

SKILLSTUTOR



READING COMPREHENSION

B

Classroom Guide

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GETTING STARTED

SkillsTutor Reading Comprehension B provides extensive coverage of the skills students need to improve reading comprehension. This coverage is provided through a variety of engaging activities. Built on a framework of five social studies units, *SkillsTutor Reading Comprehension B* provides students with content-area lessons, skill lessons, quizzes, tests, and worksheets.

The *SkillsTutor* management system (OTS) provides several important features:

- Tests students' skills, providing both pretests and posttests to make initial assessments and gauge student progress
- Makes assignments, based on students' pretest results
- Monitors student scores and completion of activities
- Produces reports for individual students
- Provides online documentation

This guide outlines the content and activities of *SkillsTutor Reading Comprehension B*. Information on the management system (OTS) is provided in the online *SkillsTutor* User's Guide.

COMMAND BUTTONS

Listed below are descriptions of the command buttons that will be used throughout the *SkillsTutor Reading Comprehension B* lessons. These buttons (except the Check button) appear along the bottom of the screen.



Click **Help** to see instructions for using the current screen.



Click **Glossary** to read definitions for the bolded words in the article.



Click **Article** to read the article.



Click the **More** and **Back** arrows to page through an article.



Click **Check** to see if your answer is correct once you place all of the words in a passage or after you answer a question.



Click **Go On** to move to the next instruction or question screen.

CONTENT-AREA READING LESSONS



OVERVIEW

In *SkillsTutor Reading Comprehension B*, each content-area reading lesson is built around an informative social studies article. Each lesson has an introductory screen which includes a map and/or timeline to help frame the lesson topic for students. Following the introduction are several short activities which encourage students to begin thinking about the lesson topic. The magazine article may be contained within a single lesson or delivered in two parts, depending upon the article's length, so that lessons cover comparable amounts of material and take approximately the same amount of time to complete. While reading an article, students perform several activities designed to pace their reading and encourage comprehension. Upon completion of the article, students reinforce comprehension through a variety of engaging interactions.

LESSON COMPONENTS

Interaction Categories

Three categories of interactions are used in every content-area reading lesson. The categories are (1) before-reading interactions, (2) during-reading interactions, and (3) after-reading interactions. A general description of each category is provided below.

Before-Reading Interactions. After the introduction to the lesson, students encounter several before-reading interactions. These interactions include a prediction, either an idea web or a cloze passage, and a presentation of the purpose for reading. Before-reading interactions are designed to activate students' prior knowledge and to build their readiness for reading.

During-Reading Interactions. Following the presentation of the purpose for reading, students begin reading the article. Three to six pages of illustrated text are interspersed with during-reading interactions. These interactions are designed to help students pace their reading and ask themselves questions as they read, to ensure they are understanding the text.

After-Reading Interactions. Students complete five to seven after-reading interactions for each article they read. These interactions check the students' comprehension of the reading material. The interactions also reinforce knowledge of the six critical comprehension skills targeted in *SkillsTutor Reading Comprehension B*: main idea, important details, author's purpose, cause and effect, sequencing, and inference. After-reading interactions also give students the opportunity to review the prediction made earlier in the lesson and to answer basic recall questions.

Interaction Types

Students encounter a variety of activities in the before-, during-, and after-reading interactions. These activities are described below

Idea Web. In this activity, students are presented with a content-related question. They answer the question by creating an idea web (a graphic that helps them organize their ideas). To make the web, students select four items from a list of answers and drag the items to branches of the web. For the fifth branch of the web, students create and type an answer of their own, thus completing the web. Students encounter this activity for all articles they read; however, two-part lessons contain only one idea web.

Cloze Passage. This activity is used in all two-part lessons. To help students remember the material covered in Part 1 of a lesson, a summary passage is presented at the beginning of Part 2. The passage contains several blanks which students fill from a list of words. Using context clues, students select an appropriate word for each blank and drag the word to its position in the passage.

Prediction. In this activity, students make predictions about the article they are reading, based on prior knowledge or information they discern from the title of the article. Students select a prediction from several possible answers. Feedback is not given immediately after the prediction is made. Later in the lesson, after reading the article, students are given the opportunity to change their answer or keep their original prediction. Feedback is given for their answer at that time.

Purpose for Reading. In this activity, students are presented with the purpose or objectives in reading the immediate story or article. When students find and click on the correct portion of an illustration, an animation occurs, and the purpose for reading is displayed. The intention is to help students focus on the reading objectives and to then find information in the article that helps them meet those objectives.

Click on Text. In this activity, students are presented with a question and asked to locate the sentence or text that specifically answers the question. Students scan and/or reread the article, and click to highlight the portion of the article that directly relates to the question.

Multiple-Choice Question with Single Correct Answer. In this activity, students answer a multiple-choice question by selecting a single correct answer. Students have the opportunity to reread the article before answering the question.

Multiple-Choice Question with Several Correct Answers. In this activity, students answer multiple-choice questions by selecting several correct answers. Students have the opportunity to review the article before answering.

Evaluation Questions. In this activity, students make a decision about what they have read. After they make their initial decision, they choose one or more reasons to support their choice.

Main Idea Chart. In this activity, students use a familiar graphic organizer to identify a main idea after being given three supporting details.

Supporting Details Chart. In this activity, students use a familiar graphic organizer to choose three details that support a given main idea.

Picture Sequencing. In this activity, students see three pictures representing a sequence from the article. They drag the pictures into the correct order.

Text Sequencing. In this activity, three to six details from the article are displayed out of order. Students rearrange the details by dragging them into the correct order.

Comic Strip. In this activity, students see three panels from a comic strip. The final panel is missing text. From three options, students choose the text that best completes the story line.

COMPREHENSION SKILL LESSONS



In addition to the broad, content-area lessons previously discussed, *SkillsTutor Reading Comprehension B* provides six lessons that focus on a single comprehension skill. The six skills are (1) main idea, (2) important details, (3) author's purpose, (4) cause and effect, (5) sequencing, and (6) inference. Each of the six comprehension skill lessons has an idea web and a prediction question to prepare students for learning about a targeted skill. Students then see a short tutorial on the basics of that skill. After reading an excerpt from a social studies article, students answer questions related to the target skill. The lesson contains several excerpts and 10 scored questions. Questions and feedback are designed to give explicit instruction on that lesson's comprehension skill. The interactions in the comprehension skill lessons are similar to those in the content-area reading lessons.

THE QUIZ

A quiz is provided at the end of each unit. The quiz contains 12 questions—two questions for each of the six critical comprehension skills. Each quiz question refers to an excerpt from an article in the unit just completed, so the text is familiar to students. Unlike the interactive lesson questions, the quiz questions are presented in a multiple-choice format to give students practice in answering the kinds of questions encountered on standardized tests. After the quiz, students have the opportunity to review the questions they missed. During the review, feedback is provided for each missed question.

TESTS

SkillsTutor Reading Comprehension B has one pretest and one posttest. Each test contains 12 questions—two questions for each of the six critical comprehension skills. Tests are based on an article the students have not seen in any of the lessons, so that students may be tested on unfamiliar text. Like the questions for quizzes, the test questions are presented in multiple-choice format to give students practice in answering standardized-test questions. After each test, students have the opportunity to review the questions they missed. Feedback is provided for each missed question.

SKILL CORRELATIONS



This section provides a list of all content-area reading lessons in *SkillsTutor Reading Comprehension B*. Unlike comprehension skill lessons, which focus on a single skill throughout one lesson, content-area reading lessons cover several skills. Each content-area reading lesson provides practice in answering questions in essential reading skills as well as basic recall. The six reading skills that are the focus of *SkillsTutor Reading Comprehension B* are main idea, important details, cause and effect, sequencing, author's purpose, and inference. The list that follows displays the content-area lesson names and the targeted skills for each lesson.

SkillsTutor Reading Comprehension B Skill Correlations

Lesson Title	Important Details	Main Idea	Cause/Effect	Sequencing	Author's Purpose	Inference	Recall	Prediction
Early Civilizations								
Maya Ballplayers — Part 1			•		•	•	•	•
Maya Ballplayers — Part 2	•					•	•	•
Fabulous Ur — Part 1	•	•				•	•	•
Fabulous Ur — Part 2		•	•				•	•
Pyramids and Royal Cemeteries — Part 1		•	•	•			•	•
Pyramids and Royal Cemeteries — Part 2			•		•	•	•	•
The Early Colonies								
The Voyage of the <i>Mayflower</i> — Part 1	•	•	•	•			•	•
The Voyage of the <i>Mayflower</i> — Part 2	•	•	•	•	•	•	•	•
Craftspeople in Colonial Williamsburg — Part 1	•	•		•	•	•	•	•
Craftspeople in Colonial Williamsburg — Part 2	•	•				•	•	•
A Gift of Friendship — Part 1		•				•	•	•
A Gift of Friendship — Part 2	•	•	•	•			•	•
American Revolution								
Sybil Sounds the Alarm — Part 1			•			•	•	•
Sybil Sounds the Alarm — Part 2	•		•		•	•	•	•

SkillsTutor Reading Comprehension B Skill Correlations

Lesson Title	Important Details	Main Idea	Cause/Effect	Sequencing	Author's Purpose	Inference	Recall	Prediction
The Frifer of Boxborough	•	•		•		•	•	•
The Boston Massacre — Part 1					•	•	•	•
The Boston Massacre — Part 2			•			•	•	•
Civil War								
The Eagle That Went to War — Part 1				•		•	•	•
The Eagle That Went to War — Part 2	•			•	•	•	•	•
Frederick Douglass: The Early Years — Part 1	•			•		•	•	•
Frederick Douglass: The Early Years — Part 2			•	•	•	•		•
Gettysburg: From Farmland to Battlefield — Part 1	•	•				•	•	•
Gettysburg: From Farmland to Battlefield — Part 2	•	•		•		•	•	•
North American Countries and Cultures								
Weaving Past and Present — Part 1	•		•	•		•	•	•
Weaving Past and Present — Part 2					•	•	•	•
To Montreal! — Part 1	•	•			•		•	•
To Montreal! — Part 2	•		•		•		•	•
Wind, Sea, & Fire		•	•	•		•	•	•

LESSON SUMMARIES



In this section you will find lesson summaries for each of the articles in *SkillsTutor Reading Comprehension B*. The summaries are meant to provide, at a glance, a description of the article and an example of the type of questions students encounter for that article.

Lessons are grouped into units that reflect the general social studies themes expressed in the articles. The units appear in this order:

- Early Civilizations
- The Early Colonies
- American Revolution
- Civil War
- North American Countries and Cultures

EARLY CIVILIZATIONS

Lesson Number	Lesson Title	Lesson Summary	Sample Question
S	Skill Lesson: Inference	This lesson helps students understand and make sound inferences.	Which sentence helps the reader make the inference that Colonel Ludington’s men were farmers? <i>“They will have to leave their families and crops again.”</i>
S	Skill Lesson: Cause and Effect	This lesson helps students understand and provides practice in identifying cause and effect.	What effect did the introduction of sheep to Central America have on traditional weaving? <i>1 The oil from the sheep’s coat was used as a dye.</i> <i>2 Much of the cloth was made into blankets for the sheep.</i> <i>3 More weaving took place outdoors while people tended the sheep.</i> <i>4 Some cloth was made of sheep’s wool.</i>
1-2	Maya Ballplayers	This article explains a ball game called <i>pok-ta-pok</i> that was played by the ancient Maya. Pok-ta-pok was played for recreation, but was also part of a religious ceremony.	Pok-ta-pok was played on “decorated stone ball courts.” Why do you think the courts were decorated? <i>1 They were decorated for religious ceremonies.</i> <i>2 They were decorated in team colors.</i> <i>3 They were decorated to tell which game was being played.</i> <i>4 They were decorated to get the announcer’s attention.</i>

EARLY CIVILIZATIONS

Lesson Number	Lesson Title	Lesson Summary	Sample Question
3-4	Fabulous Ur	This article is about the Mesopotamian city of Ur and describes the lives of the ancient Sumerians.	<p>How were the Tigris and Euphrates rivers important to life in Ur?</p> <p>■ <i>Sumerians used the rivers to water their crops.</i></p> <p><input type="checkbox"/> <i>Ur is located along the banks of the Euphrates River.</i></p> <p>■ <i>Both rivers were used for trading with other regions.</i></p> <p>■ <i>The Sumerians caught fish from both rivers.</i></p> <p>■ <i>The rivers provided Sumerians with building materials.</i></p> <p><input type="checkbox"/> <i>The rivers flowed south into the Persian Gulf.</i></p>
5-6	Pyramids and Royal Cemeteries	This article describes the pyramids built by the ancient Nubians.	<p>Why were the sides of the Nubian pyramids steeper than those in Egypt?</p> <p><i>“...the steep sides were a result of the Nubian construction technique: The Nubian builders used a lever device attached to a pole in the middle of the pyramid to haul up the stones and put them in place.”</i></p>
S	Skill Lesson: Main Idea	This lesson helps students understand and provides practice in identifying the main idea of passages and articles.	<p>Which of these sentences does the author use as an example to support the main idea?</p> <p>1 Montreal has apartment clocks in elegant French style.</p> <p>2 <i>Montreal is like any other modern city.</i></p> <p>3 <i>Montreal has traffic and billboards.</i></p> <p>4 <i>Montreal has skyscrapers and gas stations.</i></p>

EARLY CIVILIZATIONS

Lesson Number	Lesson Title	Lesson Summary	Sample Question
S	Skill Lesson: Important Details	This lesson helps students understand and provides practice in identifying important details.	Which are important details that help describe what Gettysburg looked like in the year 1863? <input checked="" type="checkbox"/> <i>It was farm country.</i> <input type="checkbox"/> <i>It was founded in 1786.</i> <input checked="" type="checkbox"/> <i>It was set among rolling hills.</i> <input checked="" type="checkbox"/> <i>The land supported corn, wheat, and fruit.</i>

THE EARLY COLONIES

Lesson Number	Lesson Title	Lesson Summary	Sample Question
1-2	The Voyage of the <i>Mayflower</i>	This article describes the dangers of the <i>Mayflower</i> 's voyage across the Atlantic and the daily lives of the Pilgrims who made that voyage.	<p>What is the author's purpose for writing this article?</p> <ol style="list-style-type: none"> 1 To describe the difficult voyage of the <i>Mayflower</i> 2 <i>To explain why the Pilgrims left Holland</i> 3 <i>To describe the Pilgrims' settlement in America</i> 4 <i>To explain why the Pilgrims celebrated the first Thanksgiving</i>
3-4	Craftspeople in Colonial Williamsburg	This article explains the work of colonial craftsmen who helped develop the city of Williamsburg, Virginia.	<p>Compare a basketmaker to a cooper. What task is shared by these jobs?</p> <ol style="list-style-type: none"> 1 <i>They both made parts of chairs.</i> 2 <i>They both weave.</i> 3 <i>They both did work for the governor.</i> 4 They both work with thin strips of wood split from logs.
5-6	A Gift of Friendship	This article is about the life of Thomas Savage, a young English boy who—after arriving in America in 1607—was given to the Powhatans by the captain of his ship. Savage spent two years with the Powhatans as one of their own.	<p>Which sentence in the last paragraph states the main idea of the article?</p> <p><i>“Now the survival of Jamestown depended on Newport's ability to make peace with the Native Americans and enlist their help in getting food.”</i></p>

THE EARLY COLONIES

Lesson Number	Lesson Title	Lesson Summary	Sample Question
S	Skill Lesson: Author's Purpose	This lesson helps the student understand and provides practice in identifying the author's purpose in passages and articles.	<p>How does the author help the reader understand how difficult living conditions were on the <i>Mayflower</i>?</p> <p><input checked="" type="checkbox"/> <i>She describes how wet and dirty the passengers were.</i></p> <p><input type="checkbox"/> <i>She includes quotes from a Pilgrim's journal during the voyage.</i></p> <p><input type="checkbox"/> <i>She includes letters from the Separatists to their friends at home.</i></p> <p><input checked="" type="checkbox"/> <i>She compares each person's living space to a twin-bed mattress.</i></p> <p><input checked="" type="checkbox"/> <i>She describes the smells and discomforts.</i></p>
S	Skill Lesson: Sequencing	This lesson helps students understand sequence of events and practice placing events in correct time order.	<p>Put these events from Thomas Savage's life in the correct order.</p> <ol style="list-style-type: none"> 1 <i>Thirteen-year-old Thomas lived comfortably among the Powhatans in Werowocomoco.</i> 2 <i>In 1610, a conflict erupted between the settlers and the Powhatans.</i> 3 <i>Fifteen-year-old Thomas returned to Jamestown.</i> 4 <i>Thomas's relationship with the Native Americans saved Jamestown from starvation.</i>

AMERICAN REVOLUTION

Lesson Number	Lesson Title	Lesson Summary	Sample Question
1-2	Sybil Sounds the Alarm	This article introduces the reader to Sybil Ludington. Sybil, sometimes called “the female Paul Revere,” made a midnight ride to muster her father’s troops during the American Revolution.	<p>What effects did Sybil’s fear of unknown riders have on her body?</p> <p><i>“...dried her mouth and made her hands tremble.”</i></p>
3	The Fifer of Boxborough	This article is about Luther Blanchard, the first person wounded at the Battle of Concord. Luther was a fifer who led the troops during the battle.	<p>How were the American minutemen different from the British soldiers?</p> <p>■ <i>The minutemen were not highly skilled.</i></p> <p><input type="checkbox"/> <i>The minutemen followed their commander's orders.</i></p> <p>■ <i>The minutemen had no uniforms.</i></p> <p>■ <i>The minutemen supplied their own weapons.</i></p> <p><input type="checkbox"/> <i>The minutemen were determined to win.</i></p>
4-5	The Boston Massacre	This article describes the events of the Boston Massacre and explains how these events influenced the American Revolution.	<p>The American patriots called the fight in Boston a “massacre.” What do you think the British soldiers called it?</p> <p>1 <i>A mistake</i></p> <p>2 <i>A slaughter</i></p> <p>3 <i>Self-defense</i></p> <p>4 <i>A military drill</i></p>

CIVIL WAR

Lesson Number	Lesson Title	Lesson Summary	Sample Question
1-2	The Eagle That Went to War	This article tells the story of Old Abe, an eagle who traveled with a regiment of soldiers during the Civil War.	<p>How did Old Abe improve the morale of the Eighth Regiment, Wisconsin Volunteers?</p> <p><input checked="" type="checkbox"/> He was a symbol of courage to the soldiers in his regiment.</p> <p><input type="checkbox"/> A businessman tried to buy him.</p> <p><input checked="" type="checkbox"/> His cry urged the soldiers into battle.</p> <p><input type="checkbox"/> He was surprised at the sound of enemy gunfire.</p> <p><input checked="" type="checkbox"/> He made his regiment famous.</p> <p><input type="checkbox"/> He suffered battle wounds.</p>
3-4	Frederick Douglass: The Early Years	This article introduces the reader to Frederick Douglass. It explains how his enslavement during childhood made him determined to free himself and other African Americans.	<p>Frederick's first escape attempt was not successful. Which sentence tells you that his second attempt was successful?</p> <p><i>"He would never call another man master again."</i></p>
5-6	Gettysburg: From Farmland to Battlefield	This article describes the town of Gettysburg before and after the famous Civil War battle that occurred there.	<p>What is the main idea of this article?</p> <p>1 Soldiers and residents suffered in the battle of Gettysburg.</p> <p>2 Gettysburg National Military Park is an excellent site for a family vacation.</p> <p>3 Photographers and artists were very responsible for documenting battles of the Civil War.</p> <p>4 The peaceful town of Gettysburg was changed forever by the Civil War battle fought there.</p>

NORTH AMERICAN COUNTRIES AND CULTURES

Lesson Number	Lesson Title	Lesson Summary	Sample Question
1-2	Weaving: Past and Present	This article describes how the art of weaving has remained much the same throughout the development of the Mayan culture.	<p>How has weaving helped Mayan women maintain a link to their past?</p> <p><input type="checkbox"/> <i>Mayan women today use synthetic dyes.</i></p> <p><input type="checkbox"/> <i>Mayan women historically used the indigo plant to dye threads blue.</i></p> <p><input checked="" type="checkbox"/> <i>Mayan women use the same type of looms that their ancestors used.</i></p> <p><input checked="" type="checkbox"/> <i>Mayan women weave the same patterns that their ancestors wove.</i></p>
3-4	To Montreal!	This article introduces the reader to the modern city of Montreal, in the province of Quebec, Canada. The author focuses on aspects of Montreal's French culture.	<p>What is the main idea of this article?</p> <p>1 <i>Montral is a mix of French and North American cultures.</i></p> <p>2 <i>There is a lot to do in the city of Montreal.</i></p> <p>3 <i>The architecture in Montreal is French Gothic style.</i></p> <p>4 <i>French baking and cooking are specialties in Montreal.</i></p>
5	Wind, Sea, & Fire	This article describes the formation and geography of the Hawaiian Islands.	<p>What caused the valleys, ravines, and cliffs on the Hawaiian Islands?</p> <p><i>“Drenching rains and the ocean waves caused old lava flows to erode.”</i></p>

WORKSHEETS



This section contains reproducible worksheets* for each content-area reading lesson in *SkillsTutor Reading Comprehension B*. Worksheets may be used by students to extend the computer activity or as a homework assignment.

The worksheets begin with a synopsis of the article students encountered in the lesson. In general, worksheet activities serve to test the students' comprehension of the article. They also provide suggestions for creative writing, drawing, craft, or performance activities related to the article.

Early Civilizations

Maya Ballplayers

Fabulous Ur

Pyramids and Royal Cemeteries

The Early Colonies

The Voyage of the Mayflower

Craftspeople in Colonial Williamsburg

A Gift of Friendship

American Revolution

Sybil Sounds the Alarm

The Fifer of Boxborough

The Boston Massacre

Civil War

The Eagle That Went to War

Frederick Douglass: The Early Years

Gettysburg: From Farmland to Battlefield

North American Countries and Cultures

Weaving: Past and Present

To Montreal!

Wind, Sea, & Fire

* These worksheets are provided with the online documentation and may be printed from your computer.

Early Civilizations

Lessons 1 & 2



Maya Ballplayers

In this article you learned that pok-ta-pok was an ancient game that was also part of religious ceremonies. The game was played by people in Central America. They used heavy rubber balls and played on rectangular, stone courts. The players wore protective clothing and were not allowed to touch the ball with their hands or feet.

Compare pok-ta-pok to your favorite game by filling in the chart below.

	My Favorite Game	Pok-Ta-Pok
What are the rules? How do you score?		
What equipment do you need?		
How difficult is it? How dangerous is it?		
When do you play?		
Who plays?		

Use your chart to write a description of the similarities and differences between pok-ta-pok and your favorite game.

Write Idea



We learned a lot about the game of pok-ta-pok from the observations of Spanish explorers. Imagine that you are seeing any sporting event (baseball, soccer, etc.) for the first time. Write a description of a player scoring in that sport.

Early Civilizations**Lessons 3 & 4**

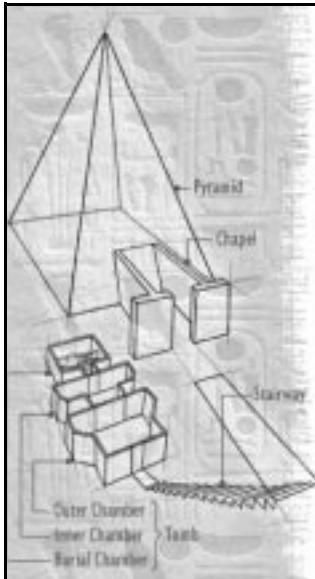
Fabulous Ur

In this article you learned that Ur was an ancient Mesopotamian city. Ur depended on the Tigris and Euphrates rivers for its growth and survival. The homes in Ur were made of mud bricks. The wide streets of Ur contained bazaars where people shopped. Ur's temples were the center of religious and social life in the city. Based on the artwork they left behind, the author suggests the people of Ur were hardworking, but also fun-loving.

Think about life in the city, town, or community where you live. How is it like life in Ur? How is it different?

smART Idea A merchant's home in the city of Ur was typically two stories tall. It had many rooms arranged around a center courtyard. Does this sound at all like your home? Draw a diagram of your home. Include all of the rooms on each floor.






Pyramids and Royal Cemeteries

In this article you learned that the people of ancient Nubia, like the Egyptians, built pyramids. The Nubian pyramids were smaller, and the sides were steeper than the Egyptian pyramids. Nubian pyramids had three main parts: the pyramid itself that was above ground, the chapel, and the underground burial chamber. An explorer named Ferlini falsely claimed he had found treasure in the peaks of the Nubian pyramids. Unfortunately, this caused treasure hunters to destroy the tops of many Nubian pyramids.

Fill in the chart. List the facts you knew about pyramids before you read the article. Then list the information you learned from the article. In the last column, list any questions you have about pyramids.

Already knew	Learned from article	Would like to learn

smART Idea  People from all cultures create monuments to honor important people and events. A pyramid is one very famous type of monument. Design a monument to honor a person or group of people you admire. Draw a picture or make a model of the monument.

The Early Colonies

Lessons 1 & 2



The Voyage of the *Mayflower*

In this article you learned that in 1620 the Separatists, or Pilgrims, planned a voyage from England to America. Their sailing ship was called the *Speedwell*. Another group, whom the Pilgrims called Strangers, were to travel on a separate ship, the *Mayflower*. When the *Speedwell* began to leak badly, the Separatists joined the Strangers aboard the *Mayflower*. The *Mayflower* was at sea for 66 days. During that time, the passengers endured miserable and cramped conditions. While the adults did their best to keep everyone safe and well, the children played quiet games.

This article described the living conditions aboard the *Mayflower*. Pretend you are a passenger during the voyage in 1620. Write a journal entry about your experience. Include a description of your traveling companions.

Write Idea

The Pilgrim children were not allowed to run on the *Mayflower*. They had to play quiet games, without toys. Think of a game that fits these requirements. How would you teach the game to the children who were sailing aboard the *Mayflower*? Write clear, step-by-step instructions for the game.

The Early Colonies

Lessons 3 & 4



Craftspeople in Colonial Williamsburg

In this article you were introduced to Adam Waterford, a cooper in colonial Williamsburg, Virginia. A cooper is a craftsman who makes barrels, tubs, and other wooden containers. Waterford was a tight cooper, which means he made wooden barrels that could hold water and other liquids. Williamsburg was a busy center for government and trade. As a result, blacksmiths, cabinetmakers, brickmakers, and other craftspeople like Adam Waterford were much needed there. They played a very important part in the growth of the city.

This article gave many details about the craft of coopering. Choose another craft that was mentioned in the article. Make a list of questions you would like to ask about that craft.

smART Idea

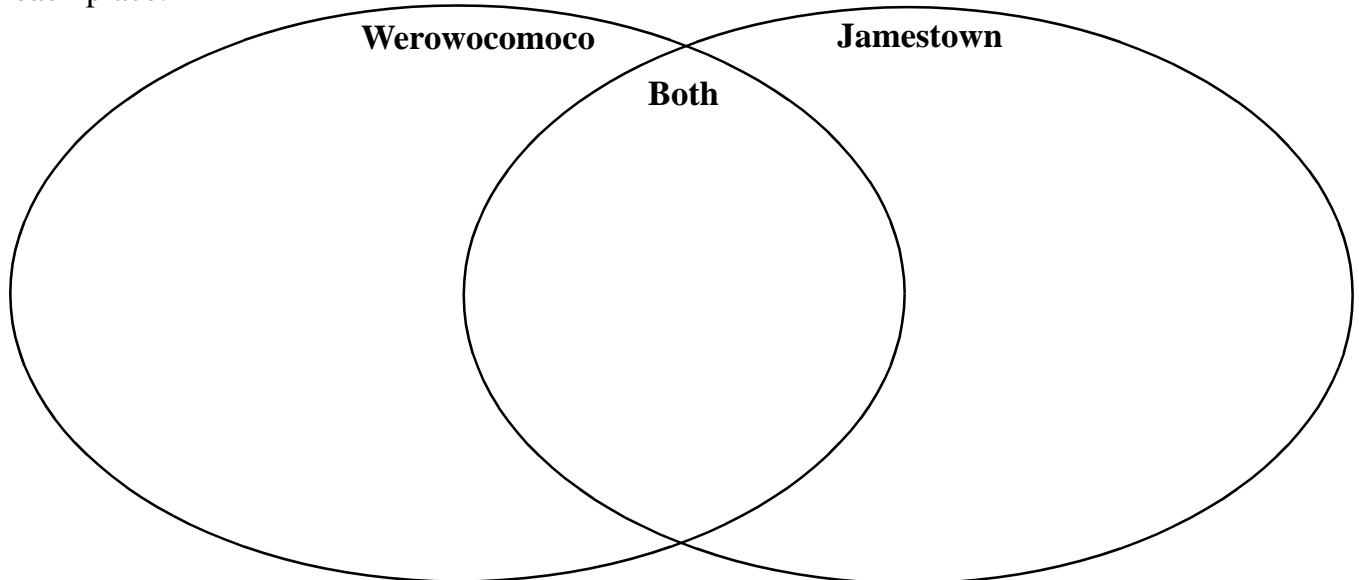
Craftspeople are skilled workers who make things with their hands. Are you skilled at a craft? Do you like to make jewelry, build models, sew, or cook? Create something and share it with the class, or write about a craft you enjoy.



A Gift of Friendship

This article tells about Thomas Savage, an English boy who became a “gift of friendship.” Thomas sailed to America with Captain Christopher Newport as his cabin boy. The ship arrived at the Indian village Werowocomoco in 1608. Chief Powhatan welcomed the Englishmen with gifts. To Powhatan’s surprise, Newport returned the honor by giving him Thomas Savage. He lied to Powhatan, telling him that Thomas was his son. Powhatan, who was amazed by the gift, offered his trusted servant to Newport in return. Thomas lived with the Powhatans for two years, learning their language and customs. Thomas returned to Jamestown at age 15, but kept his relationship with the Powhatans, who treated him as one of their own.

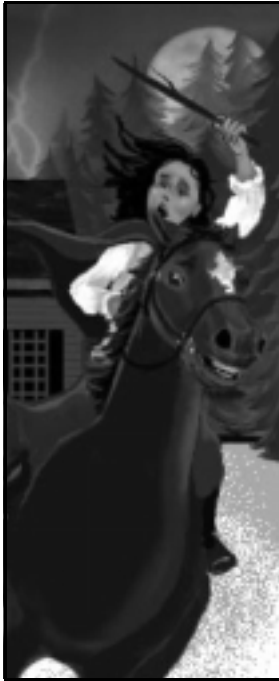
Compare Werowocomoco to Jamestown. On the chart below, list everything you learned about each place.



Write Idea



Thomas Savage lived a very interesting life among the Powhatans. He was treated like the chief’s son and learned the Powhatans’ language. He also served as a messenger between the people of his new village and the people of Jamestown. Pretend that you are Thomas. Write a journal entry for a day in his life.



Sybil Sounds the Alarm

In this article you learned that, on the night of April 26, 1777, British raiders burned the town of Danbury, Connecticut. A messenger from Danbury rode to warn Colonel Ludington, the officer in charge of the nearest colonial army regiment. The men in Ludington's regiment were farmers who lived between Danbury and Peekskill, New York. Someone needed to ride to their homes to sound the alarm. Colonel Ludington chose his daughter Sybil to make the dangerous ride. She rode through the night over slippery roads, banging doors with a stick to wake the sleeping soldiers. Twice she hid from suspicious riders on the trail. Several hundred soldiers responded to the alarm and eventually defeated the British in battle.

Sybil Ludington was a real person, and the events described in the article are true. Think about how this article is different from others you have read. Why do you think the author used story form to tell about Sybil's heroic ride? What did you like or not like about the style of the article?

Write Idea



When Sybil came home, her family must have asked about her dangerous ride. What do you think she told them? Write a paragraph about the ride from Sybil's point of view.



The Fifer of Boxborough

In this article you learned about an unusual hero of the American Revolution. Luther Blanchard was a member of a company of soldiers; but, instead of carrying a gun, he carried a type of flute called a fife. Along with drummers, fifers like Luther played a tune and marched ahead of their troops into battle. Luther led his company into the battle of Concord, the first battle of the American Revolution. Luther was wounded at Concord, but he returned to his company and led them into several other battles. Unfortunately, Luther's wound never completely healed, and he died five months later.

A fifer's job was to set the rhythm and to raise soldiers' spirits as they marched into battle. Today's military units still have musicians, but they no longer march into battle. They play at events such as funerals and military ceremonies. Why do you think their role has changed?

Write Idea



Luther Blanchard was a teenager, probably not much older than you. Do you think he was afraid when he marched into battle? Do you think he was excited? Pretend that you are Luther. Write a letter to your family and tell them how you feel about marching into battle.



The Boston Massacre

In this article you learned about March 5, 1770, the night of the Boston Massacre. For years, the citizens of Boston were ruled and taxed unfairly by England. King George III sent British troops to Boston to enforce his laws. The Bostonians did not like having the British troops in their city. Some youths started heckling the troops, and an argument broke out. When a mob began to form, someone ordered the troops to fire. Five Bostonians were killed. The soldiers were tried in an American court, and it was proved they had acted in self-defense. However, a group of patriots called the Sons of Liberty exaggerated the story about the Boston Massacre to help persuade other Americans to break ties with Britain.

The British soldiers and the American colonists had different opinions about what happened on March 5, 1770. Try to look at the event from both sides. Write a statement about the event from the soldiers' point of view. Write another statement from the Americans' point of view.

Write Idea



The Sons of Liberty wanted to break ties with England, and they wanted other people to join their fight. Pretend you are a member of the Sons of Liberty in early 1770. Write a speech encouraging people to fight for freedom. Explain why you think the colonists would be better off if they were not being ruled by England.



The Eagle That Went to War

In this article you learned how a wild eagle became part of the Union army during the Civil War. A Native American chief took the young bird from its nest. He sold the eagle to the wife of a farmer. The farmer then sold it to some army recruits on their way to war. The soldiers named the eagle Old Abe, after President Abraham Lincoln. The recruits took the eagle with them as they marched into 36 battles and skirmishes. Old Abe was wounded twice, but returned home safely after the war. By then, he was famous — a symbol of courage known throughout the country. When taken on tour after the war, he helped raise thousands of dollars for charity, and became a national hero all over again.

Old Abe was a wild animal that became a pet. Some people believe that keeping wild animals in cages, like they do at the zoo, is wrong. Other people think that zoos help us appreciate and protect wildlife. What do you think? Write a paragraph explaining why you think keeping wild animals is a good idea or a bad idea. Support your argument with examples.

Write Idea



Have you ever had a pet? If you have, write a paragraph about your pet. What kind of animal is it? What kind of care does it need? If you've never had a pet, write about a pet you would like to have. Why would you choose that animal?



Frederick Douglass: The Early Years

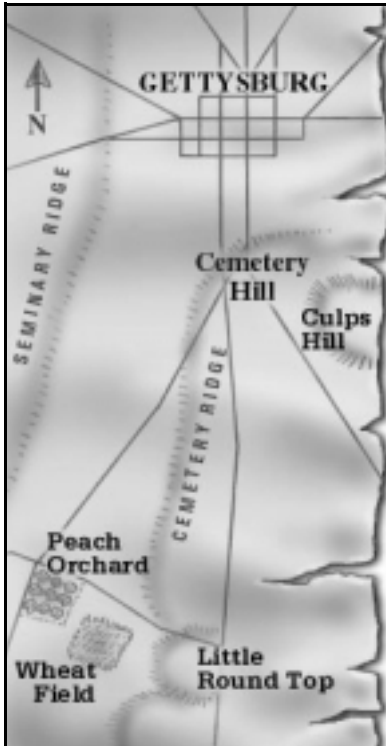
Frederick Douglass was born a slave on a plantation in Maryland. When he was an infant, Frederick was taken away from his mother. When he was six, he went to work in his master's house where he witnessed great cruelty to other slaves. Frederick made friends with his master's daughter. She sent Frederick to live with her brother-in-law in the city of Baltimore. In Baltimore, Frederick taught himself to read and write. Over the next few years, he was "rented" to different farmers. His first escape plan was betrayed by a friend. Two years later, Frederick put on a disguise and boarded a train to the free North. This time his escape was a success.

Plantation owners did not want slaves to learn how to read or write. Why do you think they tried to stop slaves from reading and writing? Write your answer in a paragraph below.

Write Idea



Imagine you are interviewing Frederick Douglas about his dangerous escape from slavery. What questions would you ask him? How do you think he would respond? Write the interview as you imagine it.



Gettysburg: From Farmland to Battlefield

In this article you learned that Gettysburg was not a planned site for a Civil War battle. The Union and Confederate armies met by chance in Gettysburg, and the fighting broke out. Before the war, Gettysburg was a peaceful farm town. After the war, artists, photographers, and reporters descended on the town. Fields were covered with soldiers who had died in battle. Homes, schools, and churches became hospitals for the wounded. The war had lasting effects on the town. Today it is surrounded by Gettysburg National Military Park — 30 miles of roads through 3,500 acres that are open to the public. The park attracts thousands of visitors each year to tour the historic battlefields.

This article describes the effects of the war on the peaceful farming community of Gettysburg, Pennsylvania. Use what you learned in the article to create a chart comparing Gettysburg before and after the battle.

Before the battle	After the battle

smART Idea People visit Gettysburg National Military Park from all over the world. What do you think attracts them to the park? Create a brochure for park visitors. List the kind of information you believe they would want to know about the park. Use maps or drawings to illustrate your brochure.





Weaving: Past and Present

In this article you learned about the craft of weaving as it is practiced by Mayan women in Guatemala. Their method of weaving has remained the same for centuries. Mayan women use a backstrap loom to weave cloth. Both cotton and wool threads are dyed for use on the loom. The colorful designs created by Mayan women today are the same as those created by their ancestors. The designs have historical meanings and symbols taken from the world of nature. Some of Guatemala's Maya have begun wearing modern clothing, but many still wear the traditional styles of their ancestors. Guatemala has created a museum to show and preserve this important part of the Maya's past.

This article described the Mayan craft of weaving and told how it is passed from one generation to the next. Pretend you are a young Maya who is learning to weave. Make a list of the questions you would ask your mother as she teaches you to weave.

smART Idea

The Maya weave special designs from nature into their clothes to symbolize their hometown. For example, a raised bat wing in the pattern means that the wearer is from an area called Solola. What symbols of nature could represent the area where you live? Design a pattern that represents your hometown.

North American Countries and Cultures


Lessons 3 & 4

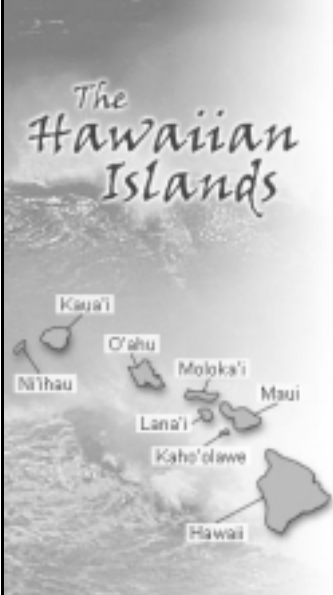


To Montreal!

In this article you learned about some of the features of Montreal, a city in the province of Quebec, Canada. The culture of Montreal has a strong French influence. Traffic signs are written in French. Many neighborhoods have a French feel because of their French Gothic architecture. In addition, many restaurants and bakeries are similar to those found in France. Montreal is officially a bilingual city, so the residents speak French and English, sometimes in the same sentence!

The author of this article writes about Montreal's two cultures. What do you think it would be like to live in Montreal? Describe the advantages and disadvantages as you see them.

smART Idea  The author loves to visit Montreal. He gives examples of the many things there are to do. Design a travel poster advertising a city that you like to visit, or the city where you live. Draw colorful pictures of some of the attractions. Think of a slogan for your city and put it on your poster.



Wind, Sea, & Fire

In this article you learned about the geography of the Hawaiian Islands. Hawaii was formed by volcanic eruptions over millions of years. Because of its location in the middle of the Pacific Ocean, Hawaii's climate is mild year round. Parts of Hawaii get quite a bit of rain. At first, the wind and sea brought the only animal and plant life to the Hawaiian Islands. Birds, insects, and seals had the islands to themselves. When the Polynesian people discovered the beautiful islands, they brought animals and plants from their homeland. Today Hawaii's plant and animal life is a fascinating mixture of old and new.

The first people to inhabit the Hawaiian Islands were the Polynesians. Pretend you are one of the first Polynesians to reach Hawaii by boat. Describe your impression of the island as you pull your boat up onto the beach. What does the island look like? Is there an active volcano? What kind of plant and animal life do you see?

smART Idea

Lava leaked from cracks in the earth's surface beneath the Pacific Ocean. Layers and layers of lava piled up until islands were formed in the middle of the Pacific. Ocean currents, winds, and birds deposited seeds on the islands, and vegetation grew. Polynesians brought new plants and animals to the islands. In this way, the Hawaiian Islands were formed. Draw a series of pictures depicting this progression. You can start with the first cracks in the earth's crust that form the volcanoes, and continue until the islands rise above the surface of the ocean.

ASSIGNMENT SHEETS



The following are assignment sheets for *SkillsTutor Reading Comprehension B*, which list the available activities. The *SkillsTutor* management system (OTS) will monitor your lesson assignments and the activities your students complete. However, it may be helpful to photocopy the assignment sheets to help you plan lesson assignments or to help your students keep track of the activities they complete.

Assignment Sheets

Activity	Date Assigned	Date Completed	Score/Progress
•	Level B Pretest		
S	Skill Lesson: Inference		
S	Skill Lesson: Cause & Effect		
Early Civilizations			
1	Maya Ballplayers, Part 1		
2	Maya Ballplayers, Part 2		
3	Fabulous Ur, Part 1		
4	Fabulous Ur, Part 2		
5	Pyramids and Royal Cemeteries, Part 1		
6	Pyramids and Royal Cemeteries, Part 2		
Q	Early Civilizations Quiz		
S	Skill Lesson: Main Idea		
S	Skill Lesson: Important Ideas		
The Early Colonies			
1	The Voyage of the Mayflower, Part 1		
2	The Voyage of the Mayflower, Part 2		
3	Craftspeople in Colonial Williamsburg, Part 1		
4	Craftspeople in Colonial Williamsburg, Part 2		
5	A Gift of Friendship, Part 1		
6	A Gift of Friendship, Part 2		
Q	The Early Colonies Quiz		
S	Skill Lesson: Author's Purpose		
S	Skill Lesson: Sequencing		
American Revolution			
1	Sybil Sounds the Alarm, Part 1		
2	Sybil Sounds the Alarm, Part 2		
3	The Fifer of Boxborough		
4	The Boston Massacre, Part 1		
5	The Boston Massacre, Part 2		
Q	American Revolution Quiz		

Assignment Sheets

Activity	Date Assigned	Date Completed	Score/Progress
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Civil War			
	1	The Eagle That Went to War, Part 1	
	2	The Eagle That Went to War, Part 2	
	3	Frederick Douglass: The Early Years, Part 1	
	4	Frederick Douglass: The Early Years, Part 2	
	5	Gettysburg: From Farmland to Battlefield, Part 1	
	6	Gettysburg: From Farmland to Battlefield, Part 2	
	Q	Civil War Quiz	

North American Countries and Cultures			
	1	Weaving: Past and Present, Part 1	
	2	Weaving: Past and Present, Part 2	
	3	To Montreal!, Part 1	
	4	To Montreal!, Part 2	
	5	Wind, Sea & Fire	
	Q	North American Countries and Cultures Quiz	
	•	Level B Posttest	