



# Close Reading

**Each time  
we read,  
we dig a  
little deeper  
into the  
text.**

# Ist Read

**We read to  
find out Key  
Ideas and  
Details, or  
“What does it  
say?”**

# 2nd Read

We read to  
find out the  
Craft and  
Structure of  
the piece or  
“How does it  
work?”

# 3rd Read

**We read to  
find out the  
Integration of  
Knowledge  
and Ideas or  
“What does it  
mean?”**

# THE CLOSE READING PROCESS For Teachers

**Purpose:** Share purpose of reading the text, "We are reading to find out \_\_\_\_\_", but do not frontload any information (no vocabulary, connections to today, etc.)

**1<sup>st</sup> Read:** Students read independently while annotating (see annotations handout)

- Main purpose of the first read is *Key Ideas and Details* or "What does it say?"
- Partners meet to talk about text, clarify meaning/gist of the piece, check for any confusion

**2<sup>nd</sup> Read:** Share the purpose of reading the text by focusing on the text dependent question for the second read. Then the teacher reads the text to the class while students annotate.

- Main purpose of the second read is the *Craft and Structure of the piece*, or "How does it work?"
- Partners meet to discuss answer and to find evidence in the text.
- Write down answers to record.
- Discuss answers as a whole class.

**3<sup>rd</sup> Read:** Share purpose of reading the text by focusing on the text dependent question(s) for the third read. Students read independently or with their partner while annotating.

- Main purpose of the third read is the *Integration of Knowledge and Ideas* or "What does it mean?"
- Partners meet to discuss answer and to find evidence in the text.
- Write down answers to record.
- Discuss answers as a whole class.

# THE CLOSE READING PROCESS

# For Students

**Purpose:** Listen for the purpose of reading the text.

**1<sup>st</sup> Read:** Read on your own while annotating.

- The main purpose of the first read is to understand *Key Ideas and Details*, or "What does it say?"
- Meet with your partner to talk about the text, clarify the meaning of the piece, and to check for any confusion.

**2<sup>nd</sup> Read:** Read the question for the second read. The teacher will read the text this time while you annotate.

- The main purpose of the second read is to understand the *Craft and Structure of the piece*, or "How does it work?"
- Meet with your partner to discuss your answer and to find evidence in the text.
- Write down your answer.
- Discuss your answer with the whole class.

**3<sup>rd</sup> Read:** Read the question for the third read. Read on your own or with your partner as your teacher requests. Annotate as you read.

- The main purpose of the third read is the *Integration of Knowledge and Ideas* or "What does it mean?"
- Meet with your partner to discuss your answer and to find evidence in the text.
- Write down your answer.
- Discuss your answer with the whole class.

# CLOSE READING ANNOTATIONS

 = Powerful words or phrases

 = Big idea/main idea

Underline = words you don't understand

 = I don't understand this part

 = I agree

 = I disagree

 = I'm surprised

 = An "epiphany" - Amazing new understanding

**TS TT TW** = Connections (Text to... Self/Text/World)

 = Comments in the margins... about something that intrigues you or makes you think

## BIOGRAPHY:

# Harriet Tubman

Name: \_\_\_\_\_

Harriet Tubman was born a slave on a plantation in Maryland around 1821. No one knows for sure because birth records weren't kept by most slave owners. Her original name was Araminta Ross and she was nicknamed 'Minty,' but when she was thirteen, she decided to take the name of her mother, Harriet. Her last name, "Tubman," was obtained when she married a free black man in 1844, named John Tubman.



Harriet Tubman lived in a one-room cabin with her parents and ten brothers and sisters. When she was only six years old, she was loaned out to another family to help take care of their baby. Living as a slave was not easy. Tubman was sometimes beaten, and her meals consisted of table scraps. From an early age, she worked as a servant in the plantation house but later she worked outside, plowing fields and loading produce into wagons.

When she was thirteen, Tubman was visiting town where she received a horrible head injury. A slave owner tried to throw a two pound iron weight at one of his slaves, but hit Tubman instead. The injury almost killed her and caused her to have fainting spells for the rest of her life.

Life as a slave was extremely difficult. Slaves were forced to work outside regardless of the heat and were given no rest. Families were often permanently separated when different slave owners purchased them. Harriet was a particularly strong woman, and she knew that she could be sold for a hefty sum. In 1849, Tubman was increasingly fearful that she would be sold, so despite the fact that she would be severely punished if she were caught, she decided to run away. In the middle of the night, Tubman left the plantation and headed north to freedom.

Tubman escaped to the north by using the Underground Railroad. The Underground Railroad wasn't a train but was a series of safe homes (called stations) that hid slaves as they traveled north. These families would hang specially designed carpets or lights on the outside of their houses as a signal to runaway slaves that they were welcome and would receive help. Slaves would move from station to station at night until they finally reached the north and freedom. Tubman eventually reached Philadelphia, Pennsylvania, where she landed a job and was able to save money. After living there for two years, Tubman decided to return to Maryland, to try to free her family members. She succeeded in guiding her sister and mother to freedom using the same path that she had taken and then went back to bring her father and brother north as well.

Soon, Harriet became a "conductor" on the Underground Railroad and made more trips to the south to lead more slaves to freedom. As she traveled, Tubman created strategies to avoid being captured. If she was traveling with a baby, she would give the baby herbal drugs to prevent it from crying. She also always traveled on Saturdays because newspapers in the south wouldn't publish "runaway notices" until Monday. Tubman was so successful freeing slaves that she was sometimes called "Moses", a person from the Bible who freed Hebrew slaves. By 1856, slave hunters eager to stop her, offered a \$40,000 bounty for her capture - dead or alive.

By 1860, Tubman is thought to have completed 19 successful journeys on the Underground Railroad, freeing as many as 300 slaves. She was never captured, nor were any of her "passengers". During the Civil War, she helped nurse injured soldiers, served as a cook, and became a spy for the Union Army. After the Civil War, she settled in New York with her family. She continued to serve others by helping people who were poor or sick. She also spoke out on equal rights for blacks and women. Tubman died in 1913.

**After the 1<sup>st</sup> Read:**

1. Identify at least two main events that helped shape Harriet Tubman's life. Explain how each influenced her. \_\_\_\_\_

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2. What does the author feel about slavery? Make sure to provide evidence from the text. \_\_\_\_\_

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**After the 2<sup>nd</sup> Read:**

3. What was the problem in the story and what was the solution? Remember to support your answers using text.

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PREVIEW

4. Why was the escape route for slaves called the Underground Railroad? What does the term "underground" imply? Make sure to show proof from the text. \_\_\_\_\_

After the 3<sup>rd</sup> Read:

5. What character traits does Tubman show? Be specific and describe situations where she showed these traits. Provide evidence from the text when possible.

PREVIEW

6. What theme/moral/lesson can be gained from Tubman's life story?

# BIOGRAPHY:

# Marco Polo

Name: \_\_\_\_\_

Marco Polo was born in Venice, Italy in 1254. Polo's father and uncle were prosperous traders who did business with Chinese merchants, buying and selling silk, gems and spices. The two brothers traveled on the Silk Road, which was a trade route that got its name from silk, a product of China that was sought after by Europeans. While most merchants only traveled between a few major cities along the route, Polo's father and uncle traveled on the Silk Road all the way from Venice to China.

In 1260, Polo's father and uncle set out for what is now Beijing, China to meet the Emperor of China, Kublai Khan. According to accounts, Kublai Khan received them well and asked that they come back to teach the Chinese people Christianity as well as western customs.

When the brothers returned to Venice in 1269, Polo was fifteen years old. A few years later, when Polo was seventeen, Polo's father and uncle decided to travel back to China and to take Polo with them to meet Kublai Khan. During the three years it took to get to China, Polo met a number of interesting people and had many adventures along the way. He was able to visit amazing cities and see many sites including the holy city of Jerusalem, the mountains of the Hindu Kush, Persia, and the Gobi Desert.

Once they arrived in China, Kublai Khan took an immediate liking to Polo, who soon became his trusted advisor. Once Polo learned the Chinese language, he also offered Polo a number of jobs including working as a spy, an ambassador, and even a governor. During Polo's time in China, he continued to travel to places such as present day Myanmar and Vietnam, where he learned of different cultures, foods, cities, animals, and people. He saw many unusual things that no one from Europe had ever imagined.

After twenty years of traveling, Polo and his father and uncle, decided to go back home to Venice. They had been gone since 1271 and it was now 1295. Several years after returning home, a war broke out between Venice and Genoa and the three Polos joined the army to fight for Venice. During a battle in 1298, Polo was captured and imprisoned in Genoa. While he was in jail, he told his stories to a fellow prisoner named Rustichello who was a writer. These detailed stories of Polo's journeys were recorded in a book called *The Travels of Marco Polo*.

*The Travels of Marco Polo* became a huge success and was translated into multiple languages and read throughout Europe. People who had never traveled out of their hometown were fascinated by what Polo had seen and done and were eager to read about his adventures. Later, when Kublai Khan was defeated, the Ming Dynasty took over China and this government was very guarded with foreigners, so little information about China was available. This made Marco's book even more popular. In addition, his stories served to inspire future explorers, such as Christopher Columbus, who carried a well-read copy of *The Travels of Marco Polo* on his voyages to the New World. Marco Polo died in 1324.



After the 1<sup>st</sup> Read:

1. Summarize this story. \_\_\_\_\_

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2. Identify the settings from this passage. How did the settings play a role in Polo's life story? \_\_\_\_\_

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After the 2<sup>nd</sup> Read:

3. The text mentions that silk was "sought after by the Europeans". What does this mean? \_\_\_\_\_

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4. What might have happened if Marco Polo's father didn't allow him to come with him to China? How might this have affected history? \_\_\_\_\_

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After the 3<sup>rd</sup> Read:

5. The author stated that Marco Polo inspired explorers like Columbus. Why do you think that his travels were an inspiration to Columbus? Make sure to provide evidence from the text when possible. \_\_\_\_\_

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6. Describe a cause and effect relationship that can be found in Marco Polo's life story. Use the text to support your answer.

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## HISTORICAL TEXT:

# The Boston Tea Party

Name: \_\_\_\_\_

Tea was the colonists favorite drink, and an afternoon tea time every day was a tradition the colonists brought with them from England. When the English government told the colonists that they could only buy tea from the East India Trading Company (a British company) and when they were also told they had to pay high taxes on that tea, they became angry.



The "Tea Act" didn't seem fair to the colonists as they weren't represented in the British Parliament and had to follow the tax laws that were forced upon them. As a result, the colonists refused to pay taxes on the tea and asked that the tea be returned to England. When it wasn't, they decided to protest Britain's unfair taxes by dumping the tea into the ocean.

On a very cold evening in December of 1773, a small but powerful group of patriots called the Sons of Liberty disguised themselves as Mohawk Native Americans and boarded three English ships (the Dartmouth, the Eleanor, and the Beaver). There they dumped 342 whole crates of British tea, worth about a million dollars in today's money, into Boston's Harbor. The 116 men involved included some well known patriots: Paul Revere, Patrick Henry, John Hancock, and Samuel Adams, with Samuel Adams as their leader. This protest became known as The Boston Tea Party and was one of the final incidents that led to the start of the Revolutionary War a few years later.

After the Boston Tea Party, similar protests occurred in Maryland, New York, and New Jersey over the next few months. In fact, tea was eventually boycotted in all thirteen colonies.

As a result of the Boston Tea Party, the British Parliament passed the "Intolerable Acts". This set of laws were designed to punish the Americans. For example, Boston Harbor was completely closed until colonists paid for the cost of the tea that had been dumped into the harbor. Colonists were also forced to obtain permission from the governor prior to holding any public meetings, and colonists were required to allow British soldiers to stay in their homes overnight and to feed them if necessary. The Intolerable Acts limited the colonist's freedoms and pushed them closer to seeking independence from Britain by forming the First Continental Congress.

After the 1<sup>st</sup> Read:

1. What is the main idea of this text? \_\_\_\_\_

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2. What can you infer about the Sons of Liberty from this text?

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After the 2<sup>nd</sup> Read:

3. What does the word "protest" mean? How did the colonists protest against the British government? \_\_\_\_\_

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4. What reason does the author give for the patriots to participate in the Boston Tea Party? Be sure to use words and phrases from the text to prove your answer.

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5. Share a sentence that tells you what happened in other colonies after the Boston Tea Party. \_\_\_\_\_

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After the 3<sup>rd</sup> Read:

6. What is the tone of the story? What words or phrases give you this feeling?

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7. How does your point of view compare to the author's point of view?

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8. What is the purpose of the last paragraph? Remember to use textual evidence to support your idea. \_\_\_\_\_

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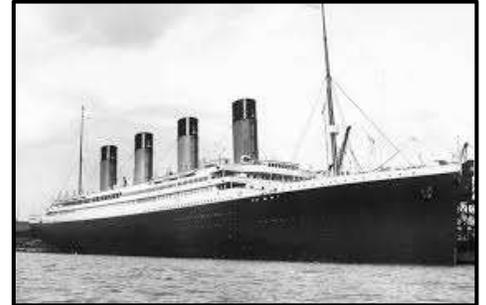
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## HISTORICAL TEXT:

# The Titanic

Name: \_\_\_\_\_

On the morning of April 10, 1912, the Titanic left England and by noon the ship was bound for Ireland, by way of France. The ship was brand new and was heading for New York with about 2,200 people (both passengers and crew).



The Titanic sailed smoothly for the first two days but the third day proved disastrous. On Sunday, April 14<sup>th</sup>, the Titanic received a number of wireless messages from other ships who warned about icebergs along their path. No one is sure why, but only a few warnings made it to the bridge.

The Captain, Edward J. Smith, was unaware of how serious the warnings had become, and decided to go to his cabin to get some sleep at 9:20 p.m. Lookouts were asked to watch the seas carefully but the Titanic was still steaming full speed ahead. The night sky was clear but very dark and the lookouts did not have binoculars, which meant that they spotted the iceberg only when it was directly in front of the Titanic.

After seeing the iceberg, the lookouts rang the bell at 11:40 p.m. to issue a warning and they called the bridge. The First Officer ordered a sharp left turn and asked the engine room to put the engines in reverse. While the Titanic did bank left, it wasn't quite enough.

A few seconds later, the Titanic's starboard (right) side scraped along the iceberg under the water line. Many passengers were already sleeping and had no idea there had been a serious accident. Even passengers who were still awake felt little, as the Titanic hit the iceberg. The Captain, however, knew that something was very wrong and went back to the bridge.

Captain Smith realized that the ship was taking on a lot of water and knew that it was starting to sink, so he ordered the lifeboats to be uncovered and asked the wireless operators on board to begin sending distress calls.

At first, many of the passengers didn't realize how serious the situation was and were reluctant to get into the lifeboats when the first one launched at 12:45 a.m. However, as it became increasingly obvious that the Titanic was sinking, the passengers began a desperate rush to board a lifeboat. The first people to get in the lifeboats were women and children, although early on, some men also were allowed to get into the lifeboats. To everyone's horror, there weren't enough lifeboats to save everyone because when the Titanic was being designed, the builders decided that too many lifeboats would "clutter the deck" and so they were not included on the ship.

After the last lifeboat left the Titanic, those left on the ship reacted in different ways. Some grabbed objects that might float (like deck chairs), threw them overboard, and then jumped in after it. Others stayed on board either because they were stuck inside the ship or because they had determined to die with dignity. At 2:18 a.m. on the morning of April 15, 1915, the Titanic snapped in half and then fully sank two minutes later.

Several ships received the Titanic's distress calls but the Carpathia was the first to arrive, at around 3:30 a.m. For the next four hours, the rest of the survivors boarded the Carpathia, headed for New York. In all, a total of 705 people were rescued while 1,517 perished.

**After the 1<sup>st</sup> Read:**

1. Explain three challenges the lookouts faced after the Captain went to sleep. \_\_\_\_\_

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2. Describe what happened to the Titanic that made it sink.

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**After the 2<sup>nd</sup> Read:**

3. How does Captain Smith know that the Titanic will not make it and what two things did he do after he made this realization? Make sure to use textual evidence to support your idea. \_\_\_\_\_

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PREVIEW

4. Which text structure does the author use in this text and why? Text structures include Description, Sequence, Compare/Contrast, Cause/Effect, and Problem/Solution.

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After the 3<sup>rd</sup> Read:

5. Why weren't there enough lifeboats on the Titanic? Do you agree with the designer's reasoning behind this decision? Why or why not? Make sure to include evidence from the text to support your answer.

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6. Besides the people stuck inside the ship, what were the two ways the people who remained on board (without a lifeboat) reacted? Why do you think they reacted so differently? Use the text to support your answer.

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## SCIENTIFIC TEXT:



# Animal Camouflage

Name: \_\_\_\_\_

How are animals able to find food and avoid being attacked by other animals? Many of them survive longer because they are expert hidens or because they trick their predators.

### Concealing Animal Colors

The simplest camouflage technique is for an animal to blend in with the colors of its surroundings. This type of camouflage can be seen everywhere. For example, deer, squirrels, mice and many other animals have brownish colors that match the brown of the dirt or a tree trunk. Ocean animals like sharks and dolphins are grayish-blue, which helps them blend in underwater. Animals that blend in better with their surroundings are more likely to live longer and to have offspring similar in color to themselves.

### Animals Changing Color

Camouflaging is very common in nature. Most species will blend in to some extent, but it is much less common for an animal to be able to change its coloring to match different environments. Chameleons are one familiar example, although scientists believe that their color change is more related to mood than to their surroundings. The change of seasons is one way some animals change color to blend in. In the spring and summer, a mammal's habitat might be mostly greens and browns, while in the fall and winter, it might be white with snow. Many birds and mammals are able to adapt to the seasonal changes by producing different colors of fur or feathers for the specific season. In most cases, changing amounts of daylight or shifts in temperature cause the animal's hormones to trigger different colorings. Besides birds and mammals, some fish are able to change colors gradually as they change environments too.

### Animal Disguise

In addition to coloring, many animals have distinctive designs on their bodies that help conceal them. These designs, including spots, stripes, or a group of patches, can help the animal match the pattern of their background. For example, animals that live in areas with tall grass often have long, vertical stripes. Stripes are also helpful to animals like zebras, who often travel in herds. When zebras stand in a group, their stripes seem to all run together, making it hard for a lion to attack one specific zebra. Fish who travel in schools also use this technique for protection.

Another camouflage tactic is for an animal to take on the appearance of some other object. One of the best known examples of this is the walking stick, an insect that looks like an ordinary twig. Predators see the walking stick but pass it by, believing it truly is a twig. Katydid also trick their predators by looking just like tree leaves.

### Mimicry

Mimicry is a different form of animal disguise. For example, several moth species have designs on their wings that resemble the eyes of a larger animal. One that is particularly frightening to predators is the hawk moth caterpillar, who has large spots on the back of its head that look exactly like a snake's head. Color mimicry, as seen in poisonous dart frogs or ladybugs, helps scare away predators as well. Animals that are brightly colored are often also poisonous, which warns predators to stay away from them.

Camouflage and mimicry have sometimes proven to be more effective survival adaptations than an animal's weapons of defense, such as its teeth, claws, and beaks. Obviously, being overlooked by a predator is much easier than having to fight it.

After the 1<sup>st</sup> Read:

1. What is the main idea of this text? \_\_\_\_\_

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2. Which supporting details provide evidence for this main idea? \_\_\_\_\_

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After the 2<sup>nd</sup> Read:

3. The second paragraph under "Animal Disguise" contains the phrase "camouflage tactic". What does this mean? Provide examples from the text. \_\_\_\_\_

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PREVIEW

4. Look at the sections titled, "Concealing Animal Colors" and "Animals Changing Colors". Compare and contrast the way that animals are able to camouflage themselves in the two sections. Make sure to cite evidence from the text. \_\_\_\_\_

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After the 3<sup>rd</sup> Read:

5. The author stated that "Animals that blend in better with their surroundings are more likely to live longer and to have offspring similar in color to themselves". What does this mean exactly? Make sure to provide evidence from the text when possible. \_\_\_\_\_

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6. Describe a cause and effect relationship that can be found in the text.

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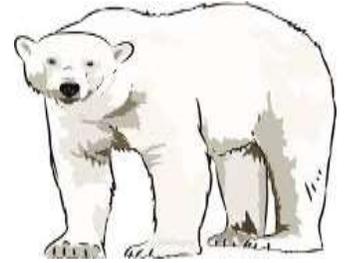
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## SCIENTIFIC TEXT:

# Polar Bears

Name: \_\_\_\_\_

The scientific name for polar bear is *Ursus Maritimus*, which means "sea bear," and the name is fitting since polar bears live along the seashore and on sea ice in the icy cold Arctic. Polar bears live near the shore because they depend on the sea for much of their diet.



Polar bears primarily eat seals, which they hunt by waiting silently for the seal to surface from its breathing hole in the ice. Polar bears are excellent swimmers and may also hunt by swimming under the ice. They use their front paws to propel themselves through the water and their back legs are used to steer. Their streamlined body shape also helps them glide through the water. Besides eating seals, polar bears will eat Beluga whales, walrus, kelp (seaweed), fish, sea birds, and mussels. Surprisingly, depending upon where they live, they will also forage for berries in the fall.

Polar bears are the largest type of bear, and they are the largest predators on land. They are at the top of the food chain with their only threat being humans. Adult male polar bears weigh between 720 and 1,700 pounds, while adult females usually weigh between 500 and 600 pounds. Males can grow to ten feet in length, which is the height of a one-story building.

One of the most recognizable features of polar bears is their color. It can range from a butter cream yellow to a very pure white, which allows these animals to camouflage themselves well in the ice and snow. One interesting fact about polar bears is that their skin is not white, but black. Their fur and skin help them stay warm in the most frigid weather.

Polar bears actually have two coats of fur that cover their skin. The first layer sits next to the skin and is a colorless, soft, fuzzy undercoat that traps air next to the skin and helps repel water. On top of the undercoat is a thick layer of long, stiff guard hairs, which also are colorless and are similar to tiny, clear plastic straws. There's one more reason that polar bears are able to withstand the cold and that is a layer you can't see...it's blubber. This thick layer of blubber under the skin is made of stored-up fat and is from one to four inches thick. It acts like a blanket to hold in the bear's body heat. It also comes in handy as a source of energy if the polar bear is unable to find food.

In the fall, pregnant polar bears will make dens in the earth and in snowbanks, where they'll stay through the winter and give birth to one to three cubs. In the spring, the mother will emerge from her den followed by her cubs. Most polar bear mothers nurse their babies for two and a half years. During that time, the mother also teaches them how to hunt and makes sure they are safe.

Currently, there are about 25,000 to 27,000 polar bears in the world, but scientists are worried about polar bears. Because of global warming, which is causing areas of sea ice to shrink and even disappear, scientists believe the number of polar bears in the wild could dramatically decrease by 2050. Some believe the population could decrease by half and others argue it could be diminished by two-thirds.

After the 1<sup>st</sup> Read:

1. What did you learn from this passage? \_\_\_\_\_

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2. Explain how polar bears hunt for seals. Make sure to provide proof from the text.

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After the 2<sup>nd</sup> Read:

3. How does the author feel about polar bears? Remember to show proof from the text. \_\_\_\_\_

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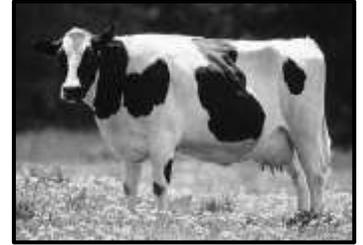
## TECHNICAL TEXT:

# Dairy Farming: THE STORY OF MILK

Name: \_\_\_\_\_

### Step 1 - Rearing

Eating, sleeping, and chewing its cud are the main activities of a dairy cow's day. Some cows in dairy farms are allowed to wander around and eat fresh grass, while in other farms, cows are confined to cages in close quarters and are fed grain, hay, or silage (a moist, fermented feed).



### Step 2 - Harvesting

Many large dairy farms give their cows growth hormones and antibiotics to increase a cow's milk production and to decrease the spread of infectious diseases among the cows.

In the past, cows were milked by hand, whenever their udders were full. Usually this was twice a day. Today, cows are still milked twice a day but are hooked up to machines which milk the cows for about five minutes each session.

### Step 3 - Storing

Milk storage vats or silos are refrigerated and come in a number of shapes and sizes. Milk is usually stored on the farm at 39 degrees Fahrenheit, or colder, for up to 48 hours. After milk has been collected, the storage vats are carefully cleaned before the next batch of milk.

### Step 4 - Transportation

Every 24 or 48 hours, milk is collected from the farm using tanker trucks. These tankers are refrigerated to keep the milk cold during the trip to the processing factory.

### Step 5 - Lab Testing

When the milk arrives at the factory, samples are tested for antibiotics and temperature before the milk is allowed in the factory processing area. Samples are tested for milk fat, protein, bulk milk cell count and bacteria count. Any milk that does not meet quality standards is rejected.

### Step 6 - Processing

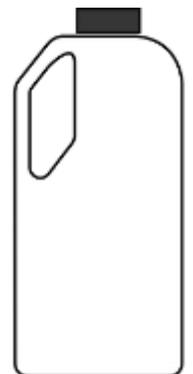
First the milk is pasteurized, which heats it and kills any harmful bacteria. Then it is homogenized, which helps the fat disperse evenly throughout the milk. Next it goes through a separation process which spins the milk to separate the cream from the milk. After separation, the cream and remaining milk are remixed to create whole milk, (fat content is 3.25 %), low fat milk, (fat content is 1%) and skim milk/nonfat (fat content is .05%).

### Step 7 - Packaging

Now the milk is ready to be packaged. It travels by pipes to the automatic packaging machines that fills and seals the milk into paper cartons or plastic jugs. The newly packaged milk is then stamped with a freshness date.

### Step 8 - Selling

After packaging, the milk is stored in a big, refrigerated room until it is delivered to stores to be sold.



After the 1<sup>st</sup> Read:

1. What have you learned from this text?

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2. What is the main idea of this text?

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After the 2<sup>nd</sup> Read:

3. Which text structure did the author use? How do you know?

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4. Would more pictures help you understand the text more fully?  
Which picture would have been the most helpful?

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PREVIEW



## TECHNICAL TEXT:

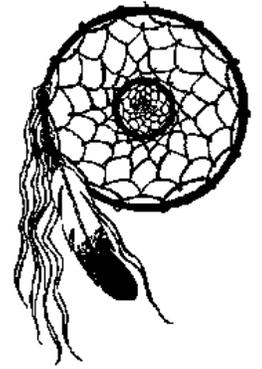
# How to Make a Dream Catcher

Name: \_\_\_\_\_

Dream catchers were originally from the Ojibway people and have been a part of Native American culture for many years.

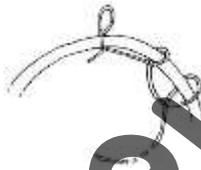
### The Legend

One Native American legend explains the design of the dream catcher. It says that long ago, when the world was young, Iktomi, who was the trickster and teacher of wisdom, decided to visit a brave leader. Iktomi disguised himself as a spider and as Iktomi talked with the leader, he started to weave a circular web. Iktomi explained, "There are many forces in life, some good and some bad. Take this web and let the bad forces catch in the webbing and let the good glide through the hole in the web and flow into you." Iktomi then gave the leader the web and told him, "Use this and your people will be great." The leader shared the advice and the web with all of his people and soon they all had their own dream catcher.



### What You Will Need

- A strong hoop about 6 inches in diameter (An embroidery hoop works well)
- Yarn, string or twine
- Feathers
- Beads
- Felt, a small rectangle
- Glue



### What to Do

1. If desired, cover the hoop by wrapping it with yarn/string/twine.
2. Tie a long piece of yarn onto the edge of your hoop. Knot it securely. Make the rest of the long piece of yarn into a ball so it does not tangle so easily while you work.
3. About an inch and a half from that first knot, wrap the yarn over the hoop again.
4. Put the yarn between the loop you've made and the hoop.
5. Pull the yarn tightly. Make another stitch to the loop about an inch and a half away, just like the one before.
6. Repeat this process for the entire dream catcher.
7. Once you get back to where you started, knot the yarn to the first line of stitches as an anchor and then keep stitching. Make sure that the loop stitch of the second circle ties at the middle of the anchor string. That will make the yarn look like a web.
8. You may take the beads and string them onto your yarn (if the yarn fits through the beads) and every so often add the beads between the stitches.
9. When you get to the center, knot the thread to one of the stitches but leave the yarn long (don't cut it) so you can use it to attach the feathers.
10. If the beads do not fit onto the yarn, you can use a smaller thread and sew them into some of the stitching now.
11. Take the long end of the yarn, your feathers, a small rectangle of felt and your glue. Attach the feathers to the yarn using glue. Once it is glued, wrap where the feathers attach to the yarn with felt and glue to secure.
12. Make a final loop at the top of your dream catcher so you can hang it above your bed using a small nail.

**After the 1<sup>st</sup> Read:**

1. Which Native American people originated the Dream Catcher? \_\_\_\_\_

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2. Make an inference. How do you think the Dream Catcher idea spread so that many Native American groups now embrace it? \_\_\_\_\_

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3. How is Iktomi described? Support your answer using proof from the text. \_\_\_\_\_

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**After the 2<sup>nd</sup> Read:**

4. Look back at the text and see how it is divided. Why do you think the author organized it this way? \_\_\_\_\_

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PREVIEW



# CLOSE READING

Name: \_\_\_\_\_

Book or Article Title:

1. After 1st Read: \_\_\_\_\_

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2. After 1st Read: \_\_\_\_\_

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3. After 2nd Read: \_\_\_\_\_

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4. After 2nd Read: \_\_\_\_\_  
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5. After 3rd Read: \_\_\_\_\_  
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6. After 3rd Read: \_\_\_\_\_  
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PREVIEW

# Close Reading

Name: \_\_\_\_\_

BOOK OR ARTICLE TITLE:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

PREVIEW

4. \_\_\_\_\_  
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PREVIEW

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## BIOGRAPHY:

# Harriet Tubman

### Key

Harriet Tubman was born a slave on a plantation in Maryland around 1821. No one knows for sure because birth records weren't kept by most slave owners. Her original name was Araminta Ross and she was nicknamed 'Minty,' but when she was thirteen, she decided to take the name of her mother, Harriet. Her last name, "Tubman," was obtained when she married a free black man in 1844, named John Tubman.



Harriet Tubman lived in a one-room cabin with her parents and ten brothers and sisters. When she was only six years old, she was loaned out to another family to help take care of their baby. Living as a slave was not easy. Tubman was sometimes beaten, and her meals consisted of table scraps. From an early age, she worked as a servant in the plantation house but later she worked outside, plowing fields and loading produce into wagons.

When she was thirteen, Tubman was visiting town where she received a horrible head injury. A slave owner tried to throw a two pound iron weight at one of his slaves, but hit Tubman instead. The injury almost killed her and caused her to have fainting spells for the rest of her life.

Life as a slave was extremely difficult. Slaves were forced to work outside regardless of the heat and were given no rest. Families were often permanently separated when different slave owners purchased them. Harriet was a particularly strong woman, and she knew that she could be sold for a hefty sum. In 1849, Tubman was increasingly fearful that she would be sold, so despite the fact that she would be severely punished if she were caught, she decided to run away. In the middle of the night, Tubman left the plantation and headed north to freedom.

Tubman escaped to the north by using the Underground Railroad. The Underground Railroad wasn't a train but was a series of safe homes (called stations) that hid slaves as they traveled north. These families would hang specially designed carpets or lights on the outside of their houses as a signal to runaway slaves that they were welcome and would receive help. Slaves would move from station to station at night until they finally reached the north and freedom. Tubman eventually reached Philadelphia, Pennsylvania, where she landed a job and was able to save money. After living there for two years, Tubman decided to return to Maryland, to try to free her family members. She succeeded in guiding her sister and mother to freedom using the same path that she had taken and then went back to bring her father and brother north as well.

Soon, Harriet became a "conductor" on the Underground Railroad and made more trips to the south to lead more slaves to freedom. As she traveled, Tubman created strategies to avoid being captured. If she was traveling with a baby, she would give the baby herbal drugs to prevent it from crying. She also always traveled on Saturdays because newspapers in the south wouldn't publish "runaway notices" until Monday. Tubman was so successful freeing slaves that she was sometimes called "Moses", a person from the Bible who freed Hebrew slaves. By 1856, slave hunters eager to stop her, offered a \$40,000 bounty for her capture - dead or alive.

By 1860, Tubman is thought to have completed 19 successful journeys on the Underground Railroad, freeing as many as 300 slaves. She was never captured, nor were any of her "passengers". During the Civil War, she helped nurse injured soldiers, served as a cook, and became a spy for the Union Army. After the Civil War, she settled in New York with her family. She continued to serve others by helping people who were poor or sick. She also spoke out on equal rights for blacks and women. Tubman died in 1913.

### After the 1<sup>st</sup> Read:

1. Identify at least two main events that helped shape Harriet Tubman's life. Explain how each influenced her.

Answers may vary: Slavery definitely influenced Tubman. Having such a difficult existence made her motivated to change her life...Being hit in the head and having to deal with constant pain for the rest of her life may have made her more empathetic and more willing to help others in any way she could... Escaping from slavery empowered her and made her realize that it was possible to have a new life and to help others break away as well...

2. What does the author feel about slavery? Make sure to provide evidence from the text.

The author seems to be against slavery as each time it is mentioned, it is mentioned in a negative light. For example, the author states "Living as a slave was not easy. Tubman was sometimes beaten and her meals consisted of table scraps." Later the author mentions that "Life as a slave was extremely difficult".

### After the 2<sup>nd</sup> Read:

3. What was the problem in the story and what was the solution? Remember to support your answers using text.

Answers may vary: The problem in the story was slavery and the hardship it put on the slaves. For example, the text stated that, "Slaves were forced to work outside regardless of the heat and were given no rest. Families were often permanently separated when different slave owners purchased them". The solution to the problem at that time (before the Civil War) was to escape to the north for freedom.

4. Why was the escape route for slaves called the Underground Railroad? What does the term "underground" imply? Make sure to show proof from the text.

Answers may vary: The text stated that, "The Underground Railroad wasn't a train, but was a series of safe homes (called stations) that hid slaves as they traveled north." The term "underground" implied that it was secret.

### After the 3<sup>rd</sup> Read:

5. What character traits does Tubman show? Be specific and describe situations where she showed these traits. Provide evidence from the text when possible.

Answers may vary: Tubman showed bravery when she escaped from the plantation and when she freed "... as many as 300 slaves". She also showed bravery when she worked as a spy for the Union Army and when she "spoke out on equal rights for blacks and women". Tubman showed caring when she kept going back south to free more slaves, when "... she helped nurse injured soldiers" during the Civil War and when she was "...helping people who were poor or sick" after the Civil War.

6. What theme/moral/lesson can be gained from Tubman's life story?

Answers may vary: One theme of this story is that you are the only person who can make a choice to change your life... or One person can make a huge difference in the lives of others...or It is important to do what you can to make a bad situation better...or No matter how difficult your life is, it is possible to escape...or courage!

# Close Reading

## Question Stems

4 Sets: 148 Task Cards

key ideas and details

What is the main idea of this passage?

craft and structure

What type of text structure does the author use?

integration of knowledge and ideas

How would you rewrite the passage from \_\_\_\_\_'s point of view?

evidence from the text

Be sure to include quotes from the text to support your idea

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# Close Reading

**Each time  
we read,  
we dig a  
little deeper  
into the  
text.**

# Ist Read

**We read to  
find out Key  
Ideas and  
Details, or  
“What does it  
say?”**

# 2nd Read

We read to  
find out the  
Craft and  
Structure of  
the piece or  
“How does it  
work?”

# 3rd Read

We read to  
find out the  
**Integration of  
Knowledge  
and Ideas or  
“What does it  
mean?”**

# THE CLOSE READING PROCESS For Teachers

**Purpose:** Share purpose of reading the text, "We are reading to find out \_\_\_\_\_", but do not frontload any information (no vocabulary, connections to today, etc.)

**1<sup>st</sup> Read:** Students read independently while annotating (see annotations handout)

- Main purpose of the first read is *Key Ideas and Details* or "What does it say?"
- Partners meet to talk about text, clarify meaning/gist of the piece, check for any confusion

**2<sup>nd</sup> Read:** Share the purpose of reading the text by focusing on the text dependent question for the second read. Then the teacher reads the text to the class while students annotate.

- Main purpose of the second read is the *Craft and Structure of the piece*, or "How does it work?"
- Partners meet to discuss answer and to find evidence in the text.
- Write down answers to record.
- Discuss answers as a whole class.

**3<sup>rd</sup> Read:** Share purpose of reading the text by focusing on the text dependent question(s) for the third read. Students read independently or with their partner while annotating.

- Main purpose of the third read is the *Integration of Knowledge and Ideas* or "What does it mean?"
- Partners meet to discuss answer and to find evidence in the text.
- Write down answers to record.
- Discuss answers as a whole class.

# THE CLOSE READING PROCESS

# For Students

**Purpose:** Listen for the purpose of reading the text.

**1<sup>st</sup> Read:** Read on your own while annotating.

- The main purpose of the first read is to understand *Key Ideas and Details*, or "What does it say?"
- Meet with your partner to talk about the text, clarify the meaning of the piece, and to check for any confusion.

**2<sup>nd</sup> Read:** Read the question for the second read. The teacher will read the text this time while you annotate.

- The main purpose of the second read is to understand the *Craft and Structure of the piece*, or "How does it work?"
- Meet with your partner to discuss your answer and to find evidence in the text.
- Write down your answer.
- Discuss your answer with the whole class.

**3<sup>rd</sup> Read:** Read the question for the third read. Read on your own or with your partner as your teacher requests. Annotate as you read.

- The main purpose of the third read is the *Integration of Knowledge and Ideas* or "What does it mean?"
- Meet with your partner to discuss your answer and to find evidence in the text.
- Write down your answer.
- Discuss your answer with the whole class.

# CLOSE READING ANNOTATIONS

 = Powerful words or phrases

 = Big idea/main idea

Underline = words you don't understand

 = I don't understand this part

 = I agree

 = I disagree

 = I'm surprised

 = An "epiphany" - Amazing new understanding

**TS TT TW** = Connections (Text to... Self/Text/World)

 = Comments in the margins... about something that intrigues you or makes you think

key ideas and details

What is the main idea of this passage?

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key ideas and details

What supporting details helped you determine the main idea?

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key ideas and details

What is the setting of the story?

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key ideas and details

Identify the characters, the setting, and the major events.

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key ideas and details

What can you infer from the title, headings, and pictures (if any) in this book/passage?

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key ideas and details

Who \_\_\_\_\_?

What \_\_\_\_\_?

When \_\_\_\_\_?

Where \_\_\_\_\_?

Why \_\_\_\_\_?

How much/how many? \_\_\_\_\_?

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key ideas and details

Who was the most important character in the story?

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key ideas and details

Describe how \_\_\_\_\_ responded to

\_\_\_\_\_ (a situation/major event/challenge).

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key ideas and details

How would this story  
be different if the  
setting was different?

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key ideas and details

What character traits  
are shown in the main  
character's  
actions/words?

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key ideas and details

What happened  
before \_\_\_\_\_?

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key ideas and details

What happened  
after \_\_\_\_\_?

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craft and structure

Find a sentence that tells what the text is mostly about.

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craft and structure

How does the author describe \_\_\_\_\_ in paragraph/page \_\_\_\_?

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craft and structure

Identify a sentence that describes

\_\_\_\_\_.

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craft and structure

What is the author's point of view?

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craft and structure

What is the purpose  
of paragraph \_\_\_\_\_?

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craft and structure

What does the author  
think about \_\_\_\_\_?

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craft and structure

What type of text  
structure does the  
author use?

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craft and structure

What type of text  
features help you  
more fully understand  
the text?

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craft and structure

On page \_\_\_\_\_, the author wrote, "\_\_\_\_\_". What does this mean?

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craft and structure

Look at the illustration on page \_\_\_\_\_. Why did the author/illustrator \_\_\_\_\_?

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craft and structure

The story is told in \_\_\_\_\_ (first person/third person). Why do you think the author chose to tell the story with this point of view?

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craft and structure

What kind of text is this? How do you know?

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integration of knowledge and ideas

Explain how the author uses reasons and evidence to support the main idea.

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integration of knowledge and ideas

What is the author's point of view on the topic?

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integration of knowledge and ideas

Explain a cause and effect relationships in the story/text.

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integration of knowledge and ideas

What was the tone of the story/text?

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integration of knowledge and ideas

What text features (headings, table of contents, glossaries) did the author include to help the reader?

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integration of knowledge and ideas

Identify which reasons/evidence support which of the author's points.

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integration of knowledge and ideas

Describe logical connections between specific sentences and paragraphs.

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integration of knowledge and ideas

Compare two characters/ titles from the same genre/themes/topics or versions of the same story.

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integration of knowledge and ideas

How do the illustrations help convey the mood of the story?

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integration of knowledge and ideas

Identify similarities and differences between two texts on the same topic.

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integration of knowledge and ideas

How does this selection fit in with the theme of \_\_\_\_\_?

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integration of knowledge and ideas

How is \_\_\_\_\_ in paragraph \_\_\_\_\_ similar to the same idea in paragraph \_\_\_\_\_?

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evidence from the text

Make sure to use textual evidence to support your ideas.

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evidence from the text

Your answer should be supported by text.

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evidence from the text

Use specific words and phrases directly from the text to support your answer.

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evidence from the text

What in the text helped you to know?

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evidence from the text

Find reasons and evidence from the text to provide proof for your answer.

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evidence from the text

Be sure to include quotes from the text to support your ideas.

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evidence from the text

Remember to cite evidence from the text.

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evidence from the text

Your answer should be supported by specific examples from the text.

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