



# 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

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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.





# ENGLISH LANGUAGE ARTS

## Get the Gist With *The Upside of Dyslexia*

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



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

Each one of us has different strengths, and we need support in different ways. When some people read, they have trouble pairing the sounds of letters with the written letters, which can make reading very challenging. This is called *dyslexia*. Today, we are going to learn how people with dyslexia use coping strategies to overcome this challenge.

Discuss briefly as a group or with partners.

### Show Students the Springboard Image

Having dyslexia can make it difficult to do something others may take for granted. What do you notice about this page?

Discuss and ask students to share.

When students have dyslexia, it can make reading challenging. What if you came across a page of words but you weren't sure what they said? All of us have different challenges in life, and sometimes we might feel like it can be hard to cope with them. Today, we're going to talk about how people with dyslexia identify their strengths and succeed despite challenges with reading.



# 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 “cope.” Everyone say “cope.”

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

Student reads: “To manage something difficult.”

Now let’s all read that together.

Everyone reads the definition together.

## VISUAL REPRESENTATION

The image shows people with umbrellas taking cover during a hard rainstorm. The people with umbrellas are coping with a difficult situation by finding cover.

## RELATED WORDS

Some words that are related to cope are “handle” and “survive.”

## EXAMPLE USAGE

Here is the word used in a sentence: The student was able to cope with his challenges in math by using a calculator.

## EXAMPLE

Some examples of coping when feeling stressed are engaging with hobbies, doing breathing exercises, or asking for help.

## NONEXAMPLE

A nonexample of coping is giving up. When we cope, we make an effort to address a challenge.

## TURN AND TALK

Turn to your partner and discuss a time when you had to cope with a difficult situation. What did you do in order to cope?

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 Upside of Dyslexia*. It's about how people who struggle with dyslexia learn to use their strengths in other areas.

By the end of the reading, I want you to be able to answer our culminating question: ***How can something positive come from a challenge?*** 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. It takes some practice, but 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. 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 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. These might give you hints.

Remember that a pronoun is a word that takes the place of a noun, like "she," "he," "him," "it," and "they." 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 you can use the two following 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 *The Upside of Dyslexia*.

## 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 is 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 see if we can figure it out together.

I will start with the first pointer: "Is anyone or anything mentioned frequently?" Let's see. I will circle the subject of the paragraph with my pencil. The first pointer reminds us to check headings.

Sometimes, the title of the text gives us a clue about what the subject is. The title is *The Upside of Dyslexia*, so that gives me a hint that the subject is dyslexia and its upside, or how it can be something positive. I will check if that is the subject by seeing how often it is mentioned.

Model circling each time dyslexia and its possible upsides are mentioned in the first section. As you circle, demonstrate thinking aloud by saying things like:

- I see dyslexia mentioned twice in the third line. I'll circle those.
- I see the author mentions dyslexia again in the second and third paragraphs.
- The author defines dyslexia right here in the third line. It says, "dyslexia is a learning disability that affects a person's reading ability." So later on, when the author is talking about disability, I know the author is still talking about dyslexia.
- I see the author uses the word *strength* a couple times. That makes me think that the author is talking about the possible upsides of dyslexia.

A marked-up passage might look like this:

We live in a society where reading is very important—not just for school, but for daily life. (Think street signs, maps, medicine labels, and allergy labels on food packaging.) So life can be hard for people with dyslexia. Dyslexia is a learning disability that affects a person's reading ability. For people with dyslexia, the parts of their brains that process language aren't functioning the way they're supposed to. According to the American Academy of Pediatrics, dyslexia was the most common learning disability in 2011. It is still common today. However, people with dyslexia can learn to cope with the disability so that they can succeed in life. Says Emerson Dickman, president of the International Dyslexia Association in Baltimore: "Individuals who have difficulty reading and writing tend to deploy other strengths. They rely on mentors, and as a result, become very good at reading other people and delegating duties to them. They become adept at using visual strengths to solve problems."

I think the most important "what" has to do with the title. Notice how often "dyslexia" is mentioned as well as words and phrases relating to "upside." I think that this relationship between dyslexia and strengths has to do with our essential word, "cope."

Write "dyslexia" 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 "coping with dyslexia." I will make a list of the important information in this paragraph about coping with dyslexia.

Write essential information on the board and have students copy. Say things like:

- Here is the definition of dyslexia. I'm going to underline that because it is defining a term that is in the title. Since it was in the title, I'm guessing that it will be important.
- I remember that our essential word "cope" means to manage something difficult. People with dyslexia can have difficulty reading. The text says that there are ways that people with dyslexia can cope, or manage, their difficulty. Let's be on the lookout for some of those ways.

Essential Information

1. Dyslexia affects someone's reading ability.
2. People with dyslexia cope by using other strengths.

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 dyslexia affects people's reading ability and that people with dyslexia have strengths that help them cope with their difficulty with reading.

I need to put this important information in a shorter sentence—the gist statement. So, I'm going to write the following.

Write: "People with dyslexia have difficulty reading and have many other strengths." 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 we'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 is the section is mostly about

That's right! Remember 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 keep an eye out for 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.

There are a few things that this section is about. 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 already circled. You may have circled more than me, and that's fine. Just make sure you didn't miss anything that I circled.

Model circling and thinking aloud.

Alright! Now it is your turn take a few minutes and go back into your passage and check what you circled. Remember you can use the 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.

**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 this section is about? You may continue to mark up your passage as people share their answers.**

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

Answer: Richard Branson

**That's right! In this section, the author mentions Richard Branson a lot.**

**Now turn to your partner and tell them what you think the most important "who" or "what" is in this section and why.**

Allow students time to discuss. Have a few students share their thoughts with the class.

Answer: "Richard Branson" because this section talks about him the most.

**That's right! This section is mostly about Richard Branson. He is referred to in a couple of different ways, though. He is the founder of Virgin Atlantic Airway, and the author calls him "founder" in the first line.**

**Branson also talks about himself toward the end of the paragraph. The word "my" here is Branson referring to himself.**

Write "Richard Branson" 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.

**Fantastic! Now you and your partner will make a list of the important information in this section about Richard Branson. 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 Richard Branson.

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

Write ideas on the board as students share.

Reread the passage aloud slowly. Conduct a think-aloud as you write down the important information in the section.

Possible answers: has dyslexia, identifies dyslexia as his greatest strength because he visualized things he would do after school, is a very successful businessman

**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 Richard Branson is.**

Have a few students share their thoughts with the class.

**I agree, I think the most important information about Richard Branson is that he has dyslexia, used it as a strength, and became successful in business. That is what I'm going to write down, but in fewer words.**

Write "Richard Branson has dyslexia and feels it made him successful in business."

**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, captions, and headings.**

Read Section 3 aloud slowly.

**Alright! Now it is your turn to find out what this section 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: People with dyslexia

**That's right! In this section, the author mentions people with dyslexia a lot. Entrepreneurs are also mentioned. I circled mostly words related to people with dyslexia, so that stands out as what this section is mostly about.**

Write "people with dyslexia" 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 people with dyslexia. So, now, you are going to make a list of the important information in this section about people with dyslexia.**

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

**Who wants to share some of the important information about people with dyslexia that they wrote down?**

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

Possible answers: many entrepreneurs have dyslexia, develop compensatory skills, are creative, can solve problems

**Great work! 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 people with dyslexia is.**

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

Answer: People with dyslexia can be good entrepreneurs because they are creative and can solve problems well.

**I agree! I think the most important information about people with dyslexia is that they can be good entrepreneurs because they are creative and can solve problems well. This is what I'm going to write down—just in fewer words.**

Write: "People with dyslexia can become entrepreneurs through their creativity and problem-solving skills." 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 down 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: Anderson Cooper

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

Write “Anderson Cooper” 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 Anderson Cooper in this section?

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

Possible answers: is dyslexic, got help as a child from a reading specialist, found books he was passionate about, became a well-known journalist and war correspondent

Now we can turn our ideas into a gist statement. Write a gist statement on your graphic organizer that includes the important information you have about Anderson Cooper. 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, “Anderson Cooper became a war correspondent because he was passionate about survival stories.” 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

There is one more section of this text. Just like previous section, you will read the last section and **use your cue card to remind yourself to circle the most important “who” or “what” and then identify the most important information about that “who” or “what.”** Write down your answers in Section 5 of your graphic organizer. Remember to think about the answer to our culminating question! Any questions?

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: Whoopi Goldberg.

Correct! The most important “who” or “what” is Whoopi Goldberg. **Notice how often I circled details about her, including pronouns, to identify important information.**

Write “Whoopi Goldberg” 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 Whoopi Goldberg in this section?

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

Possible answers: Oscar-winning actress and comedian, was called stupid because she struggled with reading, knew she was smart and is OK with being different from others

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 Whoopi Goldberg. Remember that your gist statement should be a short but complete sentence.

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

For my statement, I wrote, “Whoopi Goldberg is a successful actress and comedian who learned to ignore people’s criticisms.” I am going to check my gist statement. 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:** People with dyslexia have difficulty reading and have many other strengths.

**Gist 2:** Richard Branson has dyslexia and feels it made him successful in business.

**Gist 3:** People with dyslexia can become entrepreneurs through their creativity and problem-solving skills.

**Gist 4:** Anderson Cooper became a war correspondent because he was passionate about survival stories.

**Gist 5:** Whoopi Goldberg is a successful actress and comedian who learned to ignore people's criticisms.

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 can something positive come from a challenge? 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 something positive can come from a challenge.

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

- What are the types of challenges that people with dyslexia faced?
- When Anderson Cooper faced challenges reading, what did he do?
- How did Branson, Cooper, and Goldberg turn their struggles in school into successes in their careers?
- Why are so many people with dyslexia successful in other arenas, such as being entrepreneurs?

**Answer:** There are many examples of people with dyslexia turning their struggles into successes. People with dyslexia can be creative and resilient which can make them successful in their careers.

**Correct!** We read many examples of how people with dyslexia used strategies to support their lives and jobs and how they were successful. In our examples, we saw how people with dyslexia went on to become top members of their fields!

# SPRINGBOARD IMAGES



Photo by Evtushkova Olga from Shutterstock



# cope

To manage something difficult



## RELATED WORDS:

*handle, survive*

## EXAMPLE USAGE:

The student was able to cope with his challenges in math by using a calculator.

## EXAMPLE:

Engaging with hobbies, doing breathing exercises, or asking for help when we feel stressed.

## NONEXAMPLE:

A nonexample of coping is giving up. When we cope, we make an effort to address a challenge.

## TURN AND TALK:

Describe a time when you had to cope with a difficult situation. What did you do in order to cope?

Photo by Andriy Blokhin from Shutterstock

# THE UPSIDE OF DYSLEXIA

## SECTION 1

We live in a society where reading is very important—not just for school, but for daily life. (Think street signs, maps, medicine labels, and allergy labels on food packaging.) So life can be hard for people with dyslexia. Dyslexia is a learning disability that affects a person’s reading ability. For people with dyslexia, the parts of their brains that process language aren’t functioning the way they’re supposed to. According to the American Academy of Pediatrics, dyslexia was the most common learning disability in 2011. It is still common today. However, people with dyslexia can learn to **cope** with the disability so that they can succeed in life. Says Emerson Dickman, president of the International Dyslexia Association in Baltimore: “Individuals who have difficulty reading and writing tend to deploy other strengths. They rely on mentors, and as a result, become very good at reading other people and delegating duties to them. They become adept at using visual strengths to solve problems.”

## SECTION 2

Take, for example, Richard Branson, the successful founder of Virgin Atlantic Airways, who credits his dyslexia as his “greatest strength.” As he explains it, he “got bored easily” in school because he couldn’t read well, and teachers thought he was simply “lazy and not very clever.” So he spent most of his time visualizing all the things he would do when he left school. After launching his first business at 16, he went on to start eight different companies and amass billions of dollars.

## SECTION 3

Branson is not the only entrepreneur who is dyslexic. In 2007, Julie Logan, a professor of entrepreneurship at the Cass Business School in London, did a study on entrepreneurs in the United States. Thirty-five percent of the entrepreneurs in the study identified themselves as dyslexic. “We found that dyslexics who succeed had overcome an awful lot in their lives by developing compensatory skills,” says Logan. “If you tell your friends and acquaintances that you plan to start a business, you’ll hear over and over, ‘It won’t work. It can’t be done.’ But dyslexics are extraordinarily creative about maneuvering their way around problems.”

## SECTION 4

Well-known journalist Anderson Cooper, who has visited many battle-torn areas and conducted interviews about tough subjects, knows this fact firsthand. Diagnosed as dyslexic as a child, he relied on the help of a reading specialist. He says that she encouraged him to find books he was very passionate about. “I don’t think it’s an accident that I became a war correspondent,” Cooper says. “I’m interested in stories of survival: how some people make it through desperate times and others don’t.”

## SECTION 5

The television and film world also boasts a number of other dyslexic superstars. For example, Whoopi Goldberg, an Oscar-winning actress and comedian, was diagnosed with dyslexia after suffering through her school years. When she was a child, she couldn’t understand why she struggled so much with reading. “You can never change the effect that the words ‘dumb’ and ‘stupid’ have on young people,” says Goldberg. However, she says, “I knew I wasn’t stupid, and I knew I wasn’t dumb. My mother told me that.” Now, Goldberg

SECTION 5  
(CONTINUED)

defines herself as a person who believes that “it is okay to feel differently than the pack.” When asked about what it takes to be successful, Goldberg says, “We’re born with success. It is only others who point out our failures and what they attribute to us as failure.” Clearly, people with dyslexia may face many obstacles. However, they shouldn’t be discouraged. There are ways they can **cope** with it and lead very successful lives.

Text adapted with permission from ReadWorks: <https://www.readworks.org/article/The-Upside-of-Dyslexia/e1ada07d-e2ec-421b-b299-bcbd3744f838#!articleTab:content/>





# ENGLISH LANGUAGE ARTS

## Get the Gist With *Dr. Chien-Shiung Wu*

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



### Note 1

Pronunciation: she-in shung woo



### Note 2

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

Even though it is common for women to study science today, that was not always the case! To study science 100, or even 50 years ago, women faced consistent discrimination. They were often not allowed to work in labs or universities because those jobs were given to men. Today, we will read about one of the first women physicists and how she made great achievements in spite of the challenges she faced. How do you think it would feel if you weren't allowed to do the job you wanted to do, just because of your identity?

Discuss briefly as a group or with partners.

### Show Students the Springboard Image

First, we have a quote from a scientist who won the Nobel Prize in 2008.

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

Here, Françoise Barré-Sinoussi describes her experiences with men discouraging her from studying science. Instead of being discouraged by their words, their disapproval of her career choice made her push harder to reach her goals. The Nobel Prize is only given out to six people in the whole world each year! Under the quote, you can see a picture of Dr. Barré-Sinoussi the year she won the top award in the whole world.

Today we will learn how another woman persevered against discrimination to have a successful career in science.

# 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 “persevere.” Everyone say “persevere.”

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

Student reads: “To continue with an action even when facing difficulty or challenges.”

Now let’s all read that together.

Everyone reads the definition together.

## VISUAL REPRESENTATION

The image shows a mountain climber trying to reach a difficult top. The climber is continuing even though the hike is hard! She is persevering.

## RELATED WORDS

Some words that are related to “persevere” are “persist,” “continue,” and “keep going.”

## EXAMPLE USAGE

Here is the word used in a sentence: She persevered and became the first woman in her family to graduate from college.

## EXAMPLE

An example of persevering is when you study and work very hard to make it through a challenging class and reach graduation.

## NONEXAMPLE

A nonexample of persevering is someone quitting a hike halfway up a mountain instead of reaching their goal of going to the top.

## TURN AND TALK

Turn to your partner and discuss a challenging time through which you persevered. Did you feel like giving up? What kept you going until you reached your goal?

Provide time for partners to talk.

# CRITICAL READING OF TEXT



## INTRODUCE THE TEXT, TOPIC, AND CULMINATING QUESTION

We now will read a passage titled *Dr. Chien-Shiung Wu*. It's about Dr. Wu's journey to make incredible contributions to the field of physics at a time when serious barriers prevented women from participating in science.

By the end of the reading, I want you to be able to answer our culminating question: ***How did Dr. Wu persevere during her career?*** 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 *Dr. Chien-Shiung Wu*.

## 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.

Sometimes, the first sentence gives us a clue about what the section may be about. The sentence mentions “First Lady of Physics” and then “Dr. Chien-Shiung Wu,” so that gives me a hint that the subject of this is a “who”: Dr. Chien-Shiung Wu. I will keep reading the paragraph to see how often Dr. Wu is mentioned.

Model circling each time Dr. Wu is mentioned in the first section. As you circle, demonstrate thinking aloud as you note the references to Dr. Wu. Note pronouns as well and point out how they refer to Dr. Wu.

A marked-up passage might look like this:

Nicknamed the “First Lady of Physics,” Dr. Chien-Shiung Wu made many important contributions to the field of physics. She also achieved many firsts during her lifetime. Wu was born in a small town near Shanghai, China, in 1912. In the early 1900s in China, girls did not typically attend school. Many people believed that it was not necessary for girls to go to school and learn. Wu’s father, however, believed that education was important for everyone and decided to start his own school for girls. This was where Wu began her schooling.

I think the most important “who” is Dr. Wu. Notice how often she was mentioned in this paragraph.

Write “Dr. Wu” 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 Dr. Wu. I will make a list of the important information in this paragraph about Dr. Wu.**

Write essential information on the board and have students copy.

Possible answers: made a lot of contributions in physics or achieved many firsts, grew up in a place where it was not common for girls to go to school, her father believed education was important and started a school for girls

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.

Write: "Dr. Wu attended school with the help of her father." 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 you'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 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. 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! Now it is your turn take a few minutes and go back into your 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: Dr. Wu

That's right! In this section, the author mentions Dr. Wu a lot.

Now turn to your partner and tell them what you think the most important "who" or "what" is in this section and why.

Answer: "Dr. Wu" because the section is all about her life and career

That's right. In this section we read about Dr. Wu's education and her early career. She is mentioned the most in this section and each sentence is about her. I think that she is our "who" for this section.

Write "Dr. Wu" 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 to** make a list of the important information in this section about Dr. Wu. 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 Dr. Wu.

**Alright, let’s come back together and see if we can list all the important information about Dr. Wu 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: studied physics in college, had a hard time finding a job even though she was very talented, first female instructor in physics at Princeton

**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 Dr. Wu is.**

Have a few students share their thoughts with the class.

**I agree, I think the most important information about Dr. Wu is that she overcame challenges to become the first woman instructor in physics at Princeton. That is what I’m going to write down, but in fewer words.**

Write “After challenges, Dr. Wu succeeded in becoming a college professor in physics.” 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, 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 mostly about.

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

Possible answers: Dr. Wu, the Manhattan Project

**That's right. Although the Manhattan Project is mentioned a few times in this section, the paragraph is discussing Dr. Wu's contributions to the project. She made an important discovery! So the "who" in this paragraph is Dr. Wu.**

Write "Dr. Wu" 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 Dr. Wu. So, now, you are going to make a list of the important information in this section about Dr. Wu.

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

**Who wants to share some of the important information that about Dr. Wu that they wrote down?**

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

Sample answers: worked on the Manhattan Project, made an important discovery

**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 Dr. Wu is.**

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

Answer: Dr. Wu made an important discovery while she worked on the Manhattan Project.

**I agree! So that is what I’m going to write down—just in fewer words.**

Write “Dr. Wu made an important contribution to the Manhattan Project.” 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 last 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: Dr. Wu

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

Write “Dr. Wu” 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 Dr. Wu in this section?

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

Possible answers: received many awards for her work, faced many challenges as a woman in physics, encouraged other women to study science, continues to be a role model for women in science today

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 Dr. Wu. 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, “Her perseverance made Dr. Wu a role model for women in science.” 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?

## WRAP UP THE LESSON

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

Gist 1: Dr. Wu attended school with the help of her father.

Gist 2: After challenges, Dr. Wu succeeded in becoming a college professor in physics.

Gist 3: Dr. Wu made an important contribution to the Manhattan Project.

Gist 4: Her perseverance made Dr. Wu a role model for women in science.

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 Dr. Wu persevere during her career? 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 Dr. Wu persevered during her career

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

- What challenges did Dr. Wu face as a child with which her father helped?
- Why do you think Dr. Wu had a hard time finding job even though she graduated at the top of her class?

**OK, who wants to share their answer to our culminating question, “How did Dr. Wu persevere during her career?”**

Answer: Dr. Wu persevered in the scientific field of physics, which was not common for women to study at the time. She had a hard time finding a job at first, but persevered to make important contributions to the Manhattan Project and to win many awards. Dr. Wu encouraged women to study science all her life.

**Correct! Dr. Wu persevered by staying in the field and continuing to work hard. Because of her perseverance, she made important contributions and went on to win many awards!**

## SPRINGBOARD IMAGES

“Certain people – men, of course – discouraged me, saying [science] was not a good career for women. That pushed me even more to persevere.”

Françoise Barré-Sinoussi, virologist who won the 2008 Nobel Prize in Physiology and Medicine



Photo from Wikimedia Commons

# persevere

To continue with an action even when facing difficulty or challenges



## RELATED WORDS:

*persist, continue, keep going*

## EXAMPLE USAGE:

She persevered and became the first woman in her family to graduate from college.

## EXAMPLE:

When you study and work very hard to make it through a challenging class and reach graduation.

## NONEXAMPLE:

Someone quitting a hike halfway up a mountain instead of reaching their goal of going to the top.

## TURN AND TALK:

Have you persevered through a challenging time? Did you feel like giving up? What kept you going until you reached your goal?

Photo by Sorn340 Studio Images from Shutterstock

# DR. CHIEN-SHIUNG WU

## SECTION 1



## SECTION 2

Acc. 90-105 - Science Service, Records, 1920s–1070s, Smithsonian Institution Archives.

This is a photo of Dr. Chien-Shiung Wu in 1958.

Nicknamed the “First Lady of Physics,” Dr. Chien-Shiung Wu made many important contributions to the field of physics. She also achieved many firsts during her lifetime. Wu was born in a small town near Shanghai, China, in 1912. In the early 1900s in China, girls did not typically attend school. Many people believed that it was not necessary for girls to go to school and learn. Wu’s father, however, believed that education was important for everyone and decided to start his own school for girls. This was where Wu began her schooling.

In college, Wu studied physics. One of her professors had also worked with Marie Curie, a famous female physicist. Wu graduated at the top of her class in 1934. Afterwards, she moved to the United States and earned her doctorate degree in physics from the University of California, Berkeley, in 1940. After she graduated, Wu had a hard time finding a research job at a university. Instead, she accepted a teaching job at Smith College and later at Princeton University. At the time, Wu was the first female instructor ever to join the faculty at Princeton.

## SECTION 3

In 1944, Wu joined the Manhattan Project, the project which led to the development of the atomic bomb. She was the only Chinese American who contributed to the project. She figured out how to enrich a uranium ore in order to create large quantities of fuel for the bomb. This was a very important step in the project. Wu also improved the instrument that scientists used to measure radiation.

## SECTION 4

Wu went on to become the first woman to serve as the president of the American Physical Society. She also received many awards throughout her career in physics. Aware of the challenges that she faced as a woman in the field of physics, Wu encouraged other women to **persevere** in pursuing careers in the sciences. Her passion for physics and **perseverance** in the face of many obstacles are inspirational. She is considered a role model for young women everywhere, showing what heights they can achieve.

Adapted with Permission from ReadWorks: <https://www.readworks.org/article/Dr-Chien-Shiung-Wu/e0edbed4-2c29-44b5-8484-836710930bd8>; Photo from Wikipedia



# ENGLISH LANGUAGE ARTS

## Review Get the Gist With *The Courage to Take Action: A Lesson from Rosa Parks*

<b>PURPOSE</b>	Practice how to get the gist of a passage with teacher support
<b>TOTAL TIME</b>	40–45 minutes
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• Copy of <i>The Courage to Take Action: A Lesson from Rosa Parks</i> to show on document camera or equivalent device</li><li>• Copy of <i>The Courage to Take Action: A Lesson from Rosa Parks</i> for each student</li><li>• Copy of get the gist cue card for each student</li><li>• Copy of get the gist graphic organizer for each student</li></ul>
<b>COMPREHENSION CANOPY</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• Introduce topic of text.</li><li>• Show springboard images and discuss.</li></ul>
<b>ESSENTIAL WORDS</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• injustice</li></ul>
<b>CRITICAL READING</b> (30 MINUTES): <b><i>THE COURAGE TO TAKE ACTION: A LESSON FROM ROSA PARKS</i></b>	<ul style="list-style-type: none"><li>• Practice how to get the gist using the selected text.</li><li>• Students will identify a gist statement for each section of text.</li><li>• Hold discussion about the culminating question at the end of the lesson, citing text evidence.</li></ul>



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

Rosa Parks was a famous leader in the struggle for civil rights in the 1950s and 1960s. You might already know about how Rosa Parks refused to give up her seat on a bus. Today we'll read about some of her other contributions to the civil rights movement. Today's text is from a speech by former President Obama when he dedicated a statue of Rosa Parks in the United States Capitol in Washington, D.C.

Discuss briefly as a group or with partners.

### Show Students the Springboard Image

This photograph shows Rosa Parks in jail after she was arrested for refusing to move to the back of a bus in Montgomery, Alabama. In 1955, it was the law that White people got to choose where they wanted to sit on the bus while people of color had to sit in the back of the bus. Do you think it was fair that Rosa Parks went to jail for refusing to give up her seat on the bus? Turn to your partner and discuss.

Provide time for students to discuss.

Today we will learn more about Rosa Parks's fight against injustice by reading part of a speech that President Obama gave when unveiling a new statue of Rosa Parks in the U.S. Capitol.



# 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 “injustice.” Everyone say “injustice.”

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

Student reads: “An act of unfair treatment.”

Now let’s all read that together

Everyone reads the definition together.

## VISUAL REPRESENTATION

One type of injustice is when people have different opportunities based on the color of their skin. Here is an image of segregation. Turn to your partner and describe what you see.

Discuss briefly and ask a couple groups to share.

Right! We see one water fountain for White people and one for Black people. This image shows an injustice.

## RELATED WORDS

Some words that are related to injustice are “discrimination,” “oppression,” and “inequality.”

## EXAMPLE USAGE

Here is the word used in a sentence: The protesters marched to draw attention to an injustice.

## EXAMPLE

An example of an injustice is that women, on average, earn less money than men do for doing the same work.

## NONEXAMPLE

A nonexample of injustice is women and men receiving equal pay for equal work. Why is this a nonexample?

Discuss briefly as a group or with partners.

## TURN AND TALK

Sometimes you don't get what you want. Sometimes that is due to injustice. Sometimes it is not. Turn to your partner and discuss how injustice is different from just not getting what you want.

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 Courage to Take Action: A Lesson from Rosa Parks*, taken from a speech by President Obama. It's about the ways Rosa Parks fought against injustice beyond refusing to give up her seat on a bus.

By the end of the reading, I want you to be able to answer our culminating question: ***What can Rosa Parks's life teach us about fighting injustice?*** 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 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 to get the gist and has pointers for each step. Look at our cue cards and read together the first step in our get the gist strategy.

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

Underneath the first step 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. These might give you hints.



## 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?

Have a few students share their thoughts with the class or with a partner. Provide feedback as needed.

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 you can use the two following 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.

Let’s work together through the first section of *The Courage to Take Action: A Lesson from Rosa Parks*.

## MODEL GET THE GIST WITH SECTION I

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

Read the first section aloud slowly.

There is 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 see if we can figure it out together.

I will start with the first pointer: "Is anyone or anything mentioned frequently?" Let's see. I will circle the subject of the paragraph with my pencil. The first pointer reminds us to check headings. Sometimes the title of the text gives us a clue about what the subject is.

The title mentions Rosa Parks, so that gives me a hint that the most important "who" or "what" could be Rosa Parks. I will check if Rosa Parks is the subject by seeing how often she is mentioned.

Go back through the section and model circling each time Rosa Parks is mentioned. As you circle, demonstrate thinking aloud by saying things such as the following.

- I see Rosa Parks is mentioned in the first sentence. I'll circle that.
- Here a "seamstress" is mentioned. I wonder if that could mean Rosa Parks.
- The author uses the pronouns "she" and "her" to refer to Rosa Parks, so I'll circle those, too.

A marked-up passage might look like this:

This morning, we celebrate a seamstress slight in stature but mighty in courage. She defied the odds, and she defied injustice. She lived a life of activism, but also a life of dignity and grace. And in a single moment, with the simplest of gestures, she helped change America—and change the world.

Rosa Parks held no elected office. She possessed no fortune, lived her life far from the formal seats of power. And yet today, she takes her rightful place among those who've shaped this nation's course. I thank all those persons, in particular the members of the Congressional Black Caucus, both past and present, for making this moment possible.

I think Rosa Parks is the most important "who" because she is in almost every sentence, the title, and the culminating question.

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

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

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 Rosa Parks. I will make a list of the important information in this paragraph about Rosa Parks.

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

- Here the author talks about Rosa Parks changing the U.S. and the world. That seems important.
- I see President Obama also mentions that Rosa Parks wasn’t rich or powerful.
- I am thinking about our culminating question. What lesson can we learn from Rosa Parks?

Sample answers: Rosa Parks was might in courage, she lived a life of activism, she changed the world

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 Rosa Parks wasn’t rich or powerful, but she was courageous and changed the world through her life of activism. I need to put this important information in a shorter sentence—the gist statement. So, I’m going to write the following.

Write: “Rosa Parks changed the world through her courage and activism.” 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. **As I read, think about what is mentioned a lot. See if Rosa Parks is still repeated frequently or is our essential word "injustice" is mentioned a lot in this section.**

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

Answer: To identify who or what the section is mostly about

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

Sample answers: Rosa Parks, a childhood friend, an Alabama driver

That's right! Although a friend and driver are both mentioned in this paragraph, there is more emphasis placed on Rosa Parks.

Write "Rosa Parks" on the board. Have students copy this on their graphic organizer for Section 2.

Who can tell me what the second step 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 card. 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 your gist pointers to make a list of the important information in this section about Rosa Parks. 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 Rosa Parks.

**Alright, 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 Rosa Parks in this section. Have students check and revise the important information on their graphic organizer as you write.

Sample answers: Rosa Parks rode a segregated bus, she was kicked off the bus for entering the front door instead of the back, she got mad and refused to ride the bus for a while, she was later arrested for refusing to give up her seat

**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 Rosa Parks was from section 2.**

Have a few students share their thoughts with the class.

**That's right. Rosa Parks refused to give up her seat on a segregated bus and was arrested for it.**

Write: "Rosa Parks fought against segregation on the bus."

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 next section and 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." 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.

Circulate and provide support as needed.

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

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

Sample answers: Rosa Parks; Martin Luther King, Jr.; Montgomery, Alabama commuters

That's right! Although Rosa Parks and Martin Luther King, Jr., are mentioned in this section, there is more emphasis placed on the commuters, or the people riding the bus. They held the variety of jobs listed in the first paragraph.

Write "commuters" on the board.

The second part of get the gist is to write the most important thing about the "who" or "what."

According to the second gist pointer, we still need to make sure we're identifying important pictures, pronouns, captions, and headings.

What important information did you notice about the commuters? Keep in mind our culminating questions, too: what can we learn from Rosa Parks's life about fighting injustice?

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

Sample answers: with the help of Martin Luther King, Jr., thousands of Montgomery commuters stood with Rosa Parks when she challenged her arrest; they began a boycott of the buses, instead walking and carpooling; the commuters held many different jobs; a year later, the boycott ended when Montgomery buses were desegregated

Write: “Thousands of Montgomery commuters refused to ride the buses until they were desegregated.”

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 the Montgomery, Alabama commuters. 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: “Commuters refused to ride buses until they were desegregated.”

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

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**

Like the last section, you’re going to read the next section and 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.” 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 4.

Circulate and provide support as needed.

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

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

Sample answers: Rosa Parks, us, the passengers of the bus, change

**That's right! This section brings up many things, and while it begins with Rosa Parks, it then talks about "us" and "we" a lot. In this section, President Obama is mostly talking to and about us—people in the present day.**

Write "we" 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 notice about "we" or "us" in this section?**

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

Sample answers: we can choose to accept or not accept injustice, we often make excuses for our inaction, we can be inspired by Rosa Parks to know there's always something we can do to create change

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 have for "we." 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: "We can learn from Rosa Parks that individuals can, and should, fight against injustice."

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

Now you’ll read the final section. Remember to 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.” 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 5.

Circulate and provide support as needed.

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

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

Sample answers: Rosa Parks, her statue, we

That’s right! This section is mostly about Rosa Parks. Other things are mentioned—such as her statue or the movement she launched—but mainly in relation to her.

Write “Rosa Parks” on the board. Have students check what they wrote in the 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 Rosa Parks in this section?

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

Sample answers: Rosa Parks’s actions created change, we in the present benefit from what she and others did in the past, we can learn from her courage to fight against injustice

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 Rosa Parks in this section. 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: “We can learn from Rosa Parks’s courage and actions to create change.”

**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 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: Rosa Parks changed the world through her courage and activism.**

**Gist 2: Rosa Parks fought against segregation on the bus.**

**Gist 3:** Commuters refused to ride buses until they were desegregated.

**Gist 4:** We can learn from Rosa Parks that individuals can, and should, fight against injustice.

**Gist 5:** We can learn from Rosa Parks’s courage and actions to create change.

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: What can Rosa Parks’s life teach us about fighting injustice? 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 we can learn about fighting injustice from Rosa Parks’s life.

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

- What sort of injustice did Rosa Parks experience in the South in the 1950s?
- What did Rosa Parks do on the bus?
- What happened after Rosa Parks got arrested for refusing to move on the bus?
- What was the effect of the year-long bus boycott?
- How did President Obama say Rosa Parks’s actions affected him?
- What sorts of injustice does President Obama say we should fight to change today?
- Why does President Obama think there should be a statue of Rosa Parks in the Capitol?

**OK, who wants to share their answer to our culminating question, “What can Rosa Parks’s life teach us about fighting injustice?”**

**Answer:** Rosa Parks fought against segregation on the bus, leading thousands to join in a boycott that succeeded. We, too, can choose to fight against injustice.

# SPRINGBOARD IMAGES



Photo of Rosa Parks from the Alabama Department of Archives and History via Wikimedia

# injustice

An act of unfair treatment



## RELATED WORDS:

*discrimination, oppression, and inequality*

## EXAMPLE USAGE:

The protesters marched to draw attention to injustice.

## EXAMPLE:

The fact that, on average, women earn less than men for doing the same work is a form of injustice.

## NONEXAMPLE:

A non-example of injustice is women and men receiving equal pay for equal work.

## TURN AND TALK:

Turn to your partner and discuss how injustice is different from just not getting what you want.

Photograph from the Birmingham Civil Rights Institute by Alacoolwiki on Wikimedia



# THE COURAGE TO TAKE ACTION: A LESSON FROM ROSA PARKS

Speech by President Obama at Dedication of Statue Honoring Rosa Parks at the United States Capitol in Washington, D.C.

## SECTION 1

Mr. Speaker, Leader Reid, Leader McConnell, Leader Pelosi, Assistant Leader Clyburn; to the friends and family of Rosa Parks; to the distinguished guests who are gathered here today.

This morning, we celebrate a seamstress, slight in stature but mighty in courage. She defied the odds, and she defied **injustice**. She lived a life of activism, but also a life of dignity and grace. And in a single moment, with the simplest of gestures, she helped change America—and change the world.

Rosa Parks held no elected office. She possessed no fortune; lived her life far from the formal seats of power. And yet today, she takes her rightful place among those who've shaped this nation's course. I thank all those persons, in particular the members of the Congressional Black Caucus, both past and present, for making this moment possible.

## SECTION 2

A childhood friend once said about Mrs. Parks, “Nobody ever bossed Rosa around and got away with it.” That’s what an Alabama driver learned on December 1, 1955. Twelve years earlier, he had kicked Mrs. Parks off his bus simply because she entered through the front door when the back door was too crowded. He grabbed her sleeve and he pushed her off the bus. It made her mad enough, she would recall, that she avoided riding his bus for a while.

And when they met again that winter evening in 1955, Rosa Parks would not be pushed. When the driver got up from his seat to insist that she give up hers, she would not be pushed. When he threatened to have her arrested, she simply replied, “You may do that.” And he did.

## SECTION 3

A few days later, Rosa Parks challenged her arrest. A little-known pastor, new to town and only 26 years old, stood with her—a man named Martin Luther King, Jr. So did thousands of Montgomery, Alabama commuters. They began a boycott—teachers and laborers, clergy and domestics, through rain and cold and sweltering heat, day after day, week after week, month after month, walking miles if they had to, arranging carpools where they could, not thinking about the blisters on their feet, the weariness after a full day of work—walking for respect, walking for freedom, driven by a solemn determination to affirm their God-given dignity.

Three hundred and eighty-five days after Rosa Parks refused to give up her seat, the boycott ended. Black men and women and children re-boarded the buses of Montgomery, newly desegregated, and sat in whatever seat happen to be open. And with that victory, the entire edifice of segregation, like the ancient walls of Jericho, began to slowly come tumbling down.

## SECTION 4

It's been often remarked that Rosa Parks's activism didn't begin on that bus. Long before she made headlines, she had stood up for freedom, stood up for equality—fighting for voting rights, rallying against discrimination in the criminal justice system, serving in the local chapter of the NAACP. Her quiet leadership would continue long after she became an icon of the civil rights movement, working with Congressman Conyers to find homes for the homeless, preparing disadvantaged youth for a path to success, striving each day to right some wrong somewhere in this world.

And yet our minds fasten on that single moment on the bus—Ms. Parks alone in that seat, clutching her purse, staring out a window, waiting to be arrested. That moment tells us something about how change happens, or doesn't happen; the choices we make, or don't make. “For now we see through a glass, darkly,” Scripture says, and it's true. Whether out of inertia or selfishness, whether out of fear or a simple lack of moral imagination, we so often spend our lives as if in a fog, accepting **injustice**, rationalizing inequity, tolerating the intolerable.

Like the bus driver, but also like the passengers on the bus, we see the way things are—children hungry in a land of plenty, entire neighborhoods ravaged by violence, families hobbled by job loss or illness—and we make excuses for inaction, and we say to ourselves, that's not my responsibility, there's nothing I can do.

Rosa Parks tells us there's always something we can do. She tells us that we all have responsibilities, to ourselves and to one another. She reminds us that this is how change happens—not mainly through the exploits of the famous and the powerful, but through the countless acts of often anonymous courage and kindness and fellow feeling and responsibility that continually, stubbornly, expand our conception of justice—our conception of what is possible.

## SECTION 5

Rosa Parks's singular act of disobedience launched a movement. The tired feet of those who walked the dusty roads of Montgomery helped a nation see that to which it had once been blind. It is because of these men and women that I stand here today. It is because of them that our children grow up in a land more free and more fair; a land truer to its founding creed.

And that is why this statue belongs in this hall—to remind us, no matter how humble or lofty our positions, just what it is that leadership requires; just what it is that citizenship requires. Rosa Parks would have turned 100 years old this month. We do well by placing a statue of her here. But we can do no greater honor to her memory than to carry forward the power of her principle and a courage born of conviction.

May God bless the memory of Rosa Parks, and may God bless these United States of America.

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# ENGLISH LANGUAGE ARTS

## Review Get the Gist With *Wesley Harris: An Account of Escaping Slavery*

<b>PURPOSE</b>	Practice how to get the gist of a passage with teacher support
<b>TOTAL TIME</b>	40–45 minutes
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• Copy of <i>Wesley Harris: An Account of Escaping Slavery</i> to show on document camera or equivalent device</li><li>• Copy of <i>Wesley Harris: An Account of Escaping Slavery</i> for each student</li><li>• Copy of get the gist cue card for each student</li><li>• Copy of get the gist graphic organizer for each student</li></ul>
<b>COMPREHENSION CANOPY</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• Introduce topic of text.</li><li>• Show springboard images and discuss.</li></ul>
<b>ESSENTIAL WORDS</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• betrayal</li></ul>
<b>CRITICAL READING</b> (30 MINUTES): <b>WESLEY HARRIS: AN ACCOUNT OF ESCAPING SLAVERY</b>	<ul style="list-style-type: none"><li>• Students will practice how to get the gist using the selected text.</li><li>• Students will identify the gist for each section of text.</li><li>• Hold discussion about the culminating question at the end of the lesson, citing text evidence.</li></ul>



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

Today, we are going to read about a man named Wesley Harris who escaped slavery by traveling the Underground Railroad. We will learn that his journey to freedom was not smooth or easy.

### Show Students the Springboard Images

Show Image 1.

This is an old map. The red lines are the routes of the Underground Railroad. Wesley Harris traveled on these routes. Can you find Maryland on this map?

Show Image 2.

This is a drawing that an artist did to show how dangerous the journey was for Wesley Harris. In this picture, some White men are trying to capture Wesley and force him to be a slave again. Sometimes people like these men would pretend to help but then betray people fleeing slavery.

As we will see today, the journey was dangerous for Wesley both because he had to travel so far physically, and because there were people trying to harm him along the way. Today we will learn more about the obstacles Wesley Harris faced as he tried to escape to freedom.

# 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 “betrayed.” Everyone say “betrayed.”

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

Student reads: “When people break the trust of another person who trusted them.”

Now let’s all read that together.

Everyone reads the definition together.

## VISUAL REPRESENTATION

Here we see two people gossiping—they are telling secrets—and the third person probably feels like they are talking about him. Gossiping and telling secrets betrays people’s trust.

## RELATED WORDS

Some words that are related to “betrayed” are “traitor” and “disloyal.”

## EXAMPLE USAGE

Here is the word used in a sentence: My friend betrayed me when he told my secret to someone else.

## EXAMPLE

An example of being betrayed is when Wesley Harris was escaping slavery and he trusted a stranger. The stranger betrayed Wesley by telling the authorities Wesley was running away.

## NONEXAMPLE

A nonexample of being betrayed is holding a friend's secret in confidence.

## TURN AND TALK

Turn to your partner and describe one time when you felt betrayed. How did it make you feel?

Provide time for partners to talk.

# CRITICAL READING OF TEXT



## INTRODUCE THE TEXT, TOPIC, AND CULMINATING QUESTION

We now will read a passage titled *Wesley Harris: An Account of Escaping Slavery*. In this passage, Wesley Harris describes his journey on the Underground Railroad as he tried to escape slavery.

By the end of the reading, I want you to be able to answer this question: ***What obstacles did Wesley Harris have to overcome on his journey to freedom?*** The culminating question helps us remember the big picture information we'll 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.

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

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 *Wesley Harris: An Account of Escaping Slavery*.

## 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.

In previous lessons we’ve looked at the title and headings to help us identify who or what the section is mostly about. We don’t have any headings here, but we do have a title: “Wesley Harris: An Account of Escaping Slavery.” That gives us a hint that this passage is probably about Wesley Harris.

Read the first section aloud slowly.

There is a lot of information 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 Wesley (that is, “I”) is mentioned. A marked-up passage might look like this:

A friend by the name of C. Matterson, told me that he was going off. Then I told him of my master’s writing to Mrs. Carroll concerning selling, etc., and that I was going off too. We then concluded to go together. There were two others—brothers of Matterson—who were told of our plan to escape, and readily joined with us in the undertaking. So one Saturday night, at twelve o’clock, we set out for the North. After traveling upwards of two days and over sixty miles, we found ourselves unexpectedly in Terrytown [in the state of Maryland]. There we were informed by a friendly colored man of the danger we were in and of the bad character of the place towards colored people, especially those who were escaping to freedom; and he advised us to hide as quickly as we could. We



at once went to the woods and hid. Soon after we had secreted ourselves a man came nearby and commenced splitting wood, or rails, which alarmed us. We then moved to another hiding-place in a thicket near a farmer's barn, where we were soon startled again by a dog approaching and barking at us. The attention of the owner of the dog was drawn to his barking and to where we were. The owner of the dog was a farmer. He asked us where we were going. We replied to Gettysburg—to visit some relatives, etc. He told us that we were running off. He then offered friendly advice, talked like a Quaker, and urged us to go with him to his barn for protection. After much persuasion, we consented to go with him.

Turn to your partner and tell them what you think the most important “who” or “what” is and why.

Give students time to talk to their partners. Have a few students share their thoughts with the class.

I agree! I think the most important “who” is Wesley. Because Wesley is describing his own journey, he uses “I” and later “we” or “us” once his three companions join him. We also see a few more men mentioned in the paragraph, in addition to Wesley and his three companions. Wesley is clearly mentioned most frequently but these other two men are mentioned several times. We should take note of these men because they may be important.

Write “Wesley” 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 pointer to help me. It says to pay attention to information that relates to the “who” or “what.” In this case, that's Wesley. I will make a list of the important information in this paragraph about Wesley Harris.

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

- Our culminating question asks us to describe the obstacles Wesley had to overcome on his journey to freedom, so I am going to keep that in mind as I look at this paragraph. That question helps me understand this line where Wesley says he is “going off.” I know he means he is leaving on his journey to freedom. I'll write that down. I don't have to write a complete sentence for this part. These are just my notes.

- I see here that “I” and “me”, which are Wesley because this is his account, become “we” and “us.” Wesley is still describing his journey, so he is part of that “we.” The three brothers Matterson are joining Wesley on his journey.
- I also see that Wesley and his companions encountered their first obstacle: people who may be helpful but who may be trying to betray Wesley and his companions. There are two such people in this section: the friendly man and the farmer. I think it is very interesting Wesley describes the first man as friendly but not the farmer. Wesley seems suspicious of the farmer.

Possible answers: started a journey to freedom, encountered different people on his journey, doesn't know whether to trust strangers

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 Wesley started a journey to freedom and encountered different people on his journey. He knew he shouldn't trust everyone he met along the way. I need to put this important information in a shorter sentence—the gist statement. I will write the following.

Write: “Wesley started a journey to freedom but ran into people who could betray him” 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. **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 the two 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 Wesley 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 this section is mostly 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: Wesley and his companions ("I", "us", "our", and "four run-aways"), the owner of the barn, the men ("them")

Write "Wesley" on the board. Have students add this to Section 2 in 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 Wesley. 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 Wesley.

**Alright, let's come back together and see if we can list all the important information about Wesley 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: farmer appeared to be kind, farmer betrayed Wesley and the others, men came to capture Wesley and the others

**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 Wesley is from Section 2.**

Have a few students share their thoughts with the class.

Write “Wesley was betrayed by the farmer” 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 GUIDED 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.

**Now let's figure out who or what this section is mostly about. I will give you a few minutes to go back to the passage. 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? Raise your hand if you have an idea.**

Possible answers: Wesley ("me," "my," or "I"), the constable, Wesley's friend Craven

Write "Wesley" 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 Wesley.**

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

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

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

Sample answers: was shot and captured, his friend Craven also was captured and shot

**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 Wesley is.**

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

Answer: Wesley and his friend Craven were shot and captured.

**I agree! Now 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.

Answers: Wesley (“me,” “my,” or “I”)

Write “Wesley” on the board and have students check what they wrote in their graphic organizer for Section 4. Facilitate discussion around how to tell that Wesley is the most important “who” in this section.

**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 Wesley in this section?**

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

Possible answers: was made a prisoner, recovered from his wounds, his friends started to help him escape again

**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 Wesley. 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: “Wesley was made a prisoner but healed and began to plan another escape.”

**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?**

## FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH SECTION 5

There is one more section of this text. You will read the last section and **use your cue card** to figure out the most important “who” or “what” and then the most important information about that “who” or “what.” Write your answers in Section 5 of your graphic organizer. Remember to think about the answer to our culminating question! Any questions?

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: Wesley

**That is right! At the beginning of the paragraph, Wesley uses singular pronouns such as “I” and “my,” but by the end he has a new companion and uses “we” once. “The window” is mentioned several times but is not the most important “who” or “what.” Still, we’ll want to think about that for our important information.**

Write “Wesley” 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 Wesley and his journey to freedom in this section?**

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

Possible answers: escaped again through the window, started towards Gettysburg on a different road, his companions were sold back into slavery

**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 Wesley. Remember that your gist statement should be a short but complete sentence.**

Provide time for students 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: “Wesley escaped and continued his journey to freedom while his companions were sold back into slavery.”

**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 five gist statements to help us better understand the most important content in the passage. Let’s reread them.

**Gist 1: Wesley started a journey to freedom but ran into people who could betray him.**

**Gist 2: Wesley was betrayed by the farmer.**

**Gist 3: Wesley and his friend Craven were shot and captured.**

**Gist 4: Wesley was made a prisoner but healed and began to plan another escape.**

**Gist 5: Wesley escaped and continued his journey to freedom while his companions were sold back into slavery.**

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 obstacles did Wesley Harris have to overcome on his journey to freedom? 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 what obstacles Wesley Harris overcame on his journey to freedom.

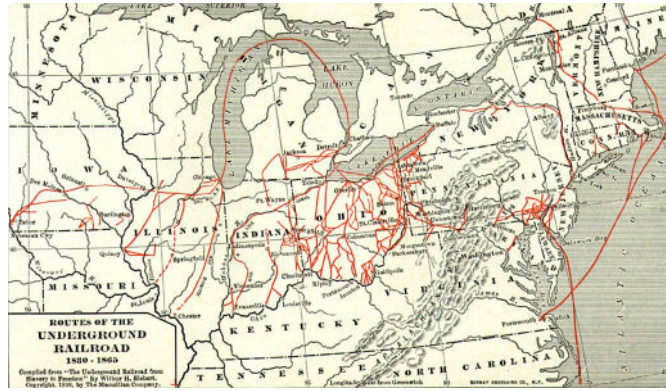
Provide time for students to discuss. Ask probing questions such as the following as needed to help students answer the question.

- Who betrayed Wesley? How?
- What happened when the constable came to the barn?
- Did Wesley recover from his gunshots?
- Who helped Wesley escape again?
- How did they help Wesley escape?
- Could Wesley travel directly to Gettysburg? Why not?
- What happened to Wesley's companions?

**OK, who wants to share their answer to our culminating question, “What obstacles did Wesley Harris have to overcome on his journey to freedom?”**

Answer: Wesley faced a number of obstacles including not knowing if people would betray him, the farmer who did betray him, being shot, escaping through a window, not being able to travel freely, and the constant risk of being captured and returned to slavery.

# SPRINGBOARD IMAGES



# betrayed

When people break the trust of another person who trusted them



## RELATED WORDS:

*traitor, disloyal*

## EXAMPLE USAGE:

My friend betrayed me when he told my secret to someone else.

## EXAMPLE:

When Wesley Harris was escaping slavery, he trusted a stranger. The stranger betrayed Wesley by telling the authorities Wesley was running away.

## NONEXAMPLE:

I held my friend's secret in confidence and told no one.

## TURN AND TALK:

Describe one time when you felt betrayed. How did it make you feel?

Photo by Kiera Burton from Pexels

# WESLEY HARRIS: AN ACCOUNT OF ESCAPING SLAVER

**Excerpt from *The Underground Railroad: A Record of Facts, Authentic Narratives, Letters, &C.* by William Still**

## SECTION 1

A friend by the name of C. Matterson, told me that he was going off. Then I told him of my master's writing to Mrs. Carroll concerning selling, etc., and that I was going off too. We then concluded to go together. There were two others—brothers of Matterson—who were told of our plan to escape, and readily joined with us in the undertaking. So one Saturday night, at twelve o'clock, we set out for the North. After traveling upwards of two days and over sixty miles, we found ourselves unexpectedly in Terrytown [in the state of Maryland]. There we were informed by a friendly colored man of the danger we were in and of the bad character of the place towards colored people, especially those who were escaping to freedom; and he advised us to hide as quickly as we could. We at once went to the woods and hid. Soon after we had secreted ourselves a man came nearby and commenced splitting wood, or rails, which alarmed us. We then moved to another hiding-place in a thicket near a farmer's barn, where we were soon startled again by a dog approaching and barking at us. The attention of the owner of the dog was drawn to his barking and to where we were. The owner of the dog was a farmer. He asked us where we were going. We replied to Gettysburg—to visit some relatives, etc. He told us that we were running off. He then offered friendly advice, talked like a Quaker, and urged us to go with him to his barn for protection. After much persuasion, we consented to go with him.

## SECTION 2

Soon after putting us in his barn, himself and daughter prepared us a nice breakfast, which cheered our spirits, as we were hungry. For this kindness we paid him one dollar. He next told us to hide on the mow till eve, when he would safely direct us on our road to Gettysburg. All, very much fatigued from traveling, fell asleep, excepting myself; I could not sleep; I felt as if all was not right.

About noon men were heard talking around the barn. I woke my companions up and told them that that man had **betrayed** us. At first they did not believe me. In a moment afterwards the barn door was opened, and in came the men, eight in number. One of the men asked the owner of the barn if he had any long straw. "Yes," was the answer. So up on the move came three of the men, when, to their great surprise, as they pretended, we were discovered. The question was then asked the owner of the barn by one of the men, if he harbored runaway slaves in his barn? He answered, "No," and pretended to be entirely ignorant of their being in his barn. One of the men replied that four run-aways were on the move, and he knew of it. The men then asked us where we were, going. We told them to Gettysburg, that we had aunts and a mother there. Also we spoke of a Mr. Houghman, a gentleman we happened to have some knowledge of, having seen him in Virginia. We were next asked for our passes. We told them that we hadn't any, that we had not been required to carry them where we came from. They then said that we would have to go before a magistrate, and if he allowed us to go on, well and good. The men all being armed and furnished with ropes, we were ordered to be tied. I told them if they took me they would

SECTION 2  
(CONTINUED)

have to take me dead or crippled. At that instant one of my friends cried out—“Where is the man that **betrayed** us?” Spying him at the same moment, he shot him (badly wounding him). Then the conflict fairly began.

## SECTION 3

The constable seized me by the collar, or rather behind my shoulder. I at once shot him with my pistol, but in consequence of his throwing up his arm, which hit mine as I fired, the effect of the load of my pistol was much turned aside; his face, however, was badly burned, besides his shoulder being wounded. I again fired on the pursuers, but do not know whether I hit anybody or not. I then drew a sword, I had brought with me, and was about cutting my way to the door, when I was shot by one of the men, receiving the entire contents of one load of a double barreled gun in my left arm, that being the arm with which I was defending myself. The load brought me to the ground, and I was unable to make further struggle for myself. I was then badly beaten with guns . . . In the meantime, my friend Craven, who was defending himself, was shot badly in the face, and most violently beaten until he was conquered and tied. The two young brothers of Craven stood still, without making the least resistance.

## SECTION 4

After we were fairly captured, we were taken to Terrytown, which was in sight of where we were **betrayed**. By this time I had lost so much blood from my wounds, that they concluded my situation was too dangerous to admit of being taken further; so I was made a prisoner at a tavern, kept by a man named Fisher. There my wounds were dressed, and thirty-two shot were taken from my arm. For three days I was crazy, and they thought I would die. During the first two weeks, while I was a prisoner at the tavern, I raised a great deal of blood, and was considered in a very dangerous condition—so much so that persons desiring to see me were not permitted. Afterwards I began to get better, and was then kept privately—was strictly watched day and night. Occasionally, however, the cook, a colored woman (Mrs. Smith), would manage to get to see me. Also James Matthews succeeded in getting to see me; consequently, as my wounds healed, and my senses came to me, I began to plan how to make another effort to escape. I asked one of the friends . . . to get me a rope. He got it. I kept it about me four days in my pocket; in the meantime I procured three nails.

## SECTION 5

On Friday night, October 14th, I fastened my nails in under the window sill; tied my rope to the nails, threw my shoes out of the window, put the rope in my mouth, then took hold of it with my well hand, clambered into the window, very weak, but I managed to let myself down to the ground. I was so weak, that I could scarcely walk, but I managed to hobble off to a place three quarters of a mile from the tavern, where a friend had fixed upon for me to go, if I succeeded in making my escape. There I was found by my friend, who kept me secure till Saturday eve, when a swift horse was furnished by James Rogers, and a colored man found to conduct me to Gettysburg. Instead of going direct to Gettysburg, we took a different road, in order to shun our pursuers, as the news of my escape had created general excitement. My three other companions, who were captured, were sent to Westminster jail, where they were kept three weeks, and afterwards sent to Baltimore and sold for twelve hundred dollars a piece, as I was informed while at the tavern in Terrytown.

Text adapted with permission from ReadWorks: <https://www.readworks.org/article/Wesley-Harris-An-Account-of-Escaping-Slavery/da37e2cc-5313-4243-978f-fbd30cd91976>



# ENGLISH LANGUAGE ARTS

## Partner Reading Routine With *Urban Farms*

<b>PURPOSE</b>	Teach and practice the partner reading routine
<b>TOTAL TIME</b>	40–45 minutes
<b>BEFORE YOU BEGIN</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Decide how you will partner students during class.</li></ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• Copy of <i>Urban Farms</i> to show on document camera or equivalent device</li><li>• Copy of <i>Urban Farms</i> for each student</li><li>• Copy of partner reading cue card for each student</li><li>• Optional: copy of get the gist cue card for each student</li><li>• Optional: copy of get the gist graphic organizer for each student</li></ul>
<b>COMPREHENSION CANOPY</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• Introduce topic of text.</li><li>• Show springboard images and discuss.</li></ul>
<b>ESSENTIAL WORDS</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• urban</li></ul>

**CRITICAL READING****(30 MINUTES): URBAN FARMS**

- 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

Most of us can picture a farm in our heads. Likely, we picture big places out in the country. We don't often imagine farms right in the middle of cities!

Who can share the smallest farm that they have ever seen? Today, we're going to talk about farms in the largest city in the United States: New York City.

### Show Students the Springboard Image

Show Image 1.

Here you see a balcony with a small tomato plant. People can grow their own tomatoes in a planter—they don't need a backyard. You can even grow small plants in your window.

Show Image 2.

Sometimes in big cities, people live in smaller spaces. In this picture, we see a group of people having dinner on a roof. In large cities where apartments and homes are smaller, many people like to hang out on the roof for more space. Roofs in large cities can even have pools on them!

People can grow vegetables on their balconies and, when space is limited, people come up with creative ways to use the space around them. We're going to talk about the combination of these two things today with our article.

# 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 “urban” Everyone say “urban.”

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

Student reads: “Describes a large city, and its characteristics, where people live very close together.”

Now let’s all read that together.

Everyone reads the definition together.

## VISUAL REPRESENTATION

The image shows an urban environment. Urban places are cities with lots of people who often live very close together because there is limited space.

## RELATED WORDS

Some words that are related to urban are “metropolitan” and “modern.” For example, cities are often associated with being modern and trendy because they have access to new technology and fashion. They are often creative because they have limited space!

## EXAMPLE USAGE

Here is the word used in a sentence: People who live in urban areas often have less room in their homes, and so they have to be creative with their space.

## EXAMPLE

An example of something urban is a large city where people don't own cars because they can walk, bicycle, or take public transportation to work.

## NONEXAMPLE

A nonexample of something urban is a group of people who live in apartments. Why is this a nonexample?

Discuss how apartment buildings can be in nonurban areas as well as in large cities where many people live close together.

## TURN AND TALK

Now turn to your partner and discuss whether you would want to live in an urban area or not? Why or why not?

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 *Urban Farms*. It's about farms that are in urban places like cities.

The culminating question that we'll answer at the end of the lesson is:  
***What is unique about urban agriculture?***

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.

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



## 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.

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 *Urban Farms* 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 urban agriculture. 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 urban agriculture is becoming more popular. Do you agree?" The partners discuss their responses.

**Now, I want you to share your gist statement.**

The partners share.

Possible gist statement: Urban agriculture is becoming more popular in cities all over the world.

**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: People in urban areas can grow some of their own food.

## **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: Urban farms use unique spaces for people in cities.

## 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: What is unique about urban agriculture? 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 what is unique about urban agriculture.**

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 is gardening on rooftops mentioned?
- Why would people in cities be interested in growing their own food?
- Does farming have to take place in the country?

- What is a unique place for farming mentioned in the article?

Possible response: Urban agriculture is unique because people in urban places do not need a lot of space to grow some of their own food. People in urban environments are creative with space and can grow food on balconies or rooftops.

# SPRINGBOARD IMAGES



Photos by vaivirga from Shutterstock and by Monkey Business Images from Shutterstock

# urban

Describes a large city, and its characteristics, where people live very close together



## RELATED WORDS:

*metropolitan, modern*

## EXAMPLE USAGE:

People who live in urban areas often have less room in their homes, and so they have to be creative with their space.

## EXAMPLE:

A large city where people don't own cars because they can walk, bicycle, or take public transportation to work.

## NONEXAMPLE:

A group of people who live in apartments.

## TURN AND TALK:

Would you want to live in an urban area? Why or why not?

Photo by GaudiLab from Shutterstock

# URBAN FARMS

## SECTION 1



Many people wrongly think that cities don't have farms and that fruits and vegetables are only grown in the country. Believe it or not, there are more and more **urban** farms popping up in cities all over the world. Alexandra Sullivan, a food systems researcher in New York City, studies **urban** agriculture. **Urban** agriculture is another name for farming and gardening in a city environment. Ms. Sullivan studies everything from tiny gardens in empty lots between buildings to bigger fields that have been planted and cultivated. According to Ms. Sullivan, "Urban agriculture has existed since cities have, across the world."

## SECTION 2

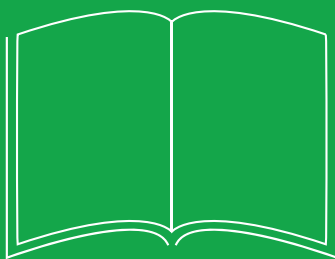
The number of humans living in **urban** areas, or cities, is increasing. The amount of people who want to garden in **urban** areas is also rising. Ms. Sullivan says, "In small gardens, on rooftops and indoors, city residents grow fruits, vegetables, grains, and herbs, and raise animals to produce dairy, eggs, honey, and meat. City residents use these foods as supplements [additions] to food produced by rural agriculture." Even though some people who live in **urban** areas grow crops, urban residents still need to rely on food grown in rural areas. This is because a city doesn't have enough space to grow enough food for everyone living in it.

## SECTION 3

In New York City, **urban** farmers have come up with many different ways to grow their own produce, even though there isn't a lot of room. For example, Brooklyn Grange is a farming operation that has two rooftop vegetable farms in New York City. Altogether, the farms are made up of 2.5 acres of rooftop space. This makes Brooklyn Grange one of the largest rooftop farming operations in the world. Brooklyn Grange grows tomatoes, lettuce, peppers, kale, chard, herbs, carrots, radishes, and beans. The farming company sells its vegetables to local residents and restaurants. And because the farms are on rooftops, they are specially adapted to their **urban** location. They use available space that is not needed for anything else. As more **urban** farmers find ways to grow food in cities, urban residents will be better able to get fresher ingredients for their meals.

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# ENGLISH LANGUAGE ARTS

## Partner Reading Routine With *Louis Braille*

<b>PURPOSE</b>	Teach and practice the partner reading routine
<b>TOTAL TIME</b>	40–45 minutes
<b>BEFORE YOU BEGIN</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Decide how you will partner students during class. At the end of this lesson plan is a document describing different ways to partner students.</li></ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• Copy of <i>Louis Braille</i> to show on document camera or equivalent device</li><li>• Copy of <i>Louis Braille</i> for each student</li><li>• Copy of partner reading cue card for each student</li><li>• Optional: copy of get the gist cue card for each student</li><li>• Optional: copy of get the gist graphic organizer for each student</li></ul>
<b>COMPREHENSION CANOPY</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• Introduce topic of text.</li><li>• Show springboard images and discuss.</li></ul>
<b>ESSENTIAL WORDS</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• innovation</li></ul>

**CRITICAL READING****(30 MINUTES): LOUIS BRAILLE**

- Teach students the partner reading routine using the selected text.
- Students will identify the 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 students the springboard images.

## INTRODUCE THE TOPIC OF THE TEXT

Today we will learn about the braille alphabet and the man who invented it. You have probably seen braille many times, maybe without knowing what it is. Braille is a writing system that allows people with visual impairments to read by touching patterns of dots that represent letters and numbers.

Display the braille alphabet and have students spell their names using braille: <https://www.nbp.org/alphcard.pdf>

### Show Students the Springboard Images

Show Image 1.

This is a book written in braille. It looks similar to your notebooks but instead of text written in dark pencil or ink, the words are written in patterns of dots. Each letter and number has its own pattern.

Show Image 2.

This is a portrait of Louis Braille, the inventor of braille. His writing system is named after him.

Today, we will learn what braille is, how and why Louis Braille invented it, and why his innovation is so significant.

# 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 “innovation.” Everyone say “innovation.”

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

Student reads: “A new idea, device, or method.”

Now let’s all read that together.

Everyone reads the definition together.

## VISUAL REPRESENTATION

On the left is an old antique car, one of the first cars made over 100 years ago. On the right is a modern sports car. Turn to your partner and talk about the innovations you see between today’s car and the antique car.

Sample answers: bigger engine allowing the car to go faster, wider tires that give the car more stability, a more enclosed cabin that allows people to ride more safely in the car.

## RELATED WORDS

Some words that are related to innovation are “change” and “transformation.”

## EXAMPLE USAGE

Here is the word used in a sentence: Innovations from electric cars have led to cars that are more environmentally friendly.

## EXAMPLE

An example of innovation is when Louis Braille invented a new system of writing that allowed people with visual impairments to read.

## NONEXAMPLE

A nonexample of innovation is the system of writing before Louis Braille invented a new system for people with visual impairments.

## TURN AND TALK

Now turn to your partner and discuss how innovation is different from copying what already exists?

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 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 *Louis Braille*. It describes how Louis invented the system of writing for people with visual impairments called "braille."

The culminating question that we'll answer at the end of the lesson is:  
***What is the significance of braille, the system of writing for the visually impaired?***

## 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 *Louis Braille* so you can follow along.

Class, as you watch, I want you to notice what [Partner 2] does while she follows along. She will read along silently and if [Partner 1] gets stuck, [Partner 2] is going to help her out by giving her the word she is 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 Louis Braille. 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 the braille alphabet was created by Louis Braille, who went blind at a young age. 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

Alright, 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. Let's see if Louis Braille

is the most important “who” or “what” of this section or if it’s his innovation, braille.

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 braille was such an important innovation?”

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 we see more information on why braille was such an important innovation.

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 SECTIONS 4 AND 5**

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: what is the significance of braille, the system of writing for the visually impaired? 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 the significance of braille, the system of writing for the visually impaired.**

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 happened to Louis Braille as a child?
- What normally happened to blind people in Louis Braille’s lifetime?
- What did Louis Braille’s parents do differently than the parents of others at that time with visual impairments?
- What question did Louis ask himself while he was at school?
- What was night writing and how did it help Louis?

Possible response: Louis Braille became blind at a young age, but he was a gifted student who drew on existing systems of raised letters to create a new system that allowed people with visual impairments to read quickly. Braille is now used worldwide, allowing people to read and use technology despite not being able to see.

# SPRINGBOARD IMAGES



First image by vectorfusionart from Shutterstock; second from Wikimedia Commons

# innovation

A new idea, device, or method



## RELATED WORDS:

*change, transformation*

## EXAMPLE USAGE:

Innovations from electric cars have led to cars that are more environmentally friendly.

## EXAMPLE:

When Louis Braille invented a new system that allowed people with visual impairments to read.

## NONEXAMPLE:

The system of writing before Louis Braille invented a new system for people with visual impairments.

## TURN AND TALK:

How is innovation different from copying what already exists?

Images from James Steidl on Shutterstock and GuoZhongHua on Shutterstock

# LOUIS BRAILLE

## SECTION 1

Have you ever noticed when you step into an elevator that next to the buttons showing the floor numbers, there are small plates with a series of raised dots and bumps? Did you ever wonder what those bumps and dots mean and why they are there? When you run your fingers over those plates, you feel the ridges. When blind people touch them, they read the floor numbers. In a grid of six bumps, with two across and three down, a configuration of two raised bumps across the top and one down on the right side is the number 4; one dot on the top left side and two across the middle is the number 8.

Who invented this elaborate setup of bumps and dots that comprise an entire alphabet and numerical system that allows blind people to read with their fingers? Was it a distinguished scientist, or a brilliant author, or perhaps a famous artist?

Actually, this system, which is called braille, was created by a blind 12-year-old French boy and was named for him. Louis was not always blind. He became blind by accident. Louis Braille was born on January 4, 1809 in a small country village near Paris called Coupvray. His father was a leather worker who made harnesses and other leather goods. One day, when he was just three years old, Louis was in his father's leather workshop. Like many young children, Louis enjoyed imitating his father. He was fiddling with an awl, a small tool with a round wooden handle and a sharp, pointed metal tip that is used to punch holes in leather. While he was playing, the awl slipped and poked Louis in the eye. A doctor treated the wound as best he could and patched the eye. But the eye became infected, and the infection spread to the other eye. Within a short time, young Louis was totally blind in both eyes.

## SECTION 2

In those days, many blind people became beggars or performers in sideshows. But Louis's parents refused to allow their son's disability to get in the way of his studies or his life. Louis attended school like his brothers and sisters, relying on his creativity, intelligence, and drive to overcome obstacles. To help him navigate the village, his father made him canes. The local priest taught him to use his other senses to learn: his hearing to distinguish the calls of different birds, and his sense of smell to identify different plants and flowers. Louis was one of the brightest students in his school.

## SECTION 3

In 1819, at age 10, Louis earned a scholarship to attend the Royal Institute for Blind Youth in Paris, the first school in the world devoted to blind children. For Louis, going to the school meant leaving his family and the village he knew well, where he felt safe. But Louis and his family knew the school offered him the best opportunity to get an education and lead a successful life. There he excelled in studying history, math, science, and grammar, but he proved especially gifted at music. Louis became an accomplished pianist and organist. He even got a paid job as an organist, playing in a small church near the institute.

SECTION 3  
(CONTINUED)

The students at the school learned most of their subjects by listening to lessons. But there were a few books that the school's founder, a man named Valentin Hauy, had developed by printed raised, or embossed, letters. Reading that way was slow, and the books were large and heavy. But they were the only books available then for blind people. Louis Braille began to wonder: wasn't there a better way to allow blind people to read?

## SECTION 4

One day Louis learned about the work of a former French army captain named Charles Barbier. Captain Barbier had invented something called "night writing," a code of 12 raised dots and dashes that allowed soldiers to communicate with one another at night without using lights that would alert the enemy to their location. The soldiers could "feel" the messages with their fingers, and keep safe. The code turned out to be too complex for the soldiers, but it inspired Louis Braille. Louis simplified the system, reduced the series of dots from twelve to six and eliminated the dashes. By the time he was 20, Louis published his first alphabet for the blind, a system he continued to work on and perfect.

## SECTION 5

And how did Louis create the dots he used in his revolutionary new system? He used an awl. The very tool that caused his blindness became the instrument that brought the opportunity for reading to Louis and generations of blind people to this day.

The world was slow to accept Louis Braille's **innovation**. Indeed, during his lifetime, his method was not widely accepted. Louis Braille died at the young age of 43 from tuberculosis, a devastating respiratory disease. He was buried in his home village of Coupvray.

In time, Braille's method became accepted around the world. "Braille" alphabets were created in languages spanning the globe. Today, we find them not only on elevator plates, but also on computers and cell phones. And the name Louis Braille stands for **innovation**, courage, and determination.

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