

LEARNING MILESTONES



READING COMPREHENSION

Classroom Guide

3

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GETTING STARTED

Learning MileStones Reading Comprehension 3 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, *Learning MileStones Reading Comprehension 3* 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 *Learning MileStones Reading Comprehension 3*. 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 *Learning MileStones Reading Comprehension 3* 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 *Learning MileStones Reading Comprehension 3*, 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 *Learning MileStones Reading Comprehension 3*: 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, *Learning MileStones Reading Comprehension 3* 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.

QUIZZES



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



Learning MileStones Reading Comprehension 3 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 *Learning MileStones Reading Comprehension 3*. 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 *Learning MileStones Reading Comprehension 3* 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.

Learning MileStones Reading Comprehension 3 Skill Correlations

Lesson Title	Important Details	Main Idea	Cause/Effect	Sequencing	Author's Purpose	Inference	Recall	Prediction
Past Civilizations								
Huanuco Pampa: A City Built for Festivals — Part 1	●	●	●			●		●
Huanuco Pampa: A City Built for Festivals — Part 2	●		●		●		●	●
The Brilliant Dynasty, Part 1	●		●	●		●		●
The Brilliant Dynasty, Part 2	●	●	●			●		●
The Janissaries	●			●		●	●	●
Westward Expansion								
The Builders of the First Transcontinental Railroad, Part 1			●	●		●	●	●
The Builders of the First Transcontinental Railroad, Part 2	●	●	●	●		●		●
Bent's Old Fort, Part 1	●		●		●	●	●	●
Bent's Old Fort, Part 2			●	●			●	●
Wagons on the Oregon Trail, Part 1	●		●			●		●
Wagons on the Oregon Trail, Part 2	●	●	●			●	●	●
Civil War								
Struggle for an Education: Booker Taliaferro Washington, Part 1	●		●	●		●		●
Struggle for an Education: Booker Taliaferro Washington, Part 2	●		●	●	●	●		●
The Battle of Antietam, Part 1			●	●	●	●	●	●
The Battle of Antietam, Part 2	●		●			●	●	●

Learning MileStones Reading Comprehension 3 Skill Correlations

Lesson Title	Important Details	Main Idea	Cause/Effect	Sequencing	Author's Purpose	Inference	Recall	Prediction
Level C								
Civil War (cont.)								
Chancellorsville: A Cunning Win and a Stunning Loss, Part 1	•				•	•		•
Chancellorsville: A Cunning Win and a Stunning Loss, Part 2	•	•		•	•	•		•
Life Around the World								
Who Eats the Fish Head? Tips on Table Manners in Hong Kong			•		•		•	•
How French Haute Cuisine Was Born, Part 1	•		•			•	•	•
How French Haute Cuisine Was Born, Part 2			•		•	•	•	•
Members of the Wedding: Barbers in India	•	•	•			•	•	•
U.S. Government								
The United Stages: Democracy in Action, Part 1			•		•	•	•	•
The United Stages: Democracy in Action, Part 2		•	•		•	•	•	•
Are You Under Eighteen? Part 1	•	•	•		•		•	•
Are You Under Eighteen? Part 2	•		•			•	•	•
The Supreme Court: Then and Now, Part 1	•		•	•		•	•	•
The Supreme Court: Then and Now, Part 2	•	•	•			•	•	•

LESSON SUMMARIES



In this section you will find lesson summaries for each of the articles in *Learning MileStones Reading Comprehension 3*. 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:

- Past Civilizations
- Westward Expansion
- Civil War
- Life Around the World
- U.S. Government

PAST CIVILIZATIONS

Lesson Number	Lesson Title	Lesson Summary	Sample Question
S	Skill Lesson: Cause and Effect	This lesson helps students understand and provides practice in identifying cause and effect.	<p>What clue word did the writer use to show why training takes place in the family?</p> <p>1 <i>Was</i> 2 <i>Could</i> 3 <i>Because</i> 4 <i>Considered</i></p>
S	Skill Lesson: Important Details	This lesson helps students understand and provides practice in identifying important details.	<p>Which important details show that Bent's Fort looked like a castle?</p> <p><input checked="" type="checkbox"/> <i>The fort had tall, round towers on two of its corners.</i> <input checked="" type="checkbox"/> <i>The fort had a two-story watchtower.</i> <input type="checkbox"/> <i>The fort had a trading area.</i> <input checked="" type="checkbox"/> <i>The fort was very large.</i></p>
1-2	Huanuco Pampa: A City Built for Festivals	This article describes the findings and conclusions drawn by the archaeologists who excavated the ancient Inca city of Huanuco Pampa.	<p>Which discoveries by the archaeologists were the most valuable in learning about life in Huanuco Pampa?</p> <p><input checked="" type="checkbox"/> <i>Plant and animal remains</i> <input type="checkbox"/> <i>Miles of roads</i> <input type="checkbox"/> <i>Brightly colored tunics or shirts worn by soldiers</i> <input checked="" type="checkbox"/> <i>Pieces of pottery</i> <input checked="" type="checkbox"/> <i>Tools</i> <input checked="" type="checkbox"/> <i>Smoothed, closely fitted stones</i></p>

PAST CIVILIZATIONS (CONT.)

Lesson Number	Lesson Title	Lesson Summary	Sample Question
3-4	The Brilliant Dynasty	This article describes Emperor Zhu Yuanzhang’s rise to power and his rule as emperor of China in the 1300s.	<p>Which of Zhu’s actions were important to improving and protecting the country?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Zhu settled a large force on the frontiers.</i> <input checked="" type="checkbox"/> <i>Zhu made it his goal to rebuild the country.</i> <input type="checkbox"/> <i>Zhu named his dynasty Ming.</i> <input checked="" type="checkbox"/> <i>Zhu instructed the army to repel invasion.</i> <input checked="" type="checkbox"/> <i>Zhu made it a goal to centralize the government.</i> <input type="checkbox"/> <i>Zhu took the title of Hongwu, which means “vast military power.”</i>
5	The Janissaries	This article gives a brief history of the Janissaries, the elite army of the Ottoman Empire.	<p>What was the order of events from the beginning to the end of the Janissaries?</p> <ol style="list-style-type: none"> <i>1 In the fourteenth century, the Ottomans seized male children in the empire.</i> <i>2 The boys were given military training and a Turkish education in Istanbul.</i> <i>3 The Janissaries stopped fighting and became involved in politics.</i> <i>4 Four thousand Janissaries were killed when they tried to overthrow the government.</i> <i>5 Mahmud II ended the Janissary troops throughout the Ottoman Empire.</i>

PAST CIVILIZATIONS (CONT.)

Lesson Number	Lesson Title	Lesson Summary	Sample Question
S	Skill Lesson: Inference	This lesson helps students understand and make sound inferences.	<p>What inference can be made about why the Supreme Court building has libraries?</p> <p><i>1 The public uses the libraries to check out books.</i></p> <p><i>2 Maintenance workers use the libraries to read for pleasure.</i></p> <p><i>3 The libraries are used for conferences.</i></p> <p><i>4 Justices, law clerks, and others need libraries to conduct research.</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 sentence about the Chinese workers states the main idea of the passage?</p> <p><i>“The Central Pacific Railroad could not have laid its railroad without the Chinese workers.”</i></p>

WESTWARD EXPANSION

Lesson Number	Lesson Title	Lesson Summary	Sample Question
1-2	The Builders of the First Transcontinental Railroad	This article describes the building of America's first Transcontinental railroad.	<p>How did the Chinese workers show the railroad bosses it was a good idea to hire them?</p> <p><i>"The Chinese roadbed was straighter, smoother, and longer than that of any other crew."</i></p>
3-4	Bent's Old Fort	This article describes William and Charles Bent's fort and its importance to travelers on the Santa Fe Trail.	<p>From the author's description, what kind of place do you think Bent's Fort was?</p> <p>1 <i>Bent's Fort was an unwelcoming place.</i></p> <p>2 <i>Bent's Fort was a dangerous place.</i></p> <p>3 <i>Bent's Fort was a lively, exciting place.</i></p> <p>4 <i>Bent's Fort was a strange place.</i></p>
5-6	Wagons on the Oregon Trail	This article describes a typical trip across the Oregon Trail during the 1800s.	<p>How did travelers prepare for the journey on the Oregon Trail?</p> <p><input type="checkbox"/> <i>They sold everything they owned.</i></p> <p><input type="checkbox"/> <i>They had the symptoms of Oregon Fever.</i></p> <p>■ <i>They packed clothing, furniture, and family treasures.</i></p> <p>■ <i>They bought supplies, including food, tools, and animals.</i></p> <p>■ <i>They joined others who were traveling west.</i></p> <p>■ <i>They bought wagons.</i></p>

WESTWARD EXPANSION (CONT.)

Lesson Number	Lesson Title	Lesson Summary	Sample Question
S	Skill Lesson: Sequencing	This lesson helps students understand sequence of events and practice placing events in correct time order.	<p>How are the events in the passage organized?</p> <p>1 <i>In the order of most important to least important</i> 2 <i>In the order of most recent to least recent</i> 3 <i>The order skips around randomly</i> 4 <i>In the order in which they took place in history</i></p>
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>What is the author trying to persuade others to do?</p> <p>■ <i>The author would like people to get to know a candidate's real views.</i></p> <p><input type="checkbox"/> <i>The author would like people to protest the government.</i></p> <p><input type="checkbox"/> <i>The author would like candidates to advertise someplace other than on television.</i></p> <p>■ <i>The author would like honest campaigns to be held.</i></p>

CIVIL WAR

Lesson Number	Lesson Title	Lesson Summary	Sample Question
1-2	Struggle for an Education: Booker Taliaferro Washington	This article describes Booker T. Washington’s pursuit of an education and his achievements throughout his life.	What is the main idea of the article? <i>“For Booker T. Washington and many African American men and women of his time, the struggle for an education paid off.”</i>
3-4	The Battle of Antietam	This article describes the three parts of the Battle of Antietam—the Cornfield, Bloody Lane, and Burnside Ridge.	Why did General Sumner pursue the Confederates across the open fields? <i>1 General Sumner believed the Confederates had run out of ammunition. 2 General Sumner thought he could easily defeat the weakened confederates. 3 General Sumner thought this was also a good way for his troops to escape. 4 General Sumner was planning to push the remaining Confederates into the Potomac.</i>
5-6	Chancellorsville: A Cunning Win and a Stunning Loss	This article describes the Battle of Chancellorsville and the death of General Stonewall Jackson.	What did Lee mean when he said, “I have lost my right arm”? <i>1 Lee had lost his most dependable general. 2 Lee had his right arm removed. 3 Lee’s arm went numb from a battle injury. 4 Lee had lost command of his army.</i>

LIFE AROUND THE WORLD

Lesson Number	Lesson Title	Lesson Summary	Sample Question
1	Who Eats the Fish Head? Tips on Table Manners in Hong Kong	This article describes proper etiquette for dining in Hong Kong.	<p>Why is the guest of honor offered the fish head first?</p> <p>1 <i>It shows that the other guests like the guest of honor.</i> 2 <i>The guest of honor gets it first because he is seated closest to the door.</i> 3 <i>It is considered good luck to be offered the fish head.</i> 4 <i>The host wishes to show respect to the guest of honor.</i></p>
2-3	How French Haute Cuisine Was Born	This article explains the history and popularity of French haute cuisine.	<p>Which sentence tells you that French haute cuisine is still important today?</p> <p><i>“Today men and women still travel to France to study cooking.”</i></p>
4	Members of the Wedding: Barbers in India	This article describes the varied role of barbers in India, who provide services at weddings and other ceremonies, as well as traditional haircutting services.	<p>Which jobs do Indian barbers perform at weddings?</p> <p> <input checked="" type="checkbox"/> <i>They braid the bride’s hair.</i> <input checked="" type="checkbox"/> <i>They mix dough.</i> <input type="checkbox"/> <i>They perform the wedding ceremony.</i> <input type="checkbox"/> <i>They cut the wedding guests’ hair.</i> <input checked="" type="checkbox"/> <i>They call people to attend ceremonies.</i> <input checked="" type="checkbox"/> <i>They clean pots.</i> </p>

U.S. GOVERNMENT

Lesson Number	Lesson Title	Lesson Summary	Sample Question
1-2	The United States: Democracy in Action	This article describes politics in the U.S. government.	<p>Why don't some people vote?</p> <ul style="list-style-type: none"> ■ <i>Voting requirements are difficult.</i> ■ <i>Candidates do not impress voters.</i> ■ <i>Some feel that real issues are ignored.</i> <input type="checkbox"/> <i>Places to vote are too far away from people's homes and workplaces.</i> ■ <i>Voters suspect that people who make large contributions to campaigns have too much influence.</i> ■ <i>Voters do not understand the issues.</i>
3-4	Are You Under Eighteen?	This article describes how the U.S. Bill of Rights applies to people under the age of eighteen.	<p>How has the author organized the article for the reader?</p> <ol style="list-style-type: none"> 1 <i>The author explains why each amendment was included in the Bill of Rights.</i> 2 <i>The author gives three examples of the application of each amendment.</i> 3 <i>The author presents each amendment and then explains how it applies to people under eighteen years of age.</i> 4 <i>The author explains how each amendment applies to adults.</i>
5-6	The Supreme Court: Then and Now	This article describes the development and operation of the U.S. Supreme Court.	<p>What is the most important point of the article?</p> <p><i>"Supreme Court justices must interpret the Constitution in such a way that will safeguard the basic rights of all Americans—a great responsibility indeed."</i></p>

WORKSHEETS



This section contains reproducible worksheets for each activity in *Learning MileStones Reading Comprehension 3*. 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.

Past Civilizations

Huanuco Pampa: A City Built for Festivals

The Brilliant Dynasty

The Janissaries

Westward Expansion

The Builders of the First Transcontinental Railroad

Bent's Old Fort

Wagons on the Oregon Trail

Civil War

Struggle for an Education: Booker Taliaferro Washington

The Battle of Antietam

Chancellorsville: A Cunning Win and a Stunning Loss

Life Around the World

Who Eats the Fish Head? Tips on Table Manners in Hong Kong

How French Haute Cuisine Was Born

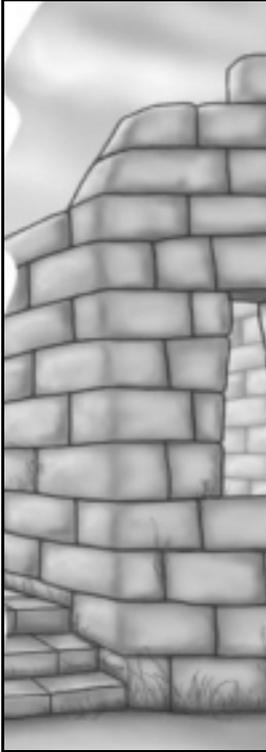
Members of the Wedding: Barbers in India

U.S. Government

The United States: Democracy in Action

Are You Under Eighteen?

The Supreme Court: Then and Now



Huanuco Pampa: A City Built for Festivals

This article tells about Huanuco Pampa, an Inca City in the central highlands of Peru. The city was built in the mid 1400s and abandoned sometime after the Spanish conquered the region, nearly a century later. Archaeologists studying Huanuco Pampa have uncovered foundations, pottery, and other artifacts revealing clues about the city and its people. The city had a palace, temples, and large public halls. Nearly 500 buildings on a hill above the city served as food warehouses. Based on their findings, archaeologists believe that Huanuco Pampa was used primarily for religious and political festivals. Only a few hundred workers lived in the city year round, weaving cloth and brewing *chicha*, a drink made from corn, in preparation for the festivals. During the festivals, however, thousands of people from surrounding areas visited this Inca city.

The Incas had no written language, but managed a large, highly organized empire. List ways they might have kept records of important events. Continue your research on the Incas to learn how their records were kept.

Write Idea



You are an archaeologist in Huanuco Pampa. You have found an important artifact — a piece of pottery, a tool, or a clothing pin used by the Inca weavers. In your archaeologist's journal, describe the artifact, where you found it, and how it might have been used by the Incas. Include a sketch of the artifact.



The Brilliant Dynasty

In this article you learned about Zhu Yuanzhang, the Chinese peasant who founded the Ming dynasty. In 1353, Zhu and other peasants started a rebellion against the corrupt Mongol rulers of China. By 1368, the large rebel army had captured the last Mongol stronghold in what is now the city of Beijing. Zhu named himself emperor of China. He called his dynasty Ming, which means “brilliant.” During his reign, he rebuilt and fortified the country. Although he allowed villages to set up their own charters and in many other ways improved the lives of the Chinese, he expected complete loyalty and he severely punished anyone suspected of plotting against him. Zhu died in 1398, but the Ming dynasty ruled China for almost 300 years.

Zhu gave many commands, including these: (1) nobles who had taken land from other people would be punished, (2) the army was to fight against invaders but could not chase them beyond China’s border, and (3) the Mongols who remained in China were to marry Chinese rather than other Mongols. Choose one or two of these commands and write your opinion.

smART Idea  During the Ming dynasty, porcelain (a white clay) was used to make china cups, vases, plates, etc. The china was exported to other countries throughout the world. Imagine you are creating a design for a cup or some other item to be sold in other countries. What logo, design, or pattern would you use? Draw your design.



The Janissaries

In this article you learned about the Janissaries, an elite corps of soldiers of the Ottoman Empire. In the 1300s, the Ottomans began seizing males between the ages of 8 and 20 who lived in the Balkans and other lands conquered by the Ottomans. The young men were taken to Istanbul and forced into military training. They were taught to speak and write Turkish and to practice a religion other than their own. If they worked hard, they eventually enjoyed many privileges, becoming powerful in business and politics. However, they were always considered slaves of the sultan. At times, there were more than 12,000 Janissaries. These highly trained soldiers helped extend the Ottoman Empire into Europe and the Middle East. Eventually they were so powerful that they became a threat to the ruling sultan. In 1826, Mahmud II abolished the Janissary troops after they tried to overthrow his government.

Fill in the chart using information from your lesson and the above paragraph. List the positive and negative points about being a Janissary.

Good Points	Bad Points

smART Idea Before the 1800s, Turkish painters spent most of their time illustrating books. Their art was very detailed, to help record important events in Ottoman history. Choose an important event in your life. Illustrate the event using as much detail as possible. Try to tell the complete story without using any words.



The Builders of the First Transcontinental Railroad

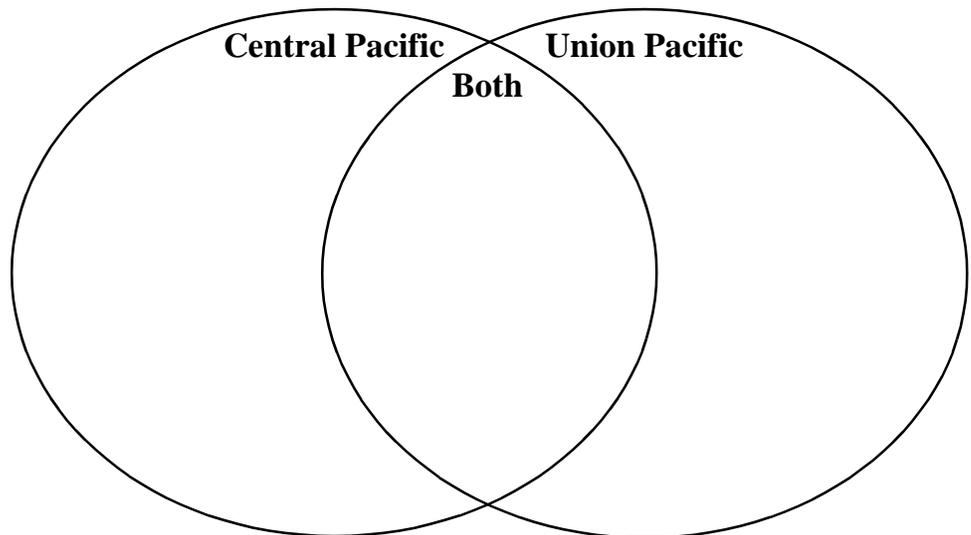


This article is about the builders of America’s transcontinental railroad. In the early 1860s, the Central Pacific Railroad began laying tracks eastward from Sacramento, California. Thousands of Chinese immigrants who wanted to work on the railroad were, at first, denied jobs. When the company learned how skilled and hardworking the Chinese were, they hired them—and recruited more workers from China. The immigrants, however, were given the most dangerous jobs. Many of the men died from explosives while clearing land for the railroad.

Another company, the Union Pacific, began laying tracks westward from Omaha, Nebraska. They hired former slaves, Civil War soldiers, and Irish immigrants. These men experienced poor living conditions, attacks from Native Americans, disease, and fatal fights among themselves. On May 10, 1869, the two tracks met at Promontory Point, Utah. Six Chinese laid down the last rail from the West, while six Irishmen laid down the last rail from the East. A golden spike was hammered into place to celebrate the historic event.

The article described the builders of the transcontinental railroad.

Complete the Venn diagram to compare the workers, their jobs, and their working conditions.



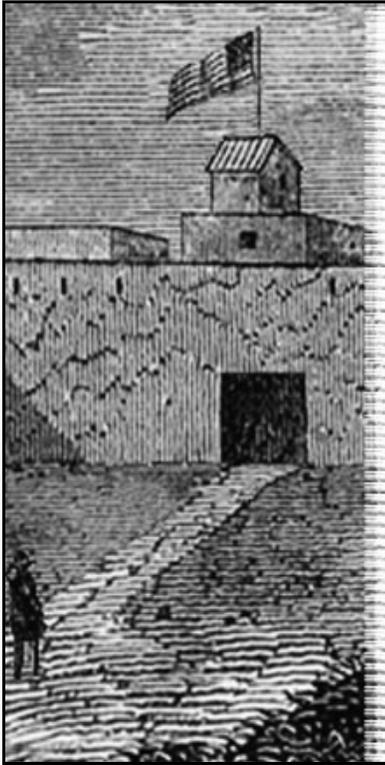
Write Idea



Imagine you are a newspaper reporter in 1869. You’ve been sent to Promontory Point, Utah, to write an article about the Golden Spike Ceremony. Write the article and include comments from the railroad workers and their bosses.

Westward Expansion

Lessons 3 & 4



Bent's Old Fort

In this article you learned about Bent's Fort, a busy trading post on the Santa Fe Trail between the years 1833 and 1849. Travelers, tourists, and traders stopped at Bent's Fort to rest, sell furs, buy horses and supplies, and repair wagons. The appearance and size of the fort caused many visitors to describe the fort as a castle. With more than 25 rooms and a large corral, the fort could hold up to 150 people and 400 animals. The fort had a complete factory for treating furs, a carpenter's shop, a blacksmith's shop, a large kitchen, sleeping quarters, and a trading area with goods for both Native Americans and settlers. In 1849, the owner, William Bent, blew up the fort because trading was no longer profitable and because the U.S. Army would not buy the fort at the price he wanted.

In 1846, Susan Shelby Magoffin and her trader husband, Samuel, stayed at Bent's Fort for 12 days. According to the author, Susan was one of the few non-Native American women who stayed there. Write a diary entry for Susan. What do you think she would say about Bent's Fort?

smART Idea

Build a model of Bent's Fort. Use a box, cardboard, construction paper, or other materials you find. Remember, visitors said the fort looked like a castle, with two tall round towers and a second-story watchtower. Read the paragraph at the top of the worksheet to find details for your model.

Wagons on the Oregon Trail



In this article you learned about the Oregon Trail. In the 1840s and 1850s, Americans had “Oregon fever.” Many moved west for land and adventure. Before their trip, travelers had to select what to take and what to leave behind. Supplies were needed for the five-month trip and for life in Oregon, but the wagons and livestock could not be too heavily loaded. The trip was carefully planned to start in the spring so the mountains could be reached before snowfall. People traveled in wagon trains—groups of 15 to 25 wagons. The trip was a long and hard one, with wagons advancing only 12 to 15 miles per day. Rivers and streams were crossed without bridges. Steep terrain caused accidents and breakdowns. Despite the difficulties, thousands of people made the journey and found a new home in Oregon.

The Oregon Trail’s travelers had to carefully select the items they would take on their journey. The oxen and wagons could not be too heavily loaded. What would you want to take? What would be hardest to leave behind? Fill in your two lists below.

Items to pack

Items that would be hard to leave

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

smART Idea Draw or trace a map of the United States that shows mountains, rivers, and deserts. Draw a route the travelers might have taken from Independence, Missouri, to Oregon. Find a map of the Oregon Trail and compare it to the route you drew.





Struggle for an Education: Booker Taliaferro Washington

This article is about Booker Taliaferro Washington, a man who worked hard to gain an education for himself and others. In 1865, after the American Civil War, nine-year old Booker was freed from slavery. Until then, he had not been allowed to go to school, even though he had a strong desire to learn. After the war, he pursued his education while working days and nights to earn an income. In 1872, he made a difficult 500 mile journey from West Virginia to Virginia, hoping to enter Hampton Institute. He reached Virginia penniless and hungry, but his efforts were rewarded. He was admitted to the school and given a job. He became a teacher there in 1879. Two years later, he founded Tuskegee Institute in Alabama. He became internationally known for his many efforts to improve educational opportunities for African Americans.

What do you think about Booker T. Washington?

Fill in the chart to describe Booker's life.

Two words that tell who Booker was:

Three words that describe Booker:

Two words that tell what Booker did:

Booker T. Washington

Booker T. Washington

Write Idea



Pretend you are a former employer or teacher of Booker T. Washington. Write a one-page letter of recommendation for him to attend Hampton Institute. Be sure to include his accomplishments and his personal qualities.



The Battle of Antietam

In this article you read about a Civil War battle that took place in and around Sharpsburg, Maryland. Called the “Battle of Antietam,” this battle is also known as the bloodiest one-day battle in American history. More than 86,000 Union soldiers and almost 40,000 Confederate soldiers participated. The battle began at dawn on September 17, 1862, in a cornfield. The armies of the North and South took turns advancing and retreating to the woods, waiting for reinforcements, and advancing again. In one ambush alone, more than 2,000 men lay dead or wounded. Two other locations in the battle—Hog Trough Road and Rohrbach Bridge—also had heavy losses. By six o’clock in the evening, the battle was over. More than 3,600 men had died and thousands more were wounded. Neither side gained much ground, but the battle proved to be a turning point in the war.

Why was the Battle of Antietam a turning point in the war? Support your opinion with information you learned in the longer version of this article (the article you read on the computer).

Write Idea



At the time of the Antietam battle, Abraham Lincoln was President. If you were living at that time, what would you have liked to say to President Lincoln? Write him a letter expressing your opinion about the battle or any other subject you’d like.



Chancellorsville: A Cunning Win and a Stunning Loss

This article describes the Civil War events in Chancellorsville, Virginia, in the spring of 1863. General Joseph Hooker and his Union troops hid in a dense forest, hoping to cut off the Confederate troops coming toward them from Richmond. The Confederate generals, Robert E. Lee and “Stonewall” Jackson, planned a surprise attack. They knew the Union army was unprotected on one side of the forest. Their plan was to position Lee’s men in front of the forest, and secretly move Jackson’s men around to the back. Their ambush worked. When Jackson’s troops attacked, the Union army panicked and ran, with the Confederates in pursuit. After dark, when General Jackson rode out to gather information, he was accidentally shot by Confederate soldiers who mistook him for a Union officer. Jackson died just a week after he and Lee overtook the Union forces in Chancellorsville.

What did you learn from the article? Fill in the chart with information you already knew, information you learned from the article, and questions you have about what you read.

Already knew	Learned from article	Would like to learn

Write Idea



The title of the article is “Chancellorsville: A Cunning Win and a Stunning Loss.” Think of two other good titles for this article. Of the three titles, which do you think is best? Explain the reason for your selection.



Who Eats the Fish Head? Tips on Table Manners in Hong Kong

This article describes customs followed at Chinese banquets. The hosts sit nearest the door, so they can easily instruct the serving staff. The guest of honor sits opposite the hosts. Other guests sit to the left and right of the guest of honor, according to their age and rank. Hosts serve guests the first portions of food, rather than expecting guests to serve themselves. When a whole fish is served, the fish head is placed on the table facing the guest of honor. The guest of honor is offered the delicacies — the fish eyes and lips. Dropping or crossing a pair of chopsticks is considered bad luck, as is standing them upright in a bowl of rice. It is also bad luck to turn a fish over on a platter. Table manners in China are like those in other parts of the world. They are used to show appreciation for both the guests and the hosts, and to make meals pleasurable.

What customs or table manners are followed for special meals in your home? List them below.

Tips on Table Manners in _____

1. _____
2. _____
3. _____
4. _____
5. _____

smART Idea



Draw a comic strip showing three things you should NOT do at a restaurant or special dinner at your house. For each frame in the comic strip, include a funny caption or table-manners tip for people who read your comic strip.



How French Haute Cuisine Was Born

This article tells the history of French haute cuisine (fine cooking). Before the 13th century, the French ate simple foods that were grown locally. French food improved when spices were imported from the Middle East in the 13th century. By the 14th century, delicious prepared sauces became important to French cuisine. When Europe discovered the New World and travelers ventured farther from France, new and unusual foods were imported. In the 1800s, a French cook named Careme became world-renowned for his pastries. He wrote several cookbooks with exact rules for recreating his special dishes. Another Frenchman, Auguste Escoffier, became famous by cooking for kings and presidents. The cookbooks he wrote became textbooks for young people who wanted to become world-class chefs. Today, French cooking is still considered one of the world's finest arts.

In the 1300s, boys who wanted to become French chefs had to begin training at the age of eleven or twelve. Is there a job that interests you enough to start learning early in life? If so, describe the job and explain why it interests you. If not, explain why you would not want to begin so early.

Write Idea



How important is a recipe? What do you need to know besides the ingredients? Write instructions to create your favorite dish. What would happen if you mixed up the instructions? Write a mixed-up recipe and see if a friend can tell which set of instructions is correct.

An illustration of an elderly Indian barber with a white turban and a mustache, wearing a light-colored shirt. He is using a pair of scissors to cut the hair of a young boy who is looking down. The background shows a simple building and a palm tree.

Members of the Wedding: Barbers in India

This article describes the work of barbers in the villages of India. In addition to cutting people's hair, Indian barbers play an important part in weddings and other ceremonies. They carry gifts and messages, help the bride and groom prepare for the ceremony, and help make wedding events run smoothly. In the past, in rural areas of India, barbers were "born" into their craft. If a child's parents were barbers, the child would also become a barber. In villages, male barbers were paid once a year. Female barbers, and male barbers working in cities, were paid immediately. Payment could be made with sacks of wheat, cash, or by exchanging services. Today, many rural barbers operate shops in cities during the week and return to their village to cut hair on the weekends. Payments are made primarily in cash. The ceremonial role, though somewhat diminished, remains much the same as it has always been for barbers in India.

Describe what you would like best about being a barber in India. What would you not like?

smART Idea

In rural villages, Indian barbers cut the same hairstyle for most of their customers. In larger cities in India and America, barbers cut many different styles. Draw or cut pictures from a magazine to show three or more hairstyles. Explain the benefits of each style.



The United States: Democracy in Action

In this article you learned that voting is one of the most important ways interest groups can make their voices heard by representatives, lawmakers, and other government officials. Americans hold elections so that citizens may elect or reject government representatives. Television commercials, opinion polls, and political consultants have changed the way political campaigns are run. Political scientists believe the news media and schools should do a better job explaining the issues so that more people will vote. In most elections, less than one half of the people who are eligible to vote actually do vote. More people should exercise that right; otherwise, they lose much of their political power.

What do you think keeps people from voting? Fill in the chart with your ideas about why people don't vote and what might motivate them to vote.

Why People Don't Vote	What Would Solve the Problem
1.	1.
2.	2.
3.	3.

smART Idea What would make people want to vote? Design and sketch a billboard or magazine advertisement to persuade others to vote.





Are You Under Eighteen?

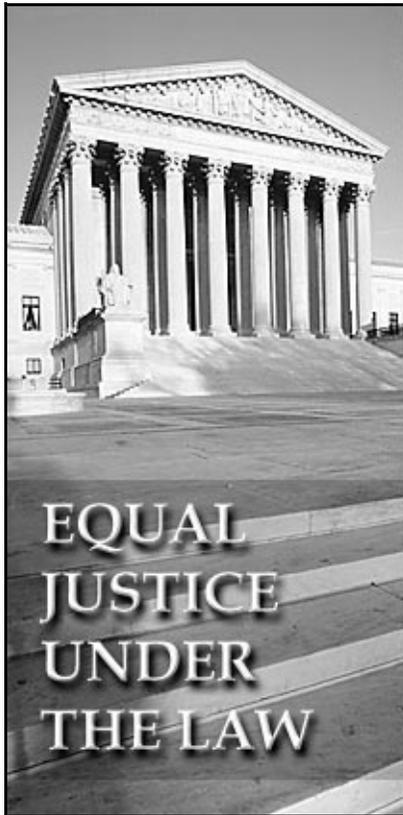
In this article you learned how the Bill of Rights applies to young people. Some rights are the same for youths and adults. Many rights, however, are not the same for youths and adults. For example, adults have the right to a trial by jury, while youths do not. The reason is a protective one. Jury trials could destroy the privacy of juvenile hearings and hurt young people. Therefore, until a youth turns 18 (younger in some states), he or she is not tried in an adult court, the case is not heard by a jury, and the youth cannot be put in an adult jail. Lawmakers and the Supreme Court adapted the Bill of Rights to protect young people, particularly when they are accused of crimes.

Youths are protected by the Constitution and the Bill of Rights, but their rights differ slightly from adult rights. Explain the reasons you think children are treated differently.

Write Idea



Assume you are creating a “Bill of Rights” for your class or your family. Write two laws or rights that apply to all the people in that group. Try to make your Bill of Rights fair for both children and adults.



The Supreme Court: Then and Now

This article compares how the Supreme Court operated in the past to how it operates today. Although the first court session was held in 1790, it wasn't until the 1800s that Chief Justice John Marshall helped establish the real authority of the court.

The number of justices who serve on the court has changed over time. The first court had six members; now there are nine. For more than 175 years, no African American served on the Supreme Court. That changed in 1967 when Thurgood Marshall was appointed to the court. It wasn't until 1981 that a woman served as a Supreme Court justice. Sandra Day O'Connor was the first. The job of Supreme Court justices is to evaluate court cases and decide whether they are constitutional. Their joint purpose is to safeguard the basic rights of all Americans.

Did you know the motto of the Supreme Court — “Equal Justice Under Law” — or did you learn it from the article? Show what you learned about the Supreme Court by completing the sentences below.

Before I read the article, I thought the Supreme Court _____

Now that I've read the article, I know the Supreme Court _____

smART Idea



Draw a diagram of the justices' elevated, curved bench. Be sure to include the correct number of chairs. Label where the chief justice, the two senior associate justices, and the newest justice sit.

ASSIGNMENT SHEETS



The following are assignment sheets for *Learning MileStones Reading Comprehension 3*, 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

•	Pretest	
	Past Civilizations	
1	Huanuco Pampa: A City Built for Festivals, Part 1	
2	Huanuco Pampa: A City Built for Festivals, Part 2	
3	The Brilliant Dynasty, Part 1	
4	The Brilliant Dynasty, Part 2	
5	The Janissaries	
Q	Past Civilizations Quiz	
	Westward Expansion	
1	The Builders of the First Transcontinental Railroad, Part 1	
2	The Builders of the First Transcontinental Railroad, Part 2	
3	Bent's Old Fort, Part 1	
4	Bent's Old Fort, Part 2	
5	Wagons on the Oregon Trail, Part 1	
6	Wagons on the Oregon Trail, Part 2	
Q	Westward Expansion Quiz	
	Civil War	
1	Struggle for an Education: Booker T. Washington, Part 1	
2	Struggle for an Education: Booker T. Washington, Part 2	
3	The Battle of Antietam, Part 1	
4	The Battle of Antietam, Part 2	
5	Chancellorsville: A Cunning Win & a Stunning Loss, Part 1	
6	Chancellorsville: A Cunning Win & a Stunning Loss, Part 2	
Q	Civil War Quiz	

ASSIGNMENT SHEETS

Life Around the World		
1	Who Eats the Fish Head? Tips on Table Manners...	
2	How French Haute Cuisine Was Born, Part 1	
3	How French Haute Cuisine Was Born, Part 2	
4	Members of the Wedding: Barbers in India	
Q	Life Around the World Quiz	
U.S. Government		
1	The United States: Democracy in Action, Part 1	
2	The United States: Democracy in Action, Part 2	
3	Are You Under Eighteen?, Part 1	
4	Are You Under Eighteen?, Part 2	
5	The Supreme Court: Then and Now, Part 1	
5	The Supreme Court: Then and Now, Part 2	
Q	U.S. Government Quiz	
•	Posttest	