There's a lot of information about Mabel Ping-Hua Lee in this section. Let's see if we can figure out who or what it is mostly about. As we do, compare what you are thinking to what I am thinking.

Go back through the first section and circle all of the times Lee is mentioned. A marked-up passage might look like this:

Mabel Ping-Hua Lee was a Chinese woman who lived most of her life in the U.S. and devoted her life to fighting for gender equality. She began campaigning for women's suffrage, or the right to vote, at a young age. She believed all people should be treated equally under the law. Lee wrote, marched, and protested for women's rights.

Mabel Ping-Hua Lee was born in southern China, not too far from Hong Kong, on October 7, 1896. She learned English at a missionary school and won an academic scholarship when she was nine years old. This scholarship allowed her to move to the U.S. with her family. They settled in New York.

Write "Mabel Ping-Hua Lee" on the board. Have students write this on their graphic organizer for Section 1.

Let's do the second step of get the gist and figure out the most important information about the "who" or "what."

I'm going to use the first gist pointer to help me. It says to pay attention to information that relates to the "who" or "what." In this case, that's Mabel Ping-Hua Lee.

I will make a list of the important information in this paragraph about Lee. I'll keep the culminating question in mind, too: How did Mabel Ping-Hua Lee fight for equality?

Write the essential information on the board and have students copy. Demonstrate thinking aloud

by saying things such as the following.

- I see that the author talks a lot about Mabel Lee’s background. When we read about people, we usually learn facts about their lives. We’re introduced to Mabel and learn some facts right at the beginning.
- Some of the facts about Mabel in this section include her birthday and her birthplace. I don’t have to write a complete sentence for this part. These are just my notes.
- We are introduced to her fight for gender equality, too.

Possible answers: was born in China in 1896, moved to New York City, fought for gender equality and the right to vote

Now that I have all of the important information written down, it’s time to write a gist statement. The gist statement is a sentence that states what the main idea is. It needs to be a short, complete sentence—around 10 words—so we don’t include a lot of unnecessary details.

Write: “Mabel Lee, a fighter for gender equality, moved to the U.S. as a child.” Have students copy this on their graphic organizer for Section 1.

Let’s check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement tell the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

FACILITATE GUIDED PRACTICE OF GET THE GIST WITH SECTION 2

Now it’s your turn to practice with me so we can get the gist together. Remember this means you’re identifying the main idea. **We will use the same cue card I just used.**

Who can tell me the first step of get the gist?

Answer: Identify who or what the section is mostly about

That's right! Remember that you can use our gist pointers to help if you need. What are our gist pointers?

Answer: Ask if anything or anyone is mentioned most frequently and check pronouns, pictures, captions, and headings

Correct! Let's get started. I'll read this section aloud and you can follow along.

As I read, think about what is mentioned a lot and see if Mabel Lee is still the most important "who" or "what." Remember to circle people or things mentioned frequently and to keep an eye out for important pronouns, pictures, captions, and headings.

Read Section 2 aloud slowly.

Now, let's figure out "Who or what is this section about?" I am going to give you just a minute or two to look over the passage. Remember to use your gist pointers if you need. We'll come back together and discuss our answers once people are finished.

Allow students time to work through the passage.

It's time to see who or what you think this section is mostly about. Who can raise their hand and tell me who or what they think this section is mostly about?

Possible answers: Mabel Lee, she, her, women

Write "Mabel" on the board. Have students add this to Section 2 of their graphic organizer.

Who can tell me what second part of get the gist asks us to do?

Answer: To write the most important thing about the "who" or "what"

That's right. Let's go back to our cue. Who can read the get the gist pointers for the second step aloud for us?

Call on one student to read.

Great! So now, you and your partner will use the gist pointers to make a list of the important information in this section about Mabel. Turn and talk to your partner and write the important information from this section.

Give students time to talk to their partners and list important information about Mabel.

Alright, let's come back together and see if we can list all of the important information about Mable in this section. Who can tell me one of the important things that they wrote down?

Write ideas on board as students share.

Possible answers: was a leader in the women's suffrage movement, went to Barnard College, encouraged other women to join suffrage movement

Great! Now let's write our gist statement. We want to keep it short—around 10 words. Turn to your partner and tell them what you think the most important information about Mabel is from Section 2.

Have a few students share their thoughts with the class.

Write "Mabel Lee was a leader of the suffrage movement and encouraged others to join."

Have students write this gist statement on their graphic organizer for Section 2.

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important "who" or "what" in the text?

Does our gist statement tell the most important information about the "who" or "what?"

Is our gist statement a short, complete sentence of around 10 words?

FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH SECTION 3

Now we will practice again how to get the gist. Remember this means you're identifying the main idea. We will use the same cue card I just used. Who can tell me the first step of get the gist?

Answer: Identify who or what the section is mostly about?

That is right! And we can use our gist pointers if we need. What are our gist pointers?

Answer: Ask if anything or anyone is mentioned most frequently and check pronouns, pictures, captions, and headings

Let's get started! I'll read this section aloud and you can follow along.

Read Section 3 aloud slowly.

Who can tell me who or what they think this section is mostly about and why? Raise your hand if you have an idea.

Possible answers: Mable, women, Chinese women

Write "women" on the board. Have students check their graphic organizers for Section 3.

Alright, now we are on the second part of get the gist. Who can remind us of what we need to do now?

Answer: Write the most important thing about the "who" or "what"

Excellent! Take a minute and write down what important information you noticed about women in this section.

Allot students time to list important information about the "who" or "what."

Who wants to share some of the important information about women that they wrote down?

Call on a few students to share ideas and write them on the board.

Sample answers: women gained the right to vote in 1920, women of color were still excluded, Mabel couldn't vote because she was Chinese

Great! Now that we have our important information written down, we need to determine what the gist is. Turn to your partner and tell them what you think the most important information about women is.

Have a few students share their thoughts with the class and provide feedback as needed.

Answer: Women gained the right to vote in 1920, but many, such as Chinese women, were still excluded.

Have students write this gist statement on their graphic organizer for Section 3.

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement tell the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH SECTION 4

Now you will try on your own. You will read the next section. **Remember that you can use your cue card to make sure you are figuring out the most important “who” or “what” and the most important information about that “who” or “what.”** Right now, you only need to fill out the “who” or “what” and most important information in Section 4 of your graphic organizer.

Provide time for students to work. Circulate and provide support as needed.

Now, let's discuss who or what the section is mostly about. Raise your hand if you have an idea.

Have a few students share their thoughts with the class and provide feedback as needed.

Possible answers: Mabel, she, her

Write “Mabel” on the board and have students check what they wrote in their graphic organizers for section 4.

The second part of get the gist is to write the most important thing about the “who” or “what.” What important information did you write down about Mabel in this section?

Have a few students share their thoughts with the class and provide feedback as needed.

Possible answers: continued to serve the Chinese community, created a community center, fought for gender equality her whole life

Now we can turn our ideas into our gist statement. Write a gist statement on your graphic organizer that includes the important information you noted about Mabel. Remember that your gist statement should be a short but complete sentence.

Provide students time to write. Circulate and provide support as needed.

Who wants to share their gist statement with the class?

Call on a few students to share. Write your gist statement on the board so students can check what they wrote and make changes if needed: “Mabel Lee served the Chinese community and fought for gender equality her whole life.”

Remember our statements might be a little different but a good gist statement will have three key pieces.

Have students check their gist statement using the following three questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement include the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

WRAP UP THE LESSON

We have come up with four gist statements to help us better understand the most important content in the text. Let’s reread them.

Gist 1: Mabel Lee, a fighter for gender equality, moved to the U.S. as a child.

Gist 2: Mabel Lee was a leader of the suffrage movement and encouraged others to join.

Gist 3: Women gained the right to vote in 1920, but many, such as Chinese women, were still excluded.

Gist 4: Mabel Lee served the Chinese community and fought for gender equality her whole life.

Now we can use our gist statements to help us answer the culminating question.

ANSWER THE CULMINATING QUESTION

At the beginning of this lesson, I asked: How did Mabel Ping-Hua Lee fight for equality? We now have all the pieces we need to answer this question, but we have to think about the best way to put these pieces together so our answer makes sense. Look at your gist statements and turn to your partner and discuss how Mabel Lee fought for equality.

Provide time for students to discuss. Ask probing questions such as the following to help students answer the question, if needed.

- What kind of discrimination did women face in the early 1900s?
- What kind of discrimination did Chinese people in the early 1900s?
- Did Mabel Ping-Hua Lee ever get to vote?
- How did Mabel Ping-Hua Lee serve the Chinese community?

OK, who wants to share their answer to our culminating question, “How did Mabel Ping-Hua Lee fight for equality?”

Answer: Mabel Ping-Hua Lee campaigned for women’s suffrage, served the Chinese community in the U.S., and fought for gender equality her whole life. She did all this even though she faced discrimination as a Chinese woman.

SPRINGBOARD IMAGES



Image from Wikimedia

equality

When people have equal opportunities regardless of race, ethnicity, gender, or disability



RELATED WORDS:

gender equality, feminism

EXAMPLE USAGE:

The protesters marched for equality.

EXAMPLE:

Mabel Ping-Hua Lee fought for gender equality, especially to give women the right to vote.

NONEXAMPLE:

A nonexample of equality is discrimination. In this case, discrimination means people are treated unequally and have unequal opportunities because of, for example, the color of their skin or their gender.

TURN AND TALK:

Have you ever been in a situation where there was not equality?
How did it make you feel?

Image from Wikimedia

MABEL PING-HUA LEE'S FIGHT FOR VOTING RIGHTS

SECTION 1

Mabel Ping-Hua Lee was a Chinese woman who lived most of her life in the U.S. and devoted her life to fighting for gender **equality**. She began campaigning for women's suffrage, or the right to vote, at a young age. She believed all people should be treated equally under the law. Lee wrote, marched, and protested for women's rights.

Mabel Ping-Hua Lee was born in southern China, not too far from Hong Kong, on October 7, 1896. She learned English at a missionary school and won an academic scholarship when she was nine years old. This scholarship allowed her to move to the U.S. with her family. They settled in New York.

SECTION 2

Lee was an excellent student who wanted to improve the lives of women and girls. By the time she was 16, she was well known in the women's suffrage movement. Many newspapers wrote about this young activist. In 1912, a large parade was held in New York City to advocate for women's voting rights. Lee helped lead the parade on horseback. Around 10,000 people attended! After the parade, *The New York Times* wrote an article about her accomplishments and called her "the symbol of a new era, when all women will be free ..."

Mabel Ping-Hua Lee was just getting started! She studied at Barnard College, an all-women's school that was founded after Columbia University refused to accept women into the university. At Barnard, Lee wrote feminist essays for *The Chinese Students' Monthly*. One essay argued that democracy was only possible if women could vote. She encouraged other Chinese women to join the suffrage movement. She also promoted women's education.

SECTION 3

Even though Mabel Ping-Hua Lee helped the women's suffrage movement, she could not vote until decades after most American women could vote. Women in New York were granted the right to vote in 1917. Then, in 1920, the 19th Amendment gave women the right to vote in all states. But many women of color were excluded from this law. Lee was a Chinese woman. The Chinese Exclusion Act was a federal law that prohibited Chinese people from becoming citizens and limited Chinese immigration. Because of this law, Lee could not become a citizen, and, therefore, could not vote. She and other Chinese suffragists had fought hard for a right they could not exercise! This discriminatory law was finally abolished in 1943, more than 20 years after the 19th Amendment was passed.

SECTION 4

Mabel Ping-Hua Lee devoted the rest of her life to serving the Chinese community in the States. She was the first Chinese woman to get a PhD in economics in the U.S. Lee created a Chinese community center that offered English classes, a health clinic, and a kindergarten. No one knows if Mabel Ping-Hua Lee ever became a U.S. citizen and cast her first vote. But she committed her life to fighting for gender **equality** in the U.S.

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SOCIAL STUDIES

Partner Reading Routine With *Malala Yousafzai*

PURPOSE	Teach and practice the partner reading routine
TOTAL TIME	40–45 minutes
BEFORE YOU BEGIN	<ul style="list-style-type: none">• Choose two students who will do a good job modeling the procedure for the class and inform them before class that you will ask them to do so.• Decide how you will partner students during class.
MATERIALS	<ul style="list-style-type: none">• Copy of <i>Malala Yousafzai</i> to show on document camera or equivalent device• Copy of <i>Malala Yousafzai</i> for each student• Copy of partner reading cue card for each student• Optional: copy of get the gist cue card for each student• Optional: copy of get the gist graphic organizer for each student
COMPREHENSION CANOPY (5 MINUTES OR LESS)	<ul style="list-style-type: none">• Introduce topic of text.• Show springboard images and discuss.
ESSENTIAL WORDS (5 MINUTES OR LESS)	<ul style="list-style-type: none">• prohibit

CRITICAL READING**(30 MINUTES): MALALA****YOUSAFZAI**

- Teach students the partner reading routine using the selected text.
- Students will identify the gist for each section of text.
- Hold discussion about the culminating question at the end of the lesson, citing text evidence.

**Note**

Purple text sections include get the gist language and are examples of how teachers might provide additional support to students who need it.

COMPREHENSION CANOPY



OBJECTIVE

Provide the class with the background information necessary to comprehend the text by introducing the topic of the text and by showing students the springboard images.

INTRODUCE THE TOPIC OF THE TEXT

Activism can start at any age. Many of you or your friends may support causes that you believe in or speak up when you see or experience an injustice. Turn to your partner and discuss whether students should stand up to injustices in their schools and communities. Why or why not?

Given students time to discuss.

Show Students the Springboard Image

Show Image 1.

Here is a young girl standing up for a cause that she believes in. The girl in the picture is young – maybe only 10 years old. The picture shows us that young people still in school can become activists.

Show Image 2.

This is a quote from the book *I Am Malala*. We will read more about the author, Malala Yousafzai, when we do our critical reading.

Read the quote aloud or call on a student to read aloud.

Here Malala talks about hiding her school belongings whenever she went to school because people from the government in Pakistan, where she lived, would try to stop her. She continued to push for her education even though she was no longer legally allowed to attend school.

Activism can look very different! People can stand up for causes alone or in groups. Activists can be young or old. It is never too early or too late to speak up when you see something wrong happening that you want to change.

ESSENTIAL WORDS



OBJECTIVE

Provide the class with explicit vocabulary instruction necessary to comprehend the text by using the essential words graphic organizer.

DEFINITION

Display the essential words graphic organizer for all students to see.

The essential word you will learn today is “prohibit.” Everyone say “prohibit.”

[Student name], will you please read the definition of “prohibit”?

Student reads: “To formally forbid something through laws, rule, or authority.”

Now let’s all read that together.

Everyone reads the definition together.

VISUAL REPRESENTATION

The images show signs posting actions that are prohibited. On the left, the sign tells people that they are prohibited from swimming in the water. On the right, the sign tells people that they are prohibited from entering that space. Often, signs show us what is and is not allowed.

RELATED WORDS

Some words that are related to prohibit are “forbid” and “ban.”

EXAMPLE USAGE

Here is the word used in a sentence: Malala was prohibited by the Taliban from attending school because she was a girl.

EXAMPLE

An example of something being prohibited is when girls were not allowed to attend school in Pakistan once the Taliban took control of the government.

NONEXAMPLE

A nonexample of something being prohibited would be students deciding not to go to school because they are tired.

TURN AND TALK

Now turn to your partner and discuss something that your family prohibits you from doing at home? What is something that your teacher prohibits in the classroom? Start your answer with, “My family prohibits me from . . .”

Provide time for partners to talk.

CRITICAL READING OF TEXT



ESTABLISH PAIRS

We have spent the last few weeks learning to use the get the gist strategy to better understand what we read and to answer questions in a more informed way.

Today, I’ll teach you a partner reading procedure so we can read texts a little faster and so all of you will have an opportunity to practice the skills we have learned over the past few weeks.

The first thing we’ll do is get into pairs.

Facilitate students getting into pairs. Each pair should have a Partner 1 and a Partner 2.

INTRODUCE THE TEXT, TOPIC, AND CULMINATING QUESTION

Now, we're going to read a passage titled *Malala Yousafzai*. It's about a young activist named Malala.

The culminating question that we'll answer at the end of the lesson is: ***Why is Malala considered an activist?***

Write the culminating question on your graphic organizer. The graphic organizer will help us remember the steps we will learn today.

Repeat the culminating question and provide time for students to write.

TEACH GET THE GIST WITH PARTNER READING

Now that you're in pairs, I'll go over how to answer the culminating question with your partner.

First, there are some norms that I want you to keep in mind while you're working in pairs.

Use your own norms or draw from the following possible norms:

1. Talk quietly. This means that only your partner can hear you.
2. Be respectful to your partner and the others around you.
3. Help your partner whenever needed.
4. Show kindness.



PARTNER READING GET THE GIST CUE CARD

STEP 1 - Read the section.

- Partner 1 reads the section.
- Partner 2 follows along.

STEP 2 - Get the gist.

- Partner 1: Who or what is this section mostly about?
- Partner 2: I think this section is mostly about _____. Do you agree?
- Partners discuss.

- Partner 1: What is the most important information about the who or what?
- Partner 2: I think the most information about _____ is _____. Do you agree?
- Partners discuss.

- Write or say the gist statement.

STEP 3 - Repeat Steps 1 and 2.

- Partners switch roles.

Look at your partner reading cue card. I will read aloud from it and you'll follow along.

The first section says "Read the section." So, you will read one section of the text.

I'll say something like, "Ones, you read. Twos, you follow along."

The second section says, "Get the Gist," so this is where you will work together to get the gist. You're going to trade off in this section. So, Partner 1 will say, "Who or what is this section mostly about?" You'll both go back to the passage to figure out who or what it is mostly about.

Remember to look out for important pictures, heading, captions, and pronouns. Circle any of the important headings, captions, and pronouns you see.

Then, Partner 2 will say, "I think this section is mostly about _____. Do you agree?" and the two of you will discuss.

Next, Partner 2 says, “What is the most important idea about the ‘who’ or ‘what’?”

Remember, you can use the two following pointers to help you. The first one is to ask what information relates to the “who” or “what,” the culminating question, or the essential word.

The second pointer is to pay attention to pronouns, pictures, captions, and headings. Pronouns might take the place of an important “who” or “what,” so a sentence with a pronoun might contain important information. We can always circle pronouns and draw an arrow back to the “who” or “what” the pronoun is replacing. Remember that captions are the lines of text under a picture that describe that picture.

Again, you can go back to the section and annotate it or make a list. Then, Partner 1 says, “I think the most important idea about _____ is _____. Do you agree?” Then you can discuss again.

Then, you start over with the next section of text. First, Partner 2 reads and Partner 1 follows along. Then you get the gist, following the cue card.

MODEL GET THE GIST WITH PARTNER READING WITH SECTION I

I want to show you what this looks like. [Partner 1] and [Partner 2] are going to help me out.

Everyone, get out your passage titled *Malala Yousafzai* so you can follow along.

Class, as you watch, I want you to notice what [Partner 2] does while he follows along. He will read along silently and if [Partner 1] gets stuck, [Partner 2] is going to help him out by giving him the word he’s struggling to read.

Partner 1 reads the text aloud. Partner 2 follows along and assists as needed.

Great! Now, let’s go to the “Get the Gist” section of the card. [Partner 1], go ahead.

Partner 1 says, “Who or what is this section mostly about?”

Everyone take a moment to go back and circle the most frequently mentioned “who” or “what.” Remember to identify any important headings, captions, pictures, or pronouns.

Give students time to go back and circle.

OK, [Partner 2], your turn.

Partner 2 says, “I think this section is mostly about Malala. Do you agree?” The partners discuss their responses.

Let’s move to the next section of the cue card. [Partner 2], you will start this time.

Partner 2 says, “What is the most important idea about the ‘who’ or ‘what’?”

[Partner 1], now it’s your turn.

Partner 1 says, “I think the most important idea is that Malala was not allowed to attend school because of the Taliban. Do you agree?” The partners discuss their responses.

Now, I want you to share your gist statement.

The partners share.

Really nice work. Thank you for helping me model the partner reading procedure.

FACILITATE GUIDED PRACTICE OF GET THE GIST WITH PARTNER READING WITH SECTION 2

Okay, it’s time for you all to try with your partners while I talk you through it.

All Partner 1s raise your hands. You’ll read first.

All Partner 2s raise your hands. You’ll follow along. Remember to read the text silently and help your partner if they get stuck.

I’ll give you all one minute to read the next section.

Give students time to read through the section.

Nice work. Now, I will give you one minute to go through the first part of get the gist with your partner. If you finish early, reread the section.

Circulate around the room to assist students and give feedback on their engagement.

While circulating, if you notice that students are stuck, provide guidance such as, “What words do you notice the author repeating? What is related to the culminating question?”

Great! Now, I will give you two minutes to go through the second part of get the gist with your partner and write a gist statement.

Circulate around the room and assist students or give feedback on their engagement.

Ask two groups to share their gist statements aloud.

Possible gist statement: Malala spoke out against injustice and was shot.

FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH PARTNER READING WITH SECTION 3

Let’s try this with a new section.

All Partner 1s raise your hands. This time you will follow along.

All Partner 2s raise your hands. This time you will read.

You’ll have one minute to read the next section.

Give students time to read through the section.

Nice work. Now, I will give you a few minutes to go through the first part of get the gist with your partner. Switch roles from what you did in the last section. If you found the “who” or “what” last time, find the important information this time. If you found the most important information last time, you’ll identify the “who” or “what” this time. If you finish early, reread the section.

Circulate around the room and assist students or give feedback on their engagement.

Great! Now you’ll have two minutes to go through the second part of get the gist with your partner and write a gist statement.

Circulate around the room and assist students or give feedback on their engagement.

Ask two groups to share their gist statements aloud.

Possible gist statement: Malala became an international icon and advocate for education.

WRAP UP THE LESSON

You all did a great job today!

Tell students two things they did particularly well.

The more you practice the partner reading routine, the more comfortable it will become!

Turn to your partner and tell them one thing you liked about the routine.

Give students time to discuss. Ask a group or two to share.

Now, turn to your partner and tell them one thing that could be improved the next time we use this procedure.

Give students time to discuss. Ask a group or two to share.

ANSWER THE CULMINATING QUESTION

At the beginning of this lesson, I asked: Why is Malala considered an activist? What do you think based on this reading?

Pauses for student responses. Should students not respond, facilitate a turn-and-talk.

We have all the pieces we need to answer this question, but we need think about the best way to put these pieces together so our answer makes sense. Look at your gist statements and turn to your partner and discuss why Malala is considered an activist.

Provide students with 1–2 minutes of discussion and prompt students again with the culminating question. Should the turn-and-talk be silent, prompt students with the following questions.

- Why did Malala begin to speak out against the Taliban?
- Why did Malala continue to speak up when she saw injustices?
- What events were happening around her that were unjust?

- What was the Taliban's reaction to Malala speaking up?

Possible response: Malala is considered an activist because she spoke out against the injustices that she experienced. Doing so led to serious injury, but Malala continues to be an activist for women in education.

SPRINGBOARD IMAGES



Quote from *I Am Malala* by Malala Yousafzai

“It was school that kept me going in those dark days. When I was in the street it felt as though every man I passed might be a *talib*. We hid our school bags and our books in our shawls. My father always said that the most beautiful thing in a village in the morning is the sight of a child in a school uniform, but now we were afraid to wear them.”

Photo by RODNAE Productions from Pexels

prohibit

To formally forbid something through laws, rule, or authority



RELATED WORDS:

forbid, ban

EXAMPLE USAGE:

Malala was prohibited by the Taliban from attending school because she was a girl.

EXAMPLE:

When girls were not allowed to attend school in Pakistan once the Taliban took control of the government.

NONEXAMPLE:

Students deciding not to go to school because they're tired.

TURN AND TALK:

What is something that your family prohibits you from doing at home? What is something your teacher prohibits in the classroom?

Photos by Marta Wave from Pexels and by Steve DiMatteo from Pexels

MALALA YOUSAFZAI

SECTION 1



Malala Yousafzai was born on July 12, 1997, in Mingora, Pakistan. As a young child, Malala was exposed to the importance of education. Her father was in charge of running a local learning institution and instilled in Malala the value of attending school. Everything changed for Malala and her family when the Taliban began to have more authority in the Swat Valley region around 2007. The Taliban, a violent fundamental Islamist group, prohibited females from participating in many activities, including attending school. The Taliban were so committed to banning female access to education that they destroyed around 400 schools within two years of their control.

SECTION 2

But Malala would not be deterred from her passion for learning. Not only did she continue to attend school, but she also spoke publicly about her dissent. On a Pakistani televised program, Malala was brave enough to express her disbelief; “How dare the Taliban take away my basic right to education?” Malala boldly proclaimed. Under the pseudonym ‘Gul Makai,’ she also began to blog about what it was like as a female under the Taliban’s oppressive rule. Life became so dangerous for Malala and her family that they had to flee their home as a temporary safety measure. When they returned, Malala and her father started to become more vocal in opposition to the Taliban’s sexist rules. Word started to spread about this father-daughter duo and Malala began to win awards for her bravery. The Taliban was extremely unhappy with Malala, and on October 9, 2012, a member of the Taliban shot Malala in the head.

SECTION 3

Malala received immediate medical attention, and after multiple surgeries, she woke up from a coma. Miraculously, the trauma did not cause any permanent brain damage! As the story of her survival and bravery spread, Malala became an international icon and an education advocate. Since recovering from her wound, Malala has written a best-selling book and started a foundation for female empowerment. In October 2014, Malala won a much-deserved Nobel Peace Prize.

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SOCIAL STUDIES

Partner Reading Routine With *Rachel Carson's Silent Spring*

PURPOSE	Teach and practice the partner reading routine
TOTAL TIME	40–45 minutes
BEFORE YOU BEGIN	<ul style="list-style-type: none">• Choose two students who will do a good job modeling the procedure for the class and inform them before class that you will ask them to do so.• Decide how you will partner students during class. At the end of this lesson plan is a document describing different ways to partner students.
MATERIALS	<ul style="list-style-type: none">• Copy of <i>Rachel Carson's Silent Spring</i> to show on document camera or equivalent device• Copy of <i>Rachel Carson's Silent Spring</i> for each student• Copy of partner reading cue card for each student• Optional: copy of get the gist cue card for each student• Optional: copy of get the gist graphic organizer for each student
COMPREHENSION CANOPY (5 MINUTES OR LESS)	<ul style="list-style-type: none">• Introduce topic of text.• Show springboard images and discuss.
ESSENTIAL WORDS (5 MINUTES OR LESS)	<ul style="list-style-type: none">• contaminate

CRITICAL READING**(30 MINUTES): *RACHEL******CARSON'S SILENT SPRING***

- Teach students the partner reading routine using the selected text.
- Students will identify the gist for each section of text.
- Hold discussion about the culminating question at the end of the lesson, citing text evidence.

**Note**

Purple text sections include get the gist language and are examples of how teachers might provide additional support to students who need it.

COMPREHENSION CANOPY



OBJECTIVE

Provide the class with the background information necessary to comprehend the text by introducing the topic of the text and by showing students the springboard images.

Introduce the Topic of the Text

Close your eyes and imagine your favorite outdoor place. Imagine looking all around you, thinking carefully about what you can hear and touch. Enjoy being in that place. Oh wait! What's happening? An airplane is coming! It is flying very low. Hear the engines. Now see that airplane cover your favorite place in a white, cloudy chemical. If there are people in your place, they start coughing. If there are animals, they start running away. And if there are plants, they start to turn brown. Now open your eyes. That image is dramatic!

Well, in the text we are going to read today, Rachel Carson sounded the alarm about a chemical like that called DDT—a pesticide that harmed plants, animals, and people when it was used in the 1950's.

Show Students the Springboard Images

Show Image 1.

I bet the airplane you pictured before did not look like this, but this is a picture of an airplane spraying pesticide over crops. You can see the chemical cloud coming out the back of the plane. Would you want to breathe in that chemical? Would you want it on your food?

Give students time to discuss.

Show Image 2.

This is Rachel Carson, the author of the book *Silent Spring*. She educated people about the dangers of the pesticide DDT.

Today, you are going to learn the harm DDT caused to plants, animals, and humans, and how Rachel Carson fought to protect them from the dangers of DDT.

ESSENTIAL WORDS



OBJECTIVE

Provide the class with explicit vocabulary instruction necessary to comprehend the text by using the essential words graphic organizer.

DEFINITION

Display the essential words graphic organizer for all students to see.

The essential word you will learn today is “contaminate.” Everyone say “contaminate.”

[Student name], will you please read the definition of “contaminate?”

Student reads: “To make dirty, polluted, or not usable by adding something.”

Now let’s all read that together.

Everyone reads the definition together.

VISUAL REPRESENTATION

Turn to your partner and discuss how this image shows a contaminated environment.

Sample answers: The smoke coming from the factory is going into the air that people, animals, and plants breathe. There are no living things around the factory.

RELATED WORDS

Some words that are related to “contaminate” are “pollute” and “infect.”

EXAMPLE USAGE

Here is the word used in a sentence: Throwing trash into the sewer can contaminate the ocean.

EXAMPLE

An example of contamination is when the pesticide DDT used to be sprayed over crops and animals.

NONEXAMPLE

A nonexample is when the plants and animals of an ecosystem are left alone.

TURN AND TALK

Now turn to your partner and discuss a time you heard about or witnessed something that was contaminated. How did it affect the living things in the environment?

Provide time for partners to talk.

CRITICAL READING OF TEXT



ESTABLISH PAIRS

We have spent the last few weeks learning to use the get the gist strategy to better understand what we read and to answer questions in a more informed way.

Today, I'll teach you a partner reading procedure so we can read texts a little faster and so all of you will have an opportunity to practice the skills we have learned over the past few weeks.

The first thing we'll do is get into pairs.

Facilitate students getting into pairs. Each pair should have a Partner 1 and a Partner 2.

INTRODUCE THE TEXT, TOPIC, AND CULMINATING QUESTION

Now, we're going to read a passage called *Rachel Carson's Silent Spring*. It describes how the pesticide DDT contaminated the environment and how Rachel Carson helped stop its use.

The culminating question that we'll answer at the end of the lesson is: ***Why did Rachel Carson want to stop the use of DDT?***

TEACH GET THE GIST WITH PARTNER READING

Now that you're in pairs, I'll go over how to answer the culminating question with your partner.

First, there are some norms that I want you to keep in mind while you're working in pairs.

Use your own norms or draw from the following possible norms:

1. Talk quietly. This means that only your partner can hear you.
2. Be respectful to your partner and the others around you.
3. Help your partner whenever needed.
4. Show kindness.



PARTNER READING GET THE GIST CUE CARD

STEP 1 - Read the section.

- Partner 1 reads the section.
- Partner 2 follows along.

STEP 2 - Get the gist.

- Partner 1: Who or what is this section mostly about?
 - Partner 2: I think this section is mostly about _____. Do you agree?
 - Partners discuss.
-
- Partner 1: What is the most important information about the who or what?
 - Partner 2: I think the most information about _____ is _____. Do you agree?
 - Partners discuss.
-
- Write or say the gist statement.

STEP 3 - Repeat Steps 1 and 2.

- Partners switch roles.

Look at your partner reading cue card. I will read aloud from it and you'll follow along.

The first section says "Read the section." So, you will read one section of the text.

I'll say something like, "Ones, you read. Twos, you follow along."

The second section says, "Get the Gist," so this is where you will work together to get the gist. You're going to trade off in this section. So, Partner 1 will say, "Who or what is this section mostly about?" You'll both go back to the passage to figure out who or what it is mostly about.

Remember to lookout for important pictures, heading, captions, and pronouns. Circle any of the important headings, captions, and pronouns you see.

Then, Partner 2 will say, "I think this section is mostly about _____. Do you agree?" and the two of you will discuss.

Next, Partner 2 says, “What is the most important idea about the ‘who’ or ‘what’?”

Remember, you can use the two following pointers to help you. The first one is to ask what information relates to the “who” or “what,” the culminating question, or the essential word.

The second pointer is to pay attention to pronouns, pictures, captions, and headings. Pronouns might take the place of an important “who” or “what,” so a sentence with a pronoun might contain important information. Remember that captions are the lines of text under a picture that describe that picture.

Again, you can go back to the section and annotate it or make a list. Then, Partner 1 says, “I think the most important idea about _____ is _____. Do you agree?” Then you can discuss again.

Then, you start over with the next section of text. First, Partner 2 reads and Partner 1 follows along. Then you get the gist, following the cue card.

MODEL GET THE GIST WITH PARTNER READING WITH SECTION I

I want to show you what this looks like. [Partner 1] and [Partner 2] are going to help me out.

Everyone, get out your passage titled *Rachel Carson’s Silent Spring* so you can follow along.

Class, as you watch, I want you to notice what [Partner 2] does while he follows along. He will read along silently and if [Partner 1] gets stuck, [Partner 2] is going to help him out by giving him the word he’s struggling to read.

Partner 1 reads the text aloud. Partner 2 follows along and assists as needed.

Great! Now, let’s go to the “Get the Gist” section of the card. [Partner 1], go ahead.

Partner 1 says, “Who or what is this section mostly about?”

When it is hard to figure out the “who or what is this about,” we can use our two gist pointers to help us.

Review pointers or continue.

Partner 2, your turn.

Partner 2 says, “I think this section is mostly about Olga Owens Huckins. Do you agree?” The partners discuss their responses.

Let’s move to the next section of the cue card. [Partner 2], you will start this time.

Partner 2 says, “What is the most important idea about the ‘who’ or ‘what’?”

[Partner 1], now it’s your turn.

Partner 1 says, “I think the most important idea is that Huckins noticed DDT killed birds but not all the mosquitos. She wanted to stop the state of Massachusetts from spraying DDT and asked for Rachel Carson’s help. Do you agree?” The partners discuss their responses.

Now, I want you to share your gist statement.

The partners share.

Really nice work. Thank you for helping me model the partner reading procedure.

FACILITATE GUIDED PRACTICE OF GET THE GIST WITH PARTNER READING WITH SECTION 2

Okay, it’s time for you all to try with your partners while I talk you through it.

All Partner 1s raise your hands. You’ll read first.

All Partner 2s raise your hands. You’ll follow along. Remember to read the text silently and help your partner if they get stuck.

I’ll give you all one minute to read the next section.

Give students time to read through the section.

Nice work. Now, I will give you one minute to go through the first part of get the gist with your partner. If you finish early, reread the section.

Circulate around the room to assist students and give feedback on their engagement.

While circulating, if you notice that students are stuck, provide guidance such as, “What words do you notice the author repeating? Do you see anything about why Rachel Carson wanted to stop the use of DDT?”

Great! Now, I will give you two minutes to go through the second part of the get the gist strategy with your partner and write a gist statement.

Circulate around the room and assist students or give feedback on their engagement.

Ask two groups to share their gist statements aloud.

FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH PARTNER READING WITH SECTION 3

Let’s try this with a new section.

All Partner 1s raise your hands. This time you will follow along.

All Partner 2s raise your hands. This time you will read.

You’ll have one minute to read the next section. Let’s see if there’s more information on why Rachel Carson wanted to stop the use of DDT or more evidence of how DDT contaminated the environment.

Give students time to read through the section.

Nice work. Now, I will give you a few minutes to go through the first part of get the gist with your partner. Switch roles from what you did in the last section. If you found the “who” or “what” last time, find the important information this time. If you found the most important information last time, you’ll identify the “who” or “what” this time. If you finish early, reread the section.

Circulate around the room and assist students or give feedback on their engagement.

Great! Now you’ll have two minutes to go through the second part of get the gist with your partner and write a gist statement.

Circulate around the room and assist students or give feedback on their engagement.

Ask two groups to share their gist statements aloud.

FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH PARTNER READING WITH SECTION 4

Repeat the same sequence as with Section 3. While students are working independently, circulate the classroom to provide feedback on student's gist statements and annotations. If you notice many students making the same mistakes, feel free to pull the class together for some modeling.

WRAP UP THE LESSON

You all did a great job today!

Tell students two things they did particularly well.

The more you practice the partner reading routine, the more comfortable it will become!

Turn to your partner and tell them one thing you liked about the routine.

Give students time to discuss. Ask a group or two to share.

Now, turn to your partner and tell them one thing that could be improved the next time we use this procedure.

Give students time to discuss. Ask a group or two to share.

ANSWER THE CULMINATING QUESTION.

At the beginning of this lesson, I asked why Rachel Carson wanted to stop the use of DDT. What do you think based on this reading?

Pause for student responses. Should students not respond, facilitate a turn-and-talk.

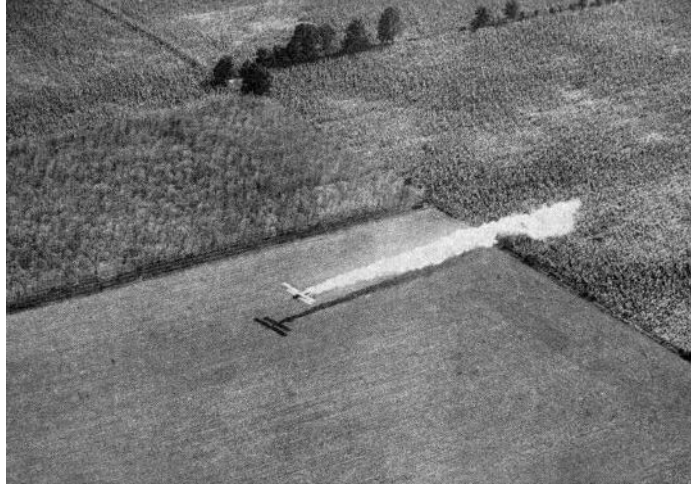
We have all the pieces we need to answer this question, but we need think about the best way to put these pieces together so our answer makes sense. Look at your gist statements and turn to your partner and discuss why Rachel Carson wanted to stop the use of DDT.

Provide students with 1–2 minutes of discussion and prompt students again with the culminating question. Should the turn-and-talk be silent, prompt students with the following questions:

- What is DDT?
- How did Rachel Carson know it was harmful?
- What is an ecosystem?
- Can an ecosystem adjust to changes?
- Could an ecosystem adjust to large quantities of DDT in a short time?
- What did Rachel Carson think would happen if people continued to be exposed to DDT?

Possible response: Rachel Carson wanted to stop the use of DDT because it was harming the ecosystem. It killed birds instead of mosquitoes, and Rachel feared it would harm people, too, if they were exposed to a lot of DDT.

SPRINGBOARD IMAGES



Images from Wikimedia Commons. Portrait of Rachel Carson by the U.S. Fish and Wildlife Service.

contaminate

To make dirty, polluted, or not usable by adding something



RELATED WORDS:

pollute, infect

EXAMPLE USAGE:

Throwing trash into the sewer can contaminate the ocean.

EXAMPLE:

When DDT was sprayed over crops and animals.

NONEXAMPLE:

When the plants and animals of an ecosystem are left alone.

TURN AND TALK:

Talk about a time you heard about or witnessed something that was contaminated. How did it affect the living things in the environment?

Photo by SujoyB from Shutterstock

RACHEL CARSON'S SILENT SPRING

SECTION 1

In January 1958, Rachel Carson received a letter from her friend Olga Owens Huckins. Huckins lived in an area of Massachusetts where the state was trying to get rid of mosquitoes. They had used planes to spray a mixture of fuel oil and DDT (a pesticide, which is something that kills pests such as insects, weeds, and rodents) all over the area around Huckins's home. DDT was supposedly harmless, but on the morning after the spraying, Huckins found several of her favorite birds dead outside her house. And the spraying did not even kill all of the mosquitoes; in fact, that summer there were more of them than ever before. Huckins asked Carson if she knew someone in Washington who could help prevent future spraying.

SECTION 2

Carson had been hearing about DDT since a Swiss chemist discovered it could be used to kill insects in 1939. To many people, DDT seemed like a miracle substance. Farmers were excited about saving their crops from pests. Doctors and others were excited about saving people's lives by killing disease-carrying insects. But to Carson, DDT appeared to be dangerous to all living creatures.

The more Carson found out about DDT and other pesticides, the more she realized that she needed to help stop future spraying. Carson decided to write a book about pesticides. She said, "... there would be no future peace for me if I kept silent." She called her book *Silent Spring*.

SECTION 3

Carson had spent her life studying, observing, and writing about nature. She was a trained biologist and a talented writer who knew how to present scientific information in compelling stories. Before *Silent Spring*, she had written other books from the perspectives of fish, birds, islands, and oceans. Carson knew that all things in nature exist in a delicately balanced ecosystem. In *Silent Spring*, Carson wrote that although the ecosystem can adjust to changes, it needs time. Carson believed that people in the 1950s were using pesticides carelessly. Nature didn't have time to adjust, wrote Carson, because so many pesticides had been used in such large quantities in such a short time.

SECTION 4

Carson wrote that pesticides should be called "biocides" because they killed many living things, both bad and good. Although she was alarmed by acute pesticide poisoning (like Huckins's dead birds), she was even more concerned about the slow poisoning of plants, animals, and people from pesticides. To make her point, she wrote the first chapter of *Silent Spring* as a fable about a town. The town is a wonderful place until everything and everyone—the animals, plants, insects, and people—slowly starts to get sick and then dies. She ends the fable by saying that although the town is not real, the fable is based on a collection of true stories. Each of the tragedies had already happened somewhere because of pesticides.

SECTION 4
(CONTINUED)

Carson wrote *Silent Spring* to educate regular people about the dangers of pesticides. She asked, “How could intelligent beings seek to control a few unwanted species by a method that **contaminated** the entire environment and brought the threat of disease and death even to their own kind?” She hoped that by bringing together scientific facts and presenting them in understandable language, she could stop the fable from becoming a reality.

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