



Informational

Quality of Evidence

History's Lies

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

The Reading Edge Middle Grades 2nd Edition Teacher Edition

© 2013 Success for All Foundation. All rights reserved.

Produced by the Reading Edge Middle Grades 2nd Edition Team

President:	Nancy Madden
Director of Development:	Kate Conway
Rollout Committee:	Kate Conway (Chair), Mia Blom, Wendy Fitchett, Kim Gannon, Claire Krotiuk, Kristal Mallonee-Klier, Terri Morrison, Sheri Mutreja, Kenly Novotny, Peg Weigel
Program Developers:	Wendy Fitchett (Chair), Kate Conway, Victoria Crenson, Ceil Daniels, Terri Morrison
Field Advisory Team:	Kim Gannon (Chair), Jo Duplantis, Kathy McLaughlin
Contributing Developers:	Kathleen Collins, Richard Gifford, Samantha Gussow, Patricia Johnson, Austin Jones, Susan Magri, Kim Sargeant, Becca Slavin
Designers:	Michael Hummel, Austin Jones, Vic Matusak, Susan Perkins, Christian Strama
Illustrators:	Michael Hummel, Susan Perkins
Video Producers:	Jane Strausbaugh (Senior Producer), Angie Hale, Tonia Hawkins
Editors:	Janet Wisner (Supervising Editor), Marti Gastineau, Pam Gray, Jodie Littleton
Publications Coordinator:	Sheri Mutreja
Proofreaders:	Meghan Fay, Susanne Viscarra, Janet Wisner, Michelle Zahler
Production Artists:	Irene Baranyk, Kathy Brune, Wanda Jackson, Cathy Lawrence, Irina Mukhutdinova, Michele Patterson, Karen Poe, Laurie Warner, Tina Widzbor
Online Tools Developers:	Terri Morrison (Chair), Sean Christian, Patrick Coady, Mary Conway Vaughan, Tim D'Adamo, Debi Hammel, Dia Hopp, Mike Knauer, Kristal Mallonee-Klier, Vic Matusak, Christian Strama, Melissa Stroup

We wish to acknowledge the coaches, teachers, and children who piloted the program, provided valuable feedback, and appear in classroom and professional-development videos.



A Nonprofit Education Reform Organization

200 W. Towson Blvd., Baltimore, MD 21204

PHONE: (800) 548-4998; FAX: (410) 324-4444

E-MAIL: sfainfo@successforall.org

WEBSITE: www.successforall.org

Quality of Evidence

History's Lies

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.

Strategy Use	
The Random Reporter:	
100	gives a 90-pt. response and explains how using the strategy helped in better understanding the text.
90	gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.
80	identifies a problem that a team member had understanding the text.

Team Talk (oral and written)	
The Random Reporter:	
100	gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.
90	gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).
80	uses full sentences to clearly and correctly answer the question.

Word Power	
The Random Reporter:	
100	gives a 90-pt. response and expands on the meaning, for example, identifies <ul style="list-style-type: none"> • related words • a second meaning • a word connotation • an antonym
90	gives an 80-pt. response and explains the meaning in a definition and a meaningful sentence.
80	tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).

Fluency	
The Random Reporter:	
100	gives a 90-pt. response and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).
90	gives an 80-pt. response and reads at just the right pace to understand the text—not too slow and not too fast.
80	reads a short passage and pronounces most of the words correctly.

Summary	
The Random Reporter:	
100	gives a 90-pt. response and uses key vocabulary correctly.
90	gives an 80-pt. response and clearly connects relevant ideas in a logical order.
80	presents main ideas and important details in his or her own words and without personal opinion.

Graphic Organizer/Notes	
The Random Reporter:	
100	gives a 90-pt. response and explains how the graphic organizer helped in understanding the text.
90	gives an 80-pt. response and includes main points or events and important details.
80	selects a graphic organizer that is appropriate for the text.



Unit Objectives

Reading: Identify textual evidence that refutes a claim and explain how it refutes the claim.

Writing: Use words and phrases that help the audience see how the reasons are related to the claim.

Unit Overview

In this unit, students will read informational texts and identify the evidence that states or refutes a claim. This will help students better evaluate the quality of evidence provided by the author and what information they should accept as credible. As they read, they will identify the claims in the article, the sources of the claims, whether evidence supports one claim better than the other, and whether the author is a credible source.

In this unit, teams will be generating questions, discussing those questions, and choosing one question that they think is most important for understanding the text. During the Lightning Round, have several Random Reporters present their teams' question and use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster. Record the questions on the board, and have teams vote with a show of hands which question they think is most important to their understanding of the text. (Teams cannot vote for their own question!) Award additional team celebration points to the team with the winning question.

Strategy Use The Random Reporter	
100	gives a 90-pt. response and explains how asking the question helped in better understanding the text.
90	gives an 80-pt. response and describes a strategy that was used to answer the question (Right There or Think).
80	identifies a question that a team member had reading the text.

In the writing activities, students will present a claim and support it with evidence. Students will practice ensuring that the evidence they provide relates to the claims they are making in their paragraphs.

Unit Topic/Content

Students will read *History's Lies*, an issue of *Calliope* magazine. They will read several articles that discuss historical lies and controversies, from the creation of the Trojan Horse that was used to win a war to authors using *noms de plume* to hide their identities from their reading public.

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

History's Lies

Cycle 1		
Lesson	Text	Media
Lesson 1	"Europe's Mystery Woman," pages 10–14	
Lesson 2	"The Piltdown Puzzle," pages 6–8 "The Kensington Runestone," page 9	(Optional) Background website: Parks Canada website: L'Anse aux Meadows. www.pc.gc.ca/lhn-nhs/nl/meadows/natcul/hist.aspx
Lesson 3	"Cowardice at Kadesh," pages 24–27	
Lesson 4	"Momus' Window," pages 46–49	
Lesson 5	writing in response to reading	
Lesson 6	"Rome Burns!," pages 2–5	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

History's Lies

Cycle 2		
Lesson	Text	Media
Lesson 1	"The Myth of Paul Revere's Ride," pages 34 and 35 "The Real George Washington," page 40	
Lesson 2	"The 'Lost' Dauphin," pages 16–19 "Let Them Eat Cake," pages 38 and 39	(Embedded) "Team Talk Response"
Lesson 3	"The Wooden Horse: A Gift or a Hoax?," pages 28–32	
Lesson 4	"False Colors," pages 20 and 21 "Stand-In or No?," page 15 "Noms de Plume," page 33	(Optional) Background website: BBC website: Churchill's speech. www.bbc.co.uk/history/worldwars/wwtwo/churchill_audio_01.shtml (first audio selection)
Lesson 5	writing in response to reading	
Lesson 6	"A Grain to Blame?," pages 36–38	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

Quality of Evidence

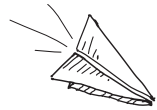
Lesson 1

Reading Objective: Identify textual evidence that refutes a claim and explain how it refutes the claim.

Teacher Background

Today students will read about one woman’s claim to be Anastasia Romanov, the last surviving member of Tsar Nicholas II’s immediate family. In Russia in the early twentieth century, revolution took place, and the Romanov family was ousted from the throne after several centuries of rule. Under the pretext of protection, the tsar and his family were taken to a town far away from the Russian capital. Unfortunately, this was really a plot to execute the tsar and his family. The bodies of the last royal family of Russia were not found, and rumors circulated that the youngest daughter, Anastasia, was still alive. The woman claiming to be Anastasia, Anastasia Tchaikovsky, lost her memory for a time but was now coming forward. She had a handful of followers, but also people who doubted her story. Upon her death in 1984, some people still believed that she was a Romanov, but DNA evidence provided the truth of her more humble past.

This cycle’s Big Question: What does the popular adage “Fool me once, shame on you; fool me twice, shame on me” mean? Give students the opportunity to think about how people can use historical lies to evaluate the truth behind many other events.

**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: What does the popular adage “Fool me once, shame on you; fool me twice, shame on me” mean?

Set the Stage

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

What does the popular adage “Fool me once, shame on you; fool me twice, shame on me” mean?

It means that if you are tricked by someone once, then it is the fault of that person for playing a trick on you, but if he or she does it again, then it is your fault for not paying attention or being smart enough to figure out the trick.

Students write responses to the Big Question.



Discuss the Big Question.

How would you describe someone who is repeatedly fooled or tricked? Why?

That person is gullible because he or she will believe anything that he or she is told. That person doesn't learn from believing false information, even when repeatedly fooled.

Teams review their cycle goal.

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 they earn team celebration points during the Lightning Round.

Post and present the reading objective.

Refer students to pages 10–14 in the text.

Begin the TIGRRS process; review steps as needed.

3. Introduce the texts, authors, and reading objective.

4. Distribute copies of the magazine *History's Lies*, and open to the article "Europe's Mystery Woman." Have students preview the text. Use **Think-Pair-Share** to ask:

Is this literature or informational text? How do you know?

This text is informational. The headings, photographs, diagram, and captions are evidence that the text is informational.

Students use text features to help predict topic and intent of the author.

5. Use **Think-Pair-Share** to have students predict the topic and identify clues. Randomly select a few students to share.

6. Prompt students to identify the next step of TIGRRS. Use **Think-Pair-Share** to have them predict the author's intent. Randomly select a few students to share.

Students identify a graphic organizer that they will use to make notes.

7. Point out that the next step in the TIGRRS process is to choose a graphic organizer for making notes. Choices include, but are not limited to:

- Venn diagram
- timeline/sequence chain
- T-chart
- web
- outline

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

Which graphic organizer(s) will work best with this text? Why?

T: The text is about a European woman with a mysterious background.

I: To inform readers about this woman's mystery

G: A T-chart will help me organize different claims in the article.

Build background about the topic.

8. Introduce the words *tsar* (zar) and *tsarina* (zar-ee-na) to students by explaining that they are the Russian words for *emperor* and *empress*. Point out that students may be familiar with the word *caesar* (see-zer), the Latin word for a Roman emperor. Explain that the Russian word *tsar* is related to the word *caesar*.



Interactive Read Aloud

1. This cycle our reading objective is to identify textual evidence that refutes a claim and explain how the evidence refutes the claim. When you refute information, you prove that information to be false or incorrect. Authors of informational texts routinely offer interpretations that refute long-accepted explanations of historical events. Use **Think-Pair-Share** to ask:

What do you look for when reading an author’s claims in an informational text?

I look for the evidence that the author provides to support his or her claims. When you present an idea, especially a new one, you should provide evidence, or proof, to support the idea.

What should you consider about the author’s evidence as you read his or her claims?

As I’m reading, I should consider the validity of his or her claims. I think I need to consider where the author received his or her information and whether that source is a good or poor source of information. That will help me determine whether the author is making a plausible claim.

2. Read “Europe’s Mystery Woman,” pages 10 and 11 (paragraph 1) and the heading “Is She or Isn’t She?” aloud. A sample Think Aloud follows.

Sample Think Aloud

Let me think about the topic of this text for a moment. I’ve just read how the family of the Russian Grand Duchess Anastasia was executed by the Bolsheviks in 1918. An important piece of information in this story is that the bodies of the murdered royal family were never found, and there is speculation that one member of the family, Anastasia, might have escaped death. A few years later, a woman claimed that she was Anastasia and that a soldier helped her escape the fate of the rest of her family. So this seems to be one of the claims in this article—this woman is Anastasia. The heading of the next section tells me what the other claim is—this woman is not Anastasia.

3. Point out to students how you identified the two claims made in this article. Explain that after identifying the claims, students will work to identify the evidence that supports the claims.
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 page 11 (paragraph 2). Use **Think-Pair-Share** to ask:

What evidence supports the woman’s claim that she is Anastasia Romanov?

Gleb Botkin was the son of the Romanov family doctor who was executed with the family. Botkin had known Anastasia as a child, and he claimed that this woman, Anastasia Tchaikovsky, was the real Anastasia. He said he had known her since she was seven years old, and he wanted to help her claim the Romanov fortune.

Teacher: Read aloud and think aloud to model the target skill or strategy use within the TIGRRS process.

Students: Actively listen.

Teacher: Restate important ideas in the text, and add notes to the graphic organizer.

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

What evidence contradicts the woman’s claim that she is Anastasia Romanov?

Twelve of the tsar’s closest relatives said that Anastasia Tchaikovsky was an impostor. Additionally, a report from a German newspaper claimed that she was really a Polish factory worker named Franziska Schanzkowska. She had been wounded when there was an explosion in the munitions factory where she worked. This would probably be the horrendous accident that kept her from speaking for two years.



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

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.

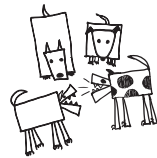
Sample Graphic Organizer	
The woman is Anastasia Romanov.	The woman is not Anastasia Romanov.
<p>Gleb Botkin, son of the Romanov family doctor, said she was:</p> <ul style="list-style-type: none"> • had known her since she was seven years old • drew funny-looking animals to amuse her 	<p>Twelve of the tsar’s closest family members said she wasn’t:</p> <ul style="list-style-type: none"> • German newspaper report said she was Franziska Schanzkowska, a Polish factory worker • had been wounded in munitions factory accident

6. Tell the students that the strategy focus for this unit is questioning. Remind students that as they read, they ask themselves questions to see if they understand what they are reading. Some questions are Right There questions that are simple to answer because the answer can be found by pointing to one place in the text. Other questions are Think questions. A Think question requires more thought because a reader must put together information from several places in the text and make inferences to answer it. Point out that answers to Think questions provide reasons, evidence from the text, or both.
7. Refer to the Questioning Strategy Card which can be found in the team folders. Tell students that their Questioning Strategy Cards will help them ask Right There and Think questions as they read.

Refer to the Questioning Strategy Card.

8. Refer the students to the strategy use rubric. Point out that when using the rubric with the questioning strategy, an 80-point response will identify a question that a team member had reading the text, a 90-point response will also describe the strategy that was used to answer the question (Right There or Think), and a 100-point response will also explain how asking the question helped in better understanding the text.

Explain to teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important question for better understanding the text. The team with the winning question will receive additional team celebration points.



Teamwork tp

(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: sr
“Europe’s Mystery Woman,” pages 10–14 (excluding the inserts on pages 13 and 14), 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. sr
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.

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

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions

1. What is the author's purpose for providing the altered photograph in the middle of pages 10 and 11? Support your thinking. **[AP]** (Team Talk rubric)

100 = *The photograph shows a close side-by-side comparison of Anastasia Romanov's and Anna Anderson's faces. In the alteration, half of Anastasia's and half of Anderson's face were cut off to put the other halves of their faces together. In the caption on page 11, readers are encouraged to examine the photographs to see if there is a resemblance between Anastasia Romanov and the woman who claimed to be Anastasia. It shows one way that people, such as Botkin, may have examined Tchaikovsky's claim.*

90 = *The photograph shows a close side-by-side comparison of Anastasia's and Anna Anderson's faces. Half of each woman's face was cut off to put the other halves of their faces together. Readers are told to examine the photographs to see if the two women look alike.*

80 = *The side-by-side comparison of the women's faces is supposed to help readers study their pictures and figure out whether they are the same person.*

2. Which of the following was a possible motivation for Tchaikovsky to claim that she was a Romanov? **[RE, SA]** (Team Talk rubric)

- A. to claim the Romanov fortune
- B. justice for her murdered family
- C. to reclaim the throne in Russia
- D. fame and notoriety in the news

Support your thinking.

100 = *On page 11, the text mentions that there was a Romanov fortune. Botkin was convinced that Tchaikovsky was the real Anastasia, so he arranged for a lawyer to help her claim her family's fortune. According to rumors, they had deposited money in British bank accounts before World War I. This shows that Tchaikovsky, and possibly Botkin, were hoping to gain wealth from their claim.*

90 = *The text mentions that there was a Romanov fortune. Botkin was sure that Tchaikovsky was the real Anastasia, so he hired a lawyer to help her claim her family's fortune. There were rumors that the Romanovs had put money in British bank accounts before World War I.*

80 = *There were rumors that the Romanov fortune was sitting in British banks waiting to be claimed.*

continued

Team Talk Questions *continued*

3. Why was using mitochondrial DNA the key to unraveling the mystery of Anastasia? Provide evidence from the text to support your response. **[RE, SA]** (Team Talk rubric)

100 = Mitochondrial DNA is less likely to **deteriorate** over time and does not change from generation to generation. **According to the text box on page 12**, mitochondrial DNA is found outside the nuclei of cells and is longer lasting than **conventional** DNA. **Since** it is inherited from the mother, scientists used blood from Prince Philip of England to identify the bodies of the Romanov family because his maternal grandmother was the sister of the tsarina of Russia. **Therefore**, this mitochondrial DNA provided proof that all the Romanovs were killed together and no children survived.

90 = Mitochondrial DNA is less likely to break down over time and does not change from generation to generation. It is found outside the nuclei of cells and is longer lasting than normal DNA. It is inherited from the mother, so scientists used blood from Prince Philip of England to identify the bodies of the Romanov family because his maternal grandmother was the tsarina's sister.

80 = Mitochondrial DNA lasts a long time in the body and is passed on through the mother in each family, so it was used to identify the bodies and connect them to other relatives who shared the same DNA.

4. Which of the claims in this article eventually has the most evidence to support it? What is the evidence? **(Write) [AA, MI, SA]** (Team Talk rubric)

100 = DNA evidence **eventually** proved the claim that Anastasia Tchaikovsky was really Franziska Schanzkowska. The **remains** of the Romanov family were found near where they were executed, and DNA was taken from their bones for **testing against** living relatives of the Romanovs. A **sample** of DNA from Tchaikovsky's organ **tissue** did not match that of the Romanovs but did match that of Schanzkowska's great nephew. **This shows that the earlier report from Germany was accurate, and the woman was a fraud.**

90 = DNA evidence proved the claim that Anastasia Tchaikovsky was really Franziska Schanzkowska. The bones of the Romanov family were found near where they were killed, and DNA was taken from them to compare with living relatives of the Romanovs. Some DNA from Tchaikovsky's organs did not match that of the Romanovs but did match that of Schanzkowska's great nephew.

80 = DNA taken from the bones of the Romanov family and from the organs of Anastasia Tchaikovsky did not match, but Tchaikovsky's DNA did match that of Schanzkowska's great nephew.

continued

Team Talk Questions *continued*

5. Choose one of the questions that you noted as you read the text. Write the question, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text? **[DC]** (Strategy-Use rubric)

Answers will vary.

100 = We asked "Why were so many people, especially Americans, willing to believe Tchaikovsky's story about being Anastasia?" This is a Think question because it required drawing a conclusion from evidence in the text. Asking this question helped us understand that people are fascinated by unsolved mysteries. According to the text, the bodies of the Romanov family were never found, so people only had the word of the Bolsheviks that the tsar was truly dead. In addition to that, Anastasia's name happens to mean "of the resurrection." This shows that people still hoped that a member of the Romanov family made it through the revolution alive.

90 = We asked "Why were so many people, especially Americans, willing to believe Tchaikovsky's story about being Anastasia?" This is a Think question because it required drawing a conclusion from the fact that the bodies of the murdered Romanov family were never found. People liked the mystery and the idea that Anastasia escaped.

80 = We asked "Why were so many people, especially Americans, willing to believe Tchaikovsky's story about being Anastasia?"

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 that 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.

Randomly select team representatives who will share:

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



Class Discussion tp

(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.
3. Use **Random Reporter** to have several teams present the question that they discussed and decided was the most important question to ask to better understand the text (Team Talk question #5). Write the question on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands which question they think is most important to their understanding of the text. (Teams cannot vote for their own question!)

Award additional team celebration points to the team with the winning question.

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.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

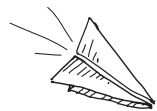
Lesson 2

Reading Objective: Identify textual evidence that refutes a claim and explain how the evidence refutes the claim.

Teacher Background

Today students will read about one of the most famous archaeological hoaxes ever created and a mystery that still hasn't been solved. The Piltdown Man was touted as a significant archaeological find because it seemed to provide the missing link between humans and apes. In the early 1900s, the debate between evolution and creation was still new, and scientists still debated evolution's merits. Piltdown Man, with a large skull and primitive jaw, seemed to prove the idea that if evolution occurred, it was always toward improvement and to fulfill a divine plan. However, analysis of the skull proved it was a hoax and one that the researchers studying it should have recognized from the start. More than fifty years later, we still do not know who made or planted the skull, although there are several theories.

In contrast, the Kensington Runestone is still a mystery because researchers can't tell whether it is a hoax or authentic. The stone, found near Kensington, Minnesota, contains a runic inscription that appears to have been written by exploring Vikings in the fourteenth century. While it is known that Vikings reached and settled parts of North America before Christopher Columbus, it is debated whether they reached as far west as Minnesota. Language experts claim that the language used in the runes is too modern for fourteenth-century Vikings, while others claim that the engravings are too old and weathered to have been made in 1898, when the stone was found.



Active Instruction tp

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



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.

Introduce vocabulary.

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

Word	Pronunciation	Definition	Sample Sentence
contended (verb) page 4	con-tend-ed (kuhn-TEND-ed)	asserted or maintained earnestly	Josiah always <i>contended</i> that he really did see a bear when he was camping in the woods, but we didn't believe him.
adhered (verb) page 5	ad-hered (ad-HEERD)	held closely to, as in a plan	We found that when we <i>adhered</i> to a strict schedule, the basketball tournament ended when expected.
haphazard (adjective) page 7	hap-haz-ard (hap-HAZ-erd)	characterized by a lack of planning or by randomness	The toddler's birthday party was a <i>haphazard</i> mess of children running, crying, screaming, and throwing food everywhere.
dupe (verb) page 8	dupe (doop)	deceive, delude, or trick	"Let's see if we can <i>dupe</i> Henry into trading his brownie for these tasteless cookies," Mahlia said.
gaiety (noun) page 10	gai-e-ty (GAY-i-tee)	cheerfulness, high spirits	Brenda was always full of such <i>gaiety</i> that her friends did not know she was too sick to go on the school field trip that day.
denounced (verb) page 11	de-nounced (dih-NOUNSD)	condemned or accused publicly	The city councilman <i>denounced</i> the idea that he only held his position for power and wealth rather than to help his neighbors and the city.
deserted (verb) page 26	de-sert-ed (dih-ZUR-ted)	abandoned without intent to return	We hadn't filled our wild bird feeders in so long that the songbirds seemingly <i>deserted</i> our backyard for homes with easier-to-find food.
zealots (noun) page 48	zeal-ots (ZEL-uhts)	excessively fanatic or extreme people	The stadium usually sold special tickets to the soccer <i>zealots</i> so they could enjoy the game from good seats without disturbing more casual fans.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 6–9 in the text.



Students begin the TIGRRS process by predicting the topic and author's intent and choosing a graphic organizer.

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 students preview today's text. Use **Think-Pair-Share** to ask:

Is this literature or informational text? How do you know?

This text is informational. The headings, diagrams, captions, and photographs are evidence that the text is informational.

5. Refer students to the TIGRRS process. Use **Think-Pair-Share** to have students predict the topic and identify clues. Randomly select a few students to share.
6. Prompt students to identify the next step of TIGRRS. Use **Think-Pair-Share** to have them predict the author's intent. Randomly select a few students to share.
7. Use **Think-Pair-Share** to ask:

Which graphic organizer(s) will work best with this text? Why?

- T:** It is about a skull that was a mystery to scientists. It is about a stone with runes on it.
- I:** To inform readers about the discovery and research behind a mysterious skull; to inform readers about the interesting discovery of a stone covered with runes
- G:** A T-chart will help me organize the information given for each claim.

Build background about the topic.

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

The Big Question references the phrase “Fool me once, shame on you; fool me twice, shame on me.” What would you think about a scientist or researcher who was taken in by an obvious hoax? Why?

I don't think I would respect the work of that scientist or researcher. We expect a scientist or researcher to be educated and intelligent. We also expect them to investigate important discoveries deeply. If they are tricked by a hoax, it makes it seem like they are not too intelligent or did not study the discovery thoroughly enough.

Do you think scientists who are taken in by hoaxes often get a chance to be fooled twice? Why or why not?

No, because their reputations are probably damaged by being fooled once. That means they are either unlikely to have jobs or that they are moved to projects that are much less important.

9. If necessary, review that Charles Darwin developed his theory of evolution via natural selection after observing animals on the Galápagos Islands off the coast of South America. He determined that animals that were best suited to their environments were the most likely to survive and pass on those traits that helped them survive.
10. If necessary, explain to students that it is now widely accepted that Christopher Columbus was not the first European to reach the Americas; Leif Ericson now holds that title. If you have an Internet connection, visit www.pc.gc.ca/lhn-nhs/nl/meadows/natcul/hist.aspx to provide students background on the Viking exploration of North America.

Interactive Read Aloud

1. Refer students to the reading objective: to identify textual evidence that refutes a claim and explain why the evidence refutes the claim. Use **Think-Pair-Share** to ask:

When an author, a scientist, or a historian makes a claim, what is needed for others to take his or her claim seriously?

The author needs to provide evidence so others can understand how he or she developed his or her ideas or where he or she got the information. The author needs to provide evidence that his or her claim is valid or more valid than the previous research on the topic.

Sometimes an author or a researcher has a particular agenda, or plan, in mind. How do you think you should consider claims made by someone with an agenda? Why?

I think you should be aware of his or her agenda and want to see the evidence behind the claim before agreeing or accepting his or her claims. You should also examine the evidence closely to make sure that it is high-quality evidence.

Review the skill as necessary.



Teacher: Read aloud and think aloud to model target skill or strategy use within the TIGRRS process.

Students: Actively listen.

Teacher: Restate important ideas in the text, and add notes to the graphic organizer.

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

2. Read “The Piltdown Puzzle” on page 6 (paragraphs 1 and 2) aloud. A sample Think Aloud follows.

Sample Think Aloud
Let me think about the information that I just read in this article. The first sentence tells me that I'll be reading about a hoax: "Piltdown Man is the best-known hoax in paleontological history." I know right away that Piltdown Man is a hoax, so that is one claim in this article. Reading further, I learn that Darwin's theory of evolution was causing a lot of controversy, especially because it seemed like ancient human-looking bones supported the idea that humans had evolved. However, scientists had yet to find evidence of a common ancestor between humans and apes. So I think I can predict that at least one claim that we'll read about in this article is that Piltdown Man is that common ancestor.

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

The author states right away that Piltdown Man is a hoax. How do you think the author can be so sure of her claim?

I think it must be long accepted that Piltdown Man is a hoax. The text says it is the best-known paleontological hoax in history, which means a lot of people know it is a hoax. The author is not really presenting her own claims about Piltdown Man, but the story of the controversy around it.

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 pages 6 (paragraph 3) and 7 (ending at paragraph 1). Use **Think-Pair-Share** to ask:

Was my prediction about the claim in the article accurate? What supports the claim?

Yes. A being with a large skull and a primitive jawbone was discovered near Piltdown, England, in the early 1900s. This was presented to the world as the missing link between humans and apes. It gained international fame, so a lot of people believed the claim.

The author puts quotation marks around several words in this paragraph. What do those quotation marks mean? Do they support one of the claims being made in the article? Support your thinking.

There are quotation marks around the words discovered, transitional, and proved. I think the quotation marks show sarcasm on the author's part. I think the author's use of these quotation marks means that Piltdown Man wasn't really discovered, isn't really transitional, and doesn't prove anything. This supports the claim that Piltdown Man is a hoax.

Use **Random Reporter** to debrief.



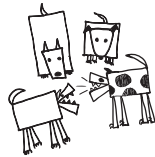
Partner pairs: Review, reread to clarify, and add to the graphic organizer.

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	
Pitldown Man is a hoax.	Pitldown Man is the missing link.
The being was not discovered, is not transitional, and does not prove anything.	A being with a large skull and a primitive jaw was found in the 1900s and presented as the common ancestor between humans and apes.



Teamwork tp

(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: sr
“The Pitldown Puzzle,” pages 6–8, and “The Kensington Runestone,” page 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. Prompt and reinforce their discussions.

Team Discussion

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

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

Cue students to use their student routines for strategy use and Team Talk discussion.

3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.
4. Refer to Team Talk question #5 and remind teams that they will share their questions during the Lightning Round and that they will vote on which question is most important for better understanding the text. The team with the winning question will receive additional team celebration points.

Team Talk Questions
<p>1. According to the text, Piltdown Man was most likely— [AA, SA] (Team Talk rubric)</p> <ol style="list-style-type: none"> A. the final nail in the coffin that Darwin was wrong about evolution. B. an innocent prank played on Dawson that was blown out of proportion. C. the result of Dawson's hard work and study on human and ape skeletons. D. a convenient way of making Darwin's theories more acceptable. <p>What evidence supports this argument?</p> <p>100 = <i>In 1908, Darwin's theory of evolution was still controversial, and people were looking for ways to make it work with the story of creation. According to the text, people believed Piltdown Man showed that evolution worked toward continual improvement of a species. This fit the idea that humans were created to be the most intelligent and successful animals on the planet, unlike Darwin's real theory, which said that adaptations were random and not necessarily related to improving intelligence. This shows that people wanted to make Darwin's theory fit in with their own beliefs about human development.</i></p> <p>90 = <i>In 1908, Darwin's theory of evolution was still controversial, and people were looking for ways to make it work with the story of creation. People believed Piltdown Man showed that evolution always improved a species. They believed that humans were created to be the most intelligent and successful animals on the planet. Darwin's real theory said that changes happened as needed and did not always improve human or animal intelligence.</i></p> <p>80 = <i>For many people, Piltdown Man proved that humans continually developed to be more intelligent and successful than other animals because that is why humans were created.</i></p>

continued

Team Talk Questions *continued*

2. What evidence eventually refutes the claim that Piltdown Man was the missing link between humans and apes? Why do you think this evidence was important? **(Write) [AA, MI]** (Team Talk rubric)

100 = *In 1953, scientists used C-14 and fluorine analysis to provide scientific evidence that Piltdown Man was a hoax. According to the tests, the skull fragments were from a modern human skull, while the jaw was from a 500- to 600-year-old female orangutan skeleton. Someone had filed the teeth to make them look more human and then stained the bones to make them appear ancient. This evidence provided measurable data about Piltdown Man that proved that it was neither ancient nor transitional. It showed that someone had created Piltdown Man on purpose.*

90 = *In 1953, scientists used C-14 and fluorine testing to prove that Piltdown Man was a hoax. The skull pieces were from a modern human skull, and the jaw was from a 500- to 600-year-old female orangutan skeleton. Someone had filed the teeth to make them look more human and then stained the bones to make them look old. This evidence provided information about Piltdown Man that proved that it was not old or a missing link.*

80 = *Scientists used C-14 and fluorine tests to learn more about Piltdown Man and found information that showed that the skull was created by someone using human and animal skeletons.*

3. What do the counterclaims to the validity of Piltdown Man and the Kensington Runestone have in common? Provide evidence from the text to support your response. **[RE]** (Team Talk rubric)

100 = *The counterclaims to both historical finds say that someone intentionally created the items and hid them so they would be discovered. Analysis showed that Piltdown Man's skull was made from human and orangutan bones that had to be specially fitted together and made to look ancient. Experts on runes claimed that the ones found on the Kensington Runestone were too modern to be from 1362 and that Ohman carved them himself. Therefore, both artifacts were doctored to make them look ancient when they were really more modern.*

90 = *The counterclaims to both finds say that someone created the items on purpose and hid them so they would be discovered. Tests showed that Piltdown Man's skull was made from human and orangutan bones that had to be fitted together and made to look old. Experts on runes claimed that the ones found on the Kensington Runestone were too modern to be from 1362 and that Ohman carved them himself.*

80 = *The counterclaims both said and provided evidence that Piltdown Man and the Kensington Runestone were manufactured and not as ancient as their discoverers claimed them to be.*

continued

Team Talk Questions *continued*

4. Choose one of the questions that you noted as you read the text. Write the question, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text? **[DC]** (Strategy-Use rubric)

Answers will vary.

100 = We asked "What was Arthur Keith's possible motive as one of the suspects of the Piltdown Man hoax?" This is a Right There question because we were able to find Keith's motives right in the text. This question helped us understand the text because we realized that sometimes hoaxes are not committed for recognition or fame. Keith's motive was possibly to discredit Dawson and Smith-Woodward and the British Museum. He wanted to harm other scientists, not trick people into thinking that he was a great scientist himself.

90 = We asked "What was Arthur Keith's possible motive as one of the suspects of the Piltdown Man hoax?" This is a Right There question because we were able to find Keith's motives right in the text. Keith's motive was possibly to discredit Dawson and Smith-Woodward and the British Museum.

80 = We asked "What was Arthur Keith's possible motive as one of the suspects of the Piltdown Man hoax?"

5. What is a synonym for the word *haphazard*? What is an antonym for the word *haphazard*? **[CV]**

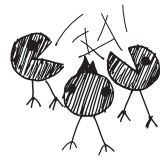
The word haphazard means random or unplanned, so a synonym would be aimless. An antonym for haphazard is organized or intentional.

5. 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.
6. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
7. 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.
8. If some teams finish ahead of others, have them practice their fluency.
9. 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.

Randomly select team representatives who will share:

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



Class Discussion tp

(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. Use **Random Reporter** to have several teams present the question that they discussed and decided was the most important question to ask to better understand the text (Team Talk question #5). Write the question on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands which question they think is most important to their understanding of the text. (Teams cannot vote for their own question!)

Award additional team celebration points to the team with the winning question.

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.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

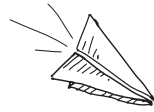
Word	Pronunciation	Definition	Sample Sentence
contended (verb) page 4	con-tend-ed (kuhn-TEND-ed)	asserted or maintained earnestly	Josiah always <i>contended</i> that he really did see a bear when he was camping in the woods, but we didn't believe him.
adhered (verb) page 5	ad-hered (ad-HEERD)	held closely to, as in a plan	We found that when we <i>adhered</i> to a strict schedule, the basketball tournament ended when expected.
haphazard (adjective) page 7	hap-haz-ard (hap-HAZ-erd)	characterized by a lack of planning or by randomness	The toddler's birthday party was a <i>haphazard</i> mess of children running, crying, screaming, and throwing food everywhere.
dupe (verb) page 8	dupe (doop)	deceive, delude, or trick	"Let's see if we can <i>dupe</i> Henry into trading his brownie for these tasteless cookies," Mahlia said.
gaiety (noun) page 10	gai-e-ty (GAY-i-tee)	cheerfulness, high spirits	Brenda was always full of such <i>gaiety</i> that her friends did not know she was too sick to go on the school field trip that day.
denounced (verb) page 11	de-nounced (dih-NOUNSD)	condemned or accused publicly	The city councilman <i>denounced</i> the idea that he only held his position for power and wealth rather than to help his neighbors and the city.
deserted (verb) page 26	de-sert-ed (dih-ZUR-ted)	abandoned without intent to return	We hadn't filled our wild bird feeders in so long that the songbirds seemingly <i>deserted</i> our backyard for homes with easier-to-find food.
zealots (noun) page 48	zeal-ots (ZEL-uhts)	excessively fanatic or extreme people	The stadium usually sold special tickets to the soccer <i>zealots</i> so they could enjoy the game from good seats without disturbing more casual fans.

Lesson 3

Reading Objective: Identify textual evidence that refutes a claim and explain why the evidence refutes the claim.

Teacher Background

Today students will read about a piece of propaganda recorded for all ages on Egyptian temples. When Ramses II took to the battlefield in Kadesh around 1275 BCE, he expected to have his full army behind him to confront the Hittites. But when his troops were ambushed and most of his army deserted, Ramses was in a dangerous position. Luckily for him, he fought with a bravery and strength that were unmatched and defeated the Hittites nearly single-handedly. Or so say inscriptions on temple walls. In reality, Ramses's small group received help from additional soldiers later in the battle, and after two days of fighting, the two armies called it a draw. The pharaoh most likely recorded his exaggerated and glorified version of the relatively insignificant battle to warn Egyptians of the consequences of cowardice and to reassure his people that he was a strong leader.



Active Instruction tp

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.

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.

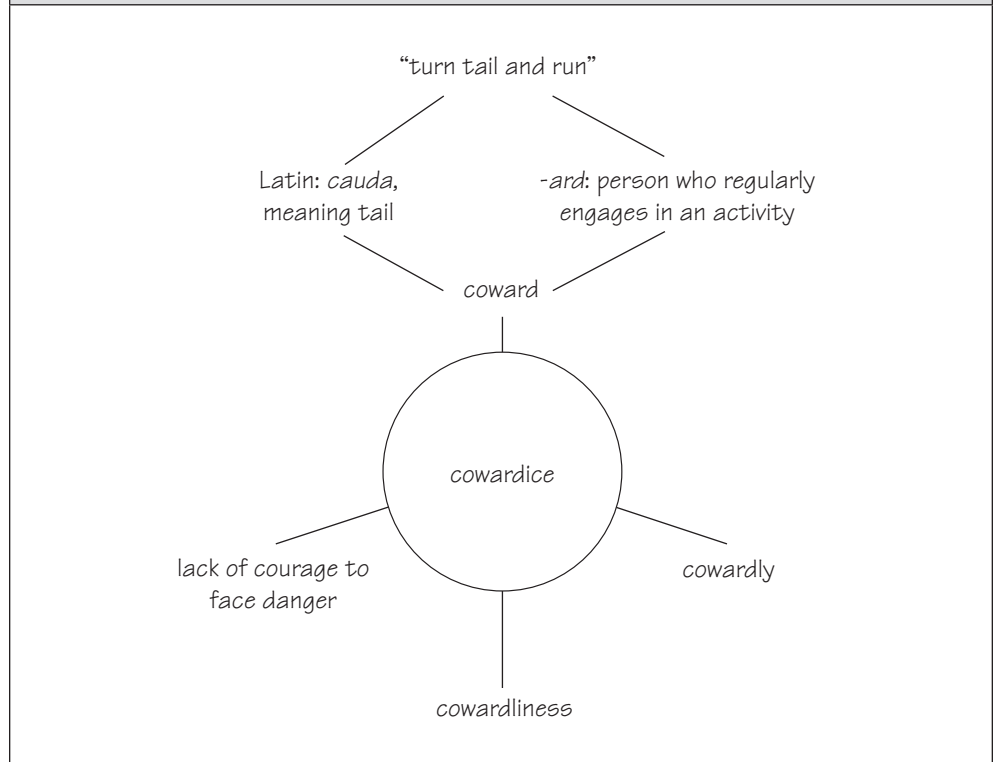
Vocabulary

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

Let's look at a word that appears in the title of today's article: *cowardice*. This has a base word in it that I'm familiar with, *coward*, so I think that if I look up the word in the dictionary, its meaning will have something to do with showing fear. (Model looking up the word *cowardice* in the dictionary.) I was right; the definition says *cowardice* means a lack of courage to face danger. When I explore the base word *coward*, I learn something interesting about the word's etymology. It comes from the Latin word *cauda*, which means tail, and the suffix *-ard* means a person who regularly engages in an activity. I recall an idiom that seems to relate to this: "turn tail and run." When someone turns tail and runs, he or she is being a coward.

Sample Word Map



Review Vocabulary Vault.

- 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.

Teams review their cycle goal.

Post and present the reading objective.



Refer students to pages 24–27 in the text.

Students begin the TIGRRS process by predicting the topic and author's intent and choosing a graphic organizer.

Build background about the topic.



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 students preview today's text. Use **Think-Pair-Share** to ask:

Is this literature or informational text? How do you know?

This text is informational. The headings, captions, and images are evidence that the text is informational.

5. Refer students to the TIGRRS process. Use **Think-Pair-Share** to have students predict the topic and identify clues. Randomly select a few students to share.
6. Prompt students to identify the next step of TIGRRS. Use **Think-Pair-Share** to have them predict the author's intent. Randomly select a few students to share.
7. Use **Think-Pair-Share** to ask:

Which graphic organizer(s) will work best with this text? Why?

T: It is about cowardice, or fear, that happened during a battle.

I: To inform readers about what happened during a battle at Kadesh

G: A T-chart will help me organize the claims made in the article.

8. If you have access to the Internet, visit www.pbs.org/empires/egypt/special/lifeas/pharaoh.html to introduce or review information about Egyptian pharaohs and their lives to students. Point out that the pharaohs were considered divine, meaning they were a god or goddess on Earth.

Interactive Read Aloud

1. Remind students that they should consider the validity of the evidence behind a claim as they read informational texts. Review primary sources (eyewitness accounts, journals, memoirs, newspaper articles, recordings, etc.) and secondary sources (scholarly books, magazines or journals interpreting historical events or causes, commentaries, etc.). Use **Think-Pair-Share** to ask:

Do you think a primary source or a secondary source of information is more likely to be accurate? Why?

A primary source is more likely to have been written during or soon after an event. It probably has more information in it that was directly witnessed or recorded by witnesses.

Teacher: Read aloud.

Students: Practice the skill or strategy.

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

2. Read “Cowardice at Kadesh,” page 25 (paragraphs 1–3) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What is one of the historical claims in this article? What evidence supports this claim?

One claim is that Ramses II almost single-handedly won the battle at Kadesh against the Hittite army. The article says his division of troops was ambushed and cut off from the rest of the army. When the troops saw this, most of them deserted. Temple inscriptions describe Ramses as a giant on the battlefield and a force to reckon with. Enemy soldiers were terrified of Ramses and fled from him.

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 page 25 (paragraphs 4 and 5). Use **Think-Pair-Share** to ask:

What claims did Ramses make in the records on the temple walls?

Ramses claimed that the god Amun inspired him to fight like the god of war and the god of chaos. He said that 2,500 chariots fell as he rode forward and that the enemy was so scared that they could not fight, not even with reinforcements.

Make a prediction about what the conflicting claim in this article is. Support your thinking.

The conflicting claim is probably that Ramses did not really single-handedly battle the Hittites or that the number of enemy troops is exaggerated, and the battle wasn't really as big as Ramses's temple inscriptions claim. I think it would be extremely difficult for a small group of soldiers to really defeat an army that had more than 2,500 chariots riding in it.

Use **Random Reporter** to debrief.

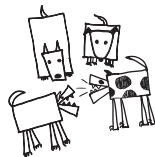


Partner pairs: Review, reread to clarify, and add to the graphic organizer.

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.

Sample Graphic Organizer	
Ramses II defeated the Hittites at Kadesh nearly single-handedly.	Ramses II exaggerated the events at Kadesh.
<p>Ramses II's division of troops was ambushed by the Hittites, cut off from rest of army:</p> <ul style="list-style-type: none"> • the majority of Ramses's troops deserted out of cowardice • Ramses was inspired to fight by Amun. • depicted in temple inscriptions as a giant on the battlefield • Ramses defeated 2,500 chariots. • Hittite army fled from Ramses, too afraid to fight, even with reinforcements 	Unlikely that one person could defeat 2,500 chariots



Teamwork tp

(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: sr
“Cowardice at Kadesh,” pages 24–27 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.

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

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **Sf**
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.
4. Refer to Team Talk question #4 and remind teams that they will share their questions during the Lightning Round and that they will vote on which question is most important for better understanding the text. The team with the winning question will receive additional team celebration points.

Team Talk Questions
<p>1. Which of the following best describes Ramses’s efforts at Kadesh in the long run? [RE, DC] (Team Talk rubric)</p> <ul style="list-style-type: none"> A. meaningful B. long-lasting C. forgettable D. ineffective <p>Explain your reasoning with evidence from the text.</p> <p>100 = <i>Whether the battle was a great victory or a draw, it did not stop the Hittite empire from spreading. For instance, on page 26, the text says that in the years following the battle, the Egyptian empire continued to shrink, and the Hittite empire continued to expand. For this reason, Ramses’s efforts at the battle of Kadesh did little to protect his empire from the encroaching Hittites in the long run.</i></p> <p>90 = <i>It does not matter whether the battle was a win or a tie because it did not stop the Hittite empire from spreading. On page 26, the text says that in the years following the battle, the Egyptian empire continued to shrink, and the Hittite empire continued to spread.</i></p> <p>80 = <i>The result of the battle did not matter because the Hittite empire continued to spread into the Egyptian empire.</i></p>

continued

Team Talk Questions *continued*

2. On page 26, the author asks why Ramses would want to record what happened to his troops at Kadesh on temple walls. What information did Ramses record? Why do you think it might be considered odd to remember? **[DC]** (Team Talk rubric)

100 = Ramses recorded the cowardly actions of his troops before the battle.

According to the inscriptions, most of his troops **deserted** right before the battle began. On page 25, the author provides several quotes from the inscriptions in which Ramses **chastised** his army for being cowardly, untrustworthy, and criminal. I think it was odd to inscribe this because it shows the weakness of the Egyptian army. Most rulers would probably only want to record great moments of bravery and victory. **Therefore**, Ramses had it inscribed to make an example of his troops and to serve as a warning for the future.

90 = Ramses recorded the fearful actions of his troops before the battle. Most of his troops ran away right before the battle began. On page 25, the author provides several quotes from the inscriptions in which Ramses scolds his army for being afraid, untrustworthy, and criminal. I think it was odd to inscribe this because it shows the weakness of the Egyptian army. Most rulers would probably only want to record great moments of bravery.

80 = Ramses recorded that his troops ran away before the battle, and he scolded the army in the inscriptions. Most rulers would probably only record moments of great bravery.

3. What evidence supports the claim that Ramses exaggerated the events at Kadesh? **(Write) [AA, MI]** (Team Talk rubric)

100 = Ramses had several reasons to make the battle at Kadesh into a greater victory than it was. **For example**, by stating that Amun inspired Ramses to fight as he did, Ramses showed that the gods succeeded where his army had failed and that Ramses saved his army. He **reinforced** the idea that the pharaoh was **divine** and powerful. **Additionally**, as pharaoh, Ramses had to gain the confidence of his people by recording the event as a great victory **rather than an insignificant** one. **Political pressures and the desire to maintain order influenced Ramses to alter** the details of the battle.

90 = Ramses had several reasons to make the battle at Kadesh into a greater victory than it was. By stating that Amun inspired Ramses to fight as he did, Ramses showed that the gods succeeded where his army had failed and that Ramses saved his army. He strengthened the idea that the king was all-powerful. Ramses had to gain the confidence of his people by recording the event as a great victory instead of a tie.

80 = Political pressures and a need to keep control over his empire were reasons Ramses exaggerated the events at Kadesh.

continued

Team Talk Questions *continued*

4. Choose one of the questions that you noted as you read the text. Write the question, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text? **[DC]** (Strategy-Use rubric)

Answers will vary.

100 = We asked "Is Ramses's account of the battle a primary or secondary source? How does that affect his accuracy as a source?" This is a Think question because it required drawing a conclusion from evidence in the text and my background knowledge. Asking this question helped us understand that not all historical sources are credible, even primary ones. Ramses altered the story of the battle to make himself appear greater to his people. There are other accounts of the battle, such as inscriptions, that tell a different story, and Ramses himself apologized for embellishing the facts of the battle.

90 = We asked "Is Ramses's account of the battle a primary or secondary source? How does that affect his accuracy as a source?" This is a Think question because it required drawing a conclusion from evidence in the text and my background knowledge. Ramses altered the story of the battle to make himself appear greater to his people. Inscriptions about the battle tell a different story, and we know that Ramses apologized for embellishing the story.

80 = We asked "Is Ramses's account of the battle a primary or secondary source? How does that affect his accuracy as a source?"

5. In which of the following sentences is the word *deserted* used incorrectly? **[CV]**
- Nadia's friends deserted her by joining her at the park for a picnic and game of softball.*
 - Sammy's dogs deserted him to hunt for squirrels as soon as he removed their leashes.*
 - The army captain's men deserted him when they saw just how big the enemy's forces were.*
 - Yang felt like her friends had deserted her after the party because the house was so quiet.*

- 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.
- Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
- 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.
- If some teams finish ahead of others, have them practice their fluency.
- 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.

Randomly select team representatives who will share:

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



Class Discussion tp

(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. Use **Random Reporter** to have several teams present the question that they discussed and decided was the most important question to ask to better understand the text (Team Talk question #4). Write the question on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands which question they think is most important to their understanding of the text. (Teams cannot vote for their own question!)

Award additional team celebration points to the team with the winning question.

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.

Celebrate team successes!

The top team chooses a cheer.

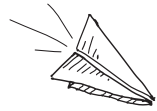
Remind students of the Read and Respond homework assignment.

Lesson 4

Reading Objective: Identify textual evidence that refutes a claim and explain why the evidence refutes the claim.

Teacher Background

Today students will read about historical attempts to learn the truth reliably from people. In Greek mythology, Momus, the god of criticism and mockery, complained that the design of humans was flawed because there was no window into man's chest to reveal his thoughts and whether he was lying. Throughout history, people have tried to devise tests that would reliably tell whether someone was being truthful. People identified different body language signals that indicated that someone was lying and created tests based on those. Some tests relied on pain and divine intervention to reveal the truth. Others relied on literally squeezing the truth out of suspected criminals.



Active Instruction

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

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.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 46–49 in the text.

Students predict the topic and author's intent and choose a graphic organizer.



Build background about the topic.

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, author, and reading objective.
4. Have students preview today's text. Use **Think-Pair-Share** to ask:

Is this literature or informational text? How do you know?

This text is informational. The headings and captions are evidence that the text is informational.

5. Refer students to the next steps in the TIGRRS process. Use **Think-Pair-Share** to have students predict the topic, identify clues, and predict the author's intent. Randomly select a few students to share.
6. Use **Think-Pair-Share** to ask:

Which graphic organizer(s) will work best with this text? Why?

- T:** It is about ways of figuring out the truth that have been used throughout history.
- I:** To inform readers about different tests for discovering the truth
- G:** A chart to record the claim, the evidence, and the quality of the evidence

7. Remind students of this cycle's Big Question: What does the popular adage "Fool me once, shame on you; fool me twice, shame on me" mean? Use **Think-Pair-Share** to ask:

Do you think someone who lies repeatedly is more or less likely to get caught? Why?

I think he or she is more likely to get caught. Someone who lies repeatedly has to both remember the lie that he or she told and change the lie, if necessary, to keep it going. I think the longer someone tries to continue a lie, the harder it is to keep it up. Also, the people that the liar lies to are more likely to catch on and distrust the person after the liar is caught the first time.

8. Tell students that a lot of research has gone into detecting lies, and researchers have discovered some key indicators of lying: dilated pupils, changes in voice or expression while speaking, and involuntary facial movements. Point out that some commonly looked-for signs of lying, such as avoiding eye contact or smiling too much or too little, are not reliable indicators.
9. Point out to students that this text will introduce the idea of seeing into the heart to reveal truths and hidden thoughts. Explain that in ancient times, the heart was considered the most important and central organ in the body. The heart was considered to be the center of emotion, intelligence, and sensation.



Teacher: Read aloud.

Students: Practice the skill or strategy.

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



Interactive Read Aloud

1. Remind students that in the last lesson, you discussed the validity of the evidence presented in the text. Use **Think-Pair-Share** to ask:

What do you think makes something an example of quality evidence?

Something is an example of quality evidence when it backs up a claim well and no other explanations are available. The evidence shouldn't be easily explained by other factors that would refute the claim. There should also be multiple examples of the evidence to ensure that it isn't a mistake.

2. Read “Momus’ Window,” pages 46 and 47 (paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What claim is made in the imaginary scene? What evidence is provided to support it?

The speaker in the scene claims that the person she is interviewing is guilty of killing someone. She says that he avoided eye contact and hesitated before answering and that his Adam's apple jumped before answering. She also noted seventeen other signs that he was lying.

Do you think the body language expert has enough quality evidence to draw the conclusion that the man is a murderer? Why or why not?

I think so. She noted seventeen signs from his body language that indicated that he was lying. She gathered a lot of evidence before concluding that he was guilty. Just one sign would not have been quality evidence, but pairing it with so many different signs makes the evidence stronger.

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 page 47 (starting with paragraph 2). Use **Think-Pair-Share** to ask:

What does the myth of Momus’s window tell us about the search for truth?

It tells us that people have always wondered how to learn the truth from man. Since Prometheus did not include a window into man's chest when he created him, he made it difficult to learn about man's inner thoughts. At least as far back as the ancient Greeks, people have wanted to know what other people are thinking and have been annoyed that there isn't an easy way to find out.

Use **Random Reporter** to debrief.

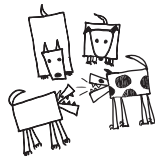
Partner pairs: Review, reread to clarify, and add to the graphic organizer.

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.

Sample Graphic Organizer		
Claim	Evidence	Is this good-quality evidence? Why or why not?
The man is lying about being a murderer.	His eyes shift, he hesitates, and his Adam's apple jumps, plus 17 other signs.	Yes. There is a lot of body language evidence to prove that he is lying.



Teamwork tp

(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: sr
“Momus’ Window,” pages 46–49 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. sr
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.

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

Cue students to use their student routines for strategy use and Team Talk discussion.

3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.
4. Refer to Team Talk question #4 and remind teams that they will share their questions during the Lightning Round and that they will vote on which question is most important for better understanding the text. The team with the winning question will receive additional team celebration points.

Team Talk Questions

1. Write a summary of the section of text that you read today. **(Write) [MI]**
(Summary rubric)

100 = Since ancient times, humans have wanted a reliable way to identify whether people were being truthful. To do this, they have devised tests to distinguish liars from truth tellers. Some tests were made by observing the body language of liars, such as the fact that liars often have a dry mouth. Other tests relied on putting the accused in pain or some kind of danger, assuming that God would stop the pain if the accused was innocent. Not all these methods are foolproof, and humans are still searching for an effective way to tell a lie from the truth.

90 = Since ancient times, humans have wanted a good way to tell whether people were being truthful. People made tests to distinguish liars from truth tellers. Some tests were made by watching the body language of liars, such as the fact that liars often have a dry mouth. Other tests used pain or some kind of danger to test the accused, assuming that God would stop the pain if the person were innocent. Not all these methods are totally reliable, and humans are still searching for a good way to tell a lie from the truth.

80 = Humans have always wanted a good way to tell whether people were being truthful. People made tests to distinguish liars from truth tellers. Some tests were made by watching the body language of liars. Others used pain or some kind of danger to test the accused. People are still searching for a good way to tell a lie from the truth.

continued

Team Talk Questions *continued*

2. What does the author claim about most of the tests devised to identify liars? What evidence supports this claim? **(Write) [AA]** (Team Talk rubric)

100 = *Most tests that humans **devised** were **influenced** by superstition, fear, and ignorance. For example, the use of pain as a tool for identifying liars relied on God to **intervene** and stop the pain for people who told the truth. In one example, the accused had to hold a rod of hot iron and carry it a distance of nine feet. Three days later, if the burns on the accused's hand were healed, it meant that he or she was innocent. If not, he or she was a liar. This shows that people allowed superstition or religious beliefs to influence their judgment, something most courts do not allow today.*

90 = *Most tests that humans created were based on superstition, fear, and ignorance. The use of pain to identify liars relied on God to come between the person and the pain if the person were telling the truth. In one test, the accused had to hold a rod of hot iron and carry it a distance of nine feet. Three days later, if the burns on the accused's hand were healed, it meant that he or she was innocent. If not, he or she was a liar.*

80 = *Most of the tests humans thought of were based on superstition, fear, and ignorance. You could be proven to be a liar if your hand did not heal after being burned.*

3. Which of the following is something that all the ordeals mentioned on pages 48 and 49 have in common? **[RE, DC]** (Team Talk rubric)

- A. They are examples of trials that predate modern court systems.
- B. They all involve torture and pain to elicit responses from the accused.
- C. They are foolproof ordeals that are still commonly used today.
- D. They all require advanced knowledge of body language and science.

What can you infer from this information?

100 = *Modern courts have **advanced beyond** simple tests to find the truth. I don't think most modern courts would allow accused criminals to be burned or thrown into water to **extract** a confession. Earlier in the text, there was a **scenario** about a body language expert questioning a suspected murderer. This kind of questioning, **in addition to** other types of evidence, is what is used in modern trials. This shows that in the past, more **brutal** methods of determining guilt were acceptable.*

90 = *Modern courts have moved past simple tests to find the truth. I don't think most modern courts would allow accused criminals to be burned or thrown into water to get a confession. The scene about a body language expert questioning a suspected murderer shows the kind of questioning that is used in modern trials.*

80 = *Modern courts no longer use ordeals such as the ones on these pages, preferring to question suspects and not cause pain or injury.*

continued

Team Talk Questions *continued*

4. Choose one of the questions that you noted as you read the text. Write the question, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text? **[DC]** (Strategy-Use rubric)

Answers will vary.

100 = We asked "Could the evidence used to reveal witches by throwing them into bodies of water be considered quality evidence? Why or why not?" This is a Think question because it required drawing a conclusion from evidence in the text. Asking this question helped us understand that not all historical evidence is equal. In the water test, a person's hands and feet were tied. If they floated, they were considered guilty, but if they sank, they were innocent. However, a person can float without using his or her hands to paddle, so that is not a good indication of guilt. Additionally, a person who sank could drown before being pulled out of the water, so being considered innocent wasn't a sure way to survive.

90 = We asked "Could the evidence used to reveal witches by throwing them into bodies of water be considered quality evidence? Why or why not?" This is a Think question because it required drawing a conclusion from evidence in the text. In the water test, a person's hands and feet were tied. If they floated, they were considered guilty, but if they sank, they were innocent. However, a person can float without using his or her hands to paddle, so that is not a good indication of guilt.

80 = We asked "Could the evidence used to reveal witches by throwing them into bodies of water be considered quality evidence? Why or why not?"

5. The vocabulary word *denounce* contains the Latin word *nuntius*, meaning messenger. What do you think the word *announce* means? **[CV]**

When you announce something, you make a statement to a group of people, or you deliver a message to them.

5. 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.
6. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
7. 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.
8. If some teams finish ahead of others, have them practice their fluency.
9. 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.

Randomly select team representatives who will share:

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



Class Discussion tp

(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. Use **Random Reporter** to have several teams present the question that they discussed and decided was the most important question to ask to better understand the text (Team Talk question #4). Write the question on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands which question they think is most important to their understanding of the text. (Teams cannot vote for their own question!)

Award additional team celebration points to the team with the winning question.

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.

Celebrate team successes!

The top team chooses a cheer.

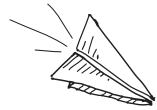
Remind students of the Read and Respond homework assignment.

Lesson 5

Writing Objective: Use words and phrases that help the audience see how the reasons are related to the claim.

Teacher Background

Students should continue building on the writing skills that they practiced in previous lessons and in Team Talk. As they write, students should pay particular attention to using academic and connecting language.

**Active Instruction**

(10 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

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. Introduce the writing project to students: using words and phrases that help the audience see how the reasons are related to the claim.

Throughout the cycle, you have been identifying claims and the evidence that supports those claims. Now you will make your own claim and provide the reasons and support behind it.

Remind students that it is important to help their readers understand how the evidence is related to their claims. Refer to the Team Talk rubric and how students must connect the evidence to the answer to receive full credit for their responses. Explain that students should use transition language to make this connection clear.

5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Read the prompt aloud.

Writing Prompt
Pharaoh Ramses II exaggerated the scope and importance of the events at Kadesh. Do you think it is acceptable for a political leader to lie about an event? Why or why not? Use evidence from the text or your own knowledge to support your claim.



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?

It is asking me to support a claim with reasons. I know because it asks, “Why or why not?” about the question. It asks me to use evidence from the text or my own knowledge to support my claim.

Students identify the purpose for writing.

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

Refer students to the appropriate writer’s guide in their student editions.

Writing to Support a Claim with Reasons	
Ideas	<ul style="list-style-type: none"> Clearly state a position (claim) and include good reasons that support that position.
Organization	<ul style="list-style-type: none"> Begin by stating a position (claim). In the middle, tell supporting reasons. End with a closing statement.
Style	<ul style="list-style-type: none"> Use words and phrases that help the audience see how the reasons are related to the claim.
Mechanics	<ul style="list-style-type: none"> Use correct punctuation, capitalization, spelling, and grammar.

Highlight the writing objective.

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

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

Which guideline relates to our writing objective: to use words and phrases that help the audience see how the reasons are related to the claim?

The style guideline.

Model using transition words.

- 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

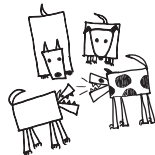
- Tell students that as they write, they should identify places in their writing where including transition words to make connections between their reasons and claims will make their writing clearer. Display the following passage.

A political leader should never lie to his or her public. It sets the public up for disappointment when those lies become apparent. The Hittite empire continued encroaching on Egyptian lands after the battle of Kadesh.

- Use a Think Aloud to model using transition words to make connections between the ideas in the passage.

Sample Think Aloud

When I look at this passage, it seems to be full of disconnected ideas that answer the question. Our objective for this unit is to make connections between a claim and the reasons for that claim clearer. Some transition words will help with that. I think the first two sentences can be connected in a fairly simple way. I can change them to say, "A political leader should never lie to his or her public *because* it sets the public up for disappointment when those lies become apparent" (Emphasize the word *because*.). I can also add the phrase "for example" to start the last sentence since this is the first piece of supporting evidence in the paragraph.



Teamwork tp

(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

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

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

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 tp

(30 minutes)

Display and evaluate randomly selected writing projects using the writer's guide.

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 Support a Claim with Reasons and the writing objective—to use words and phrases that help the audience see how the reasons are related to the claim.

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

For example, ask:

- **Does the writer state a claim or position and provide good reasons for it?**
- **Does the writer provide evidence to support the claims that he or she made?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use words and phrases to help the audience connect the reasons to the claim?**

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.

Do you think including transition words in your writing helped to make your claim more or less clear? Why?

Answers will vary.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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

Pharaoh Ramses II exaggerated the scope and importance of the events at Kadesh. Do you think it is acceptable for a political leader to lie about an event? Why or why not? Use evidence from the text or your own knowledge to support your claim.

Writing to Support a Claim with Reasons	
Ideas	<ul style="list-style-type: none"> Clearly state a position (claim) and include good reasons that support that position.
Organization	<ul style="list-style-type: none"> Begin by stating a position (claim). In the middle, tell supporting reasons. End with a closing statement.
Style	<ul style="list-style-type: none"> Use words and phrases that help the audience see how the reasons are related to the claim.
Mechanics	<ul style="list-style-type: none"> Use correct punctuation, capitalization, spelling, and grammar.

Lesson 6

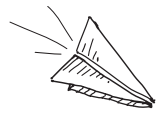
Reading Objective: Identify textual evidence that refutes a claim and explain why the evidence refutes the claim.

Writing Objective: Use words and phrases that help the audience see how the reasons are related to the claim.

Teacher Background

Today's cycle test challenges students to identify the claims in the article and the evidence that supports the claims. They will decide which claim has the most support behind it.

Today students will learn about a great fire that burned for six days in Rome. While fires were not uncommon, this one became famous for being connected to Emperor Nero. Many Romans and subsequent historians believed that Nero ordered the fire to be set on purpose so he could clear parts of the city to make a new palace. Some historical accounts don't support this idea; however, Nero's unpopularity with the public overshadowed the arguments that he was a responsible leader.

**Active Instruction** 

(5 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

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 tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing identifying textual evidence that refutes a claim, explaining why the evidence refutes the claim, and using words and phrases that help the audience see how the reasons are related to the claim. Use **Think-Pair-Share** to ask:

What kind of evidence did you look for in the articles that you read this cycle?

I looked for evidence that seems credible and comes from reliable sources. I looked for evidence that could not be easily caused by a different explanation.

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 question #2 asks about quality of evidence.
4. Ask students to identify key words or phrases in question #2.

2. What conflicting viewpoints does this article explore, and who supplied the conflicting views? **[AA, MI]**

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

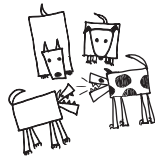
Today you will read about the origins of the popular adage “fiddling while Rome burns.”



Test tp

(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

(10 minutes)

Teams discuss the answers to the test questions.

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

(10 minutes)

Random Reporters share team discussion of a test question.



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.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 1 Test

Quality of Evidence

Directions: Read “Rome Burns!,” pages 2–5. 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?

The topic is a fire in Rome and the lies told about it.

What is the author’s intent?

The intent is to inform readers about the truth about a fire that happened in Rome.

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]**

20 points = In 64 CE, a fire that lasted six days broke out in Rome, destroying a huge portion of the city. According to ancient accounts, many Romans believed Emperor Nero had either intentionally started the fire or ignored the plight of the people. However, fires were common in ancient Rome due to insulae being built so close together. One contemporary historian described Nero as a responsible leader who did what he could to help displaced Romans after the fire. However, another historian described Nero as an insane man who intentionally set the fire so he could build a new palace. This view is not supported, although decreasing popularity for Nero’s leadership fueled the rumor that he was behind the fire.

15 points = In 64 CE, a fire that lasted six days broke out in Rome, ruining a large area of the city. Many Romans believed Emperor Nero had either started the fire on purpose or ignored the problems of the people. Fires were common in ancient Rome due to apartments being built so close together. One writer described Nero as a responsible leader who did what he could to help Romans after the fire. But another historian described Nero as an insane man who started the fire to build a new palace. This idea is not supported, but because Nero was becoming less popular, people were willing to believe it.

10 points = In 64 CE, a fire that lasted six days broke out in Rome, ruining a large area of the city. Many Romans believed Emperor Nero had started the fire on purpose or ignored the troubles of the people. Some writers described Nero as a responsible leader who did what he could to help Romans after the fire. His unpopularity made people willing to believe the former story.

2. What conflicting viewpoints does this article explore, and who supplied the conflicting views? **[AA, MI]**

20 points = *The article explores the validity behind the popular story that Emperor Nero sang and played the lyre while the city of Rome burned. According to Tacitus, a historian who was young at the time of the fire, Nero was away from the city when the fire started, but he returned home to offer what aid he could. Suetonius provided the other view with his claim that Nero was insane and intentionally set the fire to destroy enough of the city to build a new palace. Another writer, Cassius Dio, agreed with Suetonius's account of the fire. This shows that different writers have different interpretations of historical events.*

15 points = *The article discusses the truth of the popular story that Emperor Nero sang and played the lyre while the city of Rome burned. Tacitus, a historian who was young at the time of the fire, said Nero was away from the city when the fire started, but he returned home to offer help. Suetonius provided the other view with his claim that Nero was insane and set the fire on purpose to destroy enough of the city to build a new palace. Another writer, Cassius Dio, agreed with Suetonius's story.*

10 points = *The article uses the writings of Tacitus, Suetonius, and Cassius Dio to discuss whether Nero really played the lyre while Rome burned. Tacitus did not believe that Nero did this, but Suetonius and Cassius Dio did.*

3. Does the author believe that Suetonius was objective when he wrote his account of the fire? Why or why not? Support your response. **[AA, DC, SA]**

20 points = *No, the author believes that Suetonius was writing to support his understanding of Nero's personality. According to the text, Suetonius believed that Nero was insane and that his insanity caused him to order men to set the fire in the city. Additionally, the rest of Suetonius's history of Nero describes the emperor as mentally unstable, violent, and unconcerned with the lives of his people. This characterization of Nero would never fit in with Tacitus's account of the fire, so Suetonius wrote a different version to match his views.*

15 points = *No, the author believes that Suetonius was writing to support his understanding of Nero's personality. Suetonius believed that Nero was insane and that his insanity caused him to order men to set the fire in the city. In his history, Suetonius described the emperor as crazy, violent, and uncaring, which characterized Nero's reaction to the fire.*

10 points = *Suetonius was of the opinion that Nero was an insane and uncaring emperor, so Suetonius's account and reasons for the fire matched the way he characterized Nero.*

4. Why do you think the author notes that Tacitus was very young when the fire happened and that Cassius Dio wrote 100 years after the event? Support your thinking. **[DC, RE, SA]**

20 points = I think the author notes that Tacitus was a contemporary of the fire because Tacitus was an eyewitness to the event, unlike Cassius Dio. Tacitus experienced the fire and could remember what happened during the event when he wrote it down later. He would have been able to talk to other people who experienced the fire. Cassius Dio did not witness the event and relied on other people's writings, such as those of Suetonius, to form an account of the events. Therefore, the author is showing that Tacitus's account of the fire is more reliable since he was a witness to it.

15 points = I think the author writes that Tacitus lived during the fire because Tacitus was an eyewitness to the event, unlike Cassius Dio. Tacitus saw the fire and could remember what happened during the event when he wrote it down later. He would have been able to talk to other people who were there. Cassius Dio did not see the event and relied on other people's writings to write his own history.

10 points = Tacitus was a witness to the fire and could write about it from memory or by talking to other people, while Cassius Dio had to rely on other people's writings.

5. The lies behind the fire in Rome and the battle at Kadesh could best be described as— **[RE, SA]**
- outright lies meant to deceive the public and anger them.
 - fantastic versions of events that never actually happened.
 - cautionary tales of what madness and cowardice cause.
 - attempts to tell a more crowd-pleasing version of events.

Why did you choose this answer? Support your thinking.

20 points = Both Ramses II and Suetonius wanted to appeal to the public, who would read their accounts of events. Ramses needed to reassure the people of Egypt that he was their divine ruler, and describing a battle in which the pharaoh single-handedly defeated an army would influence public opinion of him. Suetonius knew that Nero was an unpopular emperor among Romans, especially after he used funds to build a new palace for himself in the middle of the city. Suetonius's version of the fire reinforced the unpopular opinion of Nero. This supports the idea that both authors were writing to please their public.

15 points = *Both Ramses II and Suetonius wanted the public, who would read their accounts of events, to like their writings. Ramses needed to comfort the people of Egypt, and describing a battle in which the pharaoh defeated an army by himself would make the people feel good about their ruler. Suetonius knew that Nero was unpopular, especially after he built a new palace in the middle of the city. Suetonius's version of the fire encouraged the unpopular opinion of Nero.*

10 points = *Ramses's version of the battle let the public know that he was a strong pharaoh, and Suetonius's version of the fire supported the public's dislike for Nero.*

Part II. Writing (100 points)

Write at least a paragraph to answer the following question:

Momus did not award Prometheus the prize for his creation of man because there was no window into man's chest to discover his secrets, lies, or truths. Do you think we would be better off if we could tell when people were lying and when they were telling the truth? Why or why not? Use evidence from the text to support your thinking.

If we could see into people's chests and tell when they were lying, the world would probably be a better place because problems could be solved quickly. People's lies would be discovered more quickly, and the sometimes disastrous results of those lies could be avoided. For example, the Trojans could not tell that Sinon was lying about the horse being a gift and the Greeks leaving. If they could have known that he was lying, they would have destroyed the horse and had a better chance at winning their long war with Greece. Another example in which being able to detect lies would have been helpful is the case of Piltdown Man. Instead of being tricked into thinking the skull was authentic, scientists and researchers would have known immediately who was responsible for the hoax. Further, if a scientist was responsible for the hoax, he could be publicly shamed for using his position in an unfair way. Momus's window would allow many hoaxes and frauds to be revealed quickly, solving debates and problems before they became ingrained in the public's memory.

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

Writing to Support a Claim with Reasons		
Ideas	<ul style="list-style-type: none"> Clearly states a position (claim) and includes good reasons that support that position 	0–25 pts.
Organization	<ul style="list-style-type: none"> Begins by stating a position (claim) In the middle, tells supporting reasons Ends with a closing statement 	0–25 pts.
Style	<ul style="list-style-type: none"> Uses words and phrases that help the audience see how the reasons are related to the claim 	0–25 pts.
Mechanics	<ul style="list-style-type: none"> Uses correct punctuation, capitalization, spelling, and grammar 	0–10 pts.
Writing Objective	<ul style="list-style-type: none"> Uses words and phrases that help the audience see how the reasons are related to the claim 	0–15 pts.

Part III. Vocabulary (100 points)

- What is a synonym for the word *zealots*? What is an antonym for the word *zealots*? **[CV]**

A synonym for zealots is radicals or extremists. An antonym for zealots is moderates.
- Grady and Val tried to _____ Terrance into walking into their water-balloon trap, but he ambushed them from behind.

Choose the word that belongs in the blank. **[CV]**
 - dupe*
 - contended
 - denounced
 - adhered
- In which of the following sentences is the word *gaiety* used incorrectly? **[CV]**
 - With a gaiety only rivaled by her guests, the little girl took the first swing at the candy-filled piñata.
 - The picnicker's gaiety was not washed away with the rain, and they continued dancing and playing in the park's pavilion.
 - The gaiety of the assembly was contagious as the principal lectured students about the dangerous effects of bullying.*
 - The soccer team could hardly contain their gaiety as the tournament officials awarded them their trophy.

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

Accept responses that show the student understands the meaning of the word and can use it correctly. For example, "The haphazard piles of junk at the yard sale made it difficult for customers to see if there was anything they really wanted from the sellers."

5. The vocabulary word *denounced* contains the Latin word *nuntius*, meaning messenger. How does the meaning of *nuntius* relate to the meaning of *denounced*? **[CV]**

The word denounced means condemned or attacked publicly. That means that you deliver a message to a person to condemn or attack their activities.

6. What is a synonym for the word *adhered*? What is an antonym for the word *adhered*? **[CV]**

A synonym for adhered is followed or maintained. An antonym for adhered is disobeyed.

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

- A. Many researchers contended that smoking was bad for one's health for a long time before people believed them.
- B. The track coach always contended that running was the easiest and least expensive exercise a person could do.
- C. My mother contended that a clean home was a happy home and made us pick up our messes each day.
- D. *No one contended the event, so it was canceled.*

8. Carlotta discovered that her friends had _____ her when she went to apologize for hitting the baseball through Mr. Ramirez's window.

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

- A. denounced
- B. *deserted*
- C. adhered
- D. dupe

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]**

We explored the word authenticity. This word means the quality of being real or genuine. When you buy signed baseball memorabilia from an auction or on the Internet, you should always make sure to guarantee the authenticity of the object.

10. As used in the insert at the bottom of page 14, “Ellen, a light-skinned black woman, pretended she was an invalid white man, cutting her hair and wearing trousers and a top hat.... With the help of this masquerade and the tale that they were traveling from Georgia to Pennsylvania to get better medical help for Ellen...,” *masquerade* most nearly means— **[CV]**
- A. a costumed dance held in celebration.
 - B. a plan of escape from prison.
 - C. the Underground Railroad.
 - D. *an activity done under false pretenses.*

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

Students will explain their thinking. For example, I used the context. The passage talks about how Ellen wore a disguise and pretended to act a certain way. She and William used this lie so they could escape from slavery. They pretended to be a white man with a slave traveling to Pennsylvania.

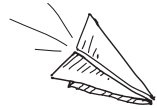
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text structures).
[CV]	Clarify vocabulary.	[AC]	Author’s craft; literary devices

Lesson 7

Reading Objective: Identify textual evidence that refutes a claim and explain how the evidence refutes the claim.

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** tp

(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.

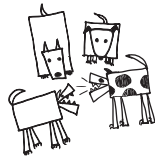
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(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.

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

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.

Read and Respond Questions

1.	Is your selection informational or literature? Summarize your reading. (summary rubric)
2.	Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)
3.	Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)
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)
5.	Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)
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)



Class Discussion

(15 minutes)

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.

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.

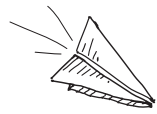
Lesson 8

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

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 goals for further improvement.

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

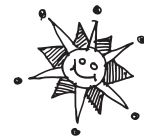


Active Instruction

(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?

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.

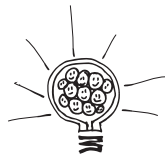


Use **Random Reporter** to ask:

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 the 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?

Cycle 2:

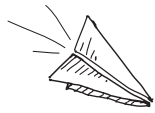
Quality of Evidence

Lesson 1

Reading Objective: Identify textual evidence that refutes a claim and explain how the evidence refutes the claim.

Teacher Background

Today students will read about the midnight ride of Paul Revere and why the true story did not unfold quite as poetically as Henry Wadsworth Longfellow told it. As tensions grew between the colonists and England, especially in Massachusetts, the English government tried several times to crack down on dissent and talk of independence. In 1775, British General Thomas Gage sent 1,000 troops to Concord, Massachusetts, to seize weapons from the colonists. To thwart the British, the colonists set up a warning system so they could defend themselves against the British attack. In the popular story, Paul Revere rode alone, but in reality, he was one of many riders that evening and did not even cover a lot of territory before being captured.

**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: What do the following statements have in common: "It takes two to lie. One to lie and one to listen." "People do not believe lies because they have to, but because they want to."?

Set the Stage 

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

What do the following statements have in common: "It takes two to lie. One to lie and one to listen." "People do not believe lies because they have to, but because they want to."?

They both indicate that in addition to the people who tell lies, the people who listen to lies are guilty of lying as well. The first quote hints that someone who listens to a lie will likely believe it and spread the lie to others. The second quote indicates that people want to believe what they hear. The news they hear in a lie might be so good that they want to believe it's true. It might be more fun to believe the lie than to believe the truth.

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 they earn team celebration points during the Lightning Round.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 34 and 35 in the text.

Begin the TIGRRS process; review the steps as needed.

Students predict the topic and author's intent and choose a graphic organizer.

Build background about the topic.

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



3. Introduce the texts, authors, and reading objective.
4. Have students preview today's text. Use **Think-Pair-Share** to ask:
Is this literature or informational text? How do you know?
This text is informational. The headings and captions are evidence that the text is informational.
5. Refer students to the next steps in the TIGRRS process. Use **Think-Pair-Share** to have students predict the topic, identify clues, and predict the author's intent. Randomly select a few students to share.
6. Use **Think-Pair-Share** to ask:
Which graphic organizer(s) will work best with this text? Why?
T: The myth or lie told about Paul Revere's ride
I: To inform readers about the truth of Paul Revere's ride
G: A web to record the main ideas and supporting details in the article
7. Tell students that this article discusses events that happened at the start of the American Revolution. Use **Think-Pair-Share** to review with students the causes of the American Revolution, who was involved, and the outcomes as needed.

Interactive Read Aloud

1. Refer to the reading objective, and review the skill if necessary.
2. Read "The Myth of Paul Revere's Ride," page 34 (paragraph 3) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What version of the events of an April evening in 1775 are discussed in this article?

The version in Henry Wadsworth Longfellow's poem "Paul Revere's Ride," published in Atlantic Monthly magazine. It tells the story of one Bostonian who had a friend send a signal about whether the British troops were coming by land or sea.

What do you think might be the problem with this record of the events on that evening in 1775?

Longfellow wrote his poem in 1861, seventy-five years after the events actually took place. That means Longfellow probably didn't witness what happened himself or know anyone who actually witnessed what happened since witnesses would have been pretty old by 1861.

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

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 thought bubble on page 34. Use **Think-Pair-Share** to ask:

What can you predict about the text based on the thought bubble coming from the photograph of Henry Wadsworth Longfellow?

Longfellow was looking for a good rhyme to use in his poem about the midnight ride. I know that the selections of the poem we have read so far rhyme. I think the author of this article is hinting that Paul Revere’s name made a good rhyme for the first line of Longfellow’s poem, and that’s why his name is used. The words hear and Revere rhyme.

What might be the conflicting claims discussed in this article?

The conflicting claims might be whether Paul Revere did the midnight ride by himself or there were other people involved. It seems like a lot of work for one person to have done. The title of the article also hints that this popular story about Paul Revere might not be completely true.

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.

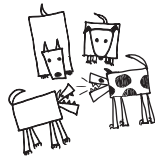
Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
Paul Revere was the hero of the midnight ride.	Paul Revere did not complete the midnight ride alone.
Longfellow’s “Paul Revere’s Ride” singles him out as the rider who warned towns that the British were coming.	Longfellow wrote his poem in 1861: <ul style="list-style-type: none"> • seventy-five years after the event took place • He was not an eyewitness. • chose Paul Revere because his name rhymed well in the poem



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



Teamwork tp

(20 minutes)

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

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: sr
“The Myth of Paul Revere’s Ride,” pages 34 and 35, and “The Real George Washington,” page 40, 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. sr
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. Who is the more credible resource about Paul Revere: Henry Wadsworth Longfellow or David Hackett Fischer? Support your reasoning. **(Write) [AA, RE, SA]** (Team Talk rubric)

*100 = David Hackett Fischer is the more **credible resource** about Paul Revere. **According to the text**, Fischer recently wrote a biography about Revere. Biographies are informative texts about a subject, so I know Fischer probably had to do a lot of research about Revere. Longfellow was a poet and a storyteller who wrote to entertain, not to inform. **Therefore**, the information that Fischer provides in his biography is more likely to be **factual**.*

90 = David Hackett Fischer is the more trustworthy source of information. He recently wrote a biography about Revere. Fischer probably had to do a lot of research about Revere because biographies are informative. Longfellow was a poet and a storyteller who wrote to entertain, not to inform.

80 = David Hackett Fischer is the more trustworthy source of information because as a biographer, his intent is to inform instead of entertain.

continued

Team Talk Questions *continued*

2. Describe the events that actually took place on an April evening in 1775. **[RE, MI]** (Team Talk rubric)

100 = *Paul Revere was not the only messenger who rode that night, and he did not even travel far. Biographer Fischer stated that the warning ride was really a **collective effort**. Revere's job was to warn Samuel Adams and John Hancock of the British army's movements while other riders traveled to neighboring towns. According to the caption on page 35, Ebenezer Dorr was one of the colonists who rode to warn the colonists. Therefore, the version of events that Longfellow tells is not **historically accurate**.*

90 = *Paul Revere was not the only messenger who rode that night, and he did not even travel far. Fischer stated that the warning ride was really the work of several men. Revere's job was to warn Samuel Adams and John Hancock of the British army's movements while other riders traveled to neighboring towns. Ebenezer Dorr was one of the men who rode to warn the colonists.*

80 = *Paul Revere was just one of several men who rode to warn the colonists about the British. Revere warned two important Bostonians while others rode out to neighboring towns.*

3. What evidence have historians used to disprove the claim that George Washington had wooden dentures? Support your thinking. **[AA, DC, SA]** (Team Talk rubric)

100 = *Historians were able to **examine** George Washington's dentures after his death. On the bottom of page 40, there is a photograph of a pair of dentures. This photograph is **labeled** "G. Washington's Teeth." **That means** that his teeth survived long enough to be photographed and possibly still exist today. Historians would have had time to identify the materials used in the dentures while photographing them. **For that reason, the claim that his teeth were wooden is easily proved to be false.***

90 = *Historians were able to look at George Washington's dentures after his death. On the bottom of page 40, there is a photograph of a pair of dentures. "G. Washington's Teeth" is written on the photograph. His teeth survived long enough to be photographed and possibly still exist today.*

80 = *Since there is a photograph of George Washington's teeth, someone must have been able to look at them and could tell they were not made from wood.*

continued

Team Talk Questions *continued*

4. Which of the following is a conclusion that you can draw about authors who write on historical subjects? **[DC, RE, SA]** (Team Talk rubric)
- A. They only write about events that they witnessed in person.
 - B. They verify their sources with other historians to ensure accuracy in storytelling.
 - C. *They sometimes take liberties with historical facts to make books more appealing.*
 - D. They write out of self-interest rather than to amuse others.

What evidence from the text supports this conclusion?

100 = *Both Longfellow and Weems wrote stories about **historical** subjects that were amusing but not completely truthful. Longfellow's "Paul Revere's Ride" makes Revere seem like he was the only **colonist** who rode to warn others about the British because Revere's name was easy to rhyme in the poem. Weems's story about George Washington included the **myth** about chopping down the cherry tree because Weems hoped it would help to sell books. **These examples show** how authors **occasionally bend the truth to make their books more interesting for readers.***

90 = *Both Longfellow and Weems wrote stories about past subjects that were amusing but not completely truthful. Longfellow's "Paul Revere's Ride" makes Revere seem like he was the only person who rode to warn others about the British because Revere's name was easy to rhyme in the poem. Weems's story about George Washington included the tale about chopping down the cherry tree because Weems hoped it would help sell books.*

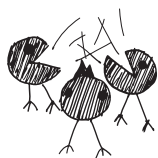
80 = *Longfellow and Weems either changed details about their subjects or invented stories to help make their own books more interesting for readers.*

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 that 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.

Randomly select team representatives who will share:

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



Class Discussion tp

(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.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

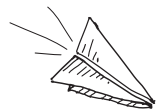
Lesson 2

Reading Objective: Identify textual evidence that refutes a claim and explain how the evidence refutes the claim.

Teacher Background

Today students will read about two historical lies from around the time of the French Revolution. One of the myths is the story of the lost dauphin, Louis-Charles, son of the executed King Louis XVI and Marie Antoinette. The new government announced that he had died in prison and that his heart was removed during an autopsy. But rumors circulated that he really escaped prison. Several young men attempted to come forward as the missing dauphin. Some were more convincing than others, including one man who seemed to know the intricacies of court life, but all were revealed to be frauds. Some people even believed that the dauphin had traveled to America, an idea that was referenced in Mark Twain's *The Adventures of Huckleberry Finn*. DNA testing on the preserved heart from the autopsy proved that it did come from Louis-Charles.

The other myth is about the famous phrase supposedly uttered by Marie Antoinette that helped ignite the French Revolution. The popular story states that when Marie Antoinette was told that the peasants had no bread to eat, she said, "If they have no bread, let them eat cake," to show her contempt and lack of compassion for the poor, who made up the majority of the country's population. However, historians generally agree that Marie Antoinette never said these words. One source for them may be Jean Jacques Rousseau, a philosopher who used this phrase in a story written while Marie Antoinette was still a child. Marie Antoinette's identity may also have been confused with Maria Theresia of Spain, who was the wife of Louis XIV one hundred years earlier.



Active Instruction tp

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.

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 "?."



Introduce vocabulary.

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

Word	Pronunciation	Definition	Sample Sentence
ruse (noun) page 20	ruse (rooz)	a trick or stratagem	The chess player moved his king into a vulnerable position, but it was a clever <i>ruse</i> to cause his opponent to make a mistake.
impasse (noun) page 29	im-passe (IM-pas)	deadlock; a situation from which there is no escape	The politicians seemingly reached an <i>impasse</i> in their negotiations, as neither side would compromise on the issues.
desecrate (verb) page 29	des-e-crate (DES-i-kreyt)	treat with abuse or sacrilege	A true soccer fanatic would never <i>desecrate</i> a soccer pitch by playing a game of American football on it.
pacify (verb) page 31	pac-i-fy (PAS-uh-fahy)	restore to a state of peace or quiet	When I walk into the house, I have to <i>pacify</i> my excited dogs by petting them and rubbing their bellies.
garrison (noun) page 34	gar-ri-son (GAR-uh-suhn)	military post	The troops were happy to be in a <i>garrison</i> so close to town so they could enjoy time away from the base on their days off.
contorted (verb) page 36	con-tor-ted (kuhn-TAWR-ted)	twisted, bent, or strained	The circus performer <i>contorted</i> her body into a tiny shape that was able to fit inside a small box.
grotesque (adjective) page 36	gro-tesque (groh-TESK)	odd or unnatural in shape	The <i>grotesque</i> shadows on the wall of the child's room caused him to think monsters were coming in through the window.
plight (noun) page 39	plight (plahyt)	an unfavorable or unfortunate situation	A good leader would never ignore the <i>plight</i> of people suffering from drought in favor of increasing his or her comforts.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 16–19 in the text.



Students begin the TIGRRS process by predicting the topic and author’s intent and choosing a graphic organizer.

Build background about the topic.

Teacher: Read aloud.

Students: Practice the skill or strategy.



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 students preview today’s text. Use **Think-Pair-Share** to ask:

Is this literature or informational text? How do you know?

This text is informational. The headings, captions, and images are evidence that the text is informational.

5. Prompt students to identify the next steps in the TIGRRS process. Use **Think-Pair-Share** to have students predict the topic, identify clues, and predict the author’s intent. Randomly select a few students to share.

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

Which graphic organizer(s) will work best with this text? Why?

- T:** It is about a prince who was possibly lost.
- I:** To inform readers about a missing French prince
- G:** A T-chart to organize the claims made in the article

7. If necessary, explain to students that the word *dauphin* (DAW-fin) is the French title for the first-born or oldest living son of the king of France. Historically, Dauphin, meaning dolphin in French, was the family name of a lord. In 1349, the last Lord of Dauphiné sold the title to the king, with the condition that the heir to the throne be called that as part of his title.

Interactive Read Aloud

1. Read “The ‘Lost’ Dauphin,” page 16 (paragraphs 1 and 2) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

Based on what I read in this section, what is one of the claims that this article makes? How do you know?

One of the claims is that the dauphin, Louis-Charles, died in prison and was not lost, as the title suggests. The text says the new French government claimed that he had died in prison and that his heart was removed and saved.

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



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

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 pages 16 (paragraph 3) and 17 (paragraph 1). Use **Think-Pair-Share** to ask:

What is the conflicting claim made in this article? What evidence supports this claim?

The conflicting claim is that Louis-Charles did not die in prison, but escaped and was in hiding. No real evidence supported this idea at the time. There were conflicting stories about his death and where he was buried.

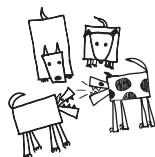
Use **Random Reporter** to debrief.

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	
Louis-Charles died in prison.	Louis-Charles escaped prison and was still alive.
The new government said he died: <ul style="list-style-type: none"> • removed his heart during an autopsy buried him in a nearby cemetery 	conflicting stories about his death and where he was buried hope that a king could return to the throne



Teamwork tp

(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: **SR**
“The ‘Lost’ Dauphin,” pages 16–19 and “Let Them Eat Cake,” pages 38 and 39 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.

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

Cue students to use their student routines for strategy use and Team Talk discussion.

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. **SF**
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
<p>1. What credible evidence for the death of Louis-Charles appears in the text features of this article? [DC, SA] (Team Talk rubric)</p> <ul style="list-style-type: none"> A. a portrait drawn during the life of the prince B. a certificate that verifies the death of the prince C. a drawing depicting the prince in the home of a cobbler D. a photograph of a human heart in a vase <p>Why do you think believers of the lost-dauphin story would ignore this evidence?</p> <p>100 = <i>People hoping that the prince would return to the throne would mistrust information provided by the government. A certificate of death is an official government document. According to the text, people heard conflicting stories about Louis-Charles’s death. In the following years, some people were displeased with the new governments that formed. People might have believed that the government would lie about the dauphin’s death, especially to cover up his escape if it had happened. For this reason, people were willing to overlook credible evidence to believe rumors.</i></p> <p>90 = <i>I think people hoping that the prince would return did not believe information given by the government. A certificate of death is an official government document. People heard conflicting stories about Louis-Charles’s death. Later on, some people were unhappy with the new governments that formed. People might have believed that the government would lie about the dauphin’s death if it meant covering up his escape from prison.</i></p> <p>80 = <i>People who hoped that the prince would return and restart the monarchy probably did not trust the governments that they did not like to tell the truth. Such people would not believe an official document written by the government.</i></p>

continued

Team Talk Questions *continued*

2. Which of the dauphin impostors had the least credible claim to the throne? Support your reasoning. **(Write) [AA, SA]** (Team Talk rubric)

100 = *The claim made by Eleazar Williams seems to be the least **credible**.*

*According to the information in the text, Williams was **descended** from Native American Mohawks, an American Indian tribe. That means that Williams was not even French and probably did not speak French, which the dauphin **certainly** would do. **Furthermore**, he could only say that he did not remember how he escaped prison and arrived in America. **These prove that Williams had the weakest claim to being the dauphin.***

90 = *The claim made by Eleazar Williams seems to be the least **believable**.*

Williams's family history was Native American Mohawk. That means that Williams was not even French and probably did not speak French, which the prince of France would do. He could only say that he did not remember how he escaped prison and arrived in America.

80 = *Eleazar Williams's claim was the least believable since he was not French and only could say that he didn't remember how he escaped.*

3. Describe the similarities between the articles "Europe's Mystery Woman" (pages 10–14) and "The 'Lost' Dauphin." **[RE]** (Team Talk rubric)

100 = *Both of these stories are about the deaths of young members of royal families, and **impostors**. "Europe's Mystery Woman" tells about a woman who claimed to be Anastasia Romanov, daughter of Tsar Nicholas II. Today's article describes the **rumors** about a missing French prince and how several people claimed to be Louis-Charles. **Additionally**, both cases were solved **conclusively** by using mitochondrial DNA evidence. **These are both examples of people trying to take advantage of a mystery for notoriety or fortune.***

90 = *Both of these stories are about the deaths of young members of royal families, and **fakes**. "Europe's Mystery Woman" tells about a woman who said she was Anastasia Romanov, daughter of Tsar Nicholas II. Today's article describes the stories about a missing French prince and how several people said they were him. Both cases were finally solved by using mitochondrial DNA.*

80 = *Both articles discuss the deaths of young members of royal families, and people who pretended to be them for various reasons. The deaths of Anastasia Romanov and Louis-Charles were proved with DNA evidence.*

continued

Team Talk Questions *continued*

4. Was the claim made against Marie Antoinette credible? Why or why not? **[AA, SA]**

100 = *The claim that she said, "Let them eat cake," was **inaccurate and falsely attributed** to her. The phrase first appeared in a book written by Jean Jacques Rousseau when Marie Antoinette was a young child, probably before she was queen of France. **Additionally**, another possible source of the quote, Maria Theresia of Spain, died more than a hundred years before Marie Antoinette **supposedly** said it. This shows that the quote was said or written long before Marie Antoinette was queen, making her a victim of rumor and gossip.*

90 = *The claim that she said, "Let them eat cake," was incorrect and wrongly blamed on her. The phrase first appeared in a book written by Jean Jacques Rousseau when Marie Antoinette was a young child, probably before she was queen of France. Another possible source of the quote, Maria Theresia of Spain, died more than a hundred years before Marie Antoinette was blamed for saying it.*

80 = *The quote is wrongly blamed on Marie Antoinette because the two best sources for the quote were recorded long before she became queen.*

5.

ruse	pacify
------	--------

Would a ruse serve to pacify someone who is upset? **[CV]**

It is unlikely that a ruse would pacify someone. A ruse is a trick, and someone who needs to be made calm or peaceful would probably not be happy about being tricked.

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 that 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.

Randomly select team representatives who will share:

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



Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(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 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.

Word	Pronunciation	Definition	Sample Sentence
ruse (noun) page 20	ruse (rooz)	a trick or stratagem	The chess player moved his king into a vulnerable position, but it was a clever <i>ruse</i> to cause his opponent to make a mistake.
impasse (noun) page 29	im-passe (IM-pas)	deadlock; a situation from which there is no escape	The politicians seemingly reached an <i>impasse</i> in their negotiations, as neither side would compromise on the issues.
desecrate (verb) page 29	des-e-crate (DES-i-kreyt)	treat with abuse or sacrilege	A true soccer fanatic would never <i>desecrate</i> a soccer pitch by playing a game of American football on it.
pacify (verb) page 31	pac-i-fy (PAS-uh-fahy)	restore to a state of peace or quiet	When I walk into the house, I have to <i>pacify</i> my excited dogs by petting them and rubbing their bellies.
garrison (noun) page 34	gar-ri-son (GAR-uh-suhn)	military post	The troops were happy to be in a <i>garrison</i> so close to town so they could enjoy time away from the base on their days off.
contorted (verb) page 36	con-tor-ted (kuhn-TAWR-ted)	twisted, bent, or strained	The circus performer <i>contorted</i> her body into a tiny shape that was able to fit inside a small box.
grotesque (adjective) page 36	gro-tesque (groh-TESK)	odd or unnatural in shape	The <i>grotesque</i> shadows on the wall of the child's room caused him to think monsters were coming in through the window.
plight (noun) page 39	plight (plahyt)	an unfavorable or unfortunate situation	A good leader would never ignore the <i>plight</i> of people suffering from drought in favor of increasing his or her comforts.

Lesson 3

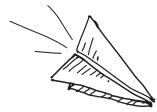
Reading Objective: Identify textual evidence that refutes a claim and explain how the evidence refutes the claim.

Teacher Background

Today students will read about history’s most famous, and most deadly, lie. The war between the Greeks and the Trojans had lasted almost ten years, and both sides were desperate to end the siege. Odysseus, who was the wisest of the Greek warriors, had an idea to create a diversion that would allow the Greek army to attack the Trojans from within their impenetrable walls: the Trojan Horse. The bravest Greek warriors hid inside the belly of the horse, which was given as a gift and a sign of the end of the war. After the Trojans spent the evening celebrating, the Greek warriors snuck out of the horse, opened the gates to the city, and overwhelmed the people of Troy. This trick ended the long battle between the two nations.

Teacher’s Note:

Use the Interactive Read Aloud text 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)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.

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.

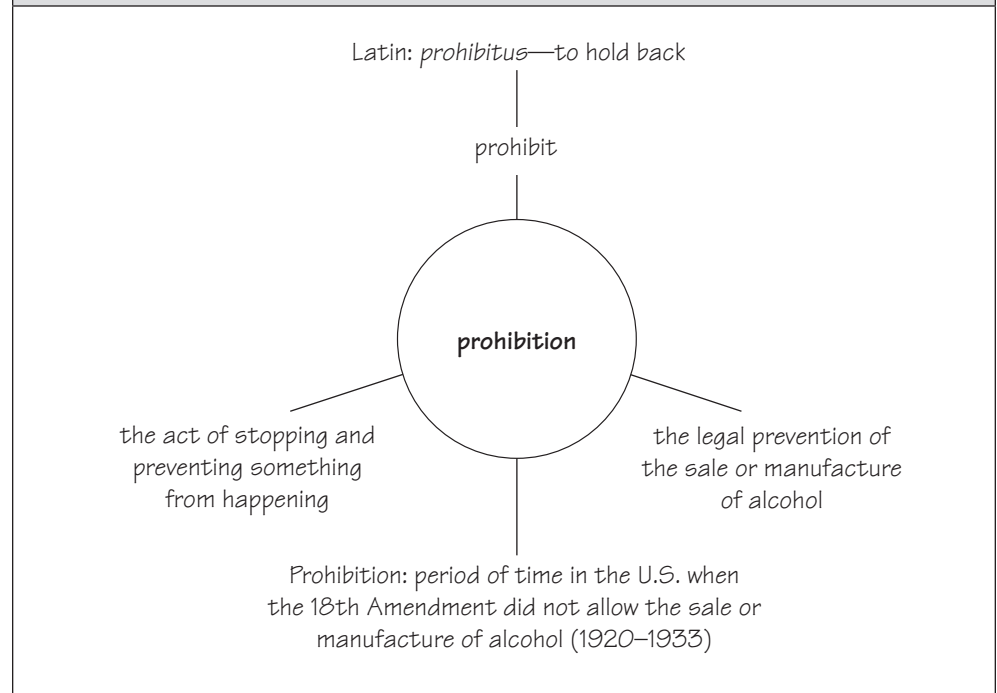
Vocabulary

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

When I previewed the text, I spotted the word *prohibition* on page 21. I'm familiar with the base word, *prohibit*, but I want to explore this word further and look it up in the dictionary. (Model looking up *prohibition* in the dictionary.) I see that *prohibition* means the act of stopping and preventing something from happening. There is also a definition for the word with a capital *P*. This was a specific time in the United States, between 1920 and 1933, when the sale and production of alcohol was not allowed under the Eighteenth Amendment.

Sample Word Map



Review Vocabulary Vault.

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.

Teams review their cycle goal.

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.

Post and present the reading objective.

Refer students to pages 28–32 in the text.

Teacher's Note:

Although this text is a play, you will use the TIGRRS process with the text.



Students begin the TIGRRS process by predicting the topic and author's intent and choosing a graphic organizer.

Build background about the topic.



4. Have students preview today's text. 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.

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

T: It is about a wooden horse that was used in a trick.

I: To inform readers about a trick that happened in ancient times

G: A T-chart will help me organize information about the claims in the story.

6. Introduce the adage “Beware of Greeks bearing gifts” to students, explaining that this saying comes from the *Aeneid*, a Roman story written by Virgil, which picks up where the *Iliad*, written by Homer, leaves off. Use **Think-Pair-Share** to ask:

From this adage, what do you predict about the story that you will read today?

I think the Greeks will tell a lie or trick another group of people. This is a warning to be wary of Greeks who bring gifts. The title of the story mentions a wooden horse. The Greeks must have made the wooden horse as a gift for someone, but it turned out to be a trick.

7. If necessary, briefly review literary techniques with students, particularly simile (comparing two things using the words *like* or *as*), metaphor (comparing two things without using *like* or *as*), personification (giving human traits to nonhuman objects or creatures), and hyperbole (exaggeration).

Interactive Read Aloud

Teacher's Note:

Due to the nature of this text, more modeling may be necessary to help students identify the conflicting claims found in the story. A sample Think Aloud is provided.

1. Read “The Wooden Horse: A Gift or a Hoax?,” page 29 (paragraphs 4–9) aloud. A sample Think Aloud follows.

Sample Think Aloud

Let me think about the topic of this text for a moment. The title of the text is “The Wooden Horse: A Gift or a Hoax?” I think the section that I just read affirms that whatever happens, this wooden horse will be a hoax. The Greeks are trying to figure out how to conquer the Trojans once and for all, and they decide to use their brains rather than continue fighting the way they have been. Odysseus says he has thought of a trick that will let them break through the walls of Troy. So this is one claim found in the play: the wooden horse is a trick that the Greeks will use to conquer the Trojans.

Teacher: Read aloud.

Students: Practice the skill or strategy.

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



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 (paragraphs 10–13). Use **Think-Pair-Share** to ask:

What trick will the Greeks use to conquer the Trojans?

They will build a hollow wooden horse that will carry several warriors inside it. The Greeks will pretend to leave the horse as a gift to the Trojans and sail away. However, after nightfall, the warriors will climb out of the horse and let the hiding Greek army into the city to defeat the Trojans.

According to Odysseus, why will the Trojans believe the Greeks?

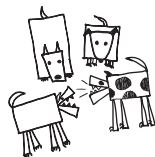
They will see it as a gift and a trophy for defending themselves against the Greeks. The horse is the symbol of Troy and to not accept it would be an insult to the goddess Athena.

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	
<p>The wooden horse is a trick.</p> <hr/> <p>Greeks tired of war, use a trick to get inside Troy's walls</p> <ul style="list-style-type: none"> • create hollow wooden horse with soldiers hiding inside, waiting to sneak out and attack • present it as a gift: symbol of Troy; won't want to offend Athena 	



Teamwork tp

(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: sr

“The Wooden Horse: A Gift or a Hoax?,” pages 28–32 aloud with partners.

(if skipping Interactive Read Aloud, pages 29–32)

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

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. **SF**
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.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions

1. Calchas’s story on page 29 could best be described as— **[AC]** (Team Talk rubric)
 - A. simile.
 - B. personification.
 - C. hyperbole.
 - D. *metaphor*.

Explain the use of this literary technique in the story.

100 = *Calchas’s metaphor about the hawk hunting the dove is meant to represent the Greeks and the Trojans. In the story, the hawk tries to hunt the dove but cannot follow it into its home. This is the same situation the Greeks are in since they cannot break through the walls of Troy to finish the war. Later, the hawk hides and waits, luring the dove outside its home so the hawk can attack. Calchas is suggesting that the Greeks have to trick the Trojans into feeling secure. This metaphor gave Odysseus the idea to build the wooden horse and trick the Trojans.*

90 = *Calchas’s story about the hawk hunting the dove is meant to be the Greeks and the Trojans. The hawk tries to hunt the dove but cannot follow it into its home. This is the same problem the Greeks have because they cannot break through the walls of Troy. When the hawk hides, it tricks the dove into thinking it is safe to leave. Calchas is hinting that the Greeks have to trick the Trojans into feeling safe.*

80 = *Calchas’s story compares the Greeks, who need to trick the Trojans into feeling safe, with the hawk that is trying to trick the dove. The Trojans are compared with the dove.*

continued

Team Talk Questions *continued*

2. According to Odysseus, Sinon is the only soldier who volunteered to stay behind to deliver the wooden horse. Why do you think there was only one volunteer for this job? Support your reasoning. **[DC, SA]**

100 = *Staying behind to deliver the horse was probably **considered** a dangerous job. Sinon would be all alone on the beach **since** the rest of the army, except the ones inside the horse, would be sailing away. He would be **virtually** defenseless against the Trojans if they chose to attack him. I know from the story that the Trojans rushed out of the city to **question** him. I think that if they didn't like his answers, they could have killed him. This shows that delivering the horse was not an easy job that would attract a lot of volunteers.*

90 = *Other soldiers probably thought delivering the horse was a dangerous job. Sinon would be all alone on the beach and defenseless if the Trojans wanted to attack him. The rest of the army would be sailing away or hiding in the horse. I know from the story that the Trojans rushed out of the city to ask Sinon questions. If they didn't like his answers, they could have killed him.*

80 = *Most soldiers probably thought the job was too dangerous. Sinon would be open to attack from the Trojans because the rest of the Greeks would be sailing away or hiding inside the horse.*

3. What conflicting claim did the Trojans first make about the wooden horse? What caused them to change their minds about it? **(Write) [AA, MI, RE]**

100 = ***Although** Sinon told the Trojans that the horse was a gift from the Greeks to **pacify** Athena, the Trojans believed it was a trick. Laocoon **repeatedly** asked why the horse was left in front of the gates. On page 32, he said, "I fear the Greeks, even those who bring gifts," and threw a spear at the horse. They changed their minds when two giant sea serpents **emerged** from the water to strangle Laocoon and his sons. This event shows that the Trojans decided to accept the horse as a gift so as to not offend the gods.*

90 = *Sinon told the Trojans that the horse was a gift from the Greeks to make Athena happy, but the Trojans thought it was a trick. Laocoon asked many times why the horse was left in front of the gates. On page 32, he said, "I fear the Greeks, even those who bring gifts," and threw a spear at the horse. They changed their minds when two giant sea serpents came out of the water to strangle Laocoon and his sons.*

80 = *The Trojans did not believe that the horse was a gift and asked why it was there. They changed their minds when a sea serpent attacked them for offending the gods.*

continued

Team Talk Questions *continued*

4. A soothsayer predicts future events. What caused Cassandra to not be a credible source for the Trojans even though she was a soothsayer? **[AA, RE]**
(Team Talk rubric)

*100 = Apollo had placed a **curse** on Cassandra, **limiting** her abilities as a soothsayer. **According to the story**, Apollo gave her the gift of prophecy in **exchange** for a promise. **However**, Cassandra did not **fulfill** her promise, so Apollo cursed her, causing her prophesies to never be believed. On page 32, she makes an accurate prediction about the wooden horse but is ignored. **This shows how the gods influenced the Trojans to ignore reliable information.***

*90 = Apollo had placed a **spell** on Cassandra, **weakening** her abilities as a soothsayer. Apollo traded her the gift of prophecy for a promise. Cassandra did not keep her promise, so Apollo put a spell on her, causing her prophesies to never be believed. On page 32, she makes an accurate prediction about the wooden horse but is ignored.*

*80 = Apollo's **spell** on Cassandra meant that **no one** believed her predictions even if they were correct.*

5. What is an example of a *plight* that people might experience? Explain your answer. **[CV]**

*An example of a **plight** that people might experience is a terrible flood. A **plight** is an unfortunate situation, and a flood would create that kind of situation. People could lose their homes and possessions. The flood could ruin the food or water supply.*

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 that 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.

Randomly select team representatives who will share:

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



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.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lesson 4

Reading Objective: Identify textual evidence that refutes a claim and explain why the evidence refutes the claim.

Teacher Background

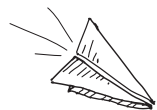
Today students will read three short articles on historical deceptions and controversies. First, they will read an account that explains the history behind the phrase “showing your true colors.” On the high seas, sailors identified ships as friend or foe by the flags flying from their masts. Ships usually flew flags representing their countries of origin. Friendly ships usually greeted one another and met to share news or trade supplies. Unfortunately, sometimes the ships would lower their flags only to raise one of an enemy nation or showing piracy. This practice was widespread through World War II, but with the common courtesy that ships did not physically attack until their true colors were flying from the mast.

Another common form of deception is the use of a *nom de plume*, or pen name. Several authors throughout history have used pen names, either to hide their true identities, write a wider variety of stories, or gain acceptance, such as women writers.

A controversy that has now been resolved surrounded a famous speech given by Winston Churchill, prime minister of Great Britain. Some people rumored that Churchill did not deliver the famous speech over the radio himself but allowed a stand-in to take his place. Churchill did not like broadcasting over the radio because he had no audience or crowd to receive reactions from. It turns out that an actor did read and record Churchill’s speech after the fact, but this recording was never played for the public.

Teacher’s Note:

Use the Interactive Read Aloud text 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)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

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.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 20 and 21 in the text.



Students begin the TIGRRS process by predicting the topic and author's intent and choosing a graphic organizer.

Build background about the topic.



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

T: It is about ships and displaying flags.

I: To inform the reader about sailors tricking one another with flags

G: A web to show main ideas and supporting details about this trick

5. If you have an Internet connection, visit www.bbc.co.uk/history/worldwars/wwtwo/churchill_audio_01.shtml to have students listen to an excerpt from Churchill’s famous “We Will Fight Them on the Beaches” speech, delivered June 4, 1940. This speech is the first audio selection on the page.

Interactive Read Aloud

1. Tell students that another way to determine the quality of an argument or its evidence is to examine the credentials of the author. Point out that in magazines, there are often small text boxes or sections at the end of the article that provide information about the author. Use **Think-Pair-Share** to ask:

Imagine that you are reading an article about how the human heart works. What kind of information would you expect to read about the author?

I’d expect to read that the author is a medical doctor or someone who specializes in the heart. This means that he or she has studied the heart deeply and should know the most recent information about it. The author would be a credible source if he or she were a doctor.

Teacher: Read aloud.

Students: Practice the skill or strategy.

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



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

2. Read “False Colors,” page 20 (paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy. Use **Think-Pair-Share** to ask:

What is the problem that sailors seemed to face in the 1860s?

Since the American Civil War was happening between the Union and Confederate states, enemy ships were sailing around the country and attacking. It didn’t matter that you were sailing something like a whaling ship instead of a ship with guns.

What signal did sailors look for to know whether to greet ships as friends or enemies?

The ship’s flag told you what country the ship and sailors were from. You could tell from the flag whether a ship was from a friendly, neutral, or enemy country.

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 page 20 (paragraph 2). Use **Think-Pair-Share** to ask:

How were the sailors on the whaling vessels deceived?

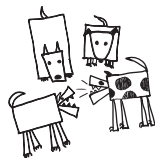
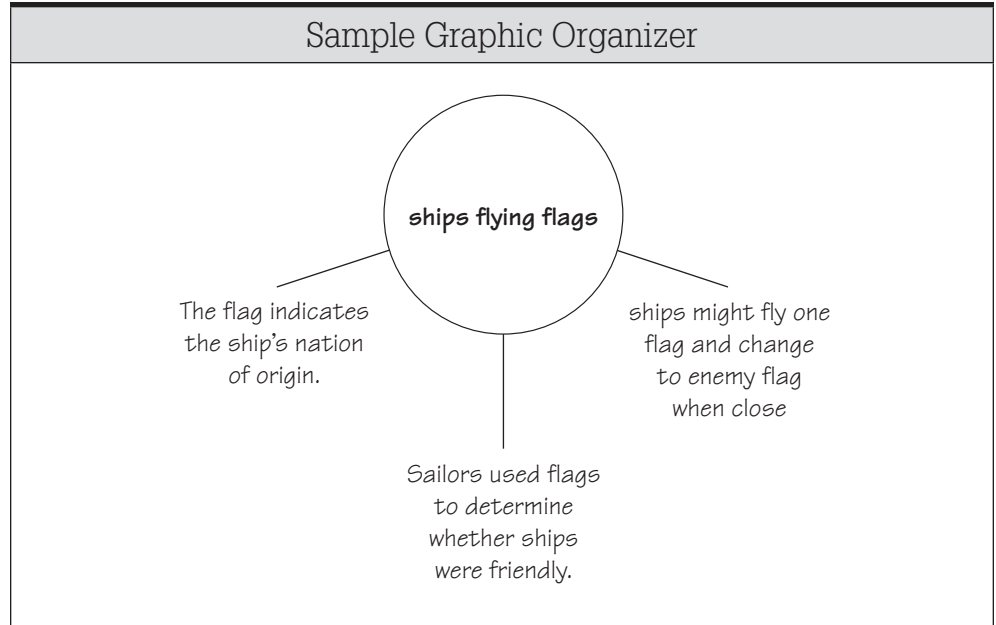
The ship that was originally flying the British flag lowered it and raised the Confederate flag instead. It really was an enemy ship that used a friendly flag to lure the whaling vessel into a false sense of security. Because of that, the Confederate ship was able to attack and board the whaling vessel.

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.



Teamwork tp

(20–30 minutes)

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

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: sr
“False Color,” pages 20 and 21; “Stand-In or No?,” page 15; and “Noms de Plume,” page 33 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.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **Sf**
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. Write a summary of one of the selections you read today. **(Write) [MI]**
(Summary rubric)

100 = In the 1860s, ships sailing around the United States had the problem of possibly encountering enemy ships from either the Union or the Confederacy. A ship could fly a friendly or neutral flag but change its colors to an enemy one once it was close enough to board another ship. This practice was common among the world's navies through World War II and had one general rule: a ship must show its real flag before attacking. Pirates also used this tactic by hoisting a red flag, called a jolie rouge, to indicate their true intentions. Later on, this flag became known as a Jolly Roger.

90 = In the 1860s, ships sailing around the United States had the problem of meeting enemy ships from either the Union or the Confederacy. A ship could fly a friendly or neutral flag but change its colors to an enemy one once it was close enough to attack. This was a normal trick used by the world's navies through World War II and had one general rule: a ship must show its real flag before attacking. Pirates also used this trick by raising a red flag, called a jolie rouge, to show their real purpose.

80 = Sailors had a problem of identifying enemy ships. A ship could fly a friendly or neutral flag but change its colors to an enemy one once it was close enough to attack. This trick was used through World War II. Ships were supposed to show their real flags before attacking. Pirates used this trick by raising a red flag called a jolie rouge.

continued

Team Talk Questions *continued*

2. Do you think the author of “False Colors” is qualified to provide good evidence and information about naval tactics? Why or why not? **[AA, MI]** (Team Talk rubric)

100 = Author John D. Broadwater is a **reliable** source of information about naval tactics. **According to the text** at the end of the article, the author is the president of Spiritsail Enterprises. This sounds like a company that works with sailors or ships. **Furthermore**, he is a **maritime** archaeology **consultant** for NOAA, which means he researches the history of ships and sailing. **These show that he is qualified to discuss naval history and provide quality evidence to support his ideas.**

90 = Author John D. Broadwater is a trustworthy source of information about naval tactics. The author is the president of Spiritsail Enterprises, which sounds like a company that works with sailors or ships. He also gives advice to NOAA about ocean archaeology, which means he studies the history of ships and sailing.

80 = Author John D. Broadwater is a trustworthy source of information about naval tactics because he works in the sailing business and understands sailing history.

3. Which of the following is the best definition of the term “white lie” as it appears in “Noms de Plume” on page 33? **[CV]** (Strategy-use rubric)
- A. a deceptive and cowardly action
 - B. a harmless, polite, or minor untruth
 - C. a damaging or libelous statement
 - D. an untruthful statement about color

What information helped you figure this out?

100 = An author changing his or her name does not **generally** hurt anyone or anything. **The text describes** how authors may create **noms de plume** for several different reasons. **For instance**, the author may want to hide his or her real identity, to write different **genres** of stories, or to **differentiate** between **scholarly** works and entertainment writing. **These show that authors create noms de plume for their own work, so their lies have little effect on anyone else.**

90 = An author changing his or her name does not hurt anyone or anything. Authors may create pen names for several different reasons. Authors may want to hide their real names, to write different types of stories, or to clearly separate their informative works from their entertainment writing.

80 = Authors usually give themselves pen names to help their own careers, but this does not hurt anyone else in the process.

continued

Team Talk Questions *continued*

4. Why were people willing to believe Winston Churchill had an actor give his “We Shall Fight Them on the Beaches” speech? **[AA]** (Team Talk rubric)
- 100 = *Winston Churchill did not like **broadcasting** over the radio, and people knew it. This was a well-known fact to the people of England when Churchill was prime minister. On page 15, the text states that a great actor needs an audience, and being alone in a studio did not usually **inspire** Churchill to speak. **For this reason**, I think it made sense to people that he would hire a radio actor to read the speech for the best **effect**.*
- 90 = *Winston Churchill did not like speaking over the radio, and people knew it. This was a well-known fact to the people of England when Churchill was prime minister. On page 15, the text says that a great actor needs an audience, and being alone in a studio did not usually cause Churchill to speak well.*
- 80 = *The people of England knew that Winston Churchill did not like speaking over the radio because he liked having an audience listening in front of him.*
5. “There are some people who would never desecrate a book by highlighting words and phrases directly in the text.” In this sentence, the word *desecrate* most nearly means— **[CV]**
- enhance.
 - amend.
 - absorb.
 - spoil*.

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

- 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.
- Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
- 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.
- If some teams finish ahead of others, have them practice their fluency.
- 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 ^{tp}

(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.

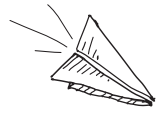
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Use words and phrases that help the audience see how the reasons are related to the claim.

Teacher Background

Students will continue to work on the skills and objectives used in the previous cycle and lessons.



Active Instruction

(10 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

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 writing objective.
4. Remind students that they are using words and phrases that help the audience see how the reasons that support a claim are related to the claim.

In these two cycles, you have been identifying claims and the evidence that supports those claims. When making your own claim, it is important to use transition words and phrases to clearly connect the reasons for your claim to the claim itself.

Read the prompt aloud.

- Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Writing Prompt

Several examples of historical lies that children commonly learn can be found in this text: Paul Revere rode alone (pages 34 and 35), George Washington had wooden teeth and cut down a cherry tree (page 40), and Columbus discovered America (page 49). Do you think it's fair to teach young children these lies? Why or why not? Support your claim with evidence.



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?

I am writing to support a claim with reasons. I can tell because it asks me to make a claim and provide evidence.

Students identify the purpose for writing.

- Refer students to the following writer's guide in their student editions. Point out that this is the criteria for writing to support a claim with reasons. Point out that using the writer's guide will help them write a quality response.

Refer students to the appropriate writer's guide in their student editions.

Writing to Support a Claim with Reasons	
Ideas	<ul style="list-style-type: none"> Clearly state a position (claim) and include good reasons that support that position.
Organization	<ul style="list-style-type: none"> Begin by stating a position (claim). In the middle, tell supporting reasons. End with a closing statement.
Style	<ul style="list-style-type: none"> Use words and phrases that help the audience see how the reasons are related to the claim.
Mechanics	<ul style="list-style-type: none"> Use correct punctuation, capitalization, spelling, and grammar.

Highlight the writing objective.

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

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

Which guideline relates to our writing objective: to use words and phrases that help the audience see how the reasons are related to the claim?

The style guideline.

- 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 planning using a graphic organizer.

tps

Model a Skill

1. Remind students that when they are writing to support a claim, they must clearly state their claims or positions on the topic at the start of their paragraphs. Point out that the audience wants to know right away what you will argue in the paragraph. Display the following introduction.

Many of the historical lies found in this text are relatively harmless for children to learn, but it probably isn't a good idea.

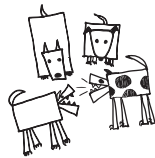
2. Use **Think-Pair-Share** to ask:

What claim does this author make? Do you think the author states the claim in a clear manner?

The author thinks it isn't a good idea to lie to children. No, this claim could be made clearer or stronger. The author begins by defending historical lies and then counters it with his or her claim.

How might you rephrase the claim?

I might change it to say, "Teaching children lies about history is not fair or a good idea, no matter how harmless the lie seems at the time." This states the claim up front so the audience knows immediately what the author thinks.



Teamwork tp

(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.

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.



Class Discussion tp

(30 minutes)

Display and evaluate randomly selected writing projects using the writer's guide.

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 Support a Claim with Reasons and the writing objective—to use words and phrases that help the audience see how the reasons are related to the claim.

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

For example, ask:

- **Does the writer state a claim or position and provide good reasons for it?**
- **Does the writer provide evidence to support the claim that he or she made?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use words and phrases to help the audience connect the reasons to the claim?**

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 did writing a clear claim help you better answer the question in the writing prompt?

Answers will vary.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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

Several examples of historical lies that children commonly learn can be found in this text: Paul Revere rode alone (pages 34 and 35), George Washington had wooden teeth and cut down a cherry tree (page 40), and Columbus discovered America (page 49). Do you think it's fair to teach young children these lies? Why or why not? Support your claim with evidence.

Writing to Support a Claim with Reasons	
Ideas	<ul style="list-style-type: none">• Clearly state a position (claim) and include good reasons that support that position.
Organization	<ul style="list-style-type: none">• Begin by stating a position (claim).• In the middle, tell supporting reasons.• End with a closing statement.
Style	<ul style="list-style-type: none">• Use words and phrases that help the audience see how the reasons are related to the claim.
Mechanics	<ul style="list-style-type: none">• Use correct punctuation, capitalization, spelling, and grammar.

Lesson 6

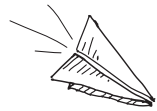
Reading Objective: Identify textual evidence that refutes a claim and explain how the evidence refutes the claim.

Writing Objective: Use words and phrases that help the audience see how the reasons are related to the claim.

Teacher Background

Today's cycle test continues to challenge students to identify the claims in the article and the evidence that supports the claims.

Today students will read about a theory to explain the Salem witch trials that occurred in 1692. That winter, several girls in Salem Village began behaving oddly. Their behavior was attributed to witchcraft, and a hunt began to find the witches. By the end of the trials, nineteen people had been hanged for witchcraft. Then the girls' symptoms went away. While many historians believe the hysteria could be attributed to superstition and the girls playing a cruel joke, one woman, Linnda Caporael, believes ergot fungus infected the grain and was in the food supply. The fungus causes hallucinations, prickling sensations, psychosis, and other problems. Although conditions may have been right for the fungus to grow at the time, there is no evidence to definitively say this was the cause of the witch hysteria.



Active Instruction tp

(5 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

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 tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing identifying textual evidence that refutes a claim, explaining why the evidence refutes the claim, and using words and phrases that help the audience see how the reasons are related to the claim. Use **Think-Pair-Share** to ask:

What kind of evidence did you look for in the articles that you read this cycle?

I looked for evidence that seems credible and comes from reliable sources. I looked for evidence that could not be easily caused by a different explanation.

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 #3 and #4 ask about quality of evidence.
4. Ask students to identify key words or phrases in question #4.

4. What evidence does Linnda Caporael have for her argument? Does the author of the article accept her argument as valid? Support your thinking. **[AA, MI]**

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

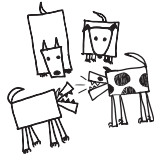
Today you will read about a theory for the cause of the witch trials that took place in Salem Village, Massachusetts.



Test tp

(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

(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.

Teams discuss the answers to the test questions.



Class Discussion tp

(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.

Random Reporters share team discussion of a test question.



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.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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

Cycle 2 Test

Quality of Evidence

Directions: Read “A Grain to Blame?,” pages 36–38. 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?

It is about grain causing a problem in Salem Village in 1692.

What is the author’s intent?

To inform me about how a fungus that grows on grain may have been the cause of the strange behavior that led to the Salem witch trials

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]**

20 points = In the winter of 1692, several girls in Salem Village came down with a mysterious illness that caused hallucinations and strange behavior. It was declared that witchcraft was the culprit, and a witch hunt took place. By the end of the hunt, nineteen people had been executed, and hundreds more were in jail. While many believe people were accused for financial reasons or for revenge, Linnda Caporael believed ergot poisoning from infected grain caused it. Ergot poisoning causes many of the same symptoms displayed by the girls. However, there is no way to prove whether ergot poisoning was the true cause of the witch trials.

15 points = In the winter of 1692, several girls in Salem Village came down with a strange illness that caused visions and odd behavior. It was declared that witchcraft was the problem, and a witch hunt took place. In all, nineteen people were killed, and hundreds more were jailed. While many believe people were accused for financial reasons or for revenge, one researcher thought people were sick from a fungus that grew on their grain. The fungus causes many of the same symptoms that the girls showed, but there is no way to prove whether this fungus was the real cause of the witch trials.

10 points = In the winter of 1692, several girls in Salem Village came down with a strange illness that caused odd behavior. People thought witchcraft caused the behavior. Hundreds were accused, and nineteen were killed. Some of the accusations may have been for revenge. Many people may have been sick because of a fungus. Sickness from the fungus causes many of the same symptoms that the girls showed.

2. The author mentions *Memorable Providences* to— **[AP, AA]**
- suggest further reading on the subject of witch hysteria.
 - provide a basis for the behavior and reaction of the villagers.
 - explain the views of Puritans in New England at the time.
 - provide a concrete explanation of how witches affect people.

Explain why you chose this answer.

20 points = The book was popular when the girls in Salem Village began acting strangely. Since the book was popular, the people in the village were likely familiar with it. It describes the suspected witchcraft of a woman in Boston, so it gave people the idea that witches were afflicting the girls. Additionally, people at the time believed the devil was very real and affected people on a daily basis. This shows that the book was a likely influence on the village's later witch hunt.

15 points = The book was popular when the girls in Salem Village began acting strangely. People were probably familiar with the information in the book. It gave people the idea that witches were afflicting the girls. People believed the devil was very real and affected people every day.

10 points = The book was popular, and people were probably familiar with the information in it, so it gave them the idea of witchcraft in the village.

3. What conflicting viewpoints does this article explore, and who supplies the conflicting views? **[AA, MI]**

20 points = The article explores whether jealousy or a fungus was the cause of the Salem witch trials. Most historians believe that many of the accused witches were targeted because they were wealthy. The accusers were jealous and could possibly receive land from those charged with witchcraft. Linnda Caporael, however, contended that a fungus called ergot poisoned the people of the village and caused the hysteria. This fungus can cause the same symptoms that were displayed by the girls during the trials. This shows that a mysterious event from long ago may have a practical explanation behind it.

15 points = The article explores the ideas that jealousy or a fungus was the cause of the Salem witch trials. A lot of historians believe that many people were accused of witchcraft because they were wealthy. The accusers were jealous and could possibly receive land from those blamed. Linnda Caporael argues that a fungus called ergot made people sick since the fungus causes the same symptoms that the girls showed during the trials.

10 points = A lot of historians believe the witch trials were fueled by jealousy or revenge, but Linnda Caporeal believes a fungus could have poisoned people and made them behave oddly, which could have driven the hysteria.

4. What evidence does Linnda Caporael have for her argument? Does the author of the article accept her argument as valid? Support your thinking. **[AA, MI]**

20 points = *Linnda Caporael pointed out that the **environmental conditions** of 1692 were right for ergot fungus to grow. **According to the article**, farmers **assumed** the fungus was harmless. It could have been on the grain crops in 1692, and that grain would have been used to make bread and other foods. I think the author believes Caporael found a **reasonable** explanation for what happened in Salem Village but cannot **confirm** whether it is the true cause. There is no **direct evidence** that proves that people were poisoned by ergot. **For this reason**, it is an interesting idea, but one that has not been proven.*

15 points = *Linnda Caporael pointed out that the weather was right for ergot fungus to grow in 1692. Farmers used to think the fungus was harmless. It could have been on the grain crops in 1692, and that grain was used to make bread and other foods. I think the author believes Caporael found a good reason for what happened in Salem Village but cannot prove whether it is the right cause.*

10 points = *Even though the weather and other situations may have been right for ergot fungus to grow on grains in 1692, there is no way to prove that is what caused the witch hysteria that happened in Salem Village.*

5. What is the difference between the lie told in today's reading and the lies told in the articles "Stand-In or No?" (page 15) and "Noms de Plume" (page 33)? **[RE]**

20 points = *The lie told in today's reading had deadly **results** compared with the lies in the **previous** articles. The women accused of witchcraft were jailed, and many confessed only to **avoid** being executed. **Despite this**, nineteen people were executed, and at least two died in jail. The lie about Winston Churchill's **delivery** of his most **memorable** speech is only interesting to discuss, but it did not hurt his **reputation**; people's use of noms de plume hurts neither the author nor the reader. **This shows that some lies are relatively innocent**, while others have had **significant** effects on history.*

15 points = *The lie told in today's reading was deadly compared with the lies in the other articles. The women accused of witchcraft were jailed, and many confessed only so they would not be killed. Nineteen people were still killed, and at least two died in jail. The lie about Winston Churchill's speech is interesting to discuss, but it did not hurt him; people's use of noms de plume doesn't hurt anyone.*

10 points = *The lies and accusations of witchcraft ended up killing several people who were innocent, while the other lies were harmless and had no lasting effect on history.*

Part II. Writing (100 points)

Write at least a paragraph to answer the following question:

One of the statements in the Big Question for this cycle was, “People do not believe lies because they have to, but because they want to.” Do any of the historical lies that you read about in this cycle support this statement? Why or why not? Provide at least two examples in your response.

The stories about the fake dauphin and the fake Anastasia Romanov are both examples of people wanting to believe a lie, either for political reasons or due to simple human interest. In the case of the dauphin, some people wanted to believe that young Louis-Charles had somehow escaped death in prison during the French Revolution. Many people were unhappy with the revolution and the later rule of Napoleon Bonaparte. According to the text, they would have been happy to see the prince take over rule of France as king and were hopeful that the rumors about his escape were true. Later, when different young men presented themselves as the lost prince, people were willing to believe them and provide them with food, shelter, and support. I think the story of Anastasia Romanov being the last surviving member of Tsar Nicholas II’s family was intriguing to people. They knew that the family had been executed, so the idea that one person had escaped, but lost her memory, was interesting to them. Even after the tsar’s remaining family said she was a fraud, she received attention from the press and several famous people. In both cases, the people claiming to be Louis-Charles and Anastasia Romanov were discovered to be frauds, but people continued to believe their stories.

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

Writing to Support a Claim with Reasons		
Ideas	<ul style="list-style-type: none"> Clearly states a position (claim) and includes good reasons that support that position 	0–25 pts.
Organization	<ul style="list-style-type: none"> Begins by stating a position (claim) In the middle, tells supporting reasons Ends with a closing statement 	0–25 pts.
Style	<ul style="list-style-type: none"> Uses words and phrases that help the audience see how the reasons are related to the claim 	0–25 pts.
Mechanics	<ul style="list-style-type: none"> Uses correct punctuation, capitalization, spelling, and grammar 	0–10 pts.
Writing Objective	<ul style="list-style-type: none"> Uses words and phrases that help the audience see how the reasons are related to the claim 	0–15 pts.

Part III. Vocabulary (100 points)

1. What is a synonym for the word *grotesque*? What is an antonym for the word *grotesque*? **[CV]**

A synonym for grotesque is the word abnormal or bizarre. An antonym for grotesque is shapely or normal.

2. Which of the following is not an example of a *plight* that people may face? Explain why. **[CV]**

- A. hurricanes
- B. damaged crops
- C. *mild weather*
- D. earthquake

Mild weather is not something that usually causes unfavorable or unfortunate situations. Most people enjoy mild weather because it means the temperature and weather conditions are pleasant.

3. The soldier was confined to the _____ and could not go out in the town after he failed to relieve a guard at his station too many times.

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

- A. ruse
- B. impasse
- C. plight
- D. *garrison*

4. Katarina tried to _____ her baby brother by distracting him from his scraped knee with a fruit pop.

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

- A. *pacify*
- B. desecrate
- C. contorted
- D. ruse

5. What is a synonym for the word *desecrate*? What is an antonym for the word *desecrate*? **[CV]**

A synonym for desecrate is the word violate. An antonym for desecrate is honor.

6. Write a meaningful sentence using the word *contorted*. **[CV]**

If you have something like a metal ring, it could be contorted so it is no longer a round, even circle, but an oddly shaped piece that will no longer fit on someone's finger.

7. “Frustrated at the impasse and discouraged after another futile attempt to scale Troy’s massive walls, the Greeks decide to meet to discuss other ways to capture the city.” In this sentence, the word *impasse* most nearly means— **[CV]**
- A. breakthrough.
 - B. dilemma.
 - C. hazard.
 - D. misfortune.
8. Write a meaningful sentence using the word *ruse*. **[CV]**

Accept responses that show the student knows the meaning of the word and can use it correctly. For example, “Throwing the tennis ball into the car was just a ruse to make the dog jump in after it so the family could take their pet to the vet.”

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]**

We explored the word uttered. It means gave audible expression to, or spoke. Ramón uttered the solemn oath with his hand raised to show that he would be a trustworthy member of the secret club.

10. As used in the sentence “The poem immortalized the feats of one particular Bostonian on the eve of the American Revolution” on page 34, *immortalized* most nearly means— **[CV]**
- A. granted unending fame to someone.
 - B. caused to survive.
 - C. caused to perish.
 - D. forgotten for the rest of history.

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

Students will explain their thinking. For example, I used the context. The passage mentions the feats of one particular Bostonian. If something is written in a poem or a story, that poem or story usually lasts a long time, especially if it is popular. Paul Revere was given unending fame thanks to the poem.

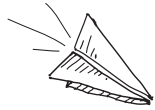
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text structures).
[CV]	Clarify vocabulary.	[AC]	Author’s craft; literary devices

Lesson 7

Reading Objective: Identify textual evidence that refutes a claim and explain how the evidence refutes the claim.

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** tp

(20 minutes)

Two-Minute Edit

**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 Vault

Vocabulary

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

Teams review their cycle goal.

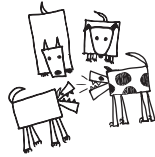
Set the Stage

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.

Connect the cycle objective to students' homework reading 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 tp

(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.

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

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.

Read and Respond Questions

1.	Is your selection informational or literature? Summarize your reading. (summary rubric)
2.	Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)
3.	Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)
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)
5.	Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)
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)



Class Discussion

(15 minutes)

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.

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.

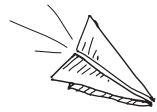
Lesson 8

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

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 goals 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.

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



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 the 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:

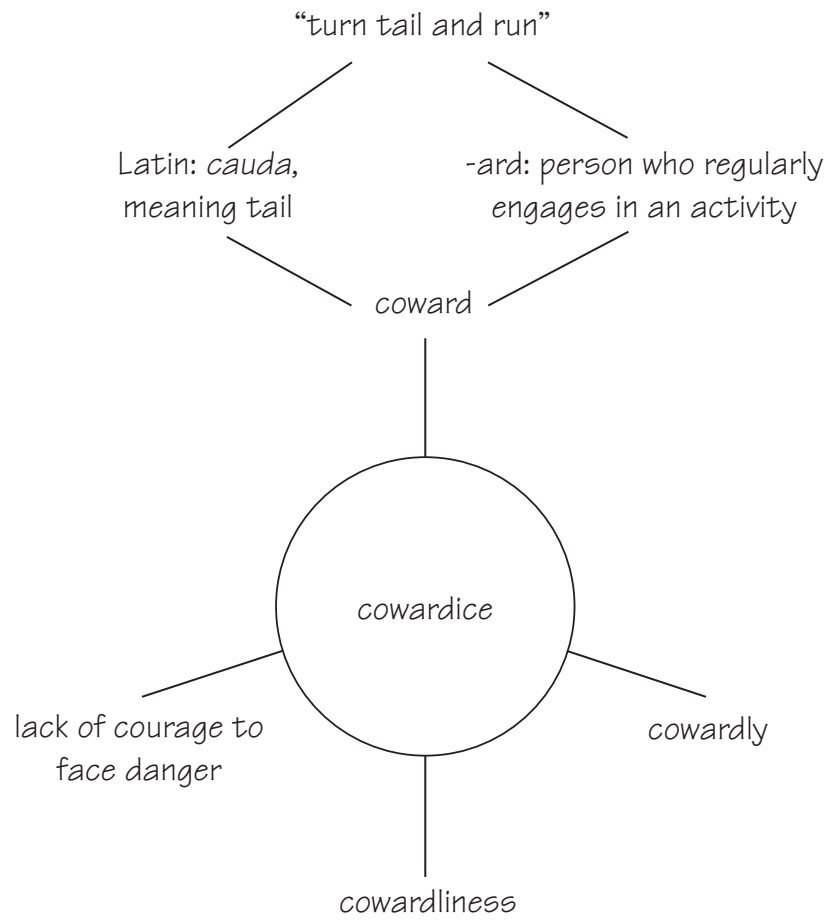
What did this game require your brain to do?

How will use of this skill improve your success in other classes?

Word Power Journal Sample Entries

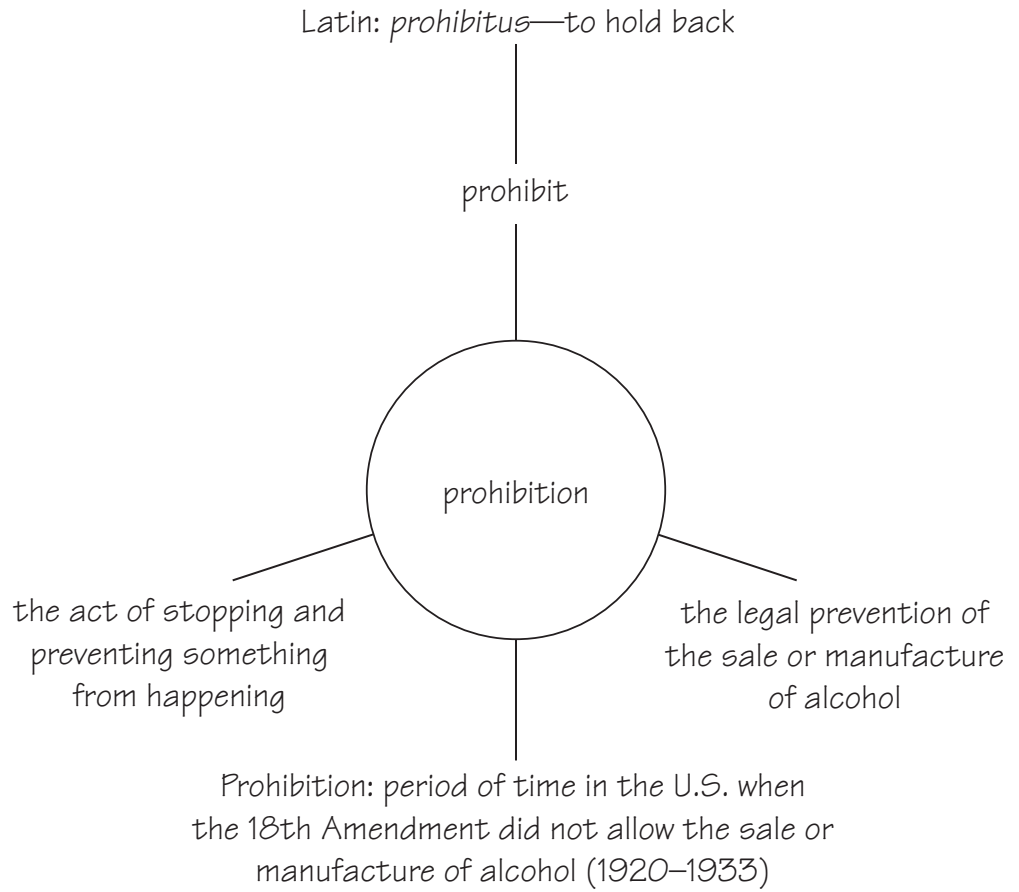
Sample Word Map
Cycle 1

cowardice



Sample Word Map
Cycle 2

prohibition



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.

Level 8 Quality of Evidence

English Language Arts Standards: Reading: Informational Text

Key Ideas and Details

RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

English Language Arts Standards: History/Social Studies

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

English Language Arts Standards: Writing in History/Social Studies/Science

Text Types and Purposes

WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Media Acknowledgements

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

Twin Cities Public Television (DragonflyTV)

National Science Foundation (Science Nation online magazine)

The National Park Service

The Maryland Zoo and Gorilla Doctors (gorilladoctors.org)

National Oceanic and Atmospheric Administration, National Ocean Service
(Ocean Today video series)

Pardada Pardadi Educational Society and Rohit Ghandi

WNET

Charles R. Smith, Jr.

National Aeronautics and Space Administration and the California Institute
of Technology

We would also like to thank Robert Lippencott and Alicia Levi at PBS LearningMedia for their advice and assistance with this project.