Unit 9, Lesson 2

By Unit 9, Units 1–8 activities have already been taught and include the following skills and strategies:

- Text structure
- Comprehension monitoring
- Decoding-multipart-words strategy
- Word-learning strategies (context clues, glossary)
- Oral and silent reading: fluency practice
- Think-pair-share strategy

Lesson 2 specifics across the three instructional tracks include the following:

**Part A: Comprehension Strategies:**

- **SQ3R Strategy: Survey**
  - Using the Content Reader table of contents to find the assigned lesson.
  - Working with partners to complete SQ3R-strategy “Survey” steps and use the SQ3R-Strategy Checklist in the Workbook.

- **SQ3R Strategy: Question, Read**
  - As a class, participating in activities centered on SQ3R-strategy “Question” and “Read” steps.

**Part B: Vocabulary Strategies:**

- **Word-Learning Strategy: Context Clues**
  - Working with partners to complete a context-clues-strategy activity in the Workbook.

- **Word-Learning Strategy: Glossary Use**
  - Working with partners to complete a glossary activity in the Workbook.

- **Word-Learning Strategy: Dictionary Use**
  - Working with partners to complete a dictionary activity in the Workbook.

- **Word-Learning Strategy: Online-Dictionary Use**
  - Working with partners to complete an online-dictionary activity in the Workbook.

**Part C: Fluency Strategies:**

- **Decoding-Multipart-Words Strategy**
  - Working with partners to read the Unit 9 fluency passage silently and complete a decoding-multipart-words strategy activity in the Workbook.

Unit 9, Lesson 2, includes the following skills and strategies:

- Text structure
- Comprehension monitoring
- Decoding-multipart-words strategy
- Word-learning strategies (context clues, glossary)
- Oral and silent reading: fluency practice
- Think-pair-share strategy

- SQ3R strategy (“Survey,” with integrated text connections)
- Word-learning strategies (online dictionary)
Reading Skills and Strategies

- Use the SQ3R strategy.
- Use an online dictionary.

PART A 25 minutes

Comprehension Strategies

Activity: SQ3R Strategy: Survey

1. Direct students to Content Reader page iii.
2. Turn to Unit 9, Lesson 2. What page did you turn to? 112.

ROUTINE • Using the SQ3R Strategy: Survey

a. Assign student partners.
b. Have students make text connections on their own and then discuss with their partners what connections they made. Monitor students. Guide as needed.
c. Ask students what text connections they made. Question: The Panama Canal

Question 2: to learn more about the Panama Canal

Question 3: Accept reasonable responses.
d. Have students make a check mark in the “Yes” box next to Step 1.
e. Ask students to read aloud “Survey” Step 2.
f. Ask students to discuss and to complete Step 2 and then to make a check mark in the “Yes” box next to Step 2.
g. Ask students what they surveyed in the beginning of the lesson. Accept reasonable responses. Make a check mark in the “Yes” box next to Step 2.
h. Repeat steps e–g for “Survey” steps 3 and 4.

SQ3R Strategy: Question, Read

1. Direct students to Workbook page 117. Show Transparency 13: Note-Taking Form (T13).
2. As you know, you can use the Note-Taking Form to take notes from lessons in your Content Reader. You can also use the SQ3R-Strategy Checklist to complete the Q for “Question” and the first R for “Read.”

ROUTINE • Using the SQ3R Strategy: Question, Read

a. Question: One section at a time, change the lesson title, subheads, or bold and highlighted words into who, what, where, when, why, or how questions.
Roosevelt decided to support a rebellion in Panama. A rebellion is a violent action by a large group of people to change a country’s government. An agent of the French canal company gathered a small army of Panamanians. On November 3, 1903, this group took over Panama City and declared independence from Colombia. Two days later, an American warship reached the coast of Panama and sent four hundred marines ashore. Eight more American warships formed a blockade to keep out Colombian ships. Roosevelt recognized the rebels as the new leaders of Panama, and the rebels gave the United States the right to build and control a canal.

**Overcoming Difficulties**

Building the canal might have been impossible if tropical diseases had gone unchecked. Fortunately, doctors had recently discovered that mosquitoes spread malaria and yellow fever. Mosquitoes need water or other standing water to multiply. The canal company hired a crew to fill swamps, cover water containers, and kill mosquitoes. Even so, of the 5,000 people who died while building the canal, many were victims of disease. About 45,000 workers, most of them from the Caribbean, dug the canal. In addition to digging, they built locks and a dam. The locks adjusted water levels to raise and lower ships. Locks were necessary because the canal went through mountains. A dam was necessary to construct a lake for ships to sail across to the other side of Panama. The canal took eighty years to complete. The dream of a passageway between oceans was realized.

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Continued: Unit 9 • Lesson 2

3. When could you use the Note-Taking Form? Why should you use the Note-Taking Form? Accept reasonable responses.

4. When could you question and read your lesson? Why should you question and read your lesson? Accept reasonable responses.

PART B

10 minutes

TEACHER SUPPORT

STUDENTS

INDEPENDENCE

Vocabulary Strategies

Activity > Word-Learning Strategy: Context Clues

NOTE: If students did not read Content Reader Lesson 2 in its entirety in Part A, allow three minutes for students to read Lesson 2 before you continue.

1. Direct students to the first activity on Workbook page 118. Show Transparency 11: Word-Learning Strategies (T11) as needed.

 ROUTINE • Using the Context-Clues Strategy

a. Assign student partners.

b. Direct students to Content Reader page 112: The United States Steps In, paragraph 1, sentence 5.

c. Have students write rebellion next to “Word.” Write on T11 as needed.

d. Have students use on their own the context-clues strategy and then discuss with their partners what they did. Monitor students. Guide as needed.

e. Ask students what they did. Write on T11 as needed. Idea: A violent action by a large group of people to change a country’s government.

The Panama Canal

Everyone likes shortcuts. They save time and effort. As early as 1906, shipping companies and American presidents were pushing for a shortcut between the Atlantic and the Pacific Oceans.

Early Efforts

For years, any ship sailing from New York to San Francisco had to go around the tip of South America—a voyage of thirteen thousand miles. A canal, or artificial waterway, through Central America would eliminate eighty percent of the distance. The best locations for a canal were Nicaragua and Panama.

Every American president since Ulysses S. Grant considered building a canal through Central America. A canal would save businesses time and money, and it would help the military. Battleships had no quick route between the Atlantic and the Pacific. The navy would face critical delays if the United States ever fought a war on both oceans. However, the French, not the Americans, were the first to try building a canal.

Since 1821, Panama had been part of Colombia. In 1881, Colombia sold land in Panama to a French company for a canal. Once the work began, the builders faced many challenges. A mountain range stood in the way, and mud slides erased much of the workers’ progress. Worst of all, tropical diseases, such as malaria and yellow fever, killed twenty-five thousand workers. After a few years, the company ran out of money, and the canal was left unfinished.

The United States Steps In

In early 1902, President Theodore Roosevelt asked the House of Representatives for $40 million to build a canal across Nicaragua. Instead, Congress approved funds to buy the land from the French company and complete the route through Panama. Roosevelt offered $10 million and an annual rent of $250,000 to Colombian officials for the right to build the canal. Colombia refused the offer.
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**Activity**

1. Provide students with access to an online dictionary. Direct students to the last activity on Workbook page 118. Show T11.

**Lesson Wrap-Up**

Conclude with a brief review of reading skills and strategies taught (use the SQ3R strategy and use an online dictionary).

Continued: Unit 9  Lesson 2

Teacher’s Edition: Unit 9, Lesson 2

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**Word-Learning Strategy: Dictionary Use**

**Activity**

1. Provide dictionaries to students. Direct students to the third activity on Workbook page 118. Show T11.

**Routine - Using an Online Dictionary**

a. Assign student partners.

b. Have students find rebellion and its dictionary definition.

c. Ask students to discuss and then to write the definition in the “Dictionary Definition” box. Monitor students. Guide as needed.

d. Ask students what they wrote. Write on T11.

**Word-Learning Strategy: Online-Dictionary Use**

**Activity**

NOTE: If unable to provide a computer to each student, provide to small groups, or use electronic spell-checkers.
Word-Learning Strategies

**Context-Clues Strategy**

When you come across a word you don’t know,

**Step 1:** Read the sentence containing the word.

**Step 2:** Look for a definition or for examples of the word in the sentence.

**Step 3:** Read before or after the sentence for a definition or for examples of the word.

**Word Meaning from Context**

**Glossary Definition**

**Dictionary Definition**

**Online-Dictionary Definition**
### SQ3R-Strategy Checklist

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**SQ3R-Strategy Checklist**

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### Activity 2

Unit 9 ✦ Lesson 2 ✦ Activity 2 Note-Taking Form

Workbook: Unit 9, Lesson 2
Word-Learning Strategies

Name ___________________________ Date ___________

**Word**

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**Context-Clues Strategy**

When you come across a word you don’t know,

Step 1: Read the sentence containing the word.

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**Word Meaning from Context**

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**Glossary Definition**

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**Dictionary Definition**

---

**Online-Dictionary Definition**

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**Unit 9**  
**Social Studies**  

## Activity 4

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### Fluency Practice: Decoding Multipart Words

**Name ___________________________ Date ____________**

**The Fall of the Berlin Wall**

In May 1945, the Allied side is winning World War II. Soviet troops capture Berlin, the German capital, and soon after, the city is divided. The French, the British, and the Americans occupy the west side. The Soviets occupy the east.

Eight years later, the former allies are enemies. The Soviet Union controls Eastern Europe, including East Germany, and the puppet governments in these countries forbid their people to visit the West. The one exception is Berlin. East Berliners can still cross into West Berlin. West Berlin is an island of opportunity outside the German-run government in Communist-controlled East Germany. In contrast, East Berliners receive low wages and are subject to harsh laws passed in the Soviet Union. In June 1953, thousands of East Berliners protest in the streets. Soviet tanks push back the crowds, and forty people die.

Another eight years pass. East Berlin's Communist leaders erect a wall between East and West Berlin. Armed guards with dogs patrol the entire length, and East Berliners who try to go over or under the Berlin wall are shot.

Fast-forward to 1989. Hungary is breaking away from the Soviets. In September, the Hungarian government stops restricting East German travel. Thousands of East Germans go through Hungary to West Germany.

The Germans who stay behind hold weekly protests. On November 4, a million protesters turn out in East Berlin. In response, the hard-line Communists in the East German government step down.

The government announces that people are free to go in and out of East Berlin. At midnight on November 9, the first crowds of East Berliners pass through the wall's gates. West Berliners greet them with cheers and whistles and hand out German money. (East German marks are worthless outside East Germany.)

For weeks afterward, people arrive at the wall to pound it with hammers and picks. Whole chunks disappear, and later, some bricks turn up in sculptures in faraway cities such as Paris and New York. Today, all that remains are two rows of paving bricks that mark the location of the Berlin wall.

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**Strategy Steps**

**Step 1:** Underline all the vowel sounds.

**Step 2:** Make a slash between the word parts so each part has one vowel sound.

**Step 3:** Go back to the beginning of the word, and read the parts in order.

**Step 4:** Read the whole word.

---

**Word 1**

**Word 2**