### Sample Lesson

#### Bizarre Endings
**“What Happened to Jimmy Hoffa?” pages 4–11**

#### Introduce
<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong> In 1957 Jimmy Hoffa became president of the Teamsters, a union of truckers. He was popular with many union members, but he also had ties to organized crime. In 1967 Hoffa began serving a jail sentence for tampering with a jury and taking union money for personal use. In 1971 the Teamsters’ vice president, Frank Fitzsimmons, arranged for Hoffa to be freed, but there was a catch. The arrangement said that Hoffa could not hold any union office for nine years. On July 30, 1975, Hoffa planned to meet with gangsters to fight Fitzsimmons, but they never showed up. Hoffa was last seen leaving a restaurant in the back seat of a car with some men. His body has never been found.</td>
</tr>
</tbody>
</table>

#### BEFORE READING
**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students. 

<table>
<thead>
<tr>
<th>adored: loved</th>
<th>guilty: to blame for</th>
</tr>
</thead>
<tbody>
<tr>
<td>harassed: annoyed repeatedly</td>
<td>double-crossed: betrayed</td>
</tr>
</tbody>
</table>

**Activate Prior Knowledge**

1. Have students name movies they have seen about organized crime. Have them talk about some characteristics of organized crime. Make sure that students understand that members of organized crime are involved in serious criminal activities. The FBI (Federal Bureau of Investigation) works to stop organized crime.
2. Discuss what students know about unions. Point out that union members fight for better wages, hours, and working conditions for their group.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: This article is about Jimmy Hoffa, who was murdered; his body was never found.)

#### DURING READING
**Ask Questions** Questioning helps you to monitor your understanding of the text. Have students ask **who**, **what**, **where**, **when**, **why**, and **how** questions and look for the answers. Questions may include: Who was Jimmy Hoffa? What did he want to do? What happened to him? Why?

#### AFTER READING
**Respond to the Article** Have students write a journal or blog entry about their responses to the situation in which Jimmy Hoffa found himself. Ask students: What do you think happened to Jimmy Hoffa? Do you agree with his family that he was probably killed? Have students use evidence from the text to support their responses.

#### DIFFERENTIATED INSTRUCTION
Have students choose a newspaper article that interests them. Then have them pretend that they are the editor of the paper and want more information about the article. Have them write at least five questions they can ask the writer to gain the additional information.

#### ENGLISH LANGUAGE LEARNERS
Have students read an article in a news magazine. Help students read the headline and captions. Ask students to write three questions about the pictures accompanying the article. Then have them read the article with a partner to find out if their questions about the pictures are answered in the text.

#### GRAPHIC ORGANIZERS
Use Graphic Organizer 3 as an Inference Chart. Ask students to label the left column *What the Article Says*, the middle column *What I Know*, and the right column *My Inference*. Then have students write the information below in the first column. Ask them to fill in the second and third columns. Discuss their responses.

Jimmy Hoffa was last seen in a car with other men. Hoffa had ties to the mob. “All he talked about was his union.”
**Summary** In 1971 experts were amazed to discover a Stone Age tribe called the Tasaday, who lived in caves in the rain forests of the Philippines. The tribe members wore clothes made from tree leaves, used stone tools, and gathered food rather than growing it. At first, scientists were excited by the discovery, but the tribe was later revealed to be a hoax. It turned out that the Tasaday were really members of two modern-day tribes who pretended to be cave people to make money. A Philippine official named Manuel Elizalde, who was in charge of protecting all the tribes in the Philippines, was believed to be behind the scam.

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

<table>
<thead>
<tr>
<th>humble</th>
<th>maintain; keep going</th>
</tr>
</thead>
<tbody>
<tr>
<td>domestic:</td>
<td>tame</td>
</tr>
<tr>
<td>ancestors:</td>
<td>those from whom one is descended</td>
</tr>
</tbody>
</table>

1. Who is more likely to be **innocent**, a baby or a teenager? Why?
2. Which is an example of a **domestic** animal, a dog or a wolf?
3. Who are some of your **ancestors**?
4. Would you need to **sustain** your energy for a short walk or a long run? Why?
5. If a city is **established**, what are some things you would expect to see there?

**Activate Prior Knowledge**

1. Ask students what they know about the Stone Age or cave people. Go to [http://humanorigins.si.edu/](http://humanorigins.si.edu/), enter “early stone age tools” in the search box, and click on the second result.
2. Point to the Philippines on a map and, if possible, show photographs of the rain forest. Discuss how the thick rain forests are difficult to explore.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: The Tasaday might not be a real tribe. They might be made up.)

**DURING READING**

**Infer** An inference is a logical guess about information that the writer suggests but doesn’t say directly. Making inferences helps readers find deeper meaning in what they read. Ask students to look for details that aren’t fully explained. Have them combine clues from the text with their personal knowledge to identify what the writer suggests.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about finding out that the Tasaday people were a hoax. Ask students: Why do you think people were fooled by the Tasaday? What parts of the article surprised you, and what parts met your expectations?

**DIFFERENTIATED INSTRUCTION**

Give students a comic strip or political cartoon that requires them to make inferences in order to understand the text fully. Place students in groups and have them work together to make inferences about the comic strip. The dialogue among students builds background knowledge, and those who have difficulty with this skill can learn from those who are stronger at it. Allow groups to share their inferences with the class.

**ENGLISH LANGUAGE LEARNERS**

**Infer** Picture books for older readers can be useful for helping students understand the concept of making inferences. Have students read books in small groups and make three inferences about what happens in each book. For example, *Smoky Night*, by Eve Bunting and David Diaz, addresses the Los Angeles riots. *The Stranger*, by Chris Van Allsburg, tells about a mysterious stranger. The reader must use clues to figure out who he is.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 3 as an Inference Chart. Ask students to write *What the Text Says* at the top of the first column, *What I Know* at the top of the second column, and *My Inference* at the top of the third column. Then have students write the information below in the first column. Ask students to complete their charts by filling in the second and third columns. Discuss their responses.

**What the Text Says**

Elizalde kept people away from the tribe. The experts faced tough questions. Before the new government took over, Elizalde disappeared with $35 million.
### Unit 1, Lesson 2  
**Bizarre Endings**  
“Lost for 16 Years,” pages 22–29

<table>
<thead>
<tr>
<th><strong>Introduction</strong></th>
<th><strong>BEFORE READING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>On June 12, 1983, Patti White Bull went to the hospital to give birth to her fourth baby. She had a healthy baby boy but developed a blood clot that caused her to stop breathing. By the time doctors got her breathing again, she was in a coma. Doctors expected that Patti would remain in a catatonic state for the rest of her life, but 16 years later, Patti surprised everyone by waking up four days before Christmas. No one is sure what caused Patti White Bull to wake up, but some doctors believe that a flu medicine may have jumpstarted her recovery. Though doctors warned Patti’s family that a relapse was possible, her family was simply content to take things one day at a time.</td>
</tr>
<tr>
<td><strong>Build Vocabulary</strong></td>
<td>List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.</td>
</tr>
<tr>
<td><strong>unconscious:</strong> not awake; dead to the world</td>
<td><strong>astounding:</strong> astonishing or amazing</td>
</tr>
<tr>
<td><strong>upbeat:</strong> cheerful</td>
<td><strong>catatonic:</strong> without movement or expression</td>
</tr>
<tr>
<td><strong>vacant:</strong> empty and without expression</td>
<td><strong>catatonic:</strong> without movement or expression</td>
</tr>
<tr>
<td>1. What word goes with “happy”? (upbeat)</td>
<td>4. What word goes with “blank stare”? (vacant)</td>
</tr>
<tr>
<td>2. What word goes with “knocked out”? (unconscious)</td>
<td>5. What word goes with “surprising”? (astounding)</td>
</tr>
<tr>
<td>3. What word goes with “completely still”? (catatonic)</td>
<td><strong>Build Background</strong></td>
</tr>
</tbody>
</table>

| **Activate Prior Knowledge** | Have students share stories they know of people who made amazing recoveries or were cured from a sickness. |
| **DURING READING** | Predict Predicting is thinking ahead to guess how events might become resolved. Predicting helps readers become involved in the text. Readers base predictions on details in the text and on their own knowledge. Tell students that their predictions may change as details change or are added. |
| **Preview** | Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: This article will be about Patti White Bull, a woman who woke up after being in a coma for 16 years.) |

<table>
<thead>
<tr>
<th><strong>Support Individual Learners</strong></th>
<th><strong>ENGLISH LANGUAGE LEARNERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIFFERENTIATED INSTRUCTION</strong></td>
<td>Have students read an article in a news magazine or newspaper. Have them draw a three-column chart in their notes and make and record three predictions as they read.</td>
</tr>
<tr>
<td>Give students a comic strip with the final frame missing. Ask them to draw their prediction of what happens at the end. Remind them to use the clues the author has provided. When they finish, give them the rest of the comic and have them compare their predictions to the ending.</td>
<td><strong>GRAPHIC ORGANIZERS</strong></td>
</tr>
<tr>
<td><strong>Graphic Organizers</strong></td>
<td>Use Graphic Organizer 1 as a Concept Map. Ask students to write Patti White Bull in the center bubble of the map and one of the phrases below in each of the surrounding bubbles. Then have students write sentences around each bubble according to what they learned about Patti White Bull in the article. Discuss their responses.</td>
</tr>
<tr>
<td>Why she was in a coma</td>
<td>Why she was in a coma</td>
</tr>
<tr>
<td>When she woke up</td>
<td>When she woke up</td>
</tr>
<tr>
<td>What she could do after she woke up</td>
<td>How her family felt after she woke up</td>
</tr>
<tr>
<td>How her family felt after she woke up</td>
<td><strong>AFTER READING</strong></td>
</tr>
<tr>
<td>Have students write a journal or blog entry about their responses to Patti White Bull’s recovery. Ask students: Did you expect Patti White Bull to recover? What parts of the article surprised you, and what parts met your expectations? Have students use evidence from the text to support their responses.</td>
<td><strong>ENGLISH LANGUAGE LEARNERS</strong></td>
</tr>
</tbody>
</table>
### Bizarre Endings

**“The Weird World of Howard Hughes,” pages 30–37**

#### Introduction

**Summary**

As a young man, Howard Hughes seemed to have it all—fame, success, and fortune. He owned successful businesses, dated movie stars, produced movies, and designed airplanes. He was one of the world’s richest men. By the late 1940s, though, Hughes had begun to pull out of the spotlight, angered by questions about his honesty and weakened by a plane crash. He became obsessed with germs, trusted few people, and spent his days in a dark hotel room. By the 1960s he was also addicted to drugs. When he died in 1972, he was worth 2 billion dollars, but only 16 people attended his burial.

#### BEFORE READING

**Build Vocabulary**

List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **setbacks**: disappointments or difficulties
- **hermit**: one who lives away from other people
- **summon**: call for

1. Would a setback make it harder or easier to reach a goal? Why?
2. Is a hermit likely to accept an invitation to your house for dinner? Why or why not?
3. If you summon your dog, do you want it to come to you or go outside?

**Activate Prior Knowledge**

1. Talk about the concept of the American dream. What is it? How do people achieve it? *(Possible answers: the freedom to work for whatever goals you want and to live a better life; achieve it by working hard, taking risks, and never giving up)*
2. Discuss things that people worry about. How can worrying help and hurt you on the road to success? *(Possible answers: help by making you take action to solve a problem; hurt by keeping you from leading a full and happy life)*

**Preview**

Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? *(Possible answer: This article will tell about Howard Hughes, who designed and raced airplanes. I think I will learn about his unusual life.)*

#### DURING READING

**Cause and Effect**

A cause is an event or action that makes something else happen. An effect is the result or the outcome of that action. Writers use clue words such as because, so, since, if, and therefore to signal cause and effect. Have students look for cause-and-effect relationships by asking: What happened? Why?

**DIFFERENTIATED INSTRUCTION**

Kinesthetic learners may benefit by using physical movements to understand cause-and-effect relationships. Have students perform actions that illustrate cause and effect, such as snapping their fingers to make a sound. Also have them brainstorm real-world actions that demonstrate cause-and-effect relationships, such as stepping on the gas pedal to make a car go faster.

**ENGLISH LANGUAGE LEARNERS**

Have students fold pieces of paper in half lengthwise and label the left side *Cause* and the right side *Effect*. They should draw sketches or cut pictures from magazines that show cause-and-effect relationships. For example, they may place a picture of a rainy day on the left and a person carrying an open umbrella on the right.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 1 as a Characteristics Map. Ask students to write *Howard Hughes* in the center bubble of the graphic organizer. Then have them write each adjective about Hughes below in the outer bubbles. Finally, have students add a fact they learned from the article that supports each adjective. Discuss their responses.

- Wealthy
- Creative
- Successful
- Fearful

#### AFTER READING

**Respond to the Article**

Have students write a journal or blog entry about Howard Hughes’s life. Ask students: How did Howard Hughes’s fears change his life? How might his life have been different if he had not changed? Have students use evidence from the text to support their responses.
**Introduce**

**Summary**
On December 4, 1872, Captain David Morehouse was sailing off the coast of Portugal when he spotted the Mary Celeste. The sails of the ship had been badly torn, and there was no one on board. The last entry in the log book didn’t signal anything unusual, but the people aboard the ship left behind their personal belongings. Only a lifeboat and some navigation instruments were missing. People have many theories about what happened, including food poisoning, alien abduction, and murder. Some also believe the captain may have feared there would be an explosion from alcohol fumes from the ship’s cargo and had everyone abandon the boat. To this day, the case of the Mary Celeste remains a mystery of the sea.

**BEFORE READING**

**Build Vocabulary**
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

- **abandoned**: deserted
- **attacked**: set upon violently; stormed
- **plagued**: bothered greatly

1. The sailors **abandoned** the ship because . . .
2. The bear **attacked** when . . .
3. The mosquitoes **plagued** the children, so they . . .

**Activate Prior Knowledge**
1. Discuss with students some things that can cause people to be shipwrecked. *(Possible answers: storms, big waves, damage to the boat)*
2. Discuss why survival in the middle of the ocean is difficult. *(Possible answers: lack of food and water, dangerous animals, no land nearby, bad weather)*
3. Tell students that sailors use a log book to keep track of their journey. Ask why a log book might be valuable if the people on a ship disappeared.

**Preview**
Ask students what clues the title of the article, the illustration, and the caption provide. What predictions about the article might students make? *(Possible answer: This article will be about the mystery behind the Mary Celeste. I think I will read about how the passengers and crew aboard the ship disappeared.)*

**DURING READING**

**Determine Word Meanings from Context**
Think of context as the words or sentences that surround a word you don’t know. This information can help you make a good guess about what the word means. Have students look for clues such as descriptions, synonyms, or examples to help them figure out what difficult words mean.

**AFTER READING**

**Respond to the Article**
Have students write a journal or blog entry about their responses to the mystery of the Mary Celeste. Ask students: What do you think might have happened to the people on board? Why? Have students use evidence from the text to support their responses.

**DIFFERENTIATED INSTRUCTION**
Ask students to bring in an instruction or owner’s manual that contains a word that may be unfamiliar to other students. Have students take turns explaining how they determined the meaning of an unfamiliar word using context clues.

**ENGLISH LANGUAGE LEARNERS**

**GRAPHIC ORGANIZERS**

Show students how to use explanations to define a word within a sentence. Point out that when authors introduce an unfamiliar term, they often follow up with more information. Use this example from the last sentence in paragraph 5 and the first sentence in paragraph 6: “He didn’t take his log book either. This log book contained a record of the ship’s voyage.” Explain that the explanation helps readers know a log book is a ship’s record of a voyage.

Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Ask students to label the columns Fact and Opinion. Then have students organize the following sentences about the article according to whether each sentence is a fact or opinion. Discuss their responses.

There were 10 people on the ship.
The mystery of the Mary Celeste is dull.
The bottom of the ship had filled with water.
No parent would leave a child’s toys behind.
### Bizarre Endings

**“I Buried Paul,”** pages 46–53

<table>
<thead>
<tr>
<th>Summary</th>
<th>In 1969 a rumor began to spread that Paul McCartney, a member of the Beatles, had been killed in a car accident in 1966. It is not exactly clear how the rumor got started, but it quickly spread. Fans found “proof” on the Beatles’ album covers and in the lyrics to their songs. They even played songs slower and faster to hear hidden messages. The real Paul McCartney finally put to rest the rumors by announcing that he was alive and well. All those who had heard messages and saw signs in the Beatles’ albums had simply gotten carried away by their imaginations.</th>
</tr>
</thead>
</table>

#### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>slick</td>
<td>slippery</td>
</tr>
<tr>
<td>grim</td>
<td>gloomy</td>
</tr>
<tr>
<td>unquenchable</td>
<td>not able to be put out or stopped</td>
</tr>
</tbody>
</table>

1. The roads were **slick** because . . .
2. The doctor said the news was **grim** because . . .
3. Her thirst was **unquenchable** because . . .

**Activate Prior Knowledge**

1. Ask students to name members of the Beatles. *(John Lennon, Paul McCartney, George Harrison, and Ringo Starr)*
2. Invite students to name musical groups that are currently popular. Explain that the Beatles were similarly popular in the 1960s and 70s and that their music still influences musicians today.
3. Discuss the idea of celebrity rumors with students. Ask students why they think people are interested in the lives of famous people and why rumors spread so quickly. Invite students to share how rumors are spread in today’s society.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? *(Possible answer: This article will explain how some people believed that death of Paul McCartney, a member of the Beatles, had been hidden.)*

#### DURING READING

**Find Vocabulary in Context** As students read the article, have them note the new vocabulary words. Ask them to think about each word’s meaning as they read.

<table>
<thead>
<tr>
<th>Sentence Stems</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>slick</td>
<td>slippery</td>
</tr>
<tr>
<td>grim</td>
<td>gloomy</td>
</tr>
<tr>
<td>unquenchable</td>
<td>not able to be put out or stopped</td>
</tr>
</tbody>
</table>

**ENGLISH LANGUAGE LEARNERS**

Place students in pairs and ask them to explain something they know a lot about to their partner, such as the difference between two sports or styles of music. Then have the partner identify what he or she believes to be the main idea of the explanation. The student should provide details that support the main idea.

#### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about their responses to the rumors about Paul McCartney. Ask students: Why do you think people were so willing to believe the rumors? Why might they have thought they saw or heard secret messages? Have students use evidence from the text to support their responses.

**DIFFERENTIATED INSTRUCTION**

The main idea in a paragraph is the most important idea. Explain to students that supporting details are examples, reasons, or facts that prop up the main idea. It may help students to think of the main idea as a strong bridge. The supporting details are the concrete pilings that hold the bridge firmly in place.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Ask students to label the columns **Fact** and **Opinion**. Then have them write each sentence below in the appropriate column. Discuss their responses.

Paul McCartney is the greatest singer.
No other band is as good as the Beatles.
The Beatles’ agent said that Paul McCartney was not dead.
John Lennon said “cranberry sauce” at the end of “Strawberry Fields.”
**Unit 2, Lesson 6**  
**Bizarre Endings**  
“The Lost Colony of Roanoke,” pages 60–67

<table>
<thead>
<tr>
<th><strong>Summary</strong></th>
<th>On August 15, 1590, John White rowed toward the shore of the island of Roanoke. He had been gone for three years on a trip to England to get supplies for those who had stayed behind. As governor, he was eager to return to Roanoke, but when he arrived, he was shocked to find that the colony was deserted. The word CROATOAN, the name of a nearby island, was carved on a fence post. White tried to convince the captain of his ship to take him there, but the captain refused, so White never got a chance to look around. The colonists were never found. Theories abound about what happened to them, but no one knows for sure. Many believe they died, while others think they just gradually blended in with local Native American tribes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEFORE READING</strong></td>
<td><strong>Build Vocabulary</strong> List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.</td>
</tr>
<tr>
<td></td>
<td>reunion with: rejoining with</td>
</tr>
<tr>
<td></td>
<td>belted out: sang loudly</td>
</tr>
<tr>
<td></td>
<td>erected: built</td>
</tr>
<tr>
<td>1. Which word or phrase goes with “the other team”? (rival)</td>
<td></td>
</tr>
<tr>
<td>2. Which word or phrase goes with “seeing a friend again”? (reunion with)</td>
<td></td>
</tr>
<tr>
<td>3. Which word or phrase goes with “mean”? (hostile)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Which word or phrase goes with “put up or raised”? (erected)</td>
</tr>
<tr>
<td></td>
<td>5. Which word or phrase goes with “at the top of your lungs”? (belted out)</td>
</tr>
<tr>
<td><strong>Activate Prior Knowledge</strong></td>
<td>1. Ask students to name some early American colonies and discuss why they were started. (Possible answers: Plymouth—religious freedom, Jamestown—started by businesspeople) Discuss why people may have been willing to take the chance to move and start a settlement.</td>
</tr>
<tr>
<td></td>
<td>2. Show students Roanoke on a map.</td>
</tr>
<tr>
<td></td>
<td>3. Discuss the challenges settlers probably faced trying to build a colony in a new land. (Possible answers: had to grow food, had to build shelters, had to learn to live with the native people who were already there)</td>
</tr>
<tr>
<td><strong>Preview</strong></td>
<td>Ask students what clues the title of the article, the illustration, and the caption provide. What predictions about the article might students make? (Possible answer: This article will be about the colonists at Roanoke, who disappeared. The only clue they left behind was the word CROATOAN.)</td>
</tr>
<tr>
<td><strong>DURING READING</strong></td>
<td><strong>Visualize</strong> Visualizing is picturing in your mind the details of the setting, events, and characters in the text. Encourage students to draw pictures or diagrams of these images as they read.</td>
</tr>
<tr>
<td><strong>AFTER READING</strong></td>
<td><strong>Respond to the Article</strong> Have students write a journal or blog entry about the lost colony of Roanoke. Ask students: How do you think John White felt as he approached the colony after being away for three years? How do you think he felt after he got there? Do you think he should have left? Why or why not?</td>
</tr>
<tr>
<td><strong>DIFFERENTIATED INSTRUCTION</strong></td>
<td><strong>ENGLISH LANGUAGE LEARNERS</strong> Have students take turns describing one of their favorite places. As they describe it, ask the other students to visualize what the place is like and then draw pictures or write descriptions of the place. Allow students to ask questions if they need additional information to clarify their visualizations.</td>
</tr>
<tr>
<td><strong>Support Individual Learners</strong></td>
<td><strong>GRAPHIC ORGANIZERS</strong> Use Graphic Organizer 5 as a Sequence-of-Events Map. Ask students to write the events below in the correct order. Discuss their responses.</td>
</tr>
<tr>
<td></td>
<td>White found that the colonists were not on the island.</td>
</tr>
<tr>
<td></td>
<td>White and his companions rowed to the island.</td>
</tr>
<tr>
<td></td>
<td>White asked his ship’s captain to take him to Croatoan, but they didn’t go.</td>
</tr>
<tr>
<td></td>
<td>White found a message.</td>
</tr>
</tbody>
</table>
Mr. Wright was dying of cancer when he heard about a new drug called Krebiozen. It was being touted as a wonder drug, and Wright hoped it might cure him. Wright’s doctor, Dr. West, was doubtful it would work but reluctantly gave it to him. He was surprised to find that Wright miraculously improved with Krebiozen, even though it did not work for other patients. When Wright later learned that the drug was considered ineffective, he relapsed. His doctor recognized that Wright’s cure might have been “mind over matter” and convinced him to try again. Wright was cured again until he learned once and for all that Krebiozen was a failure. At that point, he relapsed and died in less than two days.

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

- **skeptical**: doubtful
- **dissuade**: discourage
- **respond to**: change for the better because of

1. Julio was **skeptical** of Carl’s story because . . .
2. The mother tried to **dissuade** the child from climbing the tree because . . .
3. The sick puppy began to **respond** after . . .

**Activate Prior Knowledge**

1. Discuss with students illnesses that make people very sick and some of the ways science is helping these people get better. For example, chemotherapy is effective at treating some kinds of cancer, and insulin can help diabetics manage their disease.
2. Talk about how people’s attitude can affect how they feel. Do people feel better when they feel happy? Can people make themselves sick by worrying about something?

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answers: I think this article is about how something unconventional helped a sick man named Mr. Wright feel better.)

**DURING READING**

**Cause and Effect** A cause is an event or action that makes something else happen. An effect is the result or the outcome of that action. Writers use clue words such as because, so, since, if, and therefore to signal cause and effect. Have students look for cause-and-effect relationships by asking: What happened? Why?

**DIFFERENTIATED INSTRUCTION**

Ask students to watch a news report about something that was caused by an action, such as a fire caused by lightning. Ask students to rewrite the report using words such as because, as a result, since, consequently, therefore, and so to help show cause-and-effect relationships. Have students read their reports aloud while listeners identify cause-and-effect clues.

**ENGLISH LANGUAGE LEARNERS**

Ask students to tell a partner a common fable that has one or more cause-and-effect events. You may model by telling them the following example about the lion and the mouse: The lion lets the mouse go, so the mouse helps the lion when he is trapped by a hunter. Point out how you used a cause-and-effect structure when retelling the story.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about their responses to Mr. Wright’s amazing recovery. Ask students: Do you think Dr. West was right to try to trick Mr. Wright? What parts of the article surprised you, and what parts met your expectations? Have students use evidence from the text to support their responses.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 4 as a Cause-and-Effect Chart. Ask students to label the left column **Causes** and the right column **Effects**. Have students write each sentence below in a box in the **Effects** column. Then ask students to write one cause in each box in the **Causes** column for each effect. Discuss their responses.

**Effects**

- By Monday, Mr. Wright was much better.
- Mr. Wright got sick again.
- Dr. West decided to lie.
- Mr. Wright died in less than two days.
# Unit 2, Lesson 8

## Bizarre Endings

**“Ghost Ship in the Sky,” pages 76–83**

### Introduce

**Summary** On October 25, 1999, golfer Payne Stewart boarded a plane that would head for Dallas, Texas, and then on to Houston for the Tour Championship. After the plane reached cruising altitude, it didn’t turn left as it was supposed to. Instead, it continued to climb, causing air traffic controllers to grow worried. Air Force pilots were sent up to investigate. It seems that Stewart’s plane had lost cabin pressure and that everyone aboard had lost consciousness and died. It was inevitable that the plane was going to run out of fuel. Luckily it crashed in an open field, so there were no additional deaths or injuries. Still, golf had lost a great player.

### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

| dramatic: exciting | aimlessly: without a goal |
| veered off course: turned away from the scheduled route | eerie: spooky |
| maneuvered: moved skillfully |

1. Which word or phrase goes with “creepy”? (eerie)
2. Which word or phrase goes with “handled”? (maneuvered)
3. Which word or phrase goes with “wandered without purpose”? (aimlessly)
4. Which word or phrase goes with “moved off track”? (veered off course)
5. Which word or phrase goes with “thrilling”? (dramatic)

**Activate Prior Knowledge**

1. Have students name some well-known golfers and discuss how golf is played.
2. Ask students to share their experiences with plane travel. What are the risks of flying, and what are the benefits? (Possible answers: danger of crashing; gets you places quickly and easily)

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: This article will be about Payne Stewart, a professional golfer whose life ended tragically in a plane crash.)

### DURING READING

**Identify Sequence** Sequence is the order in which events, ideas, or things are arranged. Time order refers to the order in which events occur. Following the sequence of events helps you see how the text is organized and how events relate to each other. As students read, ask them to look for key words and phrases such as first, second, after that, and later.

**ENGLISH LANGUAGE LEARNERS** Have students describe an event from their past in time order or explain something they can do using steps in a process. Prompt them to use signal words in their description. Have students create a time line of the events they are describing as a visual aid.

**DIFFERENTIATED INSTRUCTION** Explain that the most common types of sequence are time order, spatial order, order of importance, and steps in a process. Spatial order refers to where things are in relation to one another. Order of importance refers to events or ideas arranged from most to least important. Steps in a process refers to the order in which something is done, such as following a recipe.

**GRAPHIC ORGANIZERS** Use Graphic Organizer 5 as a Sequence-of-Events Map. Ask students to write the events below in the correct order on the chart. Discuss their responses.

Then the plane didn’t turn and didn’t stay level. At first the flight seemed normal.

The plane ran out of fuel and crashed.

Air Force jets were sent out to check on the plane.

### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about the tragedy of the plane crash. Ask students: In what ways was the loss of Payne Stewart a tragedy for more than just his family? What parts of the article surprised you? What parts met your expectations? Have students use evidence from the text to support their responses.
Bizarre Endings
“Lost in the Arctic,” pages 84–91

**Summary**
Sir John Franklin and his crew set sail on May 19, 1845, to find the Northwest Passage. When no one had heard from Franklin by 1848, the navy grew concerned. Searchers were sent out, but there was no sign of the men until 1853, when 30 bodies were found at a camp. Franklin’s wife refused to accept this as her husband’s fate and sent Francis McClintock to find out what had happened. McClintock learned that Franklin’s boat had become stuck in the ice, forcing the men to abandon ship. The men perished one by one in the Arctic wilderness. Although rescuers did eventually find the Northwest Passage that Franklin had sought, it was too cold and icy to be usable.

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **assumed**: believed
- **colleague**: co-worker
- **reliable**: dependable

1. If you **assumed** something was true, did you know for certain that it was true?
2. Who is a teacher’s **colleague**, another teacher or a student?
3. If you were traveling a long distance, why would you want a **reliable** car?

**Activate Prior Knowledge**

1. Show students the Arctic on a map and have them share what they know about the climate and conditions there. (Possible answers: very cold and icy; the sun never rises in winter and doesn’t set in summer)
2. Discuss the dangers explorers might face at sea and on land when exploring the Arctic. (Possible answers: icebergs, freezing waters, very cold temperatures, lack of food variety)
3. Tell students that long ago, explorers looked for a Northwest Passage, or shortcut, between the Atlantic and Pacific Oceans. Discuss why finding such a route would have been beneficial to traders.

**Preview** Ask students what clues the title of the article, the illustration, and the caption provide. What predictions about the article might students make? (Possible answer: *This article is about how Captain Francis McClintock found out the fate of the Franklin expedition in the Arctic.*)

**DURING READING**

**Determine Word Meanings from Context** Think of context as the words or sentences that surround a word you don’t know. This information can help you make a good guess about what the word means. Have students look for clues such as descriptions, synonyms, or examples to help them figure out what difficult words mean.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about their responses to the fate of Sir John Franklin. Ask students: Do you think the navy waited too long to try to search for Franklin and his crew? Why or why not? Have students use evidence from the text to support their responses.

**DIFFERENTIATED INSTRUCTION**

**Support Individual Learners**

- Have students go on a word hunt. They should find an unfamiliar word that seems to be important to the overall meaning of an article in a news magazine. Then have them use context to determine the meaning of the word. Have them share the word, the meaning, and the clues they used to determine the meaning. If necessary, have them use a dictionary to confirm their definition.

**ENGLISH LANGUAGE LEARNERS**

- Show students how to use descriptions to help them determine the meaning of an unfamiliar word. Point out that authors often follow an unfamiliar word with a description. Provide this example from the article: “One of the men discovered a cairn. (A cairn is a pile of rocks. Explorers used cairns to bury their records for others to find.)” Point out that the text in parentheses clearly describes what a cairn is.

**GRAPHIC ORGANIZERS**

- Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Ask students to label the columns Fact and Opinion. Then have students organize the following sentences about the article according to whether each is a fact or opinion. Discuss their responses.

Sir John Franklin was too old for the trip. Franklin should not have taken the trip. Lady Jane Franklin asked friends for help. Sir John Franklin died on 11 June 1847.
Bizarre Endings

**Unit 2, Lesson 10**

**Summary** In 1642 Jean Baptiste Tavernier saw a huge diamond in the statue of the Hindu god Rama Sita and offered to buy it. Supposedly, the priests guarding the stone said no, so Tavernier had them tied up and stole the gem. From that time on, bad luck seems to have followed the diamond. Those who have owned it have died painful deaths or died in poverty. The diamond, known as the Hope diamond since its purchase in 1830 by Henry Philip Hope, was last bought by Harry Winston. It has been on display in the Smithsonian Institute in Washington, D.C., since 1958. Fortunately, the curse does not appear to have an effect on the many tourists who have come to see the infamous blue oval stone.

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

- **embedded in:** set in
- **pried:** obtained with difficulty, as by forcing with a tool
- **shrouded:** hidden
- **overthrown:** removed from power
- **tragic:** dreadful

1. Beautiful jewels were *embedded in* the crown.
2. The window had to be *pried* open after being painted shut.
3. The houses were *shrouded* by fog.
4. People cheered when they heard that the cruel leader had been *overthrown*.
5. Two people lost their lives in the *tragic* accident.

**Activate Prior Knowledge**

1. Have students describe what diamonds typically look like and some of their characteristics, such as the fact that they are the hardest gemstone.
2. Discuss the different things for which people use diamonds. Point out that only about 20 percent of diamonds are used for jewelry. The others are used for industrial tools.
3. Discuss the role of diamonds in our culture. Why do people want to own diamonds? What do they symbolize for many people?

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: This article will explain why the Hope diamond brings bad luck to the people who own it.)

**DURING READING**

**Infer** An inference is a logical guess about information that the writer suggests but doesn’t directly say. Making inferences helps readers find deeper meaning in what they read. Ask students to look for details that aren’t fully explained. Have them combine clues from the text with their personal knowledge to identify what the writer suggests.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about the curse of the Hope diamond. Ask students: Based on the evidence in the article, do you agree that the Hope diamond is cursed? Why or why not? Would you feel nervous about viewing the Hope diamond that’s on display? Why or why not?

**DIFFERENTIATED INSTRUCTION**

Have students choose an article from a magazine or newspaper. Then ask them to use a three-column chart to make inferences. Help students label each column. In column 1, have them write three hints the author has given about the subject. In column 2, have them write what they already know about the statement or subject. In column 3, they should make an inference.

**ENGLISH LANGUAGE LEARNERS**

Give students pictures of people cut from magazines. Have students work with a partner to use the facial expressions, actions, and body language of the person or people in the picture to make an inference about how the people felt. Invite students to share their pictures and inferences.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 1 as a Concept Map. Ask students to write The Hope Diamond Is Cursed in the center bubble of the graphic organizer. Then have students write details in the surrounding bubbles that support this concept. Discuss their responses.
**Unit 3, Lesson 11**

**Bizarre Endings**

"The Last Flight of the Star Tiger," pages 106–113

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**Summary**
On January 27, 1948, the Star Tiger, a plane piloted by Captain Brian McMillan, took off from London. On January 29 it started off from the Azores on the long flight to Bermuda. The Star Tiger was expected to land in Bermuda at about 5:00 A.M., but it never arrived. There were no SOS calls, no wreckage, no oil slicks, and no bodies. The British Ministry of Civil Aviation could find no cause for the disappearance. Less than a year later, the Star Ariel, a plane from the same airline, disappeared in the same area—the area we now know as the Bermuda Triangle.

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**BEFORE READING**

**Build Vocabulary**
List the vocabulary words and their definitions on the board. Discuss each word's meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>dismay</td>
<td>disappointment</td>
</tr>
<tr>
<td>seasoned</td>
<td>experienced</td>
</tr>
<tr>
<td>debris</td>
<td>remains of something destroyed</td>
</tr>
<tr>
<td>structural</td>
<td>design</td>
</tr>
<tr>
<td>eerie</td>
<td>spooky</td>
</tr>
</tbody>
</table>

1. Would you feel *dismay* if you made the train on time or did not make the train on time?
2. Would you rather have a *seasoned* player on your team or a new player on your team? Why?
3. Which would create more *debris*—tearing down a building or repairing it?

**Activate Prior Knowledge**
1. Have students share what they know about the Bermuda Triangle. What is said to happen in this area? What are some explanations people give?
2. Ask students to share what they know about magnets and navigational tools, such as compasses. How might unusual magnetic forces cause problems with navigational instruments? What can happen if a plane flies off course?

**Preview**
Ask students what clues the title of the article, the map, and the caption provide. What predictions about the article might students make? (Possible answer: I think this article will be about the Star Tiger, a plane that disappeared in the Bermuda Triangle.)

**DURING READING**

**Predict**
Predicting is thinking ahead to guess how events might become resolved. Predicting helps readers become involved in the text. Readers base predictions on details in the text and their own knowledge. Tell students that their predictions may change as details change or are added.

**AFTER READING**

**Respond to the Article**
Have students write a journal or blog entry about the fate of the Star Tiger. Ask students: What evidence does the article give to show that Captain Brian McMillan was an experienced pilot? Why does this evidence make the fate of the Star Tiger seem even more unusual? Have students use evidence from the text to support their responses.

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**DIFFERENTIATED INSTRUCTION**

**Support Individual Learners**
- Have students tell a story to a partner. They should stop at least three times in their story and ask, "What do you think happened next?" The partner should make a prediction. Then have students change roles. Partners should tell each other whether the predictions were correct.

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**ENGLISH LANGUAGE LEARNERS**

**Help students make predictions by giving them a variety of prediction starters.** For example, you might say, "I took two slices of bread, the peanut butter, and a knife. What am I going to do next? What am I going to do after that?" Have students give their predictions and explain how they made them. Then have them try the activity with a partner.

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**GRAPHIC ORGANIZERS**

**Use Graphic Organizer 4 as a Cause-and-Effect Chart.** Ask students to label the left column *Causes* and the right column *Effects*. Have students write each sentence below in a box in the *Effects* column. Then ask students to write one cause in a box of the *Causes* column for each effect. Discuss their responses.

**Effects**
- The pilots were blown off course.
- The control tower declared an emergency.
- Rescuers gave up.
- This patch of ocean has an eerie reputation.
## Unit 3, Lesson 12

### Bizarre Endings

**“The Tragic Donner Party,” pages 114–121**

### Summary
George and Jacob Donner dreamed of going to California. They planned to follow a shortcut that they had read about through the Sierra Nevadas, but the shortcut did not really exist. In April 1846 they joined a wagon train headed west. Though a wanderer who had tried taking the shortcut warned them against it, the Donners and some other families still decided to try it. Setbacks and poor conditions made the journey longer and slower than expected. By the time the Donners reached the Sierra Nevadas, snow had made the mountains impassable. As snow set in and food ran out, 17 members of the party set out for help. Only seven survived by eating the flesh of those who died. The people who remained at the camp also survived by eating the flesh of those who had died. In all, 35 members of the Donner party died in the mountains.

### BEFORE READING

#### Build Vocabulary
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **emigrants**: people who move out of a country
- **paradise**: place of unlimited joys
- **grubby**: dirty

1. What word goes with “a beautiful island”? *(paradise)*
2. What word goes with “those who leave one place for another”? *(emigrants)*
3. What word goes with “path with no exit”? *(blind)*

#### Activate Prior Knowledge
1. Ask students who the Donner party was and for what they are famous. *(They were pioneers who headed west, got stranded, and were forced to eat those who died in order to survive.)*
2. Explain that in the 1840s many Americans began moving west toward California. Ask students why they think people might have been willing to leave their homes and travel across the country. *(Possible answers: to find gold, to get more land, to make a better life)*

### Preview
Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? *(Possible answer: This article will explain about the tragic mistake the Donner party made by taking a shortcut to California through the Sierra Nevadas.)*

### DURING READING

#### Ask Questions
Questioning helps you to monitor your understanding of the text. Have students ask who, what, where, when, why, and how questions and look for the answers. Questions may include: Who was the Donner party? What problems did they face? When did they face these problems and why? What happened to the Donner party?

### AFTER READING

#### Respond to the Article
Have students write a journal or blog entry about their responses to the fate of the Donner party. Ask students: What do you think about the Donner party’s actions? What parts of the article surprised you, and what parts met your expectations? Have students use evidence from the text to support their responses.

### DIFFERENTIATED INSTRUCTION
Help students keep a reading log to help them become better readers. Have them answer questions like the following for articles they read: Did anything in the text remind you of an experience you have had? Did you have a positive or negative reaction to anything in the text? With what parts of the text did you agree or disagree? Which part of the text, if any, was confusing to you?

### ENGLISH LANGUAGE LEARNERS
Assign proficient English-speaking partners to ELLs and ask them to help the ELLs form questions. Having ELLs actively question what they don’t understand will help them as they encounter difficult text in a new language.

### GRAPHIC ORGANIZERS
Use Graphic Organizer 6 as a Time Line. Ask students to write the dates below on the time line in order. Then have them write what happened on each date. Discuss their responses.

- **April 1846**
- **July 1846**
- **September 1846**
- **October 1846**
- **February 1847**
### Bizarre Endings

**“Courage in the Face of Evil,” pages 122–129**

<table>
<thead>
<tr>
<th>Summary</th>
<th>When oil companies began drilling on the land of the Ogoni people in Nigeria, the Ogoni felt robbed. They weren't receiving any of the profits, and the drilling was ruining their land and water, making it difficult for them to support themselves by farming and fishing. In 1990 Ken Saro-Wiwa, a hero in Nigeria, began speaking out on behalf of his people to ask oil companies to clean up the mess they had made. Though his methods were nonviolent, he angered many people, including Nigeria's cruel ruler, General Sani Abacha. Abacha had Saro-Wiwa arrested on false charges and sentenced him to death. Saro-Wiwa faced his death with courage and believed that his ideas would one day bring about change. He was executed on November 10, 1995.</th>
</tr>
</thead>
</table>

### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word's meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

- **plight**: bad situation
- **chaos**: confusion and disorder
- **incited**: urged; inspired

1. The news reported on the *plight* of the people who lived where the hurricane hit.
2. After the fire alarm went off, there was *chaos* as people hurried to leave the building.
3. The speaker’s words *incited* the crowd to take action.

**Activate Prior Knowledge**

1. Discuss with students ways we use oil in our everyday life. *(Possible answers: gasoline for cars and lawnmowers; diesel for trucks and other kinds of engines; fuel for jets; heat for our homes; medicines and plastics)*
2. Discuss the negative impact of drilling for and using oil. *(Possible answers: pollutes the air and water supply; can contribute to global warming)*
3. Have students find Nigeria on a map.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? *(Possible answer: This article is about how Ken Saro-Wiwa showed courage in speaking out against oil companies.)*

### DURING READING

**Identify Sequence** Sequence is the order in which events, ideas, or things are arranged. Time order refers to the order in which events occur. Following the sequence of events helps you see how the text is organized and how events relate to each other. As students read, ask them to look for key words such as *after*, *then*, *while*, and *when*.

### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about their responses to the situation in which Ken Saro-Wiwa found himself. Ask students: What do you think about the way he was treated? Do you think he had any regrets about getting involved with the plight of the Ogoni people? Why or why not? Have students use evidence from the text to support their responses.

### DIFFERENTIATED INSTRUCTION

**Have students find an article in a news magazine written in sequence text structure.** After reading the article, have students create a time line of the most important events from the article. After completing the time line, students should write a summary of the events using the sequence text structure.

**ENGLISH LANGUAGE LEARNERS**

Cut apart panels of comic strips and ask students to place the frames in sequence. Have them explain to partners why they used the order they did. Encourage them to use key words such as *first*, *next*, *then*, and *last* or *finally*.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 1 as a Characteristics Map. Have students write *Ken Saro-Wiwa* in the center bubble and one of the adjectives about Saro-Wiwa below in each of the outer bubbles. Then have students add a fact that they learned from the article that supports each adjective. Discuss their responses.

- Brave
- Confident
- Talented
- Noble
# Bizarre Endings

## “Death on Mount Everest,” pages 130–137

### Teach Lesson Skills

**Summary**
On the morning of June 8, 1924, George Mallory and Andrew Irvine began heading for the summit of Mount Everest. At the time, no one had reached the top of Mount Everest, and the two men hoped to be the first. Mallory and Irvine died near the top. Their bodies were not found, however, and no one is sure if they ever made it to the summit. In 1999 a climber named Eric Simonson began looking for the bodies of the two men. He hoped to find both the men and a camera carried by Mallory to determine if they had reached the top. Miraculously, the search team found Mallory’s body, but they were unable to find his camera. Irvine’s body was not found, so it remained uncertain whether Mallory and Irvine were the first to stand on top of the world.

### BEFORE READING

**Build Vocabulary**
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

- **intriguing:** fascinating
- **ascent:** trip up
- **debated:** argued about

1. James found the book about ghosts **intriguing** because . . .
2. The **ascent** up the mountain was difficult because . . .
3. The sisters **debated** whether or not to . . .
4. Shawn was **sprawled** out on his bed because . . .
5. The child was **gripping** her mother’s hand tightly because . . .

**Activate Prior Knowledge**
1. Have students share what they know about Mount Everest. Why do so many climbers want to reach the top? *(Possible answer: They want to conquer the world’s highest mountain.)*
2. Discuss the dangers of climbing a mountain such as Mount Everest. Then ask students if there has ever been anything they wanted to do so badly that they were willing to take a big risk to accomplish it.
3. Show students the location of Mount Everest on a map.

**Preview**
Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? *(Possible answer: This article will be about Andrew Irvine and George Mallory, two members of the 1924 British expedition to Mount Everest.)*

### DURING READING

**Visualize**
Visualizing is picturing in your mind the details of the setting, events, and characters in the text. Encourage students to draw pictures or diagrams of these images as they read.

**AFTER READING**
Have students write a journal or blog entry about the search for Irvine and Mallory. Ask students: Why do you think it was important to Eric Simonson to try to find out what happened to Mallory and Irvine? Have students use evidence from the text to support their responses.

### DIFFERENTIATED INSTRUCTION

**Support Individual Learners**
Have students choose a short story or an article and work in pairs to practice visualizing. They should take turns reading paragraphs aloud to each other. After they read a short section, have them compare their visualizations. Then have them draw a scene or write a description based on what they pictured in their minds.

**ENGLISH LANGUAGE LEARNERS**
Read aloud highly visual sentences or poems and ask students to visualize as you read. Ask students what they pictured as they listened to you read. Encourage them to add more details by asking questions such as: What else do you see? What color is it? What does it look like? Then have students draw what they visualized.

**GRAPHIC ORGANIZERS**
Use Graphic Organizer 3 as an Inference Chart. Ask students to label the left column **What the Article Says**, the middle column **What I Know**, and the right column **My Inference**. Then have students write the information below in the first column. Ask them to fill in the second and third columns. Discuss their responses.

- The bodies were way up in the Death Zone. No one had ever made it to the top of Everest. Mallory had a spooky feeling that something might go wrong; he was married and had kids; he still agreed to go.
### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

| **ricocheted:** | bounced back and forth |
| **captive:** | prisoner |
| **imposters:** | fakes |

1. The ball **ricocheted** off the wall.
2. The suspect was held **captive** in a jail cell.
3. Some **imposters** say they are movie stars, hoping to get special treatment.

**Activate Prior Knowledge**

1. Discuss with students reasons why someone might claim to be someone else. *(Possible answers: to gain money, to achieve status)*
2. Ask students what can happen when people become unhappy with the government in power. *(Possible answer: Wars and uprisings may occur.)*

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? *(Possible answer: I think this article will be about the Romanov family during the Russian Revolution and whether or not Anastasia survived.)*

**BUILD BACKGROUND** The divide between the ruling class and the working class, as well as hardships brought on by World War I, combined to help communism take root in Russia. For hundreds of years, the Romanov monarchy had ruled with absolute authority over the Russian people. The czar and his family lived in luxury, while the working classes could not meet their most basic needs. The loss of life and famine brought on by the war caused a further strain on the country. In February 1917, when riots and strikes broke out over food shortages, the army was sent in to regain control. However, many of the soldiers joined the protest instead. This massive protest became known as the February Revolution. Without the support of his military, Czar Nicholas II gave up his throne, ending the Romanov dynasty.

### DURING READING

**Vocabulary in Context** As students read the article, have them note the new vocabulary words. Ask them to think about each word’s meaning as they read.

**DIFFERENTIATED INSTRUCTION**

A fact is a statement that can be proved. An opinion is what someone thinks or believes. Read aloud from the “Letters to the Editor” section of a magazine or newspaper. Ask students to raise their hands when they hear a judgment word that signals an opinion. Discuss with students whether the writer is trying to convince them to believe (or not believe) something.

**ENGLISH LANGUAGE LEARNERS** Students may need to see pictures to help them understand the differences between facts and opinions. Have them look at a picture from a book, newsletter, or magazine. Ask them to identify and record as many facts as they can about what they see in the picture. Then have them record their opinions.

### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about their responses to what Anna Anderson did. Ask students: Why do you think Anna Anderson wanted people to believe she was Anastasia? Have students use evidence from the text to support their responses.

**GRAPHIC ORGANIZERS** Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Ask students to label the columns Fact and Opinion. Then have students organize the following sentences according to whether each is a fact or opinion. Discuss their responses.

It’s easy to see why people thought Anna Anderson was Anastasia. In 1979 the bones of the Romanovs were found. The story of the Romanovs is fascinating. Anna Anderson was not Anastasia.
Bizarre Endings
Unit 1 Assessment Article

Directions: Read this article. Then answer each question that follows. Circle the letter of your answer.

D. B. Cooper: Air Pirate!

On the night before Thanksgiving in 1971, a middle-aged man in a dark suit who identified himself as Dan Cooper boarded a Northwest Airlines jet in Portland, Oregon. The plane was headed for Seattle, Washington. Before it arrived, though, Cooper handed a note to flight attendant Florence Schaffner.

At first, 23-year-old Schaffner thought the passenger was just trying to get friendly with her. However, once she read the note, she discovered he had a very different purpose. The man said his small, black suitcase contained a bomb. He demanded $200,000 in cash and four parachutes. He also said the flight crew had to help him escape.

After reading the note, Schaffner looked inside the suitcase. “I was scared to death,” she said. “But I do remember seeing a red cylinder.” The cylinder filled the suitcase.

Schaffner alerted the pilot, who communicated Cooper’s instructions to officials on the ground. When the plane landed in Seattle, all the passengers were released, and the jet was refueled. Cooper received the parachutes and $200,000 in $20 bills. Then the plane took off again, with only Cooper, three crewmen, and one flight attendant still on board.

Cooper told the pilot to fly toward Mexico, keeping the plane low. Somewhere over a forested area in Washington, about 10,000 feet up, Cooper parachuted out of the jet. He took the money with him. Crew members later described Cooper’s manner during his time aboard as calm, “rather nice,” and “never cruel or nasty.” One flight attendant added that he was “always polite,” though at times “he did seem impatient.”

What happened to Cooper? No one knows for sure. When he jumped from the plane, the weather was stormy, with strong winds and below-zero temperatures. Many people believe that he died. However, no body has ever been found.

News reporters wrote many stories about what happened that night. One story referred to the man as “D. B. Cooper.” Even though the name was wrong, it soon became permanently linked to the daring criminal. He is still known by that name.

Cooper’s crime drew worldwide attention. The FBI, treasure hunters, and many others searched for him for years. Everyone hoped to solve the mystery of his disappearance and perhaps find the stolen money. However, all attempts to track down Cooper or find his body were futile.

Then, in 1980, an eight-year-old boy, Brian Ingram, found three bundles of tattered bills along a riverbank in the general area where Cooper might have landed. The bills did indeed prove to be $5,800 of Cooper’s stolen money. But there was no trace of D. B. Cooper, and no other sign of him or the money has ever been found.

The FBI case remains open, the questions about Cooper unanswered.
Bizarre Endings

Unit 1 Assessment Questions

1. Which sentence states the main idea best?
   a. The FBI has not been able to find any trace of the man known as D. B. Cooper.
   b. D. B. Cooper was a criminal who disappeared after jumping from a plane.
   c. Many people feel certain that D. B. Cooper was killed in 1971.

2. How much money did Cooper steal?
   a. $200,000
   b. $10,000
   c. $5,800

3. Which answer is probably true?
   a. Cooper had no plan in mind when he boarded the plane.
   b. Cooper did not know how to use a parachute.
   c. Officials were afraid Cooper might blow up the airplane.

4. What is the meaning of the underlined word?
   However, all attempts to track down Cooper or find his body were futile.
   a. without any results
   b. in the future
   c. successful

5. The main purpose of paragraph 7 is to
   a. explain why D. B. Cooper became so famous.
   b. let readers know that D. B. Cooper is a criminal.
   c. tell how “Dan Cooper” became “D. B. Cooper.”

6. Which answer correctly restates this sentence from the article?
   Even though the name was wrong, it soon became permanently linked to the daring criminal.
   a. D. B. Cooper dared to use a different name when he became a criminal.
   b. “D. B. Cooper” was not his name, but he became known by it anyway.
   c. D. B. Cooper changed his name permanently even though it was wrong.

7. Judging by events in the article, it seems most likely that
   a. nobody will ever know for sure what became of Cooper.
   b. Cooper will carry out similar crimes in the future.
   c. the FBI will find Cooper and the money.

8. After she read Cooper’s note, Schaffner
   a. thought he was being friendly.
   b. became very frightened.
   c. believed he was joking.

9. Which word best describes D. B. Cooper as he is shown in this story?
   a. noble
   b. timid
   c. bold

10. Into which of the following groups would this article best fit?
    a. stories describing the deeds of famous heroes
    b. reports of events that may be imaginary
    c. accounts of mysteries no one can solve
Bizarre Endings

Unit 2 Assessment Article

Directions: Read this article. Then answer each question that follows. Circle the letter of your answer.

The Iceman

In September 1991 Helmut and Erika Simon, two German tourists, were hiking in the Ötztal Alps, on the Italian-Austrian border. Suddenly, they came upon a partly exposed body frozen in the ice. The couple thought it might be the body of some unfortunate mountain climber. They snapped a photo and reported their finding.

2 When Austrian authorities came to investigate, they used ice axes and other tools to dig out the body. They wondered if they had found the victim of an accident or a crime. However, once scientists examined what came to be known as “Ötzi the Iceman,” they realized that their discovery was far more extraordinary.

3 What the German couple had found was a 5,000-year-old mummy. It was the body of a man who had died about 3300 B.C. Covered by ice soon after death, the body had been remarkably well preserved in the lofty Alps.

4 The Iceman was thought to be between 25 and 45 years old at the time of his death. Scientists estimated that he had stood about 5 feet, 2 inches tall and weighed about 110 pounds. Although the Iceman had a number of injuries, the most serious was a wound from a stone arrowhead that had pierced his shoulder. The resulting loss of blood was probably what killed him.

5 The Iceman’s discovery captured the attention of people around the world. Archaeologists and other scientists were especially interested because the Iceman opened a door to the prehistoric past. In addition to studying the body itself, they were able to examine clothing, tools, and weapons found with the Iceman. They learned, for example, that to keep warm the Iceman wore a fur cap and shoes made of animal skins and stuffed with grass. His possessions included an ax with a copper blade, as well as a bow and arrows.

6 Everyone was fascinated by the Iceman. However, as time went by, rumors began to circulate. People whispered that the Iceman was cursed. A scientist who had touched the body was killed in a car crash. Then the mountain guide who had taken the scientist and others to see the body lost his life in an avalanche. A journalist who had made a documentary about removing the body from ice died next, followed by Helmut Simon, the man who had found the body. Three more people with links to the Iceman died after Simon, bringing the total to seven.

7 Today, the body of Ötzi the Iceman is kept frozen in an Italian museum. Visitors are still amazed when they view the body and learn of the Iceman’s history. Many of them quietly wonder if the curse was real.
Bizarre Endings

Unit 2 Assessment Questions

1. Which sentence states the main idea best?
   a. The frozen body of the prehistoric Iceman was of great interest to scientists and others.
   b. The Iceman died long ago, probably from being shot in the shoulder by an arrow.
   c. Deaths linked to the Iceman made some people think that there might be a curse.

2. The body of the Iceman can today be seen in
   a. Austria.
   b. Italy.
   c. Germany.

3. Which answer is probably true?
   a. The Iceman learned to survive in a cold climate.
   b. The Iceman had no real enemies.
   c. Temperatures in the Alps are generally warm.

4. What is the meaning of the underlined word?
   Covered by ice soon after death, the body had been remarkably well preserved in the lofty Alps.
   a. steadily
   b. briefly
   c. amazingly

5. The author probably wrote this article to
   a. inform readers about an important scientific discovery.
   b. warn people to beware of curses.
   c. urge readers to be careful when hiking in the mountains.

6. Which answer correctly restates this sentence from the article?
   Archaeologists and other scientists were especially interested because the Iceman opened a door to the prehistoric past.
   a. Scientists found it interesting that a man from so long ago could open doors.
   b. Scientists hoped to learn about the distant past by studying the Iceman.
   c. The Iceman was the key to learning more about scientists from ancient times.

7. According to the article, what was the Iceman’s most likely cause of death?
   a. He was shot with an arrow.
   b. He fell while climbing.
   c. He froze to death.

8. Into which of the following theme groups would this article best fit?
   a. predicting the future
   b. uncovering the past
   c. exploring the present

9. Which of the following explains why the Iceman was well preserved?
   a. He was between 25 and 45 years old when he died.
   b. He used furs and skins to keep warm.
   c. His body was encased in ice.

10. Which paragraph provides information and details that support the last sentence of the article?
    a. paragraph 2
    b. paragraph 5
    c. paragraph 6
Bizarre Endings

Unit 3 Assessment Article

Directions: Read this article. Then answer each question that follows. Circle the letter of your answer.

What Happened to Amelia Earhart?

When she was 23 years old in 1921, Amelia Earhart learned to fly an airplane. At that time, flying was viewed as a new and dangerous activity, and not one in which many women participated. In fact, the instructor who taught Earhart, Neta Snook, was one of the few female pilots of the time. Nevertheless, aviation soon became Earhart’s hobby, and in 1922 she bought her own plane.

2 Six years later Earhart gained fame as the first woman to cross the Atlantic in an airplane. However, on that flight she was only a passenger, not the pilot. In 1932, though, Earhart did fly across the Atlantic by herself, in record-setting time. She was the first woman pilot to make a solo flight across the Atlantic, and people everywhere praised her daring and bravery. Three years later she flew the even longer distance from Hawaii to California, the first person ever to make that flight successfully.

3 Then, in 1937, Earhart set a far more ambitious goal for herself. She was determined to fly around the world. She and Frederick Noonan, her navigator, took off from California on May 20. By June 30 they had flown about 20,000 miles, some two-thirds of the planned distance. However, as their aircraft headed toward tiny Howland Island in the Pacific Ocean, something apparently went wrong. Earhart radioed that her plane was running low on fuel. Soon after that, she disappeared.

4 People searched the ocean and nearby islands by air and sea but found no trace of Earhart, Noonan, or the airplane. Had the plane run out of fuel and crashed into the sea, or had Earhart and Noonan managed to reach some small Pacific island where they were now stranded? No one knew for sure. Some people even wondered if they had been captured by the Japanese and were being held as spies!

5 Finally, on January 5, 1939, with no sign of her or her plane, Earhart was declared legally dead. However, the mystery of her disappearance continued to trouble people, and some went on searching for clues.

6 In 1940 a British officer found part of a skeleton on Nikumaroro, a Pacific island about 300 miles southeast of Howland Island. Unfortunately, those bones were lost, possibly carried off by the island’s giant crabs. In recent years, though, searchers have focused increasing attention on Nikumaroro. There, they have found new evidence: three pieces of a pocket knife and some shards of broken glass.

7 Is it possible that Earhart and Noonan crash-landed on Nikumaroro and died there? The hunt for clues and evidence goes on.
**Bizarre Endings**

**Unit 3 Assessment Questions**

1. Which sentence states the main idea best?
   a. Amelia Earhart set many records as a pilot.
   b. Some people think that Amelia Earhart may have died on Nikumaroro.
   c. Amelia Earhart was a bold pilot whose disappearance is still a mystery.

2. According to the article, Amelia Earhart was the first woman to
   a. fly across the Atlantic alone.
   b. land a plane on Howland Island.
   c. pilot an aircraft.

3. Which answer is probably true?
   a. Earhart had planned to fly to the island of Nikumaroro.
   b. Searchers did not look hard enough for signs of Earhart’s plane.
   c. Earhart would have radioed her location if she could have.

4. What is the meaning of the underlined word?
   There, they have found new evidence: three pieces of a pocket knife and some shards of broken glass.
   a. pictures
   b. fragments
   c. sounds

5. What was the author’s purpose in writing this article?
   a. to inform readers about a famous mystery
   b. to encourage readers to join the search
   c. to persuade readers that Earhart did not crash

6. Which answer correctly restates this sentence from the article?
   At that time, flying was viewed as a new and dangerous activity, and not one in which many women participated.
   a. Women at that time considered flying to be dangerous and not worth pursuing.
   b. During that time, many new activities were thought to be dangerous.
   c. Flying was new then, and women generally did not take part in such a risky activity.

7. Nikumaroro has drawn searchers’ particular attention because
   a. items found there may be clues to Earhart’s disappearance.
   b. it is an island located in the Pacific Ocean.
   c. Earhart had stopped there during her flight around the world.

8. From the information in paragraph 5, readers can reasonably conclude that
   a. Earhart was hiding from the searchers.
   b. authorities believed Earhart had been killed.
   c. searchers had clear evidence that Earhart was alive.

9. Into which of the following theme groups would this article best fit?
   a. surprising victories
   b. heroic rescues
   c. unanswered questions

10. Judging from information in the article, it seems most likely that
    a. Earhart is alive and living on an island.
    b. searchers will never find Earhart’s plane.
    c. Earhart will complete her round-the-world flight.
**Bizarre Endings**

**Unit 1 Language Development Activity: Multi-Word Verbs**

<table>
<thead>
<tr>
<th>ESL/DI Skill</th>
<th>Multi-Word Verbs: checked into; come out of; care for; move on; grew up; woken up</th>
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**Activity Highlights**

1. Sequence diagram: whole class, partners
2. Visualization/sketching of sentence meanings: individual
3. Aural comprehension and recall: partners
4. Ordering sentences sequentially: partners
5. Recalling definitions: partners

**Teacher Preparation**

1. Review the article “Lost for 16 Years” (Unit 1, Lesson 2, p. 22).
2. Print one copy of Unit 1 Activity Sheet: Sequence Diagram for each student and a copy of Unit 1 Activity Sheet Answers: Sequence Diagram for yourself.
3. Write on the board or otherwise present the sentences below this box, which are out of sequential order except for the first two. (“Patti White Bull...”)
4. Draw the blank sequence diagram.

Patti White Bull checked into the hospital; Mark hoped Patti would come out of the coma quickly; After 16 years Patti White Bull had woken up; Finally, Mark decided he had to move on with his life; He asked his mother to care for the new baby; Meanwhile Cindy and her siblings grew up.

**Activity Steps:**

1. Review the article “Lost for 16 Years” (Unit 1, Lesson 2, p. 22) with the class.
2. Distribute Unit 1 Activity Sheet: Sequence Diagram (from step 2 in Teacher Preparation) to each student.
3. Read aloud the first sentence on the board: Patti White Bull checked into the hospital. Students write this sentence at the top of the first box in their diagrams.
4. Encourage volunteers to guess the meaning of the sentence from the context. (Possible response: She gave her name at the hospital desk.) Students visualize this sentence.
5. Give students a precise definition of checked into (gave personal information and entered). Students write this definition at the bottom of the corresponding box in their diagrams and draw a simple sketch of the meaning.
6. Repeat steps 3–5 for box 2 using the second sentence on the board and the multi-word verb come out of (“leave [a state of being]”).
7. Based on the article, brainstorm with the class to create definitions for the last four multi-word verbs: woken up (“come back from sleeping”); move on (“developed into adults”); care for (“fill the needs of”); grew up (“continue”).
8. Students pair off.
9. Tell students that the last four sentences on the board are out of sequential order in time.
10. Using their books, partners collaborate to identify the order of the last four sentences on the board and write them at the top of the corresponding boxes of their activity sheets. (3. He asked his mother to care for the new baby; 4. Finally, Mark decided he had to move on with his life; 5. Meanwhile Cindy and her siblings grew up; 6. After 16 years Patti White Bull had woken up.)
11. Partners collaborate to recall the definitions from step 7 and write them under the sentences on their diagrams. Circulate to approve students’ work.
12. You may point out that multi-word verbs can have multiple meanings just as single-word verbs do: checked into (“investigated”); come out of (“exit”); care for (“love”).
Bizarre Endings

Unit 2 Language Development Activity: Prefixes

ESL/DI Skill | The Prefix dis-: discovered, disappeared

Activity Highlights

1. Activity sheet (prefix diagram): partners, whole class
2. Discussion/analysis: partners
3. Collaboration in finding dictionary words: small group
4. Reader and Note Taker: individual student roles
5. Sharing personal experiences with the class: individual

Teacher Preparation

1. Review the articles “The Lost Colony of Roanoke” (Unit 2, Lesson 6, p. 60) and “The Strange Case of Mr. Wright” (Unit 2, Lesson 7, p. 68)
2. Print one copy of Unit 2 Activity Sheet: Prefix Diagram for each student and a copy of Unit 2 Activity Sheet Answers: Prefix Diagram for yourself.
3. Draw the blank prefix diagram on the board.
4. For each group of 3 to 5 students, provide a dictionary.

Activity Steps:

1. Review the articles “The Lost Colony of Roanoke” (Unit 2, Lesson 6, p. 60) and “The Strange Case of Mr. Wright” (Unit 2, Lesson 7, p. 68) with the class.
2. Give one copy of Unit 2 Activity Sheet: Prefix Diagram (from step 2 of Teacher Preparation) to each student.
3. Write the prefix dis- in your diagram on the board in the boxes on the left. Students fill in their blank diagrams with this prefix.
4. Write this sentence from “The Lost Colony of Roanoke” on the board: When Wright returned from England with supplies, he discovered that the colonists had vanished. Then write this sentence from “The Strange Case of Mr. Wright”: Again, the tumors disappeared as if by magic.
5. Students pair off.
6. Partners find the paragraphs in which the sentences in step 4 are located, and they read those paragraphs to each other. They discuss what the underlined phrases means in the context of the paragraphs. (Possible responses: 1. Wright learned something that no one else knew, and 2. The tumors went away.)
7. Tell the class that while covered means “put a cover on” or “hid,” discovered means “showed or revealed.” Also, while appeared means “came into view,” disappeared means “went away.”
8. Discuss with the class why appeared/disappeared and covered/discovered are opposites. Volunteers deduce the definition of dis-: (the opposite of)
9. Write the opposite of under the prefix in your diagram. Partners collaborate to fill in the remainder of their own graphic organizers.
10. Students form groups of 3 to 5.
11. Distribute a dictionary to each group. Tell students they will look for words that start with the prefix dis-. Remind them that the letters d-i-s do not always mean a prefix, so they should be sure the words they find mean the opposite of plus the root word.
12. Groups choose a reader and a Note Taker. The reader looks in the dictionary and reads the words that start with the letters d-i-s. The Note Taker writes down any word that fits the description in step 11. (Possible responses: disagree, disapprove, disconnect, dislike, disobey)
13. Group members talk about how one of these words relates to an experience in their lives. Individuals share their own or another group member’s contribution with the class.
## Bizarre Endings

### Unit 3 Language Development Activity: *Multiple Meanings*

<table>
<thead>
<tr>
<th>ESL/DI Skill</th>
<th>Multiple-Meaning Words: accept, note, cell, environment, fight</th>
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<tr>
<td><strong>Activity Highlights</strong></td>
<td><strong>Teacher Preparation</strong></td>
</tr>
<tr>
<td>1. Discussion/analysis: small group</td>
<td>1. Review the article “Courage in the Face of Evil” (Unit 3, Lesson 13, p. 122).</td>
</tr>
<tr>
<td>2. Writing sentences: individual</td>
<td>2. Write on the board or otherwise present the short passage below this box. (“Saro-Wiwa could not accept....”)</td>
</tr>
<tr>
<td>3. Reading sentences aloud: small group, whole class</td>
<td>3. For each group of 3 to 5 people, provide a dictionary.</td>
</tr>
</tbody>
</table>

Saro-Wiwa could not accept the Goldman Prize in person. But a note was smuggled out of his jail cell. The note was read by his son, Ken, Jr., at the award ceremony. “The environment,” wrote Saro-Wiwa, “is man’s first fight....”*

### Activity Steps:

1. Review the article “Courage in the Face of Evil” (Unit 3, Lesson 13, p. 122) with the class.
2. Volunteers read the sentences on the board aloud to the class.
3. Students form small groups.
4. Groups talk about what the underlined words mean in the context of the sentences.
5. Each student chooses a different underlined word from one of the sentences, for example, *environment*.
6. Each student writes an original sentence with his or her chosen word, unrelated to the article, using the meaning the word has in the sentence on the board (call this meaning M1—in this case, “natural surroundings on Earth”). He or she underlines the word in the sentence. For example: *I recycle to help the environment*. Circulate to provide assistance to students as they write.
7. Students count off to determine an order for participating in the next steps.
8. Student 1 in each group says his or her word (*environment*) and reads his or her M1 sentence to the group.
9. Students collaborate to identify a second meaning (M2) for the word.* They find or confirm the additional meaning in the dictionary (*environment*: *surrounding conditions*). Circulate among groups to support students’ work.
10. Each student writes a sentence using M2 of the chosen word. For example: *I work better in a quiet environment*. Each student reads his or her sentence to the group.
11. Repeat Steps 8–10 for Student 2, Student 3, etc. with the chosen words they chose in step 5.
12. Once everyone has taken a turn, volunteers read both of their sentences to the class.

*Multiple meanings: accept (“receive” / “agree with something”); note (“piece of paper with writing on it” / “fixed musical sound”); cell (“room in a jail” / “tiny piece of a living thing”); environment (“natural surroundings on Earth” / “surrounding conditions”); fight (“long-term effort” / “physical struggle or contest”).

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