6th ELA LEAP Practice
Week 2

1. Complete each day's work. Read the information and answer the Practice Questions on the pages for each day.
2. Read for 30 minutes each day.
3. Complete the reading log on the next page after you read each day.
3/23/2020  |  The Three Little Pigs  |  1-20  |  I wonder why the third pig didn’t help his brothers build better houses?
Week 2 Day 1
Chapter 4

Understanding Informational Text

This chapter covers the following standards: RI.1, RI.2, RI.5, RI.6

**Informational Text**

*Informational texts* tell facts and relate true stories. Some can be articles or essays that provide information about a topic. Others can be like stories telling about actual events or the life of a real person. Informational text is non-fiction text that provides information about people, places, events, or things. Or it tells the reader how to do something.

Let’s review some types of informational text.

<table>
<thead>
<tr>
<th>Informational Text</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>An autobiography</td>
<td>This is a story written by a person about his or her own life. Some autobiographies deal with a person's whole life, while others only cover a few special months or years. <strong>Example:</strong> <em>Jeff Corwin: A Wild Life</em> by Jeff Corwin is about Jeff’s amazing wildlife adventures.</td>
</tr>
<tr>
<td>A biography</td>
<td>This is the story of another person’s real life. Writing a biography is a little like researching a paper. Biographers have to know many facts about their subjects. At the same time, they have to show what their subjects are (or were) like in real life. <strong>Example:</strong> <em>Helen Keller</em> by Leslie Garrett</td>
</tr>
<tr>
<td>Journals</td>
<td>They often include events that happened in the writer’s life. They may span a certain time that the author lived through. <strong>Example:</strong> <em>The Journals of Lewis and Clark</em> by Meriwether Lewis and William Clark</td>
</tr>
<tr>
<td>Informational books</td>
<td>They are exactly what they sound like. They are books you read to gain information. It could be a book that teaches you about different kinds of birds or the wonders of the universe. Your English, math, science, history, and social studies books are also informational books. <strong>Example:</strong> <em>The Ancient Egyptians</em> by Sheila De La Rosa</td>
</tr>
<tr>
<td>A speech</td>
<td>This is a spoken expression of ideas and opinions that is made by someone who is speaking in front of a group of people. <strong>Example:</strong> “The Gettysburg Address” by Abraham Lincoln</td>
</tr>
<tr>
<td>Reference Books</td>
<td>They give us knowledge about the world around us. <strong>Examples:</strong> <em>Rand McNally Atlas, The American Heritage Dictionary, Encyclopedia Britannica,</em> and <em>Roget’s Thesaurus</em></td>
</tr>
<tr>
<td>Technical Texts</td>
<td>They teach the reader about a certain subject or skill. Technical text usually gives information to the reader that may include step-by-step directions on how to do something. <strong>Examples:</strong> brochures, instructional manuals, maps, recipes, and forms</td>
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</tbody>
</table>
Evidence and Inference
In Chapter 2, you learned that when you explain what you think a text means, you need to use evidence to support your ideas. Evidence comes from what is specifically stated in a passage. An inference is a conclusion based on evidence and information you are already given.

Practice 1: Evidence and Inference

<table>
<thead>
<tr>
<th>French Heroes of the American Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The Battle of Yorktown, which took place in October of 1781, was the turning point in the American Revolutionary War. It was also the battle that involved the greatest amount of help from the French. In fact, of the four major leaders on the side of Americans during the Battle of Yorktown, three were French. General George Washington was the fourth.</td>
</tr>
<tr>
<td>2 The French certainly influenced the outcome of the Battle of Yorktown, and the army that fought against the British was a Franco-American army. The battle would not have taken place as it did had it not been for a French military leader, Admiral Rochambeau. When he met with George Washington in 1781, Washington was about to attack New York to take it back from the British. However, Rochambeau convinced Washington that it would be wiser to go south to Yorktown, Virginia.</td>
</tr>
<tr>
<td>3 He had heard from another French general, Lafayette, that the British general Cornwallis had taken Yorktown. Because of this news, Rochambeau advised Washington to deal with Cornwallis and forget the British in New York for the time being. Washington took Rochambeau's advice. The two of them, along with their troops, marched south.</td>
</tr>
<tr>
<td>4 Meanwhile, Rochambeau notified yet another French officer, Admiral François de Grasse, to sail into Chesapeake Bay, near Yorktown, and to confront the British naval vessels that were there. De Grasse did so and defeated the British fleet. As a result, Cornwallis had no naval backup in his hold on Yorktown.</td>
</tr>
<tr>
<td>5 After that, de Grasse's men, Rochambeau's men, and Lafayette's men all joined Washington's forces in laying siege to Yorktown. A siege is a military action by which an army surrounds an enemy position, making it impossible for them to escape and then forcing them to surrender. French and American soldiers surrounded Yorktown for twenty-one days.</td>
</tr>
<tr>
<td>6 On October 19, 1781, Cornwallis surrendered to the French and American forces. As a result, the British government began to realize that winning the war against the Americans was impossible. Because of this realization, the prime minister of Great Britain immediately resigned. This resignation led to the end of the American Revolutionary War. The help of the French, who had long admired the revolutionary spirit of the American colonists, made a crucial difference in the course of the war for American freedom.</td>
</tr>
</tbody>
</table>
Chapter 4 Understanding Informational Text

1. Which of the following best describes the passage “French Heroes of the American Revolution”?
   A. essay
   B. speech
   C. autobiography
   D. journal

2. What was Washington about to do when he met with Admiral Rochambeau?
   A. attack Yorktown
   B. attack New York
   C. give up on the war effort
   D. give up his position

3. Why did British general Cornwallis finally surrender?
   A. He was tired of fighting the war.
   B. He knew his troops needed a break.
   C. He wanted to focus on war with other parts of the world.
   D. He realized it would be impossible to defeat the Americans.

4. Which event became the turning point in the American Revolutionary War?
   A. Battle of Chattanooga
   B. Battle of Washington
   C. Battle of Yorktown
   D. Battle of New York

5. **Part A**
   Which French military leader convinced George Washington it would be wise to go to Yorktown, Virginia?
   A. Admiral Rochambeau
   B. General Lafayette
   C. Admiral François de Grasse
   D. General Cornwallis

   **Part B**
   Which paragraph supports the answer to Part A?
   A. paragraph 1
   B. paragraph 3
   C. paragraph 2
   D. paragraph 4
6. How did George Washington most likely feel after the Battle of Yorktown was over? Select all that apply.
   A. He thought taking Rochambeau’s advice was a mistake.
   B. He was sad when the prime minister of Great Britain resigned.
   C. He was upset about not attacking New York as he had planned.
   D. He was glad he took Admiral Rochambeau’s advice.
   E. He was grateful for the help he received from French leaders and soldiers.

Central Idea and Supporting Details
The central idea is the focus of the passage. To identify a central idea, you must first read carefully. You should be able to analyze the development of the central idea in the text. This means looking at how the author builds the idea and uses details to support it. It includes exploring how the author uses specific sentence and paragraph structure to make a point. Picking out exactly which part of the text supports an idea can help you answer questions too. When you respond to questions in class and on tests, you will need to cite evidence that supports your analysis of the text.

Another important skill is identifying the supporting details of a piece of writing. Once you have determined the central idea, you can look deeper into the text to see other details. To find details, you can ask questions like the five \textbf{Ws and one H}: who? what? where? when? why? and how? to support the answers to these questions with information from the text. Read this passage and the explanation that follows.

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{example_text.png}
\caption{Central Idea and Supporting Details}
\end{figure}

\textbf{Too Much Homework}
Many students feel they are assigned too much homework. To spend one or two hours during the week working on school assignments after having attended school for six or more hours seems to be excessive. Students feel that schoolwork should be done in school, and only in school. Time away from school should be reserved for recreation, family, and friends. These students believe that teachers assigning homework is an unfair and inconsiderate practice. While many students feel they are assigned too much homework, when it comes down to being good students, they have no choice but to complete the assignments.

After reading the passage, you were probably able to determine that the central idea of the paragraph is stated in this sentence:

\textit{Many students feel they are assigned too much homework.}

What details support and add information about the central idea? Did you come up with some of these?

- To spend one or two hours a week day working on school assignments after having attended school for six or more hours seems to be excessive.
- Students feel that schoolwork should be done in school, and only in school.
- Time away from school should be reserved for recreation, family, and friends.
- These students feel that teachers assigning homework is an unfair and inconsiderate practice.
Practice 2: Central Idea and Details

The Amazon Rainforest

1. The Amazon Rainforest is an interesting and complex ecosystem and is home to almost half of the world’s species of plants and animals. The Amazon rainforest covers forty percent of the South American continent and includes parts of eight South American countries: Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, and Suriname. Sadly, humans are quickly destroying what was once an abundant rainforest. Cattle ranching, logging, mining, farming, and road construction all contribute to the deforestation of the rainforest.

2. **Deforestation** is the clearing, destroying, or otherwise removal of trees through deliberate, natural, or accidental means. It can occur in any area densely populated by trees and other plant life, but the majority of it is currently happening in the Brazilian Amazon rainforest.

**Loss of Habitat**

3. One of the most dangerous aspects of deforestation is the loss of animal and plant species due to their loss of habitat. One expert states that,“Seventy percent of Earth’s land animals and plants live in forests, and many cannot survive the deforestation that destroys their homes.” The rainforest is being cut-down at such an alarming rate that many species of plants and animals are expected to become extinct soon.

**Increased Greenhouse Gases**

4. In addition to the loss of habitat, the lack of trees also allows a greater amount of greenhouse gases to be released into the atmosphere. Presently, the tropical rainforests of South America are responsible for twenty percent of Earth’s oxygen, and they are disappearing at a rate of ten acres a decade. If deforestation is not stopped and reversed, the consequences will become even more severe.

**Water in the Atmosphere**

5. Trees are important to the water cycle. They absorb rainfall and produce water vapor that is released into the atmosphere. Trees also help remove pollution in water by stopping polluted runoff. In the Amazon, plants hold more than half the water in the ecosystem. With fewer trees, there is less water in the air to be returned to the soil. Consequently, this causes dryer soil and the inability to grow crops. Eighty percent of deforestation in Brazil comes from agriculture and cattle ranching, meaning less water for crops and cattle.

**Why Saving the Amazon Rainforest is Important**

6. If deforestation continues at its current rate, the entire Amazon Rainforest will be destroyed by the end of the 21st century. This means farmers will not be able to grow many of the valuable fruits, spices, and other plants they depend on for income. Some products that come from the Amazon rainforest include: coconuts, avocados, lemons, grapefruit, bananas, guavas, figs, oranges, pineapples, mangos, tomatoes, corn, potatoes, rice, black pepper, cayenne pepper, chocolate, cinnamon, cloves, ginger, sugar cane, turmeric, coffee, vanilla nuts, and cashew nuts. Also, about 25 percent of modern prescription drugs that come from plants come from the Amazon, including drugs that treat cancer, viruses, and infections, so if the rainforest is destroyed, there will be no plants to make live saving prescription drugs. As you can see, there is no question that the Amazon rainforest is a natural treasure that must be protected.
1. What is the central idea of this passage?
A. Agriculture and cattle ranching are responsible for dry soil and the inability to grow crops.
B. Humans are rapidly destroying the Amazon Rainforest, which is vital to human and animal survival.
C. Cutting down the Amazon Rainforest increases the amount of greenhouse gases in the atmosphere.
D. Animals and plants are dying due to loss of habitat in the Amazon Rainforest.

2. Which three sentences in paragraph 4 support the idea that trees are important to the water cycle?
A. “Eighty percent of deforestation in Brazil comes from agriculture and cattle ranching, meaning less water for crops and cattle.”
B. “In the Amazon, plants hold more than half the water in the ecosystem.”
C. “They absorb rainfall and produce water vapor that is released into the atmosphere.”
D. “Trees are important to the water cycle.”
E. “Trees also help remove pollution in water by stopping polluted runoff.”
F. “With fewer trees, there is less water in the air to be returned to the soil.”

3. In the last paragraph, the author says if deforestation continues, the entire Amazon Rainforest will be destroyed by the end of the 21st century. What two details support the idea of there being consequences if the Amazon rainforest is completely destroyed?

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**Ancient Roman Adoption**

1. Adoption has existed since the dawn of time. As long as there have been humans on this Earth, there has been a need for adults to take in children who weren't born to them biologically. For ancient wealthy Romans, adoption was a critical and important part of life.

2. In ancient Rome, adopting boys was common among the upper classes. The need for a male heir was a strong incentive for wealthy families to adopt male babies to ensure that there would be male heirs for future generations. It was every senator's duty to produce sons to inherit the estate, family name, and political tradition. But having a large family was very expensive. Daughters had to be provided with a suitable dowry (an inheritance at the time of her marriage), and fathers had to pay large sums of money to secure bright political futures for their sons.
3. The higher the political status of a family, the higher the cost. Therefore, wealthy Roman families typically restricted their families to three children. But this proved to be risky because many babies died at birth. This meant that some families had too many sons and some families had no sons at all. Therefore, adoption was the only solution to ensure that all wealthy families had male heirs.

4. The adoption system also acted as a mechanism for ensuring a smooth succession of Roman emperors. The ruling emperor would adopt his chosen successor as his son. Under Roman law, an adoption established a legal bond as strong as that of kinship. The most famous adopted man in ancient Rome was Augustus Caesar because he was adopted by his great-uncle, Julius Caesar.

5. Infant adoption among the ancient lower classes was rare. Abandoned children were often used as slaves. Roman legal records indicate that a few abandoned children, called foundlings, were taken in by wealthy families and raised as a son or daughter. These children were not normally adopted under traditional Roman law. Instead, these children were raised in an arrangement similar to a guardianship. The children were considered the property of the father who abandoned them.

4. What is the central idea of this passage?
   A. Only rich ancient Romans were allowed to adopt babies.
   B. Adoption was an important part of ancient Roman life.
   C. Abandoned children were used as slaves in ancient Rome.
   D. Augustus Caesar was adopted by his great-uncle Julius Caesar.

5. What was the primary motivation for wealthy Romans adults to adopt baby boys?
   A. They wanted to make sure their sons became famous Roman emperors.
   B. They wanted male children to help do chores around the house.
   C. They wanted to make sure they would have male heirs in their families.
   D. They wanted baby boys because raising girls was too expensive.

6. Part A
   According to the passage, why did ruling Roman emperors choose to adopt their chosen successors? Select all that apply.
   A. to ensure a smooth succession of Roman emperors
   B. to establish a bond with wealthy Roman families
   C. to establish a legal bond as strong as that of kinship
   D. to motivate wealthy Roman families to adopt abandoned children

   Part B
   Which paragraph supports the answer to Part A?
   A. paragraph 5
   B. paragraph 2
   C. paragraph 4
   D. paragraph 3
Week 2 Day 2
Summarizing
When you summarize informational text, think of only the most important facts. The "Five W's and H" will probably help you accomplish this. Ask yourself who, what, when, where, why, and how questions about the passage. These questions will give you a good foundation for an objective summary. Staying objective means you provide the central ideas and major details without offering your opinion. Read this passage and the questions and summary that follow.

How Candlemas Became Groundhog Day
What do candles and groundhogs have in common? They share a holiday, or, rather, a holy day. For Christians, this holy day began in the fourth century, but it has even older roots in Judaism. A Jewish law called Mosaic law states that a new mother of a baby boy must be purified at the temple forty days after the birth. When December 25 was set as Jesus' birth, the feast of Mary's purification, the day she would have gone to the temple, began on February 2. The Catholic Church has always celebrated the day with processions and the blessing of candles for the year: Candlemas.

The connection with groundhogs comes from Europe. Long ago, Europeans came up with weather-predicting rhymes for February 2, Candlemas Day. All the rhymes predicted that if clear weather dawned on Candlemas Day, there would be more winter weather before spring. A German tradition expanded on this; Germans came up with the idea of looking for an animal's shadow, caused by sunlight, on that day for a better prediction. This idea was eventually turned around to where they watched to see the animal's reaction to its shadow. The Germans regarded the hedgehog as a wise animal that knew if it needed to return to its den for more winter hibernation. So Germans watched for hedgehogs on February 2. Germans immigrating to America wanted to keep their traditions. They saw the American groundhog as the closest relative to the hedgehog, so they chose the groundhog as their new weather expert. To this day, people still get together on February 2 and look to the groundhog to keep them enlightened about spring's arrival.

1. What is the central idea of this passage?
   Answer: Groundhog Day had its beginnings as a holy Catholic holiday.

2. Why did Christians choose February 2 to celebrate Candlemas?
   Answer: It was the day Mary would have been purified at the temple after giving birth to Jesus.

3. Which of the following best describes the Germans' reason for watching the hedgehog on February 2?
   Answer: They believed the hedgehog was clever enough to predict the weather.

4. How did the German tradition of watching hedgehogs turn into Americans watching groundhogs to predict the weather?
   Answer: When German immigrants came to America, they wanted to continue their weather predicting tradition, so they chose the groundhog. This eventually turned into Americans celebrating Groundhog Day on February 2.

Here is an example of a summary written by a student.

Groundhog Day has its origins in a Catholic holy day, Candlemas. Candlemas, celebrated on February 2, was the day Mary would have been purified at the temple after giving birth to Jesus. Germans later began the traditions of watching for the hedgehog's shadow on February 2 to predict the weather. German immigrants to America continued the tradition with the groundhog, and Groundhog Day continues to this day.
Practice 3: Summarizing

The Everglades National Park is one of the most beautiful National Parks to explore, but due to several safety concerns, park officials want visitors to be aware of the following safety rules before visiting the Everglades National Park.

1. Always keep in mind the personal physical fitness levels and physical limitations of everyone in your party because the Everglades can be very hot and humid, especially in the summer.

2. Please familiarize yourself with the trails before walking, hiking, biking, or kayaking, and let someone know your plans in case you get lost and need assistance. Be sure to bring a cellphone.

3. Bring water (especially in the summer), insect repellent (in summer and if you will be in or around heavy vegetation), sunscreen, and proper clothing for the activity you will be doing. Keep all food in containers or plastic bags, and never throw any food items, baggies, or wrappers on the ground.

4. When walking the trails, please keep young children close and under constant supervision. Remember that you are in a wilderness area where wild and dangerous animals, such as snakes, bears, and alligators, move about freely.

5. Please do not bring pets on the trails. Not only do you put your pet's life in danger, you put your own life in danger as well.

6. Do not feed any wildlife you encounter because feeding wildlife can make the animals aggressive.

1. Write a 4-6 sentence summary of this passage. Use your own paper if needed.

The digestive system breaks down food into smaller pieces that can be used by your cells. The digestive system is made up of several organs located in your mouth and inside your body. Some important organs involved in digestion include: the esophagus, stomach, liver, small intestine, and large intestine.

Digestion can happen two ways: mechanically and chemically. Mechanical digestion occurs when food is physically broken into smaller pieces. Mechanical digestion occurs when you chew your food and during movement of the stomach. Chemical digestion happens when chemicals inside your body break down food. One example of chemical digestion is your stomach acid dissolving food. The digestive system works with the circulatory and excretory systems to bring nutrients to your cells and remove wastes.
The Appalachian Trail

The Appalachian people are named for the Appalachian Mountains. In turn, the mountains were named for the Appalachee Indians. The Appalachian Mountains are located in parts of Kentucky, Georgia, North Carolina, Tennessee, Virginia, and West Virginia. Some people also consider western South Carolina part of Appalachian Mountains as well.

In 1921, a regional planner named Benton MacKaye came up with an idea to build a hiking trail from Maine to Georgia that would also wind through the Appalachian Mountains, and in 1925, MacKaye began building the trail. Unfortunately, the public began losing interest, so only footpaths were built in New York.

By the end of the 1920s, a retired Connecticut judge named Arthur Perkins took over the Appalachian Trail project, and in August 1937, the trail from Maine to Georgia was complete. The Appalachian Trail is a 2,180-mile-long public trail that is managed by the National Park Service, U.S. Forest Service, Appalachian Trail Conservancy, many state agencies, and thousands of volunteers who make sure visitors will be able to enjoy the breathtaking beauty of the Appalachian Mountains and the Appalachian Trail for many years to come.

Informational Text Structure and Ideas

You know that the major and minor ideas in a text both work together to give you information. So it makes sense that every sentence, paragraph, section, and chapter helps develop ideas. The author uses all of these parts within the overall structure of informational text. Each one plays a role. You need to recognize what role each piece plays. Here is an example. Read the text, and then study the questions and explanations about it.
Week 2 Day 3
Japanese women have influenced literature ever since Murasaki Shikibu wrote one of the world’s first novels in the eleventh century. The tradition continues with a young woman named Mika. In 2007, Mika wrote the bestseller Sky of Love in text using only her cell phone. While riding a crowded subway, she texted passages to her blog. After a few weeks, she had enough content for a short novel. Mika’s book was read by millions. Like everything from A Midsummer Night’s Dream to The Notebook, the book is about love surviving through many challenges. In Japan, it was also made into a movie and a 2008 TV show. By contrast, 2007’s best-selling novels in the United States were written by hand in notebooks or digitally on computers. Older Japanese critics worry that such simple stories will hold back student reading skills. It’s true that books like Sky of Love are simple and not very deep. But it likely won’t be long before a mobile novel finds critical acclaim. One thing is as clear as it was one thousand years ago—readers who wish to see the future of writing may be wise to note the women of Japan.

1 Read this sentence from the second paragraph.

By contrast, 2007’s best-selling novels in the United States were written by hand in notebooks or digitally on computers.

What does this suggest about the difference between the two cultures? How would you answer this question? You might know about many technological ideas coming from Japan, so you could say it shows the Japanese are in the forefront of using new technology, including using texting to write a book. But remember you must use evidence from the text. What’s a better answer about why the author included this sentence? How about to support the central idea of the text? The topic sentence says, “Japanese women have impacted literature ever since Murasaki Shikibu wrote one of the world’s first novels in the eleventh century.” The sentence supports this idea and shows that Mika also affected literature in a creative way while other authors were still using notebooks and computers.

Before authors write informational text, they must decide how the text will be organized. Information can be organized by the following:

| Chronological Order (Sequence of Events) | This is informational text that is presented in a sequence from beginning to end. **Example:** writing about the history of the American Revolution or an essay about the life of author and poet Maya Angelou |
| Sequence Order (How–To) | Sequence order presents information in a series of step-by-step directions. **Example:** a manual that lists directions on how to put together a bicycle or a recipe that provides directions for making brownies |
| Cause and Effect | Informational texts often describe events (effects) and identify reasons (causes) for why the events happened. **Example:** global warming (cause) leads to devastating hurricanes and tsunamis (effect) |
| Problem and Solution | This type of informational text introduces and describes a problem and presents one or more solution. **Example:** A school band does not have enough money to buy new uniforms (problem). So band members have a car wash and a bake sale to raise money for new uniforms (solution). |
Chapter 4 Understanding Informational Text

| Compare and Contrast | Some authors use comparisons to describe ideas to readers. Similarities and differences are given.  
Example: similarities and differences between dolphins and porpoises |
|----------------------|--------------------------------------------------------------------------------------------------|
| Description          | Some authors may use sensory words, pictures, maps, charts, and graphs when writing to help readers visualize information.  
Example: using sensory words to describe the aftermath of a flood or using pictures to help someone visualize what living in ancient Rome was like |

Practice 4: Informational Text Structure and Ideas

The Book of Kells

1. One of Ireland’s most treasured artifacts from the medieval age is the Book of Kells. This beautifully decorated manuscript contains the four Gospels of the New Testament, which are written in Latin. Part of what makes the Book of Kells so stunning is its lavish artistry. The book contains hundreds of finely detailed illustrations, borders, and decorative initials. Some pages of the book are devoted just to portraits or decorations and contain little to no text. Of the 680 pages that survived to this day, 678 contain some form of illustration. The Book of Kells likely lasted so long because of the painstaking work it took to make it.

2. The book creators spared no effort or expense. The pages are made of smooth calfskin, a material that is difficult to prepare for books. Many of the expensive dyes used for the illustrations were brought in from Europe. Some of the book’s drawings are so detailed that people look over them with a magnifying glass to fully appreciate their beauty.

3. The history of the book is equally fascinating. Historians believe monks in a Scottish monastery started working on the Book of Kells in the sixth century. Three centuries later, following a Viking raid, the book traveled to Kells, Ireland, for safer keeping. Tragically, thieves stole the book in the eleventh century. The Catholic Church recovered the book, but the thieves had apparently ripped off and taken the gem encrusted cover. Besides some water damage, the book was otherwise in good condition. Carefully preserved for centuries, it is now kept at Trinity College in Dublin, Ireland.

4. Because of its great historical and artistic value, many people wanted to create reproductions of the Book of Kells. At first, Trinity College was wary of this idea, fearing the book could be damaged in the process. However, in the 1980s, the Fine Art Facsimile Publisher got permission to produce nearly 1,500 copies of the full manuscript. The reproductions are very close to the original, even down to the miniscule holes in the calfskin pages. Today, people can view the Book of Kells on an iPad screen with the detailed art enlarged and in full color. Admirers of the precious artifact can hope that, with careful preservation, the original Book of Kells will last for centuries longer.
Chapter 4 Understanding Informational Text

1. How would this passage be different if the author had not included paragraph 2?
   A. Readers would not know who wrote the Book of Kells.
   B. Readers would not know why the Book of Kells is such a beautiful and studied artifact.
   C. Readers would not understand where the Book of Kells was written.
   D. Readers would not know why some of the Book of Kells is missing.

2. Paragraph 3 is organized in which manner?
   A. description
   B. sequential
   C. compare and contrast
   D. chronological

3. What is the importance of the fifth sentence in paragraph 3?
   A. It explains why thieves stole the book of Kells in the eleventh century.
   B. It details why the history of the Book of Kells is so interesting.
   C. It supports the idea that Vikings raided Ireland after the Book of Kells was written.
   D. It explains why the Book of Kells is kept at Trinity College in Dublin, Ireland.

4. Paragraph 1 is organized in which manner?
   A. cause and effect
   B. description
   C. problem and solution
   D. compare and contrast

5. How would this passage be different if the author had not included the first sentence in paragraph 4?
   A. Readers would not know the Fine Art Facsimile Publisher got permission to produce nearly 1,500 copies of the full manuscript.
   B. Readers would not understand that reproductions of the Book of Kells are very close to the original book.
   C. Readers would not know the reason why many people want to create reproductions of the Book of Kells.
   D. Readers would not know that Trinity College did not want people making reproductions of the Book of Kells.
**Text Features**

**Informational text** is often written in a way that allows the reader to easily find key information and understand the main topic. Authors will do this by providing **text features** such as headers over certain sections, bold important vocabulary, and visual representations with captions. These representations can be pictures or graphics that include maps, diagrams, graphs, and charts. In some cases, the author will even provide readers with a table of contents or a glossary to assist readers in finding the information quickly and easily.

Look at the following tables for examples of how text features help readers find important information and understand the main topic.

<table>
<thead>
<tr>
<th><strong>Print Features</strong></th>
<th><strong>Organizational Aids</strong></th>
<th><strong>Graphic Aids</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Features</strong></td>
<td><strong>Helps the Reader...</strong></td>
<td><strong>Helps the Reader...</strong></td>
</tr>
<tr>
<td>Table of Contents</td>
<td>Identify key topics in the book and the order they are presented in</td>
<td>By signaling the word is important and/or found in the glossary</td>
</tr>
<tr>
<td>Index</td>
<td>See everything in the text listed alphabetically, with page numbers</td>
<td>Understand the word is important</td>
</tr>
<tr>
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### How Text Features Help You Better Understand Informational Text

| Print Features | Used in previewing  
|               | Reveal the importance and organization of parts of the text  
|               | Focus the reader’s attention on specific parts of text  
|               | Help the reader gauge the importance of ideas and their relationship to each other |
| Graphic Aids  | Used in previewing  
|               | Deliver quick information about the content of the text  
|               | Show author’s attitude  
|               | Serve as a persuasive device  
|               | Allow for much information to be delivered without using a lot of words  
|               | Show text info in a different format  
|               | Create mental images of text info and extends understanding |
| Illustrations | Help convey an idea which is difficult to express or would take a lot of time to explain  
|               | Used to educate readers and to develop their imagination  
|               | Aid in memory retention |
| Organizational Aids | Used in previewing  
|                     | Organize the reader’s reading and thinking  
|                     | Help the reader process the information more easily by visually separating the text into different parts |

Take a look at some different types of media you will see in your school textbooks.

**Charts** give a reader information in an organized, easy-to-follow format. Charts use columns and rows to organize information for the reader. Some types of charts show things like times and dates and sometimes days of the week.

A **diagram** is a detailed illustration. It often uses labels to identify specific parts of the pictured item. For example, a science book might use a diagram to show parts of a certain cell.
Many texts use illustrations (pictures) to help the reader understand the information of the text. Illustrations provide a visual for the reader. Illustrations help the reader gain a deeper understanding from what they read. A caption is a title or brief explanation of an illustration or picture.

A map is a flat drawing of all or part of the Earth. With every map, there is a map legend. It tells about the items on the map, such as symbols or areas of different patterns or colors. It also tells you the cardinal directions—north, south, east, and west. Usually, north is at the top of a map, south is at the bottom, east is to your right, and west is to your left.

An index is an alphabetized list of words and phrases showing the page numbers on which text on the subjects listed can be found. The index is typically placed at the end of a book. An index is required for most textbooks, technical manuals, and other books that contain factual information. The index is in alphabetical order.

A glossary is a list of domain-specific terms with definitions. Glossaries are commonly found at the backs of textbooks to help readers understand terms and phrases that may be unfamiliar to them. Glossaries usually focus on terms that the reader probably does not know, such as words in a social studies, math, or science textbook.

A graph is a picture that shows data in an organized manner. A graph is a two-dimensional drawing showing a relationship (usually between two sets of numbers) by means of a line, curve, a series of bars, or other symbols.
Practice 5: Informational Text Features

The New Madrid Seismic Zone

Location of the New Madrid Seismic Zone

1. Since 2014, Oklahoma is ranked number one in America for having the most seismic activity. Before 2014, however, the most seismic active region of the United States was in the Mississippi Valley area known as the New Madrid seismic zone, which is named after New Madrid, Missouri. The zone runs through parts of these eight states: Alabama, Arkansas, Illinois, Indiana, Kentucky, Mississippi, Missouri, and Tennessee. From December 16, 1811, until February 7, 1812, three major earthquakes devastated towns and settlements along the New Madrid seismic zone.

The Big Three Earthquakes

2. The first earthquake occurred shortly after 2:00 a.m. on December 16, 1811, and it was so severe tremors were felt in Pennsylvania, Virginia, South Carolina, Louisiana, Connecticut, New York, Massachusetts, and Washington, D.C. In fact, then President James Madison and his wife Dolly were jolted awake when their bed began shaking as they slept in the White House. The first earthquake was followed by two more earthquakes on January 23, 1812, and February 7, 1812. From eyewitness testimony and newspaper accounts of damage to land and buildings, the February 7, 1812 earthquake was the strongest and most destructive. In fact, the tremors were so strong church bells rang on their own in Boston and New York City.

Destruction from the Earthquakes

3. Due to the magnitude of the earthquakes, the landscape along the Mississippi River was significantly affected. For example, in Kentucky, landslides formed along Chickasaw Bluffs, and large areas of land along the Mississippi River were lifted up, causing the Mississippi River to flow backwards for a few hours. Gigantic waves on the Mississippi River broke apart many boats and forcibly slammed other boats into the shore. Incredibly, some boatmen survived the ordeal and described their harrowing experience to eager listeners.

4. Additionally, the earthquakes caused sand sediment to become saturated with water and liquefy, causing ground fissures and surface cracks. The seismic waves forced the liquefied sand to the surface through these cracks and fissures, creating what is known as sand blows. The sand blows from the 1811-1812 earthquakes can still be seen along the New Madrid seismic zone today. The earthquakes also caused the ground along the river to rise and fall, bending trees until deep cracks opened in the ground, causing destructive landslides to form along steep bluffs and hillsides.

Aftermath of the Earthquakes

5. Raised land, fissures, cracks, sand blows, and landslides mostly affected areas from Cairo, Illinois, to Memphis, Tennessee, and from Crowley’s Ridge in northeastern Arkansas to Chickasaw Bluffs, Tennessee. The lasting effect of the earthquakes are on display in Reelfoot Lake, located in northwest Tennessee where stumps of trees destroyed in the earthquakes can still be seen.

6. No one knows for certain exactly how many people died during the earthquakes. However, due to massive flooding and the amount of structural damage to boats, homes, and buildings, historians believe...
many people drowned when the Mississippi River flooded towns, settlements, and Native American villages, and many others died from severe injuries when violent tremors caused homes and buildings to collapse. A scientist from the U.S. Geological Survey stated that, "In the known history of the world, no other earthquakes have lasted so long or produced so much damage as the New Madrid earthquakes."

**Glossary**

- **ground fissures** — long, narrow cracks or openings in the earth due to soil surface tension
- **land slides** — the movement of rocks, debris, or dirt flowing down a from a mountain or cliff
- **sand blows** — occurs when liquefied sand is forced to the surface through cracks and fissures
- **sand sediment** — sand that has been transported by either wind, water, or ice, often ending up at the rivers or lakes
- **seismic** — this relates to earthquakes or other vibrations of the earth and its crust
- **tremor** — an involuntary movement of the earth's surface caused by stress in underground rocks

1. How do the bolded words in the passage help readers find information? Select all that apply.
   A. They are important words that are meant to stand out from the rest of the text.
   B. They make the passage look more professional.
   C. They are specific words related to the layers of the Earth that students need to know.
   D. They are words readers will find in the glossary.

2. The author included the illustration of the layers of ground fissures and surface cracks to
   A. indicate that readers can understand the information without reading the text.
   B. make learning about the different layers easier to understand.
   C. persuade readers to learn how to draw the layers of the Earth.
   D. show how deep each of the layers are in kilometers.

3. What is the purpose of adding a glossary with informational text?

4. Because the earthquakes occurred in the early 1800s, which text features would newspapers at that time most likely have used in order to report the earthquake damage? Select all that apply.
   A. maps
   B. sketches
   C. drawings
   D. index
   E. pronunciation guide

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Chapter 4 Understanding Informational Text

5. Which of the following texts would most likely contain a glossary?
   A. atlas
   B. encyclopedia
   C. journal
   D. textbook

History is a chronological written record of important past events and their causes. The world you live in today has also been shaped by people who lived before you. As a student, it is important to understand that history:

- provides the framework people need to make sense of their world — understanding the link between the past and the present is necessary for comprehending that how we live today is a direct result of what happened in the past.
- helps people understand other cultures — learning about people from other countries can help you appreciate other cultures that are different from your own.
- helps people make wise decisions. Knowing what happened in the past helps people not repeat past mistakes that can have a devastating effect on the world, such as slavery and the atomic bombing of Japan during WWII.
- inspires us to make the world a better place to live. For instance, learning about influential people, such as Mother Teresa and Dr. Martin Luther King, can inspire others to stand up and fight for the rights of people all over the world.

6. Why do authors sometimes include bullets in informational text?
   A. to locate different categories in the text
   B. to emphasize key points and/or concepts
   C. to combine text with informational graphic aids
   D. to identify key topics in a book and the order in which they are presented

7. Look at the sample index.
   Where would a reader find information about author's purpose?
   A. 166 and 184
   B. 39 and 127
   C. 26, 36, and 39
   D. 57, 166, and 184

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Week 2 Day 4
Use the graph to answer the questions that follow.

8. Which ice cream flavor do students like the best?

9. What percentage of students do not have a favorite ice cream flavor?

10. Which is the least preferred ice cream flavor?

Author Point of View
Understanding the author's point of view helps you understand what you are reading. An author's point of view refers to his or her opinion about an issue or topic. When you read informational text, you must consider who wrote it and why the author wrote it. You must be able to analyze an author's background and experiences, which help to form the author's viewpoint (personal opinion).

Practice 6: Author Point of View
Read the passages. Then, answer the questions that follow.

Animal Prosthetics
Prosthetics (artificial limbs) have changed the lives of disabled and handicapped people since the Egyptians first came up with the idea many years ago. But only recently have prosthetic limbs and other artificial devices been used to help animals. The movie *Dolphin Tale* is based on the true story of a badly injured dolphin named Winter who is rescued, nursed back to health, and given a prosthetic tail to replace her amputated one. In more recent news, a nine-year-old alligator named Mr. Stubbs was given a three-foot-long prosthetic tail after another alligator bit off his tail.

In the past, animals born with birth defects or animals that suffered injuries from humans or other animals often died. However, with advancements in prosthetics
technology, wild and domestic animals that have life threatening injuries or were born with disabilities are getting a second chance at life. The PBS documentary My Bionic Pet highlights the remarkable stories of animals, their rescuers, and the prosthetics that helped the animals survive. As an animal lover, I am thrilled that scientists are finding ways to make sure that animals, wild and domestic, can live somewhat normal lives after losing a limb due to injury or disease.

To watch some My Bionic Pet videos and see these amazing animals for yourself, use the following websites:
https://www.pbs.org/wnet/nature/my-bionic-pet-about/13345/

1. What is the author’s point of view?
   A. Prosthetics are a great way to help injured and disabled animals live somewhat normal lives.
   B. Only animals should be allowed to have prosthetics.
   C. Prosthetics should only be used on dolphins.
   D. Only people should be allowed to have prosthetics.

Throwing a boomerang and having it return to you is a skill which requires much practice. You will use both your mind and your body when you learn this sport. Throwing a boomerang can be great fun. It also provides plenty of exercise because you will find yourself running all over the open field to recover the boomerang when it doesn’t return to you. It’s also an exciting activity for a group of friends to do together. Just remember to be safe and have fun.

2. What is the author’s point of view?
   A. Throwing a boomerang is something people should do with others.
   B. People only get exercise throwing a boomerang in the beginning.
   C. Learning to throw a boomerang properly takes a lot of practice.
   D. The sport of boomerang throwing is not safe.

There are many genres of literature to choose from. Whether you are a reader of only serious nonfiction work, or a reader of graphic novels with a comic twist, you have endless choices. Some people enjoy reading about the lives of others, so the well written biography or autobiography is of interest.

Others enjoy a trip back in time with historical-fiction texts. There is also the mystery and suspense-thriller category—this is another genre that offers the most suspense and intrigue for readers. The options are there. Pick your genre and curl up with a good book today.
3. What is the author's point of view?

America the beautiful is filled from coast to coast with natural wonders. In fact, wherever you go in this big, beautiful country, you can find amazing natural wonders. Many of our nation's finest treasures are protected in our national parks. These parks serve as refuges for plants, wildlife, and natural formations of all sorts. From the Everglades in Florida to Yosemite in California, you can find a variety of wonderful animals, plants, and more. You may find hot marshlands, chilly mountains and caves, or temperate plains and forests. But wherever you go in America, there is gorgeous nature to be found there.

4. Which two sentences express the author's point of view?
   A. "Many of our nation's finest treasures are protected in our national parks."
   B. "America the beautiful is filled from coast to coast with natural wonders."
   C. "You may find hot marshlands, chilly mountains and caves, or temperate plains and forests."
   D. "But wherever you go in America, there is gorgeous nature to be found there."
   E. "These parks serve as refuges for plants, wildlife, and natural formations of all sorts."

Do you think sharks are dangerous? If you are among the people who consider sharks to be dangerous man-eaters, what are your reasons? Are your ideas based upon personal experience? Horror stories? A movie? You might be surprised to hear that even though they are the ocean's most feared and fascinating predators, most sharks are gentle giants. Some of these include the whale shark and the megamouth. These sharks prefer to dine on algae and small fish rather than large prey. They are no threat to people.

5. What is the author's point of view?
Chapter 4 Key Term Activity

Fill in the blanks with the correct word.

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In this chapter, you learned that authors use (1) ________________ as brief explanations of an illustrations or pictures. The (2) ________________ lists everything in a textbook alphabetically, with page numbers. The focus of a text is the (3) ________________. Print features, illustrations, organizational aids, and graphic aids are types of (4) _________________.

(5) ________________ comes from what is specifically stated in a passage. (6) ________________ summarize and/or compare information.

See the Teacher’s Guide for the Chapter 4 Review.
Chapter 5

Analyzing Informational Text

This chapter covers the following standards: RI.3, RI.7, RI.8, RI.9

Analyzing Informational Text

Often, you will analyze how a person, event, or idea is presented in a text. **Analyzing** involves taking things apart. This way you can examine each part individually and then put them all back together to understand the whole better. One way to analyze a passage is to look carefully at how and why the author wrote it. In this chapter, you will learn how to analyze a passage to determine how a person, event, or idea is developed in a text.

Comparing and Contrasting Informational Text

When you **compare and contrast**, you look at **similarities and differences** between two or more texts. Sometimes you will compare and contrast different presentations of events. When you do this, you can learn more than you would from one text alone. Why? Seeing two or more accounts about the same topic helps you understand that topic better. You can take ideas from the perspectives of two or more authors and see what is similar. The things they agree on are usually accepted facts. The ideas they disagree about can open up new questions for your inquiry. Let’s look first at combining information from more than one text about the same topic.

Read these three passages. Then, read the explanations that follow.

**Immigration**

Towards the end of the 1800s, the number of people immigrating to the U.S. increased. Many of these immigrants came to America to escape religious persecution. In his book, *A Nation of Immigrants*, President John F. Kennedy writes, “There were probably as many reasons for coming to America as there were people who came. It was a highly individual decision.” Historians agree that the three chief reasons for the mass migration to America were religious persecution, political oppression, and economic hardship.

Some of these immigrants were wealthy and well-educated people. However, most of the immigrants were very poor. To house the overwhelming numbers of migrants and immigrants, urban slums (poor, inner-city neighborhoods) consisting of tenements (overcrowded apartments that housed several families of immigrants or poor laborers) arose in the cities. Overcrowded and impoverished, these slums often had open sewers that attracted rats and other disease-spreading pests. The air was usually dark and polluted with soot from coal-
fired steam engines and boilers. The individual tenements were often poorly ventilated and full of fire hazards. Often, they were occupied by more than one family crammed together into a small, sometimes one-room, apartment.

Longing for Ireland
It sure is a sight to behold. Two large families from Ireland, ours included, plus a couple of young men who came to the city alone are sharing a tenement apartment. Why, I don't know how we keep from going out of our minds. In such a confined space, we're practically sleeping one on top of the other. My parents get one of the few beds; I share a pallet with my three little brothers and sisters, who toss and turn and kick all night long. The smell is horrible, and the Lord only knows what critters are living behind the walls. I guess it's good we all work sixteen-hour days at the factories—women and children included; ain't no room for nothing in our little mouse hole except eating and sleeping. I thought America was the land of opportunity, but now I wonder if we made the right decision leaving our home in Ireland—at least there we had room to stretch our limbs.

Excerpt from The Promised Land by Mary Antin
This book begins as Mary Antin (1881-1949) describes her Jewish family and her childhood in Polotzk, Belarus (a country in Eastern Europe bordered by Russia, Ukraine, Poland, and Lithuania). The author talks about a fence that had been built around Polotzk and how the city was divided between Jews and Gentiles. She mentions the Jews were discriminated against and had a hard time finding work in Belarus. Because of Jewish discrimination, Mary's father was forced to leave his family for three years and work in Russia to support his family. Eventually, he returns home to Polotzk, but he is later forced to leave his family again due to health problems and a lack of work at home. This time he immigrates to Boston, Massachusetts.

1 The long chapter of troubles which led to my father's emigration to America began with his own illness... My father was carried away by the westward movement, glad of his own deliverance, but sore at heart for us whom he left behind. It was the last chance for all of us. We were so far reduced in circumstances that he had to travel with borrowed money to a German port, whence he was forwarded to Boston, with a host of others, at the expense of an emigrant aid society.

2 I was about ten years old when my father emigrated. I was used to his going away from home, and "America" did not mean much more to me than "Kherson," or "Odessa," or any other names of distant places...

3 I know the day when "America" as a world entirely unlike Polotzk lodged in my brain, to become the centre of all my dreams and speculations. Well I know the day. I was in bed, sharing the measles with some of the other children. Mother brought us a thick letter from father, written
just before boarding the ship. The letter was full of excitement... My father was inspired by a
vision. He saw something—he promised us something. It was this “America.” And “America”
became my dream...

4 Not that my father had grown suddenly rich. He was so far from rich that he was going to
borrow every cent of the money for our third-class passage; but he had a business in view which
he could carry on all the better for having the family with him... With the children, he argued
... They should be spending the precious years in school, in learning English, in becoming
Americans. United in America, there were ten chances of our getting to our feet again to one
chance in our scattered, aimless state ... So at last I was going to America! Really, really going,
at last! The boundaries burst. The arch of heaven soared. A million suns shone out for every star.
The winds rushed in from outer space, roaring in my ears, “America! America!”

5 For sixteen days the ship was our world... And so suffering, fearing, brooding, rejoicing we crept
nearer and nearer to the coveted shore, until, on a glorious May morning, six weeks after our
departure from Polotzlk, our eyes beheld the Promised Land, and my father received us in his arms.

6 Anybody who knows Boston knows that the West and North Ends are the wrong ends of that city.
They form the tenement district, or, in the newer phrase, the slums of Boston. Anybody who is
acquainted with the slums of any American metropolis knows that that is the quarter where poor
immigrants foregather, to live, for the most part, as unkempt, half-washed, toiling, unaspiring
foreigners... where they live on probation till they can show a certificate of good citizenship.

7 In our days of affluence in Russia we had been accustomed to upholstered parlors, embroidered
linen, silver spoons and candlesticks, goblets of gold, kitchen shelves shining with copper and
brass. We had featherbeds heaped halfway to the ceiling; we had clothes presses dusky with
velvet and silk and fine woollen.

8 The three small rooms into which my father now ushered us, up one flight of stairs, contained
only the necessary beds, with lean mattresses; a few wooden chairs; a table or two; a mysterious
iron structure, which later turned out to be a stove; a couple of ornamental kerosene lamps;
and a scanty array of cooking-utensils and crockery.

9 And yet we were all impressed with our new home and its furniture... it was chiefly because
these wooden chairs and tin pans were American chairs and pans that they shone glorious
in our eyes. And if there was anything lacking for comfort or decoration we expected it to be
presently supplied—at least, we children did. Perhaps my mother alone, of us newcomers,
appreciated the shabbiness of the little apartment, and realized that for her there was as yet no
laying down of the burden of poverty.

The author of the first passage discusses some of the reasons why rich and poor Europeans
immigrated to America in the 1800s. The passage also describes urban tenements in an unbiased way
and gives a broad overview of the development of urban slums during the 1800s and how unhealthy
and dangerous they were.

The author of the second passage was an Irish immigrant who immigrated to America with his or her
family. The author actually lived in a tenement slum and describes the emotions he or she felt while
living in unsanitary and cramped quarters with other Irish families.

The third passage is an account of a Jewish family’s struggles living in Belarus in the late 1800s. Due to
religious persecution, the author’s father has to find work in Russia to support his family. The passage
states specifically why the family immigrates to Boston and their living conditions compared to their
living conditions in Belarus.
Week 2 Day 5
Chapter 5 Analyzing Informational Text

Reading all three passages gives readers a better understanding of immigration and the hardships Europeans faced and why they were willing to leave everything they knew to come to the “promised land” where they hoped to live the American dream. Sadly, many poverty-stricken immigrants wound up living in horrific tenement slums.

Practice 1: Comparing and Contrasting Informational Text

Richard the Lionheart

1 King Richard I of England, commonly known as Richard the Lionheart, is best known today for his role in the legend of Robin Hood. In most retellings of that old story, Richard comes back from the Crusades just after Robin Hood has defeated the evil Sheriff of Nottingham and rewards Robin Hood for his bravery and sees him married to Maid Marian. This story is almost certainly fictional, however.

2 The real Richard was born on September 8, 1157. He earned the nickname “Lionheart” because of his reputation as a brave and effective general. His military career began when he was in his teens when he traveled to France to lead troops putting down a rebellion against his father, King Henry II. However, Richard is most famous for his coordination of the Third Crusade, a military campaign launched by Christians in 1189 to reconquer Jerusalem from Muslims under Saladin. Along with his friend King Philip II Augustus of France, Richard initially conquered a great deal of Saladin’s territory. Then disputes between the Christian high command got in the way, and Philip decided to return home. But even though Richard was abandoned by Philip, he still managed to win a great victory over the Muslims at the Battle of Arsuf. Saladin, who had once seemed unbeatable, now looked like he might not even be able to hold on to Jerusalem.

3 Once again, however, dissension amongst the Christian leaders got in the way. The Christian army split, and Richard’s force was not strong enough to attack Jerusalem on its own. Richard intended to go home, but then he got news that Saladin had attacked the coastal town of Jaffa, so he raced there instead. When he arrived, he defeated the Muslims in battle, forcing Saladin to sign the Treaty of Jaffa. This treaty stipulated that while Saladin would retain control of Jerusalem, Christian pilgrims and merchants could visit the city in peace. Richard had justly won his nickname.

Richard I: The Absent King

1 King Richard I of England, or Richard the Lionheart, was undoubtedly a brave warrior. He is most famous for leading the Third Crusade, which almost retook Jerusalem from the Muslims. However, he jeopardized the security and prestige of the English monarchy more than most people realize. First, he rebelled against his father, King Henry II, a selfish act of defiance which caused great and unnecessary loss of life. Second, when he finally assumed the throne in 1189, he was a terrible king. Obsessed with winning glory and treasure on the battlefield, he almost completely neglected England. While historians are not in total agreement, some contend that he only resided in England for a mere six months during his almost ten year reign. While the Robin Hood legend is pure fiction, at least concerning Richard it makes a good point: the
English king abandoned his country for long stretches. By doing so, he left his people vulnerable to be exploited by corrupt officials and other evil powerful men.

2. Many people also don't know that for all his successes in battle, Richard was ultimately captured in 1192 while he was returning from the Crusade. Once again, a mistake of Richard's jeopardized his people's welfare: English officials drastically raised taxes to pay the ransom that was demanded for his release. Once he had regained his freedom, Richard still seemed more interested in playing soldier than in governing his kingdom. In March 1199, however, his years of exposing himself to danger caught up with him when he was shot in the shoulder with an arrow. He died a week later, leaving his vulnerable kingdom to a weak and wicked ruler: his brother, Prince John, made infamous by the Robin Hood legend. Although Richard was and largely still is remembered positively, maybe people should begin to rethink his legacy.

1. Both passages are about
   A. the Crusades.
   B. Richard the Lionheart's reputation.
   C. Richard the Lionheart's death.
   D. the legend of Robin Hood.

2. How is passage 2 different from passage 1? Select all that apply.
   A. Passage 1 does not mention Richard's death, while passage 2 does.
   B. Passage 1 goes into some detail about the Crusades, while passage 2 does not.
   C. Passage 2 mentions the legend of Robin Hood, while passage 1 does not.
   D. Passage 2 does not mention Saladin, while passage 1 does.

3. Which of the following best states the difference between the central idea of passage 1 and the central idea of passage 2?
   A. Passage 1 realizes the true importance of Richard's Crusade, while passage 2 does not.
   B. Passage 1 indicates that Richard's contributions were largely positive, while passage 2 portrays Richard as an inferior king.
   C. Passage 2 appreciates the significance of the Robin Hood legend in the context of Richard's biography, while passage 1 does not.
   D. Passage 2 suggests that Richard dies in vain, but passage 1 suggests his death was glorious.
4. What are two more ways the passages are different from each other?

A. Only passage 1 mentions that King Philip II Augustus of France helped Richard I conquer a great deal of Saladin’s territory.
B. Only passage 2 details how and when King Richard I died.
C. Only passage 1 explains why King Richard I of England was called Richard the Lionheart.
D. Only passage 2 mentions that King Richard I fought in the Crusades.

Passage 1
The main interest of seventeenth-century French colonizers in North America was trade in animal furs. Some furs were used for hats, which were very popular in France at the time. The Native Americans were valuable trading partners to the French. They supplied animal pelts from beaver, otter, muskrat, and mink. Consequently, the French saw no need to try to conquer them. Likewise, the French did not destroy the forests because they wanted to maintain the habitat of the animals they valued so much. The northern areas of North America, where the French colonized, were sparsely populated, so epidemics of disease brought by white people took less of a toll. The French tended to see native peoples as equals, and they accepted intermarriage. The Native Americans became valuable to the French as allies in wars against the British.

Passage 2
The seventeenth-century English colonies may be called “colonies of settlement.” Settlers tried to establish English society in the New World. They took control of the land and created their own political and economic systems. They also brought their own crops and animals. The English came to the New World in much greater numbers than the French. Thus, they wanted control of more and more land. This displaced great numbers of Native Americans. The Native Americans were not as beneficial economically to the English, so the English saw them as a nuisance and an obstacle to progress.

5. Using evidence from both texts, compare and contrast the passages and explain how French and British colonists treated Native Americans and the land they colonized. Use your own paper if needed.
Information in Different Media

You can find a wealth of information about a subject in many different media, be it print, online, visual, or audio. For instance, if you were researching an American president, you could read a biography of his life, find audio or film clips of him giving a speech, and watch a documentary about his presidency. Some historical figures' lives are even dramatized in movies or TV specials. All of these sources provide information about a subject. Just remember that different media may emphasize different aspects of a topic or have different purposes. A journal article, which is meant to inform, won't be the same as a dramatized film, which is created to entertain.

Everyone likes to get information in various ways. For example, some people like to read print newspapers and magazines, while other people like to listen to the radio while driving to and from work to catch up on the events of the day. However, most people get information from watching TV or online news media websites. As a student, you will be required to read print text about people and historical events. If you also watch a video or a documentary or listen to information spoken out loud about a person or event, you will gain a lot more insight than just reading about it.

Practice 2: Information in Different Media

Why America Entered World War I

President Woodrow Wilson won reelection on November 7, 1916, after promising voters he would keep America out of the European war that had been going on since August 1914. However, a German U-boat sank the British passenger ship RMS Lusitania off the southern coast of Ireland. One hundred and twenty-eight Americans were among the 1,200 people killed. Although Americans were killed in the attack, Wilson still wanted no part of the war. Instead, he sternly warned the German government that any future sinking of ocean liners would be considered a “deliberate and unfriendly act.” After Wilson’s warning, the following events occurred:

- On January 31, 1917, German Ambassador Count Johann Heinrich von Bernstorff and Secretary of State Lansing met privately. Heinrich von Bernstorff tells Lansing that U-boat attacks in the Atlantic would continue. Wilson told his private secretary, Joseph Tumulty, “this means war.”

- On February 24, 1917, England intercepted a telegram sent by German foreign minister Arthur Zimmermann to his ambassador in Mexico. Germany wanted to create an alliance with the Mexican government if Germany went to war with the United States.

- On March 20, 1917, Wilson called a meeting to ask his cabinet members what they thought about going to war. They all agreed that war against Germany was the only option.

- At 8:20 p.m. on April 2, 1917, President and Mrs. Wilson left the White House and were driven to the Capitol.

- At 8:32 p.m., Wilson approached the podium and described the German spies and U-boat attacks. Wilson says this was “warfare against mankind.” Then he says, “I advise that the Congress declare the most recent course of Imperial German Government to be in fact nothing less than war against the government and people of the United States.”
On April 4, 1917, the Senate voted on and approved Wilson's call for war.

On April 6, 1917, the war resolution arrived at the White House. The United States of America officially joined its allies in fighting Germany in World War I.

Directions:
Source 1: Go online to this website to read Woodrow Wilson's speech to Congress. https://www.ourdocuments.gov/doc.php?flash=false&doc=61&page=transcript

Source 2: Go online to this website to listen to an audio version of the speech. https://www.youtube.com/watch?v=ji6OVy2fK8o

Source 3: Go online to this website to see film footage of Woodrow Wilson and American men and women entering World War I in 1917. https://www.youtube.com/watch?v=rP_zPq7N4_C

Source 4: Go online to this website to watch a video that visually explains and summarizes why Woodrow Wilson decided to give a message to Congress on April 2, 1917, asking Congress to declare war against Germany and bring the United States into World War I. https://www.youtube.com/watch?v=4yq1fXI_MWk

Writing Prompt
After reading and listening to the speech, watching the film footage, and watching the video explanation of Woodrow Wilson's declaration of war, write a short response as to which source or sources you thought were the most helpful in understanding the topic. Also, discuss which source you liked the best and why. Use your own paper to respond to this prompt.