Use Multiple Sources

Cobblestone magazine: Early Explorers
The Reading Edge Middle Grades 2nd Edition Teacher Edition
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We wish to acknowledge the coaches, teachers, and children who piloted the program, provided valuable feedback, and appear in classroom and professional-development videos.
**The Lightning Round**

- Random Reporters share team responses; team reps from other teams may agree, disagree, or add on to these responses.
- Use the following rubrics to evaluate responses and give specific feedback.
- Award points to the teams with 100-pt. responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

<table>
<thead>
<tr>
<th>Strategy Use</th>
<th>Team Talk (oral and written)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Random Reporter:</td>
<td>The Random Reporter:</td>
</tr>
<tr>
<td>100 gives a 90-pt. response and explains how using the strategy helped in better understanding the text.</td>
<td>100 gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.</td>
</tr>
<tr>
<td>90 gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.</td>
<td>90 gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).</td>
</tr>
<tr>
<td>80 identifies a problem that a team member had understanding the text.</td>
<td>80 uses full sentences to clearly and correctly answer the question.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Power</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Random Reporter:</td>
<td>The Random Reporter:</td>
</tr>
<tr>
<td>100 gives a 90-pt. response and expands on the meaning, for example, identifies related words, a second meaning, a word connotation, an antonym.</td>
<td>100 gives a 90-pt. response and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).</td>
</tr>
<tr>
<td>90 gives an 80-pt. response and explains the meaning in a definition and a meaningful sentence.</td>
<td>90 gives an 80-pt. response and reads at just the right pace to understand the text—not too slow and not too fast.</td>
</tr>
<tr>
<td>80 tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</td>
<td>80 reads a short passage and pronounces most of the words correctly.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary</th>
<th>Graphic Organizer/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Random Reporter:</td>
<td>The Random Reporter:</td>
</tr>
<tr>
<td>100 gives a 90-pt. response and uses key vocabulary correctly.</td>
<td>100 gives a 90-pt. response and explains how the graphic organizer helped in understanding the text.</td>
</tr>
<tr>
<td>90 gives an 80-pt. response and clearly connects relevant ideas in a logical order.</td>
<td>90 gives an 80-pt. response and includes main points or events and important details.</td>
</tr>
<tr>
<td>80 presents main ideas and important details in his or her own words and without personal opinion.</td>
<td>80 selects a graphic organizer that is appropriate for the text.</td>
</tr>
</tbody>
</table>
Use Multiple Sources

Unit Objectives

| Reading: Draw conclusions based on information from multiple sources. |
| Writing: Gather relevant information from multiple sources to answer a question. |

Unit Overview

During this unit, students will focus on using information from multiple sources to draw conclusions. Students will find sources of information to draw from in the Early Explorers edition of Cobblestone magazine. This edition of Cobblestone includes a number of short- and medium-length articles about early explorers of North, Central, and South America (within the unit, collectively referred to as the Americas). Other sources of information will include video and students’ own background knowledge. As students answer questions about explorers and native people in this unit, they will be required to draw conclusions based on these various sources. This is an increasingly important reading skill as sources of information that students can access are growing rapidly. The writing projects for this unit reinforce this skill by asking students to gather information from multiple sources to answer a question. Direct instruction and cooperative activities, such as Team Talk, will provide opportunities throughout the unit to prepare students for this writing objective.

The strategy focus for this unit is predicting. Students will preview magazine articles and use text features to make predictions about the topic and ideas presented in them. They will also identify information that confirms their predictions. Predicting what information an author is going to present and how it is organized will help students start thinking about the ideas in the article, help them set up their notes, and improve their comprehension of the text. You will be referring students to the Predicting Strategy Card in their team folders. The Predicting Strategy Card is a tool that prompts your students to look for clues to predict what the text is about. Encourage students to use the Predicting Strategy Card throughout this unit and throughout the year.

Unit Topic/Content

The Early Explorers edition of Cobblestone magazine contains a variety of articles about European explorers and the native peoples of the Americas. These articles address why these groups came to the Americas and the consequences of their actions once they arrived.

Text and Media Selections

Internet/Media Options

To expand your students’ background knowledge, consider using Internet/media options with lessons. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.
### At a Glance

#### Cycle 1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 4–6</td>
<td>(Optional) Background video: “When Did the First Americans Arrive?” PBS Learning Media. <a href="http://www.pbslearningmedia.org/content/ess05.sci.ess.earthsyst.firstpeople">www.pbslearningmedia.org/content/ess05.sci.ess.earthsyst.firstpeople</a></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 2 and 3, 7–9</td>
<td>(Embedded) “Team Talk Response”</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 10–13</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 14–17</td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>page 18</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
</tr>
</tbody>
</table>

#### Cycle 2

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 19–21</td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 26–28</td>
<td>(Optional) Background video: “Henry Hudson” PBS Learning Media. <a href="http://www.pbslearningmedia.org/content/nys09.soc.k-6.statloc.hudson/">www.pbslearningmedia.org/content/nys09.soc.k-6.statloc.hudson/</a></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 29–31</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 32–37</td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>pages 40 and 41</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
</tr>
</tbody>
</table>

**Cobblestone magazine:**

**Early Explorers**
Lesson 1

Reading Objective: Draw conclusions based on information from multiple sources.

Teacher Background

Today students will read an article entitled “Following the Food,” which describes the migration of people from Asia into North America, likely following herds of large mammals. The Big Question for this cycle asks students to imagine that they are astronauts exploring a newly discovered planet. Answering this question will help students understand the challenges faced by the first explorers and how strange this new world must have seemed to them. As students discuss this question, point out that for the European explorers, the experience of crossing the Atlantic and traveling through a land they knew almost nothing about has much in common with astronauts traveling through space and exploring a planet for the first time.

(Optional) To build background, students may watch a video about the migration of the first people into the Americas. This video also describes an emerging theory about newly discovered evidence of the presence of people in South America much earlier than previously thought.

Active Instruction

(22 minutes)

Big Question

Post and present this cycle’s Big Question. Have students write a response to the question as they arrive for class.

The Big Question: Imagine that you are an astronaut traveling to a newly discovered planet. The only thing known about the planet is that it can sustain plant and animal life. What tools or supplies should you bring? What skills would be valuable to have as you explore this planet? What possible benefits or negative consequences could come from this exploration?

Set the Stage

1. Refer students to today’s Big Question. Use Think-Pair-Share to ask:

   Imagine that you are an astronaut traveling to a newly discovered planet. The only thing known about the planet is that it can sustain plant and animal life. What tools or supplies should you bring? What skills would be valuable to have as you explore this planet? What possible benefits or negative consequences could come from this exploration?

   I think it would be important to bring some form of shelter, such as tents, and a variety of warm- and cold-weather clothes because you don’t know what the climate will be like. I would also bring weapons for defense and food from Earth, in case humans can’t eat the food on the planet. Basic survival skills,
such as hunting and being able to recognize edible plants, would be important. We might find new sources of energy on the planet or plants that lead to new medicines. Negative consequences might include exposure to new diseases or starting a conflict with another civilization that already lives on the planet.

2. Distribute copies of the magazine. Have teams discuss the strategies that they use when they first pick up a text. Use Random Reporter to share team responses.

*For example, I scan the text to see if it is informational or literature; look for clues to predict the topic and the author’s intent; figure out how the text is set up so I can choose a graphic organizer for notes.*

Display the Predicting Strategy Card for informational text. Point out to the students that this strategy card is in their team folders. The Predicting Strategy Card for informational text can help them predict what the text is about and how the information is organized. Refer students to pages 4–6. Have partners use the Predicting Strategy Card as they survey the text and predict the topic of today’s text. Use Think-Pair-Share to ask:

**What do you predict is the topic of the article? What clues led you to this prediction?**

We predict that it is about the early hunters who followed the herds from place to place and came to the New World. A clue is the title of the article “Following the Food.” Another clue is the illustration of the hunters with spears carrying their belongings. Also the cover of the magazine shows a sign pointing to the New World. Some students may cite the last line of the introductory paragraph as a clue that the topic is the hunters who followed herds from Asia to America.

**What graphic organizer do you think will work best for taking notes on this text? Why?**

The information seems to be organized as main ideas and details so we think an outline would work best for taking notes.

**T:** Early hunters who followed the herds to the New World  
**I:** Provide detailed information about early hunters in the New World  
**G:** Outline

3. (Optional) Introduce the video “When Did the First Americans Arrive?” Point out that today students will also be reading about the first people to arrive in the Americas. Tell students as they watch the video to jot down facts about these first “Americans” that they learn from the video. Explain that after viewing it, teams will compile their facts and you will ask Random Reporters to report on them.
Show the video (5 min. 42 sec.). Allow a minute for teams to discuss and compile their facts. Use Random Reporter to debrief. Facts might include:

- People used to think that Native Americans were descendants of Asians that came to the New World 12,000 years ago.
- Groups moved into North America over a land bridge.
- Theory was challenged because older artifacts have been found in South America.
- Earlier groups may have also come from Asia along a coastal route.

**Interactive Read Aloud**

1. This cycle our reading objective is to draw conclusions based on information from multiple sources. Use Think-Pair-Share to ask:

**Why do you think it might be valuable to use multiple sources when drawing conclusions?**

*The conclusions you draw are more likely to be right if they are based on as much information as it is possible to get.*

Remind students that when we draw conclusions, we cite evidence to support them.

2. Read page 4 (paragraphs 1 and 2) aloud. A sample **Think Aloud** follows.

**Sample Think Aloud**

From what I just read I can conclude that for the people that migrated from Asia into the Americas, hunting must have been an important source of food. The text I just read describes how these groups were on the move following herds of animals. [I remember from the video that artifacts left behind included stone points and butchered bones. The information from these two sources demonstrates that hunting was very important to this migrating population.]

Now I’m going to begin using my outline to take notes. I will title the outline “Early Explorers.” I think one of the main ideas in the text I just read is that “Thousands of years ago small groups of people migrated across a land bridge from Asia to the Americas.” Some supporting details include “They were following herds of animals,” and “This was the first important migration in the Americas.” (Write notes in the outline.)

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the second paragraph of page 5 (sentence ending “…pursuit of their prey.”)

Use Think-Pair-Share to ask:

**What other information have you read that supports the conclusion that hunting was very important to this migrating population?**

*I just read that they hunted large game such as mammoths and moved to pursue their prey. This supports the conclusion that hunting was very important to these people.*
Use **Random Reporter** to debrief.

4. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

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**Sample Graphic Organizer**

**Early Explorers**

1. Thousands of years ago small groups migrated across a land bridge from Asia to Americas
   - following herds of animals
   - first important migration in Americas

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**Teamwork**

*(20 minutes)*

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: **pages 5 (paragraph 5, sentence starting “The first Paleo-Indians…”)** and 6 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.
### Team Talk Questions

1. **Why might the nomadic groups not have been aware that they were migrating into a new region? Support your answer with evidence from the text. [SA]**  
   (Team Talk rubric)  
   - **100 = Nomadic groups might not have been aware that they were migrating into a new region because this travel occurred over thousands of years. According to the article, slow movement like this, taking place over generations, is called drifting. Although this migration was slow, it was an important event in the human history of the Americas.**  
   - **90 = Nomadic groups might not have been aware that they were migrating into a new area because this travel took place over thousands of years. Slow movement like this is called drifting.**  
   - **80 = Nomadic groups might not have been aware that they were migrating into a new area because this travel took place over thousands of years.**

2. **What is the evidence that Indian groups in the Americas descended from nomadic groups that traveled south from Asia? [SA]**  
   (Team Talk rubric)  
   - **100 = Modern-day American Indians have similar physical characteristics to people from Asia. For example, both groups have dark eyes, straight black hair, and brown skin. This evidence indicates that Native Americans descended from Asian people who migrated to the New World.**  
   - **90 = Modern-day American Indians look a lot like people from Asia. Both groups have dark eyes, straight black hair, and brown skin.**  
   - **80 = Modern-day American Indians look a lot like people from Asia.**

3. **Why were large herds of animals so important to the native people who migrated into the Americas? [SA]**  
   (Team Talk rubric)  
   - **100 = Animals provided these native people with food and materials for tools, weapons, clothes, and shelter. These nomadic groups hunted large mammals such as mammoths, horses, and oxen. The herds were so important that the people followed them from Asia into the Americas.**  
   - **90 = Animals provided these native people with food and materials for tools, weapons, clothes, and shelter. These groups hunted large animals such as mammoths, horses, and oxen.**  
   - **80 = Animals provided these native people with food and materials for tools, weapons, clothes, and shelter.**

4. **What evidence is there that people inhabited the Americas in the Ice Age? [Write] [DC, SA]**  
   (Team Talk rubric)  
   - **100 = Archaeological evidence indicates that people did inhabit the Americas in the Ice Age. For example, in Folsom, New Mexico, archaeologists found a stone spear point between the ribs of an Ice Age bison. These animals have been extinct for 10,000 years, so the hunters must have inhabited that area more than 10,000 years ago.**  
   - **90 = Evidence shows that people did inhabit the Americas in the Ice Age. In Folsom, New Mexico, a stone spear point was found between the ribs of an Ice Age bison.**  
   - **80 = A spear point shows that people did inhabit the Americas in the Ice Age.**
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Class Discussion

(18 minutes)

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams who are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read andRespond homework assignment described in their student editions.
Lesson 2

**Reading Objective:** Draw conclusions based on information from multiple sources.

**Teacher Background**
Today the class will read two articles. The first, “An Age of Discoveries,” explains that early European explorers were largely motivated by the desire to find a new trade route to Asia. The second article, “Viking Voyage,” lays out the evidence that Leif Ericson was the first European to reach North America, almost 500 years before Columbus. During Set the Stage, use the unit Viking map to identify the locations mentioned in “Viking Voyage.”

**Active Instruction**
(25 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.

2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.

2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Award team celebration points.

3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>staggering</td>
<td>stag-ger-ing</td>
<td>amazing</td>
<td>The inventor made a staggering amount of money from his light bulb that never burned out.</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(STAG-uh-ring)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motivated</td>
<td>mo-ti-va-ted</td>
<td>caused somebody to do something</td>
<td>Carlos was motivated to study hard because he wanted good grades.</td>
</tr>
<tr>
<td>(verb)</td>
<td>(MOH-tuh-veyt-ed)</td>
<td></td>
<td></td>
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<tr>
<td>page 2</td>
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<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>nomadic (adjective) page 4</td>
<td>no-mad-ic (noh-MAD-ik)</td>
<td>moving from place to place searching for food and water</td>
<td>Nomadic tribes moved across the desert looking for watering holes.</td>
</tr>
<tr>
<td>migration (noun) page 4</td>
<td>mi-gra-tion (mahy-GREY-shuhn)</td>
<td>movement from one region to another</td>
<td>During the potato famine, there was a large migration of people from Ireland to the United States.</td>
</tr>
<tr>
<td>settlement (noun) page 12</td>
<td>set-tle-ment (SET-l-muhnt)</td>
<td>a place that has been recently populated with people</td>
<td>When building a settlement, it is important to locate it near a source of water.</td>
</tr>
<tr>
<td>expedition (noun) page 14</td>
<td>ex-pe-di-tion (ek-spi-DISH-uhn)</td>
<td>a trip made by a group for a purpose</td>
<td>The scientists packed sleds, skis, and heavy parkas for their expedition to the North Pole.</td>
</tr>
<tr>
<td>stranded (verb) page 16</td>
<td>strand-ed (STRAN-did)</td>
<td>left behind in a difficult situation</td>
<td>Robinson Crusoe is the story of a man stranded on an island after his ship sinks.</td>
</tr>
<tr>
<td>sympathetic (adjective) page 18</td>
<td>sym-pa-thet-ic (sim-puh-THET-ik)</td>
<td>showing compassion or care</td>
<td>Daniel volunteered at a homeless shelter because he was sympathetic to people who had no place to live.</td>
</tr>
</tbody>
</table>

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.

5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Remind students to use their Predicting Strategy Cards as they preview the text to predict what it is about and what clues they used. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.
5. Display the unit Viking map, and refer students to the map in their student edition. Explain that the article they are about to read is about the Viking Leif Ericson and his exploration of North America.

Tell students that Vikings were originally from Norway. Have students identify Norway on their maps. Tell students that Leif Ericson was born in Iceland. Have students identify Iceland on their maps.

Tell students that some historians believe that Ericson sailed to Baffin Island, Labrador, and made a winter camp at L’Anse aux Meadows. Have students identify these locations on their maps.

Refer students to the photo of a reconstruction of Ericson’s winter camp at L’Anse aux Meadows, and note the types of shelters archaeologists think the Vikings built.

Have students trace a route that Ericson might have taken to get from Iceland to each of these locations and back home again.
Interactive Read Aloud

1. Refer students to the reading objective. Remind them that they are focusing on using information from multiple sources to draw conclusions.

2. Read page 2 (paragraphs 1 and 2) aloud. A sample Think Aloud follows.

   **Sample Think Aloud**
   
   I think I can draw another conclusion based on what I just read and information from the article we read yesterday, “Following the Food.” I can draw the conclusion that the Asian nomads and the European explorers had different reasons for their travels. The text I just read describes how European explorers were motivated by a desire to find a sea route to Asia so they could trade for goods such as spices and silk. In the article we read yesterday, we learned that the nomadic hunters from Asia migrated south, following herds of large mammals, in search of food and materials to make tools, clothes, and shelter.

   I will continue using my outline to take notes. One of the main ideas in the text I just read is that “Five hundred years ago European explorers began an age of discovery.” Some supporting details include “Explorers were looking for a trade route to Asia,” and “Goods from Asia, such as silk and spices, were very valuable in Europe.” (Write notes in the outline.)

3. Point out that information from two sources helped you come to the conclusion that the groups had different motivations.

4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read to the end of page 3. Use **Think-Pair-Share** to ask:

   **Based on what you have just read, information from the video segment we saw yesterday, and the article “Following the Food,” what conclusions can you draw about the transportation technology of the European explorers and the nomadic hunters migrating from Asia?**

   *I can draw the conclusion that the European explorers had advanced sailing technology while the nomadic hunters had little or no transportation technology. According to this article, European explorers used ships for trade and exploration and eventually crossed the Atlantic Ocean. The article and video from yesterday said the nomadic groups walked all the way from Asia to South America.*

   Use **Random Reporter** to debrief.

5. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

   Use **Random Reporter** to debrief. Add student responses to the graphic organizer.
A sample graphic organizer follows.

### Sample Graphic Organizer

**Early Explorers**

I. Thousands of years ago small groups migrated across a land bridge from Asia to Americas
   A. following herds of animals on foot
   B. first important migration in Americas
   C. ancestors of today’s American Indians
      1. evidence – similar phys. char.
   D. skilled hunters
      1. animals provided food, clothing, tools, shelter
   E. artifacts indicate they were in N. Amer. at least 10,000 years ago

II. 500 years ago Eur. explorers began Age of Discovery
   A. used ships for trade and exploration
   B. explorers looking for trade route to Asia
   C. goods from Asia (silk, spices) were valuable in Eur.

---

**Teamwork**

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate:  
   **ST**  
   pages 2 (paragraph 3) and 3 and 7–9 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.  
   **ST**

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

### Team Talk Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why do you think nomadic groups from Asia were able to reach the Americas thousands of years earlier than European explorers? (Write) [DC, RE, SA] (Team Talk rubric)</td>
<td>100 = Nomadic groups from Asia were able to walk to the Americas while Europeans had to sail across the Atlantic to reach the New World. Europeans had to develop advanced sailing technology before they could travel to the Americas. Geography played an important role in determining which group arrived in the Americas first. 90 = Nomadic groups from Asia were able to walk to the Americas while Europeans had to sail across the Atlantic to reach the New World. Europeans had to develop sailboats before they could travel to the Americas. 80 = Nomadic groups from Asia were able to walk to the Americas while Europeans had to sail across the Atlantic to reach the New World.</td>
<td></td>
</tr>
<tr>
<td>2. How was Columbus different from other explorers of his time? [DC, SA] (Team Talk rubric)</td>
<td>100 = Instead of trying to sail around Africa and then east to reach India, Columbus sailed west. When Columbus arrived at this new land, he thought he had sailed to India. While Columbus had not found a new route to India, his journeys were historic because they made Europeans aware that an unexplored land lay to the west. 90 = Instead of trying to sail around Africa and then east to reach India, Columbus sailed west. When Columbus arrived at this new land, he thought he had sailed to India. 80 = Instead of trying to sail around Africa and then east to reach India, Columbus sailed west.</td>
<td></td>
</tr>
<tr>
<td>3. What led Leif Ericson to try to sail to North America? [SA] (Team Talk rubric)</td>
<td>100 = Ericson heard Bjarni Herjolfs’s story about a strange land he had seen when his ship was blown off course. Ericson bought Herjolfs’s ship, assembled a crew, and attempted to retrace the other Viking’s route. When he made landfall on a rocky shore, he became the first European to reach North America. 90 = Ericson heard Bjarni Herjolfs’s story about a strange land he had seen when his ship was blown off course. Ericson bought Herjolfs’s ship, gathered a crew, and tried to follow the other Viking’s route. 80 = Ericson heard Bjarni Herjolfs’s story about a strange land he had seen when his ship was blown off course.</td>
<td>continued</td>
</tr>
</tbody>
</table>
Team Talk Questions continued

4. What evidence is there that Ericson reached the Americas before Columbus? [SA]
   (Team Talk rubric)
   100 = Archaeologists have found Viking artifacts in Newfoundland that are almost 1,000 years old. They found bronze and iron relics and the remains of houses, boat sheds, and cooking pits. This archaeological evidence dates back to about the time that Ericson would have landed in the Americas.
   90 = Archaeologists have found Viking artifacts in Newfoundland that are almost 1,000 years old. They found bronze and iron items and what was left of houses, boat sheds, and cooking pits.
   80 = Archaeologists have found Viking artifacts in Newfoundland that are almost 1,000 years old.

5. Could a migration lead to building settlements in a new country? [CV]
   Yes. During a migration people move to another place and they might build a new settlement once they reach their destination.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.
Class Discussion

(15 minutes)

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

3. Show the video “Team Talk Response.”

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>staggering</strong></td>
<td>stag-ger-ing</td>
<td>amazing</td>
<td>The inventor made a <em>staggering</em> amount of money from his light bulb that never</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(STAG-uh-ring)</td>
<td></td>
<td>burned out.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>motivated</strong></td>
<td>mo-ti-va-ted</td>
<td>caused somebody</td>
<td>Carlos was <em>motivated</em> to study hard because he wanted good grades.</td>
</tr>
<tr>
<td>(verb)</td>
<td>(MOH-tuh-veyt-ed)</td>
<td>to do something</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>nomadic</strong></td>
<td>no-mad-ic</td>
<td>moving from place to</td>
<td><em>Nomadic</em> tribes moved across the desert searching for watering holes.</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(noh-MAD-ik)</td>
<td>place searching for</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>food and water</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>migration</strong></td>
<td>mi-gra-tion</td>
<td>movement from one</td>
<td>During the potato famine, there was a large <em>migration</em> of people from Ireland</td>
</tr>
<tr>
<td>(noun)</td>
<td>(mahy-GREY-shuhn)</td>
<td>region to another</td>
<td>to the United States.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>settlement</strong></td>
<td>set-tle-ment</td>
<td>a place that has been</td>
<td>When building a <em>settlement</em>, it is important to locate it near a source of</td>
</tr>
<tr>
<td>(noun)</td>
<td>(SET-l-muhnt)</td>
<td>recently populated</td>
<td>water.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with people</td>
<td></td>
</tr>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>expedition</strong></td>
<td>ex-pe-di-tion</td>
<td>a trip made by a group</td>
<td>The scientists packed sleds, skis, and heavy parkas for their <em>expedition</em> to the</td>
</tr>
<tr>
<td>(noun)</td>
<td>(ek-spi-DISH-uhn)</td>
<td>for a purpose</td>
<td>North Pole.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>stranded</strong></td>
<td>strand-ed</td>
<td>left behind in a</td>
<td>Robinson Crusoe is the story of a man <em>stranded</em> on an island after his ship sinks.</td>
</tr>
<tr>
<td>(verb)</td>
<td>(STRAN-did)</td>
<td>difficult situation</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>sympathetic</strong></td>
<td>sym-pa-thet-ic</td>
<td>showing compassion</td>
<td>Daniel volunteered at a homeless shelter because he was <em>sympathetic</em> to people</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(sim-puh-THET-ik)</td>
<td>or care</td>
<td>who had no place to live.</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Reconstruction of Leif Ericson’s winter camp at L’Anse aux Meadows in present-day Newfoundland.
Lesson 3

**Reading Objective:** Draw conclusions based on information from multiple sources.

**Teacher Background**
Today the class will read “Columbus Sets Sail,” an article about Christopher Columbus and his journeys to the New World. The article explains that even though Columbus did not discover the Americas, his travels had a historic impact because they convinced Europeans that a new land lay to the west, which led many other explorers and adventurers to follow in his path. In Set the Stage you will use **Think-Pair-Share** to question students about Columbus and activate their background knowledge.

**Active Instruction**

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.
Sample Think Aloud

On page 3, I read the word *expand*. I’ve come across that word before and always wondered exactly what it meant. The article says that European countries wanted to *expand* their empires. The word seems to have something to do with getting bigger. I’m going to look in the dictionary for the exact definition. (Consult the dictionary.) It says that *expand* is a verb and that it can mean make larger. It looks like I was able to define *expand* using context. I see that it also has a few synonyms and antonyms. *Enlarge, increase,* and *swell* are all synonyms. *Shrink* and *contract* are antonyms. *Expand* comes from the Latin word *expandere,* which means to spread out.

Sample Word Map

- **expand**
  - syn: enlarge, increase, swell
  - ant: shrink, contract
  - comes from Latin word *expandere,* to spread out
  - make larger

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Remind students to use their Predicting Strategy Card as they preview the text to predict what it is about and what clues they used. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.
Build background about Christopher Columbus.

Activate students’ background knowledge about Christopher Columbus. Use Think-Pair-Share to ask:

**What do you already know about Christopher Columbus?**

*Columbus explored the New World. Queen Isabella of Spain supported him. At first, Columbus thought he had landed in India.*

**Interactive Read Aloud**

1. Read page 10 (paragraphs 1–3) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

*Think about what you already know about European explorers and what you just read about Columbus. What do you think motivated Columbus as a sailor/explorer?*

*I think Columbus was probably motivated by the idea of finding trade routes to Asia. This article says he sailed on merchant ships and read books about Marco Polo, a merchant who traveled to Asia. I know from other reading that European explorers were often motivated by the search for an ocean trade route to Asia.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 10 (paragraph 4). Use Think-Pair-Share to ask:

*What conclusions can you draw about character traits that Columbus and Leif Ericson probably had in common?*

*I think Leif Ericson and Columbus must have both been adventurous and brave. Both explorers were willing to sail in search of unknown lands, just based on stories they had heard or read.*

Use Random Reporter to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers. Use Random Reporter to debrief. Add student responses to the graphic organizer.
Sample Graphic Organizer

**Early Explorers**

II. 500 years ago Eur. explorers began Age of Discovery
   A. used ships for trade and exploration
   B. explorers looking for trade route to Asia
   C. goods from Asia (silk, spices) were valuable in Eur.
   D. Columbus sailed west across Atlantic
      1. believed he landed in India
   E. over next 100 years European nations sent explorers to New World

III. Ericson first Eur. to arrive in Americas
   A. born in Iceland
   B. heard about strange land from another Viking who had seen it
   C. probably landed on Baffin Island, Labrador, tip of Newfoundland
      1. remains found of metal relics, houses, boat sheds, cooking pits

IV. Columbus
   A. sailor most of his life
   B. read books about M. Polo’s travels to Asia
   C. need investor for expedition

---

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 10 (paragraph 5)–13 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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Cue students to use their student routines for partner reading, word power, and fluency, and the TIGRRS process.
Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions

1. Why isn’t it accurate to say that Columbus discovered the Americas? Support your answer with evidence from multiple sources. (Write) [DC, SA] (Team Talk rubric)
   - 100 = We know from the article “Following the Food” that nomadic groups arrived in the Americas thousands of years before Columbus. **Additionally, according to the article “Viking Voyage,” there is strong evidence that Leif Ericson sailed to North America much earlier than Columbus. For these reasons, it’s not accurate to say that Columbus discovered the Americas.**
   - 90 = We know from the article “Following the Food” that nomadic groups arrived in the Americas thousands of years before Columbus. There is also strong evidence that Leif Ericson sailed to North America much earlier than Columbus.
   - 80 = We know from the article “Following the Food” that nomadic groups arrived in the Americas thousands of years before Columbus.

2. Why did Columbus’s travels have a greater historical impact than Leif Ericson’s? [DC, RE, SA] (Team Talk rubric)
   - 100 = Columbus’s voyages made other Europeans aware that there was a “New World” across the Atlantic. This led to large-scale European exploration of the Americas. Ericson’s travels left little trace behind. **Even though Ericson reached the Americas before Columbus, Columbus had a bigger historical impact.**
   - 90 = Columbus’s voyages made other Europeans aware that there was a “New World” across the Atlantic. This led to European exploration of the Americas.
   - 80 = Columbus’s voyages made other Europeans aware that there was a “New World” across the Atlantic.
### Team Talk Questions continued

3. At first, where did Columbus believe that he had made landfall? [SA]
(Email Talk rubric)

- **100 =** Columbus believed that he had reached the Asian mainland. Several years later, navigators determined that Columbus had landed on islands off the coasts of the Americas. Columbus never actually reached the shore of the Americas.
- **90 =** Columbus believed that he had reached the Asian mainland. Later, navigators figured out that Columbus had landed on islands off the coasts of the Americas.
- **80 =** Columbus believed that he had reached the Asian mainland.

4. What did Columbus do before any other European explorer? [SA]
(Email Talk rubric)

- **100 =** Columbus was the first European explorer to go back to the New World. He made four trips to the Americas so he could bring more men and supplies to his settlements. So although Columbus was not the first European to land in the Americas, he was the first to return.
- **90 =** Columbus was the first European explorer to go back to the New World. He made four trips to the Americas so he could bring more men and supplies to his settlements.
- **80 =** Columbus was the first European explorer to go back to the New World.

5. In which of the following sentences is the word *stranded* used incorrectly? [CV]

- A. The sailor was stranded on the beach after his ship sunk.
- B. After her plane crashed, Jane was stranded in the mountains.
- C. Felicia was having a great time stranded at the party.
- D. The family was stranded on the lonely road after their car broke down.

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4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.
Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Class Discussion
(15 minutes)

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 4

**Reading Objective:** Draw conclusions based on information from multiple sources.

**Teacher Background**

During this lesson, students will read two short articles and the beginning of a third. The first article, “Cabot Heads West,” explains that John Cabot was probably the second European to set foot in North America when he made landfall in what today is Canada. The second article is “Claiming Florida,” which describes Spanish explorer Juan Ponce de Leon’s search for gold and the fountain of youth in Florida. The third article, “An Unusual Conquistador,” tells the story of Cabeza de Vaca and his adventures among the tribes of the Southwest after being stranded on the Texas coast. In Set the Stage you will explain the origin of the word for Spanish explorers, *conquistador*.

**Active Instruction (25 minutes)**

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.

2. Spot check the Read and Respond homework.

**Vocabulary**

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.

2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.

3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the texts, authors, and reading objective.
Use Multiple Sources

Refer students to pages 14–17 in the text.

Explain that students will read two short articles and the first part of a third today.

Build background about conquistadors.

TPS

Teacher: Read aloud.
Students: Practice the skill or strategy.

Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

Partner pairs: Review, reread to clarify, and add to the graphic organizer.

4. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.

T:  An explorer named Cabot, exploring Florida, and exploring the area that is now the southern U.S. and Mexico

I:  To provide information about Cabot, exploring Florida, and exploring the area that is now the southern United States and Mexico

G:  An outline

Point out that one of the articles students will read is titled “An Unusual Conquistador.” Tell students that conquistador is Spanish for conqueror and is the term used for soldiers and explorers that Spain sent to colonize the Americas. Use Think-Pair-Share to ask:

Why do you think these Spanish soldiers and explorers were called conquerors?

They were probably called this because they conquered the native people they came across in the New World.

Why do you think this article might be called “An Unusual Conquistador”?

The conquistador that the article is about was probably different from most of the conquistadors.

Interactive Read Aloud

1. Read page 14 (paragraph 1) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

Based on information you have read in earlier articles, what conclusions can you draw about John Cabot?

Cabot had probably heard of Columbus’s voyage, so he at least knew that he would find land if he sailed west. Also, his reasons for going to the Americas were different from the nomadic groups from Asia. He wasn’t looking for food.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 14 (paragraphs 2 and 3). Use Think-Pair-Share to ask:

What conclusions can you draw about Cabot’s backers?

Like other Europeans, they were hoping to find a trade route to Asia so they could get access to the valuable goods there.

Use Random Reporter to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers. Use Random Reporter to debrief. Add student responses to the graphic organizer. A sample graphic organizer follows.
Sample Graphic Organizer

**Early Explorers**

IV. Columbus
- A. sailor most of his life
- B. read books about M. Polo’s travels to Asia
- C. needed investor for expedition
  - 1. Qu. Isabella financed trip in 1492
- D. believed he landed in Asia, really landed on Carr. islands
- E. built settlements on islands
- F. did not discover Americas, but first Eur. to return
- G. made people of Americas and Eur. aware of one another

V. John Cabot
- A. sailed 5 years after Columbus
- B. landed in Canada; backers believed he landed in Asia

---

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 14 (paragraph 4)–17 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.
## Team Talk Questions

1. What benefits came from Cabot’s voyages? [SA] (Team Talk rubric)

   **100 =** Cabot’s voyages provided information for geographers, mapmakers, and other sailors. **Additionally,** his reports of coastal water full of fish led to the development of a fishing **industry** off Newfoundland. **Even though** Cabot never found the trade route to Asia, he did make valuable discoveries.

   **90 =** Cabot’s voyages provided information for geographers, mapmakers, and other sailors. Also, his reports of coastal water full of fish led to the development of a fishing business off Newfoundland.

   **80 =** Cabot’s voyages provided information for geographers, mapmakers, and other sailors.

2. How was Ponce de Leon’s motivation for traveling to the Americas different from that of the nomadic groups that migrated from Asia? (Write) [DC, RE, SA] (Team Talk rubric)

   **100 =** Ponce de Leon traveled to the Americas looking for gold and the fountain of youth. Nomadic groups from Asia followed herds of animals to get food and materials for tools, clothes, and shelter. European explorers like Ponce de Leon were trying to acquire wealth and glory while the nomadic people from Asia were just trying to survive.

   **90 =** Ponce de Leon traveled to the Americas looking for gold and the fountain of youth. Groups from Asia followed herds of animals to get food and materials for tools, clothes, and shelter.

   **80 =** Ponce de Leon traveled to the Americas looking for gold and the fountain of youth.

3. Summarize what happened on Narvaez’s expedition in Florida up to the time that he died. [MI] (summary rubric)

   **100 =** When Narvaez’s expedition landed on the west coast of Florida, an Indian showed them a piece of silver and said that it came from up the coast. The Spanish explorers traveled north looking for treasure, but instead found jungle, insects, disease, and hot weather. Their supply ship never showed up, and they tried to sail back to Spanish territory on rafts made from horse hides. A storm hit the group, and Narvaez was killed.

   **90 =** When Narvaez landed in Florida, an Indian showed them a piece of silver and said that it came from up the coast. The explorers traveled north looking for treasure. Their supply ship never showed up, and they tried to sail back home on rafts. A storm hit the group, and Narvaez was killed.

   **80 =** When Narvaez’s group landed in Florida, an Indian showed them a piece of silver. The explorers traveled north looking for treasure. They tried to sail back home on rafts. A storm hit the group, and Narvaez was killed.

...continued
Team Talk Questions continued

4. How were Cabeza de Vaca and the men with him able to escape from the Indians who held them as virtual slaves? [SA] (Team Talk rubric)
   100 = Cabeza de Vaca and the other men strengthened themselves on pear cactus fruit and then took off heading west. The explorers were able to use sign language to communicate with tribes that they met along the way. In addition, they healed sick Indians as they traveled. In this way, they were probably able to establish friendly relations with the native people they encountered as they escaped.
   90 = Cabeza de Vaca and the other men strengthened themselves on pear cactus fruit and then took off heading west. The explorers were able to use sign language to communicate with tribes that they met along the way.
   80 = Cabeza de Vaca and the other men strengthened themselves on pear cactus fruit and then took off heading west.

5. What word from the vocabulary list belongs in the blank? How do you know? [CV]
   The ________ searched through the jungle for months looking for the lost Incan pyramid.
   Expedition. This trip had a purpose, the search for the pyramid. So it was an expedition.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.
Randomly select team representatives who will share:
- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

Class Discussion (15 minutes)

Lightning Round
1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate
1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:
   - How many points did your team earn today?
   - How can your team earn more points?
   - Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.
   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 5

Writing Objective: Gather relevant information from multiple sources to answer a question.

Teacher Background
This writing project’s objective is to have students gather relevant information from multiple sources to answer a question as they explain why European explorers traveled to the Americas. During Model A Skill, remind students that developing a web helps to meet this objective by visually organizing information from multiple sources that supports their answer to the writing prompt.

Active Instruction
(10 minutes)

Partner Vocabulary Study
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Use Random Reporter to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and writing objective.
4. Refer students to the writing prompt and writing objective for this cycle. Point out that they regularly used information from multiple sources to support their answers to Team Talk questions and during class discussions.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

<table>
<thead>
<tr>
<th>Writing Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did European explorers travel to the Americas? Use information from multiple sources to support your answer.</td>
</tr>
</tbody>
</table>

Use **Think-Pair-Share** to ask:

**Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?**

_The prompt is asking me to explain information. I know this because the prompt asks “why” the European explorers traveled to the Americas. To answer a “why” question I have to explain as I write my response to the prompt._

6. Refer students to the following writer’s guide in their student editions. Point out that this guide for writing to inform or explain is the criteria for writing. Point out that using the writer’s guide will help them write a quality response.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas</td>
</tr>
<tr>
<td>• Clearly introduce the topic.</td>
</tr>
<tr>
<td>• Develop the topic with relevant details.</td>
</tr>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>• Begin by introducing the topic.</td>
</tr>
<tr>
<td>• In the middle, provide facts, examples, or events that help a reader understand the information.</td>
</tr>
<tr>
<td>• End with a closing statement that supports the information.</td>
</tr>
<tr>
<td>Style</td>
</tr>
<tr>
<td>• Use words and phrases that help a reader understand how the facts or events are related.</td>
</tr>
<tr>
<td>• Include details or examples that help a reader make a mind movie.</td>
</tr>
<tr>
<td>Mechanics</td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
</tbody>
</table>

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

**Which guidelines relate to our writing objective: to gather relevant information from multiple sources to answer a question?**

_The Ideas guideline “Develop the topic with relevant details,” relates to our writing objective. Also, under Organization, “In the middle, provide facts, examples, or events that help a reader understand the information,” relates to the writing objective._

7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.
Model a Skill

1. Remind students that when a writing prompt asks them to explain something and asks for supporting information or evidence, a web can be a valuable graphic organizer for planning their answer.

2. Draw, or display, an oval on the board. Use **Think-Pair-Share** to ask:

   **What should we write in the middle of the web?**

   Write the question in the middle of the web.

   Write “Why did European explorers travel to the Americas?” in the oval.

3. Draw a line off the oval. Use **Think-Pair-Share** to ask:

   **What can we write around the middle of the web?**

   We can write the reasons that European explorers traveled to the Americas.

   **What was one reason European explorers traveled to the Americas?**

   Some European explorers were looking for a trade route to Asia.

   Write “Some European explorers looking for trade route to Asia” outside the oval.

4. Tell students that then they can make a note of specific examples that support this reason. Model looking at page 14 in *Cobblestone*.

   I see that John Cabot’s backers were happy because they thought he had found a route to Asia when he sailed to Canada.

5. Model drawing a line and writing “Cabot’s backers happy because they thought he found route to Asia when he sailed to Canada.”

6. Write “p. 14” next to the example. Remind students that they can note the page number where the information came from in case it’s necessary to refer to it as they write their answers.
Why did European explorers travel to the Americas?

some European explorers looking for trade route to Asia

Cabot’s backers happy b/c they thought he found route to Asia when he sailed to Canada. p. 14

Teamwork (20 minutes)

Independent Work
Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer’s guide to check the quality of their response.

Team Discussion
1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.
Class Discussion

(30 minutes)

Lightning Round

Randomly select a writing project from one or two teams’ piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer’s guide Writing to Inform or Explain and the writing objective—gather relevant information from multiple sources to answer a question.

Using the writer’s guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- Does the writer introduce the topic clearly?
- Does the writer include facts and examples from multiple sources to help a reader understand the information?
- Does the writer end with a closing statement that supports the information?
- Does the writer use appropriate academic language and full sentences?

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

Reflection on Writing

Have students reflect on their use of the writing process. Ask:

- How did creating and using a graphic organizer work for you? How did it help you write your draft?
  
  *Answers will vary.*

- What was the most useful feedback that you received? How did it affect your revisions?
  
  *Answers will vary.*

- Was it hard to find information from multiple sources to answer the question?
  
  *Answers will vary.*
Celebrate team successes!

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Writing Prompt

Why did European explorers travel to the Americas? Use information from multiple sources to support your answer.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
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</table>
| Ideas | • Clearly introduce the topic.  
• Develop the topic with relevant details. |
| Organization | • Begin by introducing the topic.  
• In the middle, provide facts, examples, or events that help a reader understand the information.  
• End with a closing statement that supports the information. |
| Style | • Use words and phrases that help a reader understand how the facts or events are related.  
• Include details or examples that help a reader make a mind movie. |
| Mechanics | • Use correct punctuation, capitalization, spelling, and grammar. |
Lesson 6

| Reading Objective: | Draw conclusions based on information from multiple sources. |
| Writing Objective: | Gather relevant information from multiple sources to answer a question. |

**Teacher Background**

Today’s cycle test requires students to draw conclusions based on information from multiple sources. Students will finish reading the article “An Unusual Conquistador” as their test passage.

**Active Instruction** (5 minutes)

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Prepare Students for the Test** (5 minutes)

**Partner Review**

1. Remind students that they have been practicing drawing conclusions based on information from multiple sources. Use Think-Pair-Share to ask:

   What have we done this cycle to practice drawing conclusions based on information from multiple sources?
We have discussed the skill as we read articles from Cobblestone magazine and watched videos about early explorers in the Americas. We have also answered questions that asked us to draw conclusions based on these multiple sources.

Tell students that they will use this skill as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.

2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.

3. Point out that questions #2 and #3 ask students to cite evidence from multiple sources.

4. Ask students to identify key words or phrases in question #3.

3. Why did Christopher Columbus have a more historical impact than Leif Ericson, even though Ericson traveled to North America before Columbus? Support your answer with information from multiple sources. [DC, SA]

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

Today you will read more about Cabeza de Vaca.

Test (30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.
Teamwork

(10 minutes)

Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.

Class Discussion

(10 minutes)

Lightning Round

1. Use Random Reporter to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Cycle 1 Test
Use Multiple Sources

Directions: Read “An Unusual Conquistador,” page 18. Use the TIGRRS process, and answer the following questions on a separate piece of paper. Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)
1. What is the topic?
   5 points = The topic of this article is the Spanish explorer Cabeza de Vaca.

What is the author’s intent?
   5 points = The author’s intent is to present information about Cabeza de Vaca and his experiences as an explorer.

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. [MI, AP]

10 points = In 1536, Cabeza de Vaca and his men encountered Spanish slave hunters on the coast of Mexico. The slave hunters took the group back to Mexico City. They also captured hundreds of native people who were following Cabeza de Vaca. Cabeza de Vaca went back to Spain and published a book about his experiences. Today, he is remembered for his sympathetic views of native people.

2. How was Cabeza de Vaca different from other European explorers? Support your answer with information from multiple sources. [DC, RE, SA]

20 points = Cabeza de Vaca tried to help the native people he met after he was stranded on the Texas coast. For example, he once saved a man’s life by removing an arrowhead from his chest. Most other explorers were hostile to the native people and harmed them. According to the article, “Claiming Florida,” other Spanish conquistadors destroyed native civilizations in South America and seized the gold of the Aztecs and Incas. Cabeza de Vaca was much more sympathetic to the native people.

15 points = Cabeza de Vaca tried to help the native people he met after he was stranded on the Texas coast. He once saved a man’s life by removing an arrowhead from his chest. Most other explorers were hostile to the native people and harmed them. Other Spanish explorers killed native people in South America and stole the gold of the Aztecs and Incas.

10 points = Cabeza de Vaca tried to help the native people he met after he was stranded on the Texas coast. Most other explorers were hostile to the native people and harmed them.
3. Why did Christopher Columbus have a more historical impact than Leif Ericson, even though Ericson traveled to North America before Columbus? Support your answer with information from multiple sources. [DC, SA]

20 points = Columbus's journeys convinced Europeans that new lands to the west existed. According to the article, "Columbus Sets Sail," not many years later Spanish explorers began to claim lands in the Americas. Ericson's travel to North America left little trace, even though it occurred hundreds of years before Columbus. Ericson's exploration did not lead to more European exploration like Columbus's.

15 points = Columbus's journeys convinced Europeans that new lands to the west existed. Not many years later, Spanish explorers began to claim lands in the Americas. Ericson's travel to North America left little evidence behind.

10 points = Columbus's journeys convinced Europeans that new lands to the west existed. Ericson's travel to North America left little evidence behind.

4. Why were goods from the Far East so expensive in Europe? [DC, SA]

20 points = It was very difficult to get goods, like spices and silk, from the Far East to Europe. The trade routes were long and complicated. This made the goods expensive and led European explorers to look for better trade routes by sailing west.

15 points = It was very hard to get goods, like spices and silk, from the Far East to Europe. The routes were long and complicated.

10 points = It was very hard to get goods, like spices and silk, from the Far East to Europe.

5. Why were animals so important to the nomadic hunters that first came to North America? [SA]

20 points = Animals provided the hunters and their people with food, bones for making tools, and skins for making clothes and shelter. These hunters probably followed herds of animals, like mammoths and oxen, south to North America. They needed these animals to survive.

15 points = Animals provided the hunters and their people with food, bones for making tools, and skins for making clothes and shelter. These hunters probably followed herds of animals, like mammoths and oxen, south to North America.

10 points = Animals provided the hunters and their people with food, bones for making tools, and skins for making clothes and shelter.
Part II. Writing (100 points)
Write at least a paragraph to answer the following question:
How was the motivation for exploration for the early nomadic hunters that first traveled to the Americas different than the motivations for the European explorers that came later? Use information from multiple sources to support your answer.

Nomadic hunters from Asia had a different motivation for traveling to the Americas than the European explorers that came later. According to the article “Following the Food,” early nomadic hunters probably traveled south following herds of animals. The meat, bones, and skins of large mammals like mammoths provided these hunters and their people with the food, tools, clothes, and shelter that they needed to survive. European explorers came to the Americas for different reasons. The article “An Age of Discoveries” explains that explorers like Columbus were looking for a westward trade route to Asia. Later, European explorers traveled west looking for gold, slaves, and land or to trade with the native peoples, like the Cherokee. One group was motivated by survival, the other by wealth.

The following guide is used to score part II of the cycle test.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
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<tbody>
<tr>
<td><strong>Ideas</strong></td>
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<td></td>
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<tr>
<td><strong>Organization</strong></td>
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<tr>
<td><strong>Style</strong></td>
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<td></td>
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<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td><strong>Writing Objective</strong></td>
</tr>
</tbody>
</table>
Part III. Vocabulary (100 points)

1. motivated  settlement

Would settlers be motivated to build a settlement near water? [CV]

Yes. People in a settlement would need water to live.

2. In which of the following sentences is the word staggering used incorrectly? [CV]
   A. The level of destruction from the earthquake was staggering.
   B. Li filled the cup with a staggering amount of water.
   C. A staggering number of people packed into the stadium for the concert.
   D. The floods were caused by a staggering amount of rainfall.

3. The _______ tribe traveled to the coast when they couldn’t find any food in the mountains.

Choose the word that belongs in the blank. [CV]
   A. migration
   B. staggering
   C. expedition
   D. nomadic

4. Write a meaningful sentence using the word expedition. [CV]

Hon Yin always wanted to go on an expedition to study turtles living in the Galapagos Islands.

5. Hunter was _______ when his little brother broke his leg because he knew what it was like to be stuck in bed for a long time.

Choose the word that belongs in the blank. [CV]
   A. sympathetic
   B. settlement
   C. nomadic
   D. staggering

6. In which of the following sentences is the word migration used incorrectly? [CV]
   A. There was a migration when the tribe decided to stay next to the lake.
   B. The first people probably traveled to North America in a migration from Asia.
   C. Ships were used to move people and supplies during the migration.
   D. A drought caused the migration to a new land with more water.

7. What is a synonym for the word stranded? [CV]

Stuck is a synonym for stranded.

8. Write a meaningful sentence using the word settlement. [CV]

The settlement was abandoned when the people could not grow crops in the poor soil.
9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. [CV]

Expand means make larger. *I made the balloon expand by blowing air into it.*

10. As used in the sentence “The three vessels lowered their sails to wait for daylight and the chance to investigate the landfall they had been searching for since early August,” *vessels* most nearly means— [CV]

A. horses.
B. wagons.
C. canoes.
D. ships.

Explain how you figured out the meaning of *vessels*.

*The phrase “lowered their sails” was a clue. This shows the sentence is about ships.*

<table>
<thead>
<tr>
<th>Question Codes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[DC]</strong></td>
<td>Make inferences; interpret data; draw conclusions.</td>
</tr>
<tr>
<td><strong>[AA]</strong></td>
<td>Analyze an argument.</td>
</tr>
<tr>
<td><strong>[SA]</strong></td>
<td>Support an answer; cite supporting evidence.</td>
</tr>
<tr>
<td><strong>[AP]</strong></td>
<td>Identify author's intent or purpose.</td>
</tr>
<tr>
<td><strong>[MI]</strong></td>
<td>Identify the main idea that is stated or implied.</td>
</tr>
<tr>
<td><strong>[RE]</strong></td>
<td>Analyze relationships (ideas, story elements, text structures).</td>
</tr>
<tr>
<td><strong>[CV]</strong></td>
<td>Clarify vocabulary.</td>
</tr>
<tr>
<td><strong>[AC]</strong></td>
<td>Author's craft; literary devices</td>
</tr>
</tbody>
</table>
Lesson 7

Reading Objective: Draw conclusions based on information from multiple sources.

Teacher Background
During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.

Active Instruction
(20 minutes)

Two-Minute Edit
1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

Vocabulary
Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

Set the Stage
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.
Teamwork

(25 minutes)

Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.

2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.

3. As you visit teams, take this opportunity to check students’ homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher’s Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

<table>
<thead>
<tr>
<th>Read and Respond Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is your selection informational or literature? Summarize your reading. (summary rubric)</td>
</tr>
<tr>
<td>2. Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)</td>
</tr>
<tr>
<td>3. Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)</td>
</tr>
<tr>
<td>4. Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)</td>
</tr>
<tr>
<td>5. Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)</td>
</tr>
<tr>
<td>6. Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)</td>
</tr>
</tbody>
</table>
Class Discussion

(15 minutes)

Lightning Round

Use Random Reporter to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

Celebrate

1. Tally up this cycle’s points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams’ test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team’s total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students’ Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students’ forms, and record the number on the teacher cycle record form after class.

Team responses and feedback
Teams report on their review of the texts and Read and Respond discussions.

Celebrate team successes!
Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.
Lesson 8

Objectives: Celebrate successes, and set new goals. Hold a Class Council.

Teacher Background

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new objectives for further improvement.

In the second part of the lesson, students participate in Class Council.

Active Instruction

(2 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

Celebrate/Set Goals

(20 minutes)

1. Distribute students’ scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle’s top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members’ cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students’ scores.

   What was your team’s highest score?
   What score do you want to improve?
   What can the team do to improve that score?

   Use Random Reporter to ask:

   What is your team’s goal for the next cycle? Why did you choose that goal?
   Accept supported answers.
5. Use the poster to award team celebration points for responses that include the team’s reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.

6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.

### Class Council

(30 minutes)

1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use Random Reporter to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

### Brain Game

(5 minutes)

1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

   - What did this game require your brain to do?
   - How will use of this skill improve your success in other classes?
Lesson 1

**Reading Objective:** Draw conclusions based on information from multiple sources.

**Teacher Background**

During cycle 2, students will continue reading articles from the *Early Explorers* edition of *Cobblestone* magazine. In today’s lesson, students will read “Search for Golden Cities.” This article describes Spanish explorers’ futile quest to find the mythical Seven Cities of Cibola that were rumored to be built from gold. The Big Question for this cycle asks students to consider how life would be different in the Americas if European explorers had never come to the New World. Answering this question will require students to recall information they learned earlier in the unit and to contemplate the effects of European exploration on the land and people of the Americas. In Set the Stage, you will question students to remind them what they learned about the African slave and explorer Estebanico, who served as a guide for the expedition that attempted to find the seven golden cities.

### Active Instruction (22 minutes)

**Big Question**

Post and present this cycle’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** If European explorers had never come to the New World, how do you think life in the Americas would be different?

**Set the Stage**

1. Refer students to today’s Big Question. Use Think-Pair-Share to ask:

   **If European explorers had never come to the New World, how do you think life in the Americas would be different?**

   *If European explorers had never come to the New World, there would be no United States of America. Different Indian tribes would rule over North and South America. There would probably be less advanced technology than we have today, and there would probably be less pollution. Maybe there would be huge cities with big buildings made from wood and clay instead of steel and glass.*

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.

3. Introduce the texts, authors, and reading objectives.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.

T: Looking for cities made from gold
I: To provide information about explores who were looking for cities made from gold
G: An outline

5. Tell students that the article they will read today is about the African slave Estebanico, whom they read about in the last cycle. Use Think-Pair-Share to ask:

What do you remember about Estebanico from the article “An Unusual Conquistador”?

Estebanico was one of the men stranded with Cabeza de Vaca. He was a slave from Africa. The Indians forced him, Cabeza de Vaca, and a couple of other Spanish explorers to work; they traveled from tribe to tribe healing people and trading goods. The group eventually found other Spanish explorers and escaped from the Indians.

Interactive Read Aloud

1. Refer to the reading objective, and review the skill if necessary.

2. Read page 19 (paragraphs 1 and 2) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

Based on what I just read and information from the article “An Unusual Conquistador,” why do you think Estebanico was chosen to serve as a guide for the group scouting ahead of Coronado’s expedition?

I think Estebanico was chosen as a guide because he had lived among the Indians for years and had traveled all over the country. He was probably very familiar with the land, Indian customs, and ways to communicate with the native people.

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read the rest of page 19 and page 20 (paragraphs 1 and 2). Use Think-Pair-Share to ask:

Based on the information you have read in other articles or books, why do you think the Zuni killed Estebanico instead of welcoming him?

Spanish explorers were often brutal toward native people. The Zuni may have been attacked by Spanish explorers before, or they may have heard about other tribes that were harmed by Spanish explorers.

Use Random Reporter to debrief.
4. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use Random Reporter to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Explorers</strong></td>
</tr>
<tr>
<td>V. John Cabot</td>
</tr>
<tr>
<td>A. sailed 5 years after Columbus</td>
</tr>
<tr>
<td>B. landed in Canada; backers believed he landed in Asia</td>
</tr>
<tr>
<td>C. disappeared during 2nd expedition.</td>
</tr>
<tr>
<td>D. provided valuable info on N. America</td>
</tr>
<tr>
<td>VI. “Claiming Florida”</td>
</tr>
<tr>
<td>A. Spanish destroyed Aztec &amp; Incas, took gold</td>
</tr>
<tr>
<td>B. Ponce de Leon searched in Florida for gold &amp; fountain of youth</td>
</tr>
<tr>
<td>1. tried to set up colonies</td>
</tr>
<tr>
<td>2. killed by Indians</td>
</tr>
<tr>
<td>VII. Cabeza de Vaca</td>
</tr>
<tr>
<td>A. member of Spanish expedition to Florida</td>
</tr>
<tr>
<td>B. stranded with others on Texas coast</td>
</tr>
<tr>
<td>C. held as virtual slaves by Indians</td>
</tr>
<tr>
<td>D. escaped, traveled across Texas &amp; Mexico</td>
</tr>
<tr>
<td>E. healed native people</td>
</tr>
<tr>
<td>F. saved by Spanish slavers</td>
</tr>
<tr>
<td>G. returned to Spain, wrote book about experiences</td>
</tr>
<tr>
<td>H. sympathetic to native people</td>
</tr>
<tr>
<td>VIII. Spanish search for cities made of gold</td>
</tr>
<tr>
<td>A. Spanish believed 7 golden cities were north</td>
</tr>
<tr>
<td>B. Coronado to lead expedition</td>
</tr>
<tr>
<td>C. Estebanico chosen as guide to scouting group</td>
</tr>
<tr>
<td>1. sent message that cities were 30 days away</td>
</tr>
<tr>
<td>2. popular with many native people</td>
</tr>
<tr>
<td>3. not welcomed by Zuni; instead killed him</td>
</tr>
</tbody>
</table>
Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 20 (paragraph 3) and 21 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions

1. Why did De Niza return to Mexico without capturing the Indian town Hawikuh? [SA] (Team Talk rubric)

   100 = De Niza was scared that the Indians would kill him. Earlier native people from Hawikuh had killed Estebanico, rather than welcoming him. When De Niza came to Hawikuh, he only looked at the town from a distance, claimed it for Spain, and then returned quickly to Mexico.

   90 = De Niza was scared that the Indians would kill him. Native people from Hawikuh had killed Estebanico, rather than welcoming him.

   80 = De Niza was scared that the Indians would kill him.

   continued
Team Talk Questions continued

2. How were the Spanish explorers Ponce de Leon and Coronado alike? (Write) [DC, RE, SA] (Team Talk rubric)

100 = Ponce de Leon and Coronado both looked for gold in North America but never found it. Ponce de Leon searched unsuccessfully for gold and the fountain of youth in Florida. Coronado searched for golden cities but never found them. However, both men also explored large areas while they were on their quests to find gold.

90 = Ponce de Leon and Coronado both looked for gold in North America but never found it. Ponce de Leon searched for gold and the fountain of youth in Florida. Coronado searched for golden cities.

80 = Ponce de Leon and Coronado both looked for gold in North America but never found it.

3. Why did Coronado return to Mexico in disgrace? [SA] (Team Talk rubric)

100 = Coronado never found the seven golden cities. In addition, Coronado had invested a lot of his money in the failed expedition. In the end, Coronado had to return to Mexico without finding any gold and having lost his own money.

90 = Coronado never found the seven golden cities. Coronado had used a lot of his money for the expedition.

80 = Coronado never found the seven golden cities.

4. When Coronado’s expedition went looking for golden cities, what did they find instead? [DC, SA] (Team Talk rubric)

100 = Instead of finding golden cities, Coronado’s expedition found a city made of mud. However, the expedition also found the Grand Canyon, the Colorado River, and fertile land good for establishing settlements. Coronado may not have found treasure but discovered many other things of value.

90 = Instead of finding golden cities, Coronado’s expedition found a city made of mud. The expedition also found the Grand Canyon, the Colorado River, and land good for settlements.

80 = Instead of finding golden cities, Coronado’s expedition found a city made of mud.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.
Randomly select team representatives who will share:
- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

Celebration points for good team discussions that demonstrate 100-point responses.

**Class Discussion**

(18 minutes)

**Lightning Round**

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 2

Reading Objective: Draw conclusions based on information from multiple sources.

Teacher Background
For today's lesson, students will read “De Soto’s Discoveries,” which describes the brutal conflicts between Hernando de Soto, his men, and the native tribes in North America. They will also read the article “Hudson’s Quest,” which explains how Henry Hudson discovered Hudson Bay as he was looking for a northern passage to Asia.

(Optional) During Set the Stage, you may show students a video about Henry Hudson’s search for a new northern trade route.

Active Instruction (25 minutes)

Partner Vocabulary Study
1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.

2. Spot check the Read and Respond homework.

Vocabulary
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.

2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Award team celebration points.

3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>escort</td>
<td>es-cort</td>
<td>to go with somebody as a guide or guard</td>
<td>Navy ships are sometimes used to escort passenger ships during military conflicts.</td>
</tr>
<tr>
<td>disgrace</td>
<td>dis-grace</td>
<td>shame or loss of respect</td>
<td>The con artist lived his life in disgrace after he was convicted of cheating senior citizens out of their savings.</td>
</tr>
</tbody>
</table>

continued
<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>Pronunciation</strong></th>
<th><strong>Definition</strong></th>
<th><strong>Sample Sentence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ruthless</strong></td>
<td>ruth-less (ROOTH-lis)</td>
<td>showing no compassion or mercy</td>
<td>Genghis Khan was known as a ruthless conqueror who invaded many countries.</td>
</tr>
<tr>
<td>(adjective)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>conquest</strong></td>
<td>con-quest (KON-kwest)</td>
<td>process of forcibly taking control of a place or people</td>
<td>The Spanish and English conquest of the New World was made possible by their superior technology.</td>
</tr>
<tr>
<td>(noun)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>initial</strong></td>
<td>in-i-tial (ih-NISH-uhl)</td>
<td>coming at start</td>
<td>We won our initial game against my best friend’s soccer team, but they beat us the next time we played.</td>
</tr>
<tr>
<td>(adjective)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>self-sufficient</strong></td>
<td>self-suf-fi-cient (SELF-suh-FISH-uhnt)</td>
<td>not needing things from other people</td>
<td>Chuck hoped to grow enough food on his farm to be self-sufficient.</td>
</tr>
<tr>
<td>(adjective)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>colonize</strong></td>
<td>col-o-nize (KOL-uh-nahyz)</td>
<td>to establish a permanent settlement in a foreign land</td>
<td>European governments looked for people willing to sail west to the Americas and colonize the newly discovered lands.</td>
</tr>
<tr>
<td>(verb)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>plundered</strong></td>
<td>plun-der-ed (PLUHN-der-d)</td>
<td>got something by force</td>
<td>After the battle, the winning army plundered the city and took all the food and valuables they could find.</td>
</tr>
<tr>
<td>(verb)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.

5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the texts, authors, and reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.

   **T:** Explorers named De Soto and Hudson

   **I:** To provide information about De Soto and Hudson

   **G:** An outline

5. (Optional) Introduce and show the video “Henry Hudson.” Use Think-Pair-Share to debrief the video.

   **What was Henry Hudson looking for?**

   *He was looking for a route to the Indies.*

   **Think about what you have learned in this unit. Why would he want to find a new route to the Indies?**

   *Europeans like Hudson wanted to find a better route for trading with Asia.*

**Interactive Read Aloud**

1. Read page 27 (paragraph 1) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

   **How was Hernando de Soto’s attitude toward the native people of the Americas different from Cabeza de Vaca’s?**

   According to the article, Hernando de Soto was known as a ruthless conquistador. During his years among the Indians, Cabeza de Vaca became known as a healer and developed sympathetic feelings toward the native people.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 27 (paragraph 2). Use Think-Pair-Share to ask:

   **How do you think the tribes in North America responded to Hernando de Soto’s expedition? Use evidence from multiple sources to support your answer.**

   *The tribes probably fought Hernando de Soto and his men. This article describes him as ruthless, and we know from other articles that Indians attacked earlier Spanish expeditions in North America.*

   Use Random Reporter to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

   Use Random Reporter to debrief. Add student responses to the graphic organizer.

   A sample graphic organizer follows.
Sample Graphic Organizer

**Early Explorers**

VIII. Spanish search for cities made of gold
   A. Spanish believed 7 golden cities were north
   B. Coronado to lead expedition
   C. Estebanico chosen as guide to scouting group
      1. sent message that cities were 30 days away
      2. popular with many native people
      3. not welcomed by Zuni; instead killed him
   D. De Niza claimed Hawikuh for Spain but didn't capture it
   E. Coronado captured Hawikuh, found it made of mud, not gold
      1. kept looking for gold, never found it
      2. found Grand Canyon, Colorado River, good land
      3. went back to Mexico in disgrace, no money

IX. De Soto
   A. skilled/ruthless conquistador
   B. picked to lead conquest of N. America

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**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 27 (paragraph 3) and 28 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What happened to De Soto and the men on his expedition? [RE, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = De Soto died of a fever, and almost half of his men also died of disease or from fighting with Indians. After De Soto died, his men weighted his body down and sank it in the Mississippi River. De Soto’s expedition failed to find any gold or other treasures.</td>
</tr>
<tr>
<td>90 = De Soto died of a fever, and almost half of his men also died of disease or from fighting with Indians. After De Soto died, his men weighted his body down and sank it in the Mississippi River.</td>
</tr>
<tr>
<td>80 = De Soto died of a fever, and almost half of his men also died of disease or from fighting with Indians.</td>
</tr>
<tr>
<td>2. How did De Soto’s expedition affect relations with native people in North America? [RE, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = De Soto’s expedition made it dangerous for Spanish explorers and settlers who came later. He attacked and enslaved the Indians he encountered. De Soto’s cruel treatment of the native people made them enemies.</td>
</tr>
<tr>
<td>90 = De Soto’s expedition made it dangerous for Spanish explorers and settlers who came later. He attacked and captured the Indians he met.</td>
</tr>
<tr>
<td>80 = De Soto’s expedition made it dangerous for Spanish explorers and settlers who came later.</td>
</tr>
<tr>
<td>3. Why did Hudson try to sail over the North Pole? [RE, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = Hudson was trying to find a northern route to Asia. He was forced to turn around by ice-filled waters. Like many other European explorers, Hudson wanted to discover a shorter, easier trade route to Asia.</td>
</tr>
<tr>
<td>90 = Hudson was trying to find a northern route to Asia. He was forced to turn around by ice-filled waters.</td>
</tr>
<tr>
<td>80 = Hudson was trying to find a northern route to Asia.</td>
</tr>
<tr>
<td>4. How was Hudson like the Spanish explorers Coronado and De Soto? (Write) [DC, RE, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = Like Coronado and De Soto, Hudson never found what he was looking for on his expeditions. Hudson failed to find a northern trade route to Asia, and the Spanish explorers never found the gold they were looking for. However, all the explorers did investigate territory unknown to Europeans that would turn out to be good for settlements.</td>
</tr>
<tr>
<td>90 = Like Coronado and De Soto, Hudson never found what he was looking for on his expeditions. Hudson did not find a northern trade route to Asia, and the Spanish explorers never found the gold they were looking for.</td>
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<tr>
<td>80 = Like Coronado and De Soto, Hudson never found what he was looking for on his expeditions.</td>
</tr>
<tr>
<td>5. What is an antonym for the word ruthless? [CV]</td>
</tr>
<tr>
<td>Ruthless means showing no mercy, so the word nice would be an antonym for ruthless.</td>
</tr>
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</table>
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

---

**Class Discussion**

**Lightning Round**

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
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<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>escort (verb)</td>
<td>es-cort (ES-kawrt)</td>
<td>to go with somebody as a guide or guard</td>
<td>Navy ships are sometimes used to escort passenger ships during military conflicts.</td>
</tr>
<tr>
<td>disgrace (noun)</td>
<td>dis-grace (dis-GREYS)</td>
<td>shame or loss of respect</td>
<td>The con artist lived his life in disgrace after he was convicted of cheating senior citizens out of their savings.</td>
</tr>
<tr>
<td>ruthless (adjective)</td>
<td>ruth-less (ROOTH-lis)</td>
<td>showing no compassion or mercy</td>
<td>Genghis Khan was known as a ruthless conqueror who invaded many countries.</td>
</tr>
<tr>
<td>conquest (noun)</td>
<td>con-quest (KON-kwest)</td>
<td>process of forcibly taking control of a place or people</td>
<td>The Spanish and English conquest of the New World was made possible by their superior technology.</td>
</tr>
<tr>
<td>initial (adjective)</td>
<td>in-i-tial (ih-NISH-uhl)</td>
<td>coming at start</td>
<td>We won our initial game against my best friend's soccer team, but they beat us the next time we played.</td>
</tr>
<tr>
<td>self-sufficient (adjective)</td>
<td>self-suf-fi-cient (SELF-suh-FISH-uhnt)</td>
<td>not needing things from other people</td>
<td>Chuck hoped to grow enough food on his farm to be self-sufficient.</td>
</tr>
<tr>
<td>colonize (verb)</td>
<td>col-o-nize (KOL-uh-nahyz)</td>
<td>to establish a permanent settlement in a foreign land</td>
<td>European governments looked for people willing to sail west to the Americas and colonize the newly discovered lands.</td>
</tr>
<tr>
<td>plundered (verb)</td>
<td>plun-der-ed (PLUHN-der-d)</td>
<td>got something by force</td>
<td>After the battle, the winning army plundered the city and took all the food and valuables they could find.</td>
</tr>
</tbody>
</table>
Lesson 3

**Reading Objective:** Draw conclusions based on information from multiple sources.

**Teacher Background**

Today students will read two articles, “Chasing a River” and “To the Gulf,” about French explorers’ adventures traveling on the Mississippi River. In Set the Stage, use a map of the United States to identify the Mississippi River, its relationship to the area where they live, and to have students draw conclusions about why European explorers would be interested in it.

**Teacher’s Note:**

Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

**Active Instruction (15–25 minutes)**

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.
Sample Think Aloud

I want to study a word that I read on page 28, *financed*. I see this word all the time when I read the newspaper. According to the article, Henry Hudson was commanding a ship *financed* by Dutch merchants. Based on this and the way I see *financed* used in the newspaper, I think the word has something to do with money. I'm going to use the dictionary to find its exact meaning. (Consult the dictionary.) It looks like I was right; *finance* does have something to do with money. All the definitions I see refer to money in some way. The definition of *finance* as a verb makes the most sense for the way it is used in the article. The definition is “provide money for something.” As a noun, it also means “the money required to do something” and “money held by a person or organization.” It's related to the adjective *financial*, which means “related to money.”

Sample Word Map

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4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.
Use Multiple Sources

Students begin the TIGRRS process by predicting the topic and author’s intent and choosing a graphic organizer. Explain that students will read two short articles today. Build background about the Mississippi River.

**T:** Exploring a river and a gulf area

**I:** To provide information about exploring a river and exploring a gulf area

**G:** An outline

Display a hard copy or online map of the United States. Tell students that both articles they will read today are about exploring the Mississippi River. Point out the Mississippi River on the map, and note how it empties into the Gulf of Mexico near New Orleans. Also point out the location of your school to help orient students geographically.

Use Think-Pair-Share to ask students:

**Why do you think Europeans would want to explore the Mississippi River and the area around it?**

*The Mississippi is a major river that runs through much of North America. It could be a trade route and was probably an easy way to travel long distances.*

**Interactive Read Aloud**

1. Read page 29 (paragraphs 1 and 2) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

   **How might Marquette’s relationship with native people be different from De Soto’s? Why?**

   *Marquette might have a better, friendlier relationship with native people because he learned many of their languages. This shows that he was interested in their culture and could communicate with them. De Soto was known for his cruelty toward native people.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 29 (paragraph 3). Use Think-Pair-Share to ask:

   **What evidence from the text you just read supports the conclusion that Marquette had a better relationship with native people than De Soto?**

   *The article says that members of the Illinois tribe told Marquette about the Mississippi River. They probably would not have done that if they didn’t get along with him.*

   Use Random Reporter to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

   Use Random Reporter to debrief. Add student responses to the graphic organizer.
Early Explorers

IX. De Soto
A. skilled/ruthless conquistador
B. picked to lead conquest of N. America
C. expedition travel through American Southeast
D. had violent conflicts with Indians, enslaved Indians
E. died on expedition from fever
F. cruel interactions with Indians made it dangerous for later Spanish explorers/settlers

X. Henry Hudson
A. searched for northern trade route to Asia
B. found Del. Bay, NY Harbor
C. discoveries led to Dutch settlement in NY, fur trade
D. cast adrift by crew when he refused to return home

XI. Jacques Marquette
A. heard rumors of Mississippi River
B. learned to speak many native languages

Teamwork

(20–30 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 29 (paragraph 4)–31 aloud with partners (if skipping Interactive Read Aloud, pages 29–31).

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.
Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions

1. Was Marquette’s expedition successful? [DC, SA] (Team Talk rubric)

   100 = Marquette was looking for the Mississippi River, and he found it. Marquette was also able to explore and map much of the river. Unlike many European explorers, Marquette was able to find what he was looking for.

   90 = Marquette was looking for the Mississippi River, and he found it. Marquette was also able to explore and map much of the river.

   80 = Marquette was looking for the Mississippi River, and he found it.

2. How was Marquette’s skill at learning languages valuable to him as an explorer? [DC, SA] (Team Talk rubric)

   100 = Marquette was able to talk with native people because he learned many Indian languages. Members of the Illinois tribe told him about the Mississippi River. The ability to communicate with local Indians would be a very important skill for European explorers.

   90 = Marquette was able to talk with native people because he learned many Indian languages. Members of the Illinois tribe told him about the Mississippi River.

   80 = Marquette was able to talk with native people because he learned many Indian languages.

continued
Team Talk Questions continued

3. Why do you think Marquette was worried about encountering the Spanish? [DC, SA] (Team Talk rubric)

100 = Marquette was worried that he would not be able to report the information his expedition had learned about the Mississippi River if they were captured by the Spanish or worse. The Spanish were also exploring North American territory and claiming it for Spain. Spanish conquistadors would probably not be happy to find a French expedition exploring the same area.

90 = Marquette was worried that he would not be able to report the information he had learned about the Mississippi River if they were captured by the Spanish or worse. The Spanish were also exploring North American land and claiming it for Spain.

80 = Marquette was worried that he would not be able to report the information he had learned about the Mississippi River if they were captured by the Spanish or worse.

4. How do you think the native people felt about explorers such as La Salle claiming North American lands? Use evidence from multiple sources to support your answer. (Write) [DC, RE, SA] (Team Talk rubric)

100 = Native people probably did not like it at all when explorers such as La Salle claimed North American lands. According to “Following the Food,” native people had been living in the Americas for thousands of years when European explorers arrived. We read in other articles that Indian tribes attacked Spanish expeditions in North America. The native people in North America probably considered the land to be theirs, not the Europeans'.

90 = Native people probably did not like it at all when explorers such as La Salle claimed North American lands. Native people had been living in the Americas for thousands of years when European explorers arrived. We read in other articles that Indian tribes attacked Spanish expeditions in North America.

80 = Native people probably did not like it at all when explorers such as La Salle claimed North American lands.

5. Would it be a disgrace to win an election for class president? Explain your answer. [CV]

No. You would be proud to be elected class president, not ashamed.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

**Class Discussion**

**Lightning Round**

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 4

**Reading Objective:** Draw conclusions based on information from multiple sources.

**Teacher Background**
In this lesson, students will read two articles. The first, “Gaining a Foothold,” describes European attempts to build permanent settlements in the Americas and their reception by the native people already living on the continents. “Has Camera, Will Travel” is an interview with author/photographer/modern-day explorer Peter Lourie who has written a book about Cabeza de Vaca.

**Teacher’s Note:**
Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

**Active Instruction** (15–25 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.

2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.

2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.

3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.

Teacher’s Note:

Explain that students will read two short articles today.

4. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.

T: Explorers in the Americas and an author/photographer
I: To provide information about explorers in the Americas and an author/photographer
G: An outline

Interactive Read Aloud

1. Read page 32 (paragraph 1) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

Think about what you have learned from the articles that we have read in this unit.

Why do you think it might have been hard for the European countries to establish permanent settlements in North America?

The settlements might have been attacked by Indian tribes that did not want Europeans living on their land. Also, it was probably hard to get supplies to the settlements since they had to go on ships all the way across the Atlantic.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 32 (paragraph 2). Use Think-Pair-Share to ask:

Why do you think Ayllon’s descriptions of the Georgia region convinced other nations to keep trying to establish colonies?

Other explorers found fertile land with lots of game and rivers and coasts good for fishing. Ayllon probably described a region like this.

Use Random Reporter to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use Random Reporter to debrief. Add student responses to the graphic organizer.
A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
</table>

**Early Explorers**

XI. Jacques Marquette
   A. heard rumors of Mississippi River
   B. learned to speak many native languages
   C. joined with Jolliet to look for Miss.
   D. found and explored Miss. River
   E. collected lots of valuable info/maps of Miss. and area.

XII. La Salle
   A. explored Miss. River to the Gulf of Mex.
   B. made friends with tribes
   C. claimed almost ½ of N. America for France.
      1. tried to set up colonies
      2. killed by Indians

XIII. Gaining a Foothold
   A. Hard for Eur. nations to set up settlements

---

**Teamwork**

*(20–30 minutes)*

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate:

   pages 32 (paragraph 3)–37 aloud with partners.
   *(if skipping Interactive Read Aloud, pages 32–37)*

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

---

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.
Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.  

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated. 

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question. 

Team Talk Questions

1. How do we know that it was important to European countries to establish permanent settlements in the Americas? Use evidence from multiple sources to support your answer. (Write) [DC, RE, SA] (Team Talk rubric) 

   100 = European countries kept attempting to set up colonies even though it was difficult. They probably wanted to establish permanent settlements in North America so they could use them as bases for exploring territory, getting natural resources, and fighting Indians. For example, according to the article “Claiming Florida,” Spanish conquistadors set up bases on Caribbean islands and from there moved on to conquer the Aztecs and Incas. Additionally, the French built forts and trading posts in Canada. These efforts demonstrate that setting up permanent settlements was an important goal for European countries.

   90 = European countries kept trying to set up colonies even though it was difficult. They probably wanted to establish permanent settlements in North America so they could use them as bases for exploring territory, getting gold, and fighting Indians. Spanish conquistadors set up bases on Caribbean islands and from there moved on to attack the Aztecs and Incas. The French built forts and trading posts in Canada.

   80 = European countries kept trying to set up colonies even though it was difficult.
### Team Talk Questions continued

2. How did Native Americans’ views of European explorers change over time?  
**[DC, SA]** (Team Talk rubric)  
100 = At first, some Native Americans welcomed European explorers because of the trade goods they brought or for political reasons. For example, some tribes wanted to trade for the Europeans’ metal tools and **advanced weapons**. Other tribes wanted the Europeans to help them fight their native enemies. However, over time, Native Americans saw the negative consequences of European exploration, as many Indians were killed, captured as slaves, or died from disease. Indian tribes learned that most European explorers were interested in **conquering the Americas and taking the land’s natural resources**.

90 = At first, some Native Americans welcomed European explorers because of the trade goods they brought or for political reasons. Some tribes wanted to trade for the Europeans’ metal tools and weapons. Other tribes wanted the Europeans to help them fight their native enemies. Over time, Native Americans saw the bad things about European exploration.

80 = At first, some Native Americans welcomed European explorers because of the trade goods they brought or for political reasons. Over time, Native Americans saw the bad things about European exploration.

3. How is Peter Lourie different from most other children's book authors?  
**[RE, DC]** (Team Talk rubric)  
100 = Peter Lourie travels to the places he writes about. For instance, he has traveled to Peru and Tierra de Fuego, doing research for his books. Lourie is like a modern-day explorer.

90 = Peter Lourie travels to the places he writes about. He has traveled to Peru and Tierra de Fuego, while working on his books.

80 = Peter Lourie travels to the places he writes about.

4. Why was Lourie interested in Cabeza de Vaca?  
**[SA]** (Team Talk rubric)  
100 = Lourie was interested in Cabeza de Vaca because he wasn’t a **typical conquistador**. He survived being stranded in a strange land, became a healer, and really got to know the native people because he lived with them for years. Lourie says that Cabeza de Vaca went from being an arrogant conquistador to becoming a healer.

90 = Lourie was interested in Cabeza de Vaca because he wasn’t a normal conquistador. He survived being stranded in a strange land, became a healer, and really got to know the native people because he lived with them for years.

80 = Lourie was interested in Cabeza de Vaca because he wasn’t a normal conquistador.

5. What is a synonym for **initial**?  
**[CV]**  
First is a synonym for initial since it means in the beginning or at the start.

---

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

---

**Class Discussion**

(20 minutes)

**Lightning Round**

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

---

**Randomly select team representatives who will share:**

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

**Cue students to discuss strategy use, graphic organizers, and word power journals.**

**Celebrate team successes!**

**The top team chooses a cheer.**

**Remind students of the Read and Respond homework assignment.**
Lesson 5

**Writing Objective:** Gather relevant information from multiple sources to answer a question.

**Teacher Background**
During Model a Skill, you will continue to support the use of a web to plan writing by using **Think-Pair-Share** to prompt students in the use of this graphic organizer.

---

**Active Instruction**
(10 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Refer to the writing objective. Point out that throughout the cycle, students have been drawing conclusions and supporting their conclusions with information from multiple sources.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.
Use Multiple Sources

Read the prompt aloud.

<table>
<thead>
<tr>
<th>Writing Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did European technology and disease affect the native people of the Americas? Support your answer with evidence from multiple sources.</td>
</tr>
</tbody>
</table>

Use Think-Pair-Share to ask:

**Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?**

_This prompt is asking me to explain ideas and information. I know because it asks “how” European technology and disease affected native people. When you answer a “how” question you are explaining something._

6. Refer students to the following writer’s guide in their student editions. Point out that this guide for writing to inform or explain is the criteria for writing. Point out that using the writer’s guide will help them write a quality response.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Clearly introduce the topic.</td>
</tr>
<tr>
<td>• Develop the topic with relevant details.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begin by introducing the topic.</td>
</tr>
<tr>
<td>• In the middle, provide facts, examples, or events that help a reader understand the information.</td>
</tr>
<tr>
<td>• End with a closing statement that supports the information.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Use words and phrases that help a reader understand how the facts or events are related.</td>
</tr>
<tr>
<td>• Include details or examples that help a reader make a mind movie.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
</tbody>
</table>

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use Think-Pair-Share to ask:

**Which guidelines relate to our writing objective: to gather relevant information from multiple sources to answer a question?**

_The Ideas guideline “Develop the topic with relevant details,” relates to our writing objective. Also, under Organization, “In the middle, provide facts, examples, or events that help a reader understand the information,” relates to the writing objective._

7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.
Model a Skill

1. Remind students that the writing prompt asks them to explain something and to offer supporting information or evidence. Use Think-Pair-Share to ask:
   
   **What would be a good graphic organizer to use to plan your writing?**
   
   *A web would be a good graphic organizer to plan our writing.*

2. Use Think-Pair-Share to ask:
   
   **What should go in the middle of the web?**
   
   *The question should go in the middle of the web.*

   **What should go around the middle of the web?**
   
   *Ways that European technology and disease affected native people should go around the middle of the web.*

Teamwork

(20 minutes)

Independent Work

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer's guide to check the quality of their response.

Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.

2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.

3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.

Class Discussion

(30 minutes)

Lightning Round

Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.
Refer students to the writer’s guide Writing to Inform or Explain and the writing objective—to gather relevant information from multiple sources to answer a question.

Using the writer’s guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- Does the writer clearly introduce the topic?
- Does the writer include facts and examples from multiple sources to help a reader understand the information?
- Does the writer end with a closing statement that supports the information?
- Does the writer use appropriate academic language and full sentences?

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

**Reflection on Writing**

Have students reflect on their use of the writing process. Ask:

- How did creating and using a graphic organizer work for you? How did it help you write your draft?
  
  *Answers will vary.*

- What was the most useful feedback that you received? How did it affect your revisions?
  
  *Answers will vary.*

- How do you think using information from multiple sources helps you write a better answer?
  
  *Answers will vary.*

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   - **How many points did your team earn today?**
   - **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Writing Prompt

How did European technology and disease affect the native people of the Americas? Support your answer with evidence from multiple sources.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
</tr>
</thead>
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</tbody>
</table>
Lesson 6

**Reading Objective:** Draw conclusions based on information from multiple sources.

**Writing Objective:** Gather relevant information from multiple sources to answer a question.

**Teacher Background**
During today’s cycle test students will again draw conclusions based on information from multiple sources. The reading for the test is the article “You Found What?,” which includes several short pieces about European explorers and their unexpected discoveries and the consequences of those discoveries.

**Active Instruction**

(5 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
Prepare Students for the Test

(5 minutes)

Partner Review

1. Remind students that they have been practicing drawing conclusions based on information from multiple sources. Use **Think-Pair-Share** to ask:

   **What have we done this cycle to practice drawing conclusions based on information from multiple sources?**

   *We have discussed the skill as we read articles from Cobblestone magazine and watched videos about early explorers in the Americas. We have also answered questions that asked us to draw conclusions based on these sources.*

   Tell students that they will use this skill as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.

2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.

3. Point out that questions #2 and #3 ask students to cite evidence from multiple sources.

4. Ask students to identify key words or phrases in question #3.

   3. Why were some Native Americans welcoming to European explorers? Use multiple sources to support your answer. [DC, RE, SA]

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

   **Today you will read about some explorers’ unexpected discoveries.**

Test

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.
### Teamwork tp

**Team Discussion**

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.

### Class Discussion tp

**Lightning Round**

1. Use Random Reporter to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:
   - **How many points did your team earn today?**
   - **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.
   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Cycle 2 Test

Use Multiple Sources

Directions: Read “You Found What?” pages 40 and 41. Use the TIGRRS process, and answer the following questions on a separate piece of paper. Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. What is the topic?

   5 points = The topic of this article is European explorers and the unexpected consequences of their journeys.

What is the author’s intent?

   5 points = The intent of the author is to present information on European explorers.

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. [MI, AP]

   10 points = Some European explorers became famous for things other than what they expected to find during their journeys. English privateer Martin Frobisher hoped to get rich by finding gold in North America. Instead, he brought back tons of “fool’s gold.” Hernando Cortez is remembered for the destruction of the Aztec Empire, following his arrival in Mexico. French explorer Jacques Cartier was looking for a passage to Asia when, instead, he found the St. Lawrence River.

2. What effect did exploration by Spanish conquistadors have on native people and their cultures? Use multiple sources to support your answer. [DC, RE, SA]

   20 points = Spanish explorers often killed or captured native people for slaves. For instance, Hernando de Soto and his men forced native people to provide them with food, enslaved many of them, and burned a city down. Hernando Cortez also killed thousands of natives and is remembered for the destruction of the Aztec Empire. Generally, the Spanish conquistadors had a very negative impact on native people and cultures.

   15 points = Spanish explorers often killed or captured native people for slaves. Hernando de Soto and his men forced native people to provide them with food, captured many of them, and burned a city down. Hernando Cortez also killed thousands of natives and is remembered for killing many Aztecs.

   10 points = Spanish explorers often killed or captured native people for slaves.
3. Why were some Native Americans welcoming to European explorers? Use multiple sources to support your answer. [DC, RE, SA]

20 points = According to the article “Gaining a Foothold,” some Native Americans welcomed European explorers because they wanted to trade for their metal tools, weapons, and other goods. We also learned in other articles that French explorers learned native languages and made friends with some of the tribes. These would be good reasons for some tribes to be more welcoming.

15 points = Some Native Americans welcomed European explorers because they wanted to trade for their metal tools, weapons, and other goods. We also learned in other articles that French explorers learned native languages and made friends with some of the tribes.

10 points = Some Native Americans welcomed European explorers because they wanted to trade for their metal tools, weapons, and other goods.

4. What did European explorers find of value other than gold? [SA]

20 points = European explorers found huge amounts of fertile land that were good for growing crops and raising livestock. Explorers also found rivers, bays, and coastal waters that were full of fish. In addition, they were able to trade with native people for valuable furs. European explorers found a land rich in natural resources.

15 points = European explorers found huge amounts of land that were good for growing crops and raising livestock. Explorers also found rivers, bays, and ocean waters that were full of fish. Also, they were able to trade with native people for valuable furs.

10 points = European explorers found huge amounts of land that were good for growing crops and raising livestock. Also, they were able to trade with native people for valuable furs.

5. What skill did Jacques Marquette have that would be particularly valuable for an explorer? [DC, SA]

20 points = Marquette was very good at learning languages. He studied Native American languages and eventually learned to speak many tribal languages. This skill would be extremely useful for an explorer as they would be able to communicate with native people to find out about the local geography, resources, and opportunities for trade.

15 points = Marquette was very good at learning languages. He studied Native American languages and learned to speak many of these languages.

10 points = Marquette was very good at learning languages.
Part II. Writing (100 points)
Write at least one paragraph to answer the following question:
How were the early European explorers able to defeat native tribes, even when they were greatly outnumbered? Support your answer with evidence from multiple sources.

Several factors made it possible for early European explorers to defeat native tribes, even when the Europeans were outnumbered. According to the article “Gaining a Foothold,” the Europeans’ advanced weaponry gave them a significant military advantage. The European explorers had knives, axes, and guns. Additionally, many native people were killed by diseases brought over from Europe. For example, the article “You Found What?” explains that epidemics of smallpox contributed to the destruction of the Aztec Empire. Superior weapons and disease were critical in the European conquest of native lands.

The following guide is used to score part II of the cycle test.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
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Part III. Vocabulary (100 points)
1. What is a synonym for the word ruthless? [CV]
   Cruel is a synonym for ruthless.
2. Which of the following is NOT an example of a self-sufficient person? Explain why. [CV]
   A. Someone who copies others’ schoolwork.
   B. Someone who grows his own food.
   C. Someone who builds her own house.
   D. Someone who catches his own fish.
If you need to copy someone else’s schoolwork, you’re not self-sufficient because you are depending on someone else.

3. What is an antonym for initial? [CV]

An antonym for initial is last.

4. Many native people suffered during Spain’s efforts to _______ the New World.

Choose the word that belongs in the blank. [CV]

A. disgrace
B. initial
C. escort
D. colonize

5. Write a meaningful sentence using the word escort. [CV]

The president never travels anywhere without the Secret Service to escort him.

6. When the student was caught cheating, he had to leave the room in _______.

Choose the word that belongs in the blank. [CV]

A. initial
B. disgrace
C. conquest
D. plundered

7. In which of the following sentences is the word plundered used incorrectly? [CV]

A. The missionaries plundered the village as they built a new school.
B. Pirates plundered every ship they could get their hands on.
C. The castle was plundered after the enemy army broke through the walls.
D. The Spanish looked for more treasure in the north after they plundered the Incas’ and Aztecs’ gold.

8. What is a synonym for the word conquest? [CV]

A synonym for conquest is defeat.

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. [CV]

Financed means provided money for something. In some cases, kings and queens financed the exploration of the New World.
10. As used in the sentence “Within the first century of contact with Europeans, warfare, enslavement, and disease combined to have a devastating effect on the native population in the Americas,” *devastating* most nearly means— [**CV**]

A. positive.
B. helpful.
C. *destructive*.
D. necessary.

Explain how you figured out the meaning of *devastating*.

*Warfare, enslavement, and disease really hurt the native people, so the word devastating probably means destructive.*

<table>
<thead>
<tr>
<th>Question Codes</th>
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</tr>
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<tbody>
<tr>
<td><strong>[DC]</strong></td>
<td>Make inferences; interpret data; draw conclusions.</td>
</tr>
<tr>
<td><strong>[SA]</strong></td>
<td>Support an answer; cite supporting evidence.</td>
</tr>
<tr>
<td><strong>[MI]</strong></td>
<td>Identify the main idea that is stated or implied.</td>
</tr>
<tr>
<td><strong>[CV]</strong></td>
<td>Clarify vocabulary.</td>
</tr>
</tbody>
</table>
Lesson 7

**Reading Objective:** Draw conclusions based on information from multiple sources.

**Teacher Background**
During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.

**Active Instruction**

(20 minutes)

**Two-Minute Edit**
1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

**Vocabulary**
Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

**Set the Stage**
1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes

   Have students get out their reading selections and Read and Respond forms. Remind them that during this cycle in class they have been drawing conclusions based on information from multiple sources.

   Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.
Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.

2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.

3. As you visit teams, take this opportunity to check students’ homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher’s Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

<table>
<thead>
<tr>
<th>Read and Respond Questions</th>
</tr>
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<tbody>
<tr>
<td><strong>1.</strong> Is your selection informational or literature? Summarize your reading. (summary rubric)</td>
</tr>
<tr>
<td><strong>2.</strong> Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)</td>
</tr>
<tr>
<td><strong>3.</strong> Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)</td>
</tr>
<tr>
<td><strong>4.</strong> Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)</td>
</tr>
<tr>
<td><strong>5.</strong> Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)</td>
</tr>
<tr>
<td><strong>6.</strong> Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)</td>
</tr>
</tbody>
</table>
**Class Discussion**

(15 minutes)

**Lightning Round**

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

**Celebrate**

1. Tally up this cycle’s points on the poster.

2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams’ test scores will determine which teams earn the status of super team, great team, or good team for the cycle.

3. Be sure to record each team's total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.

4. Collect students’ Read and Respond forms, and pass out new forms.

5. Tally up the number of Read and Respond signatures on students’ forms, and record the number on the teacher cycle record form after class.
Lesson 8

Objective: Celebrate successes, and set new goals. Hold a Class Council.

Teacher Background

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new objectives for further improvement.

In the second part of the lesson, students participate in Class Council.

Active Instruction

(2 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

Celebrate/Set Goals

(20 minutes)

1. Distribute students’ scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle’s top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members’ cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students’ scores.
   
   What was your team’s highest score?
   What score do you want to improve?
   What can the team do to improve that score?

   Use Random Reporter to ask:
   What is your team’s goal for the next cycle? Why did you choose that goal?
   Accept supported answers.
5. Use the poster to award team celebration points for responses that include the team’s reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.

6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.

### Class Council

(30 minutes)

1. Share class compliments.

2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?

3. Discuss a class concern, or use the scenario and discussion hints provided.

4. Have teams discuss and then use Random Reporter to share responses.

5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

### Brain Game

(5 minutes)

1. Choose a brain game from the card set, and then play the game.

2. Use the following questions to debrief and remind students of self-regulatory strategies:

   - **What did this game require your brain to do?**
   - **How will use of this skill improve your success in other classes?**
Sample Word Map
Cycle 1

* ant: shrink, contract
  - comes from Latin word *expandere*, to spread out
  - syn: enlarge, increase, swell

Sample Word Map
Cycle 2

* verb—provided
  - money for something
* has to do with money

* noun: finance—money required to do something, money held by a person or organization
* related word: financial—related to money

* financed
Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found on the Reading Edge online resources. Contact your SFA coach for more information.

<table>
<thead>
<tr>
<th>Level 6 Use Multiple Sources</th>
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<tbody>
<tr>
<td><strong>English Language Arts Standards: Reading: Informational Text</strong></td>
</tr>
<tr>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
</tr>
<tr>
<td>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</td>
</tr>
<tr>
<td><strong>English Language Arts Standards: Writing</strong></td>
</tr>
<tr>
<td><strong>Text Types and Purposes</strong></td>
</tr>
<tr>
<td>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</td>
</tr>
</tbody>
</table>
Media Acknowledgements

We wish to acknowledge the following organizations and individuals for allowing their background videos to be included in the Reading Edge:

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