

LESSON OVERVIEW

Lesson 2 Understanding Historical Texts

Lesson Objectives

Explain events [and] ideas . . . in a historical . . . text, including what happened and why, based on specific information in the text.

Reading

- Understand cause-and-effect relationships.
- Use details from a historical text to identify and explain cause-and-effect relationships.

Writing

- Draw evidence from informational text to support analysis and reflection.

Speaking and Listening

- Pose and respond to specific questions and contribute to discussions.
- Review the key ideas expressed and explain their own understanding.

Language

- Use context to determine the meaning of unknown words and phrases.
- Use academic vocabulary.

Academic Talk

See **Glossary of Terms**, pp. TR2–TR9

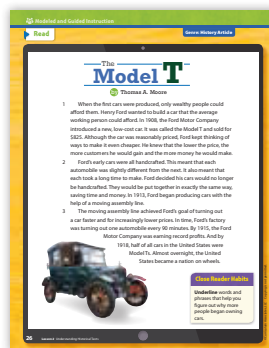
- cause and effect
- information
- historical text

Learning Progression

Grade 3	Grade 4	Grade 5
Students describe chronological and cause-and-effect relationships between events in historical texts.	Building on Grade 3, students explain events and ideas in historical texts, including causes and their effects. Students closely read the text and draw on specific details to explain what happened and why.	Grade 5 increases in complexity, requiring students to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in informational texts.

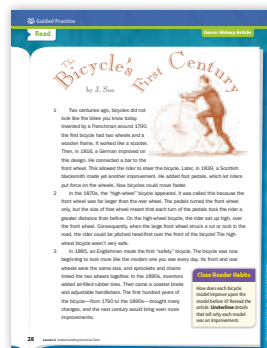
Lesson Text Selections

Modeled and Guided Instruction



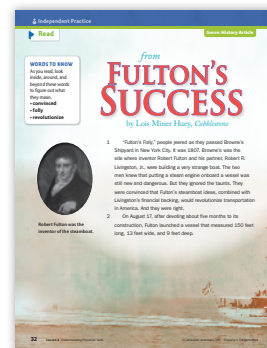
The Model T
by Thomas A. Moore
Genre: History Article

Guided Practice



The Bicycle's First Century
by J. Soo
Genre: History Article

Independent Practice



from Fulton's Success
by Lois Miner Huey
Genre: History Article

Lesson Pacing Guide

Whole Class Instruction *30–45 minutes per day*

Day 1

[Teacher-Toolbox.com](#) **Interactive Tutorial**

Check the Teacher Toolbox for Interactive Tutorials to use with this lesson.

Introduction pp. 24–25

- **Read** **Understanding Historical Texts** 10 min
- **Think** 10 min
Graphic Organizer: What Happened and Why Chart
- **Talk** 5 min
Quick Write (TRB) 5 min

Day 2

Modeled and Guided Instruction pp. 26–27, 30

- **Read** **The Model T** 10 minutes
- **Think** 10 minutes
Graphic Organizer: What Happened and Why Chart
- **Talk** 5 min
- **Write** Short Response 10 min

Day 3

Guided Practice pp. 28–29, 31

- **Read** **The Bicycle's First Century** 10 min
- **Think** 10 min
- **Talk** 5 min
- **Write** Short Response 10 min

Day 4

Independent Practice pp. 32–37

- **Read** **Fulton's Success** 15 min
- **Think** 10 min
- **Write** Extended Response 15 min

Day 5

Independent Practice pp. 32–37

- **Review** Answer Analysis (TRB) 10 min
- **Review** Response Analysis (TRB) 10 min
- **Assign and Discuss** Learning Target 10 min

Language Handbook

Lesson 18 Using a Dictionary or Glossary, pp. 498–499
20 min (optional)

Small Group Differentiation

[Teacher-Toolbox.com](#)

Reteach

Ready Reading Prerequisite Lessons

Grade 3

- Lesson 3 Reading About Time and Sequence
- Lesson 4 Describing Cause and Effect
- Lesson 10 Text Features
- Lesson 18 Describing Connections Between Sentences and Paragraphs

Teacher-led Activities

Tools for Instruction

- Text Structure

Personalized Learning

[i-Ready.com](#)

Independent

i-Ready Close Reading Lessons

- **Grade 3** Reading About Time and Sequence
- **Grade 4** Understanding Historical Texts



Get Started

- Explain to students that in this lesson they will be reading about important events in history and exploring cause and effect.
- Tap into what students already know about cause and effect. For example, bring up an example from social studies, such as the Pilgrims coming to America. Discuss why they came.
- Guide students to answer that the Pilgrims came to America *because* they wanted to be free to worship as they wished. Explain:

When something happens, there is usually a reason why it happens. In this example, what happened is the Pilgrims came to America. The reason this happened is that the Pilgrims wanted to be free to worship as they wished. What happened is the effect. Why it happened is the cause.

- Focus students' attention on the Learning Target. Read it aloud to set the purpose for the lesson.
- Display the Academic Talk word and phrases. Tell students to listen for these terms and their meanings as you work through the lesson together. Use the Academic Talk Routine on pp. A48–A49.

EL English Language Learners

● Genre Focus

Read

- Read aloud the Read section as students follow along. Restate to reinforce:

When you read historical texts, it's helpful to stop and ask yourself what happened and why. Connecting causes and effects will help you develop a deeper understanding of what you read.
- Direct students' attention to the illustrations. Tell students to study the details in both pictures closely to figure out which is the cause and which is the effect.

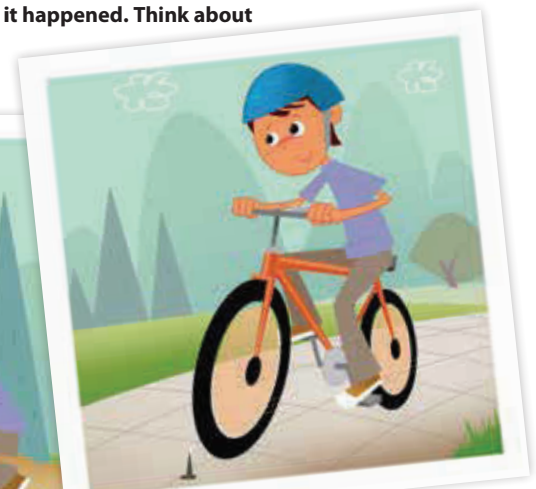
Lesson 2 Understanding Historical Texts

Learning Target

Explaining information in historical texts, including what happened and why, can help you understand the connections among various events and ideas in the text.

- ▶ **Read** Writers of **historical texts** often organize **information** to answer the questions "What happened?" and "Why did it happen?" This is sometimes called **cause and effect**. Cause and effect is a relationship in which one thing brings about, or causes, something else to occur. Historical texts don't just describe several events or ideas. The texts also explain why they happened and why they matter.

Look at the illustrations below. One shows an event that happened. The other shows why it happened. Think about which event is which.



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EL English Language Learners Develop Language

Cause–Effect Words To talk about cause-and-effect relationships, students need to be able to join sentences with conjunctions such as *because* and *so*.

- Demonstrate with some simple examples, such as "It's cold. I put on a coat." Ask students to identify the cause, or reason that something happens, and the effect, or what happens as a result. Then model combining the sentences with *so*. "It was cold, so I put on a coat."
- Repeat the same procedure with *because*.
- Have students give some examples of their own.

● Genre Focus Historical Text

Historical texts tell about important events that happened in the past. They might be about important discoveries or famous people's lives.

A historical text usually presents information in time order. Dates usually indicate the order of events. Some information may be presented visually in photographs, maps, and time lines. Sidebars are another common text feature.

Provide some examples of historical texts, such as Jean Fritz's *And Then What Happened, Paul Revere?* Then ask students to name other historical texts they've read.

- **Think** Consider what you've learned about causes and effects and why writers use them to organize their writing. Remember, understanding what happened and why helps you understand what happens around you every day.

In the chart below, describe what happened in the first illustration. Then explain why the event happened.

What Happened?	Why?
The boy got a flat tire.	He rode over a nail.

- **Talk** Share your chart with a partner.
- Based on the events in the illustrations, what do you think the boy will do next?
 - Explain why the boy will do that next.



Academic Talk

Use these words and phrases to talk about the text.

- cause and effect
- information
- historical text

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● Monitor Understanding

If... students struggle to identify cause-and-effect relationships, **then...** demonstrate an example. Have a student drop a pencil on the floor and ask:

- **What happened?** (*The pencil fell on the floor.*)
- **Why did it happen?** (*Someone dropped it on the floor.*)

Ask students to provide their own cause-and-effect examples.

Think

- Have students read aloud the Think section. Explain that the chart will help them organize their thinking.
- Have partners complete the chart. Remind students to use the details in the pictures to describe what happened and why it happened.
- As students work, circulate and provide assistance as needed.
- Ask volunteers to share what they wrote in their charts.
- Make certain that students understand that what happened (the effect) is that the boy's bike got a flat tire. It happened because the boy rode over a nail (the cause).

Talk

- Read aloud the Talk prompt.
- Have partners discuss what the boy might do next and why. Encourage students to describe their ideas in a *because* statement: "The boy might . . . because . . ."
- Ask volunteers to share their ideas.

Quick Write Have students write a response to the following prompt:

Think about something exciting or interesting that happened to you recently. Describe the event and then explain why it happened. What was the cause?

Ask students to share their responses.

● Monitor Understanding

Wrap Up

- Invite students to share what they've learned so far. Encourage them to use the Academic Talk word and phrases in their explanations.
- Explain to students that when they read historical texts, they discover the relationships, or connections, between each thing that happened and why it happened.

In the next section, we'll read a history article and explore cause-and-effect relationships. Knowing what happened and why will help you better understand the information in the text.

Get Started

Today you will read an article about an important development in transportation history. First, you'll read to understand what the author says. Then you'll read to understand details about key events that happened and why.

Read

- Read aloud the title of the article and call attention to the photo. Guide students to an understanding that the article is about an old-fashioned car called the Model T.
- Have students read the article independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

What was the Model T? (*a new, low-cost car*)

Who do you think Henry Ford was? (*a man who built cars*)

What is the article mostly about? (*Henry Ford's development of the Model T*)

ELL English Language Learners

• Word Learning Strategy

Explore

- Read aloud the Explore question at the top of p. 27 to set the purpose for the second read. Tell students they will need to take a closer look at cause-and-effect relationships to answer this question.
- Have students read aloud the Close Reader Habit on the lower right of p. 26.

TIP Tell students that signal words such as *because* and *consequently* can help them connect causes and effects. However, more often they will have to make an inference, or educated guess, to link what happened and why.

The Model T

by Thomas A. Moore

- 1 When the first cars were produced, only wealthy people could afford them. Henry Ford wanted to build a car that the average working person could afford. In 1908, the Ford Motor Company introduced a new, low-cost car. It was called the Model T and sold for \$825. Although the car was reasonably priced, Ford kept thinking of ways to make it even cheaper. He knew that the lower the price, the more customers he would gain and the more money he would make.
- 2 Ford's early cars were all handcrafted. This meant that each automobile was slightly different from the next. It also meant that each took a long time to make. Ford decided his cars would no longer be handcrafted. They would be put together in exactly the same way, saving time and money. In 1913, Ford began producing cars with the help of a moving assembly line.
- 3 The moving assembly line achieved Ford's goal of turning out a car faster and for increasingly lower prices. In time, Ford's factory was turning out one automobile every 90 minutes. By 1915, the Ford Motor Company was earning record profits. And by 1918, half of all cars in the United States were Model Ts. Almost overnight, the United States became a nation on wheels.



Close Reader Habits

Underline words and phrases that help you figure out why more people began owning cars.

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ELL English Language Learners

Build Meaning

Build Background Help students to understand what an assembly line is.

- Show students images or a video of a product being passed from one worker to another in a factory until the product is finished. Have students say as much as they can about what they see.
- Use total physical response to reinforce understanding. Have two teams complete a simple task such as moving books from one table to another. Have the first team move the books one at a time. Then have a second team move the books using an "assembly line" to pass the books from one to another. Have students say why the second way was faster.

• Word Learning Strategy

Use Context Clues

- Reread paragraph 1. Direct students' attention to the phrase *reasonably priced* in the next-to-last sentence.

What do you think the phrase *reasonably priced* means?

What word is a clue that helps you figure out the meaning?
- Guide students to find the synonym *cheaper*. Explain that *cheaper* helps them understand that *reasonably priced* means "not very expensive."
- Remind students that when they come to an unknown word or phrase, they can look at the surrounding words for a clue to the meaning. One type of context clue is a synonym, or word with a similar meaning.

Explore

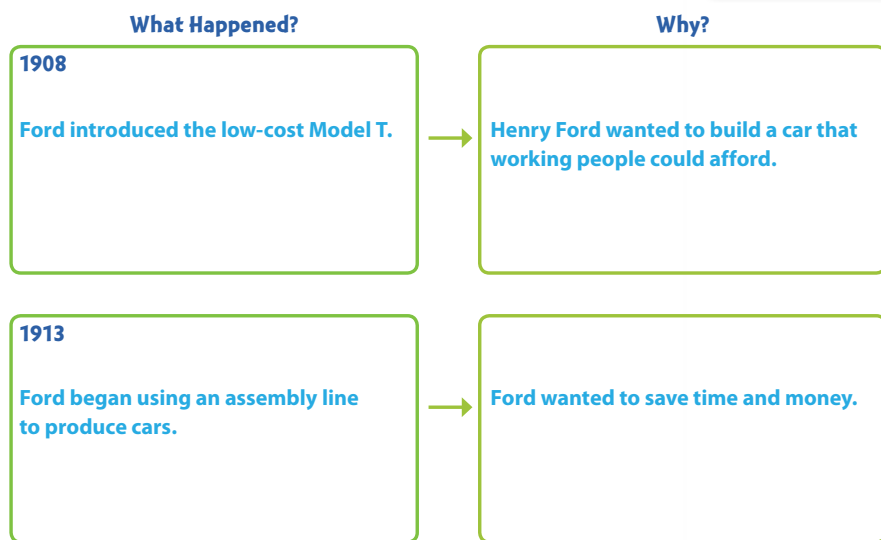
How did the production of Henry Ford's Model T lead to more people owning cars?



Look for details that answer the questions "What happened?" and "Why?"

Think

1 What did the Ford Motor Company do in 1908 and 1913? Why did these events occur? Write the details in the chart.



Talk

2 In 1913, Henry Ford decided his cars would no longer be handcrafted. Discuss how this decision led to a new way of making cars. Write down an idea you talked about with your partner.

HINT One thing can cause another thing to happen.

Write

3 **Short Response** Explain why half of all cars in the United States were Model T's by 1918. Include text details telling what happened and why. Use the space provided on page 30 to write your response.

Think Aloud

- The first event happened in 1908. I find that date in the third sentence. I read that in 1908, the Ford Motor Company introduced a new, low-cost car called the Model T. I'll write that event in the What Happened? box.
- I need to go back to the text to figure out why the Ford Motor Company introduced the low-cost car. I know that a cause is often described before its effect. So, I'll look at the first two sentences for the cause.
- The second sentence answers the question why: "Henry Ford wanted to build a car that the average working person could afford." Using the Close Reader Habit, I'll underline that detail in the text and then add it to the Why? box.
- When I put the two details together, I understand their relationship. *The Ford Motor Company introduced the low-cost Model T because Henry Ford wanted to build a car that the average working person could afford.*

Think

- Read aloud the Think section. Explain to students that you will reread the first paragraph of the article. Then you will model how to find text evidence to fill in the chart. Use the **Think Aloud** below to guide your modeling.
- Revisit the Explore question. Guide students to determine that they need to look for more details.
- Encourage students to work with a partner to continue rereading the passage and to complete the chart. Remind students that the Buddy Tip will help them find the information they need.
- Ask volunteers to share their completed charts.
- Guide students to see that one event led to the other. First, Ford produced the affordable Model T so average people could own cars. That led to Ford introducing the assembly line to produce more cars quickly and cheaply.

Talk

- Read aloud the Talk prompt.
- Have partners respond to the prompt. Use the Talk Routine on pp. A52–A53.
- Circulate to check that students are discussing and taking notes about what happened *because* Henry Ford decided to no longer make handcrafted cars.

Write

- Ask a volunteer to read aloud the Write prompt.
- Invite a few students to tell what the prompt is asking them to do.
- Make sure students understand that they need to explain the reasons why car owners were mostly buying Model Ts by 1918. Point out that details in their charts will support their writing.
- Have students turn to p. 30 to write their responses.
- Use Review Responses on p. 30 to assess students' writing.

Wrap Up

- Ask students to recall the Learning Target. Have them explain how knowing what happened and why it happened helped them better understand this history article.

Get Started

Today you will read another article related to transportation history. First, you will read to understand what the article is about. Then you will reread with a partner to understand cause-and-effect relationships.

Read

- Read aloud the title of the passage. Ask if anyone knows what the word *century* means. Establish that a century is a period of 100 years.
- Have students predict what the article will be about based on the title and the illustration.
- **Read to Understand** Have students read the article independently. Tell students to place a check mark above any confusing words or phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

What parts did the first bicycle have? (*two wheels and a wooden frame*)

What did the high-wheel bicycle look like? (*It had a very big front wheel with a seat over it.*)

How was the safety bicycle like a modern bicycle? (*The two wheels were the same size, and sprockets and chains linked them together.*)

What is the article mostly about? (*It is about the invention and development of the bicycle.*)

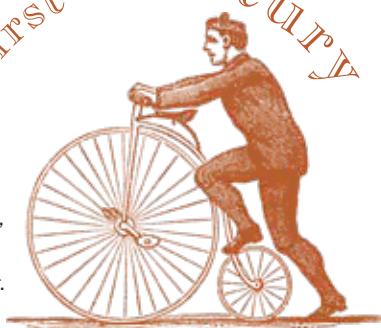
EL English Language Learners

Word Learning Strategy

- **Read to Analyze** Read aloud the Close Reader Habit on the lower right of p. 28 to set the purpose for the second read. Then have students reread the article with a partner and discuss any questions they might have.

The Bicycle's First Century

by J. Soo



- Two centuries ago, bicycles did not look like the bikes you know today. Invented by a Frenchman around 1790, the first bicycle had two wheels and a wooden frame. It worked like a scooter. Then, in 1816, a German improved on this design. He connected a bar to the front wheel. This allowed the rider to steer the bicycle. Later, in 1839, a Scottish blacksmith made yet another improvement. He added foot pedals, which let riders put force on the wheels. Now bicycles could move faster.
- In the 1870s, the “high-wheel” bicycle appeared. It was called this because the front wheel was far larger than the rear wheel. The pedals turned the front wheel only, but the size of that wheel meant that each turn of the pedals took the rider a greater distance than before. On the high-wheel bicycle, the rider sat up high, over the front wheel. Consequently, when the large front wheel struck a rut or rock in the road, the rider could be pitched head-first over the front of the bicycle! The high-wheel bicycle wasn't very safe.
- In 1885, an Englishman made the first “safety” bicycle. The bicycle was now beginning to look more like the modern one you see every day. Its front and rear wheels were the same size, and sprockets and chains linked the pedals and the rear wheel. In the 1890s, inventors added air-filled rubber tires. Then came a coaster brake and adjustable handlebars. The first hundred years of the bicycle—from 1790 to the 1890s—brought many changes, and the next century would bring even more improvements.

Close Reader Habits

How does each bicycle model improve upon the model before it? Reread the article. **Underline** details that tell *why* each model was an improvement.

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EL English Language Learners

Develop Language

Concept Vocabulary Show some pictures of old-fashioned and modern bicycles downloaded from the Internet.

- Have students say as much as they can about what they see in the pictures. As students talk, supply any needed vocabulary, such as *wheels, tires, handlebars, pedals, brakes, chain, and sprocket*.
- Ask students to order the pictures chronologically and to speculate about how each new model was an improvement over previous models.

Word Learning Strategy

Use Context Clues

- Draw students' attention to paragraph 2. Read aloud the sentence with the word *pitched*. Tell students to think about the words around *pitched* to help them figure out its meaning.
 - What does the word *pitched* mean as it is used in this sentence?** (*suddenly thrown forward*)
 - What words in the sentence help you figure out the meaning?** (*head-first over the front of the bicycle*)
- Explain that many words, like *pitched*, have more than one meaning. The meaning depends on how the word is used in the text.

Think Use what you learned from reading the article to respond to the following questions.



History texts often tell how one event caused several other events to occur. This is called a series of events.

- 1 Reread paragraph 1. Choose the **two** statements that **best** tell why the bicycle was a better machine by 1839.
 - A A bar allowed the rider to steer.
 - B A wooden frame meant that the bicycle was lighter.
 - C Foot pedals meant that bicycles could move faster.
 - D The first bicycles could move like a scooter.
 - E The front wheel was larger than the rear wheel.

2 This question has two parts. Answer Part A. Then answer Part B.

Part A

What conclusion can you draw about what happened to many riders of the bicycles described in paragraph 2?

- A They would be able to see over other bicycle riders.
- B They were likely to get hurt if they hit a rock.
- C They could not go as fast using the larger wheels.
- D They found ways to link the large and small wheels together.

Part B

Which **two** sentences in paragraph 2 **best** support the answer to Part A? **Circle** them in the passage.

Talk

- 3 Based on information in the text, what changes to bicycle designs came about in the 1800s? What can you conclude about why the designs kept changing?

Write

- 4 **Short Response** Explain how the design of the bicycle was improved in the 1800s and why the changes were necessary. Use details from the text to support your answer. Use the space provided on page 31 to write your answer.

HINT Be sure to use words that show why the changes were made, such as *because* and *since*.

Think

- Have students work with a partner to complete items 1 and 2. Draw attention to the boldface words **two**, **best**, and **circle**.

TIP If students have trouble answering these questions, have them turn each question into a statement. For example: *The bicycle was a better machine by 1839 because ...*

Answer Analysis

When students have finished, discuss correct and incorrect responses.

- 1 **The correct choices are A and C.** The text states that the steering bar and the foot pedals improved the bicycle.
 - **B** and **D** do not reflect improvements. The original bicycle had a wooden frame and worked like a scooter.
 - **E** describes a bicycle built after 1839.

DOK 2

- 2 **Part A**
The correct choice is B. Riders would likely be pitched over the high front wheel if they hit an obstruction in the road.
 - **A** might be true, but no text details support it.
 - **C** and **D** are not supported by text details.

Part B

See the circled sentences in paragraph 2 on page 28.

DOK 3

Integrating Standards

Talk

- Have partners discuss the prompt.
- Provide copies of the chart on p. TR15 so students can organize the ideas they discuss.
- Circulate to clarify misunderstandings.

Monitor Understanding

Write

- See p. 31 for instructional guidance.

Wrap Up

- Ask students to recall the Learning Target. Have them explain how identifying causal relationships helped them better understand this history article.

Integrating Standards

Use the following questions to further students' understanding of the article:

- **How was the first bicycle different from the bicycle that was developed 100 years later? How was it the same?** (*The first bicycle did not have a handlebar, foot pedals, brakes, sprockets and chains, or air-filled rubber tires. Like the bicycle of the 1890s, it did have two wheels the same size.*)

DOK 2

- **How does the author organize information in this article?** (*The author presents information in time order, beginning with an event that took place in 1790 and ending with events in the 1890s. This structure helps the reader understand how the bicycle changed over time.*)

DOK 3

Monitor Understanding

If... students have difficulty making a conclusion about why designs kept changing, **then...** tell them to think of the specific cause of each change. For example, a bar was added in 1816 because you couldn't steer a bicycle. Then ask, What quality or qualities of bicycles got better because of all these design changes? For example, did each change improve the bicycle's appearance, performance, safety, or cost?


Modeled and Guided Instruction

Write

- Remember to use the Response-Writing Routine on pp. A54–A55.

Review Responses

After students complete the writing activity, help them evaluate their responses.

- 3** Responses may vary but should show an understanding of the impact of the 1908 and 1913 events. See the sample response on the student book page.

DOK 2



Write Use the space below to write your answer to the question on page 27.

The Model T

- 3 Short Response** Explain why half of all cars in the United States were Model T's by 1918. Include text details telling what happened and why.

Sample response: In 1908, Ford introduced the Model T, which average people could afford. In 1913, Ford began using the assembly line to build Model Ts faster and for lower prices. As the cars became cheaper, even more people could afford to buy them.



Don't forget to check your writing.



Scaffolding Support for Reluctant Writers

If students are having a difficult time getting started, use the strategies below. Work individually with struggling students, or have students work with partners.

- Circle the verbs in the prompt that tell you what to do, such as *describe*, *explain*, or *compare*.
- Underline words and phrases in the prompt that show what information you need to provide in your response, such as *causes*, *reasons*, or *character traits*.
- Talk about the details from the text that you will include in your response.
- Explain aloud how you will respond to the prompt.

