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LESSON 8 Summarizing Informational Text

1 Introduction THEME: Finding the Past

A **summary** restates the main points of an informational text. It is a shortened version of a text that contains the central idea and its key details. While a summary is written in your own words, it does not include your personal **opinions** or **judgments**. An illustration or photograph may also help convey the central idea and provide a visualization of supporting details.

You might describe an article that you read about a new computer product to a friend or write a note about a new school policy to a classmate. Or you might send an email that describes a song that you just listened to. No matter what the occasion, summaries should be clear, concise, and brief.

Read the text and study the illustration.



At the Brookfield Zoo, a 3-year-old boy climbed a wall and fell 18 feet onto the concrete in the gorilla enclosure. People screamed when a Western Lowland gorilla, Binti Jua, raced toward the toddler. The gorilla cradled the boy, and then brought him to the zookeeper's door. Binti Jua's own baby clung to her back the entire time. The unconscious toddler was rushed to the hospital, where he recovered.

Write a summary about the information above.

A Western Lowland gorilla's maternal instincts saved a toddler who fell into the enclosure at the Brookfield Zoo.

UNIT 2 Key Ideas and Details in Informational Text **83**

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Common Core Learning Standard

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

THEME: Finding the Past

1 Introduction

Read, or have students read, the instructional text. Work through the examples as a class. Discuss with students that a summary includes only the important parts of the text. Remind students that the summary should be told in their own words. Remind students not to include personal judgments or opinions in their summaries. Have students closely read the text to understand the important ideas in the text and how the key details help convey this main idea.

2 Focused Instruction Lesson 8

Read the first part of the article. Then answer the questions.

Did Sir Francis Drake Reach Alaska?
by David Ager

- Drake's Bay is an inlet of the Pacific Ocean, north of San Francisco, California. It's named for Sir Francis Drake, the English explorer, naval hero, and (some would say) pirate. He was supposed to have stopped here to repair his ship in 1579, during his famous round-the-world voyage. "Supposed to have," since no proof of his visit has ever been found. Drake is said to have put into "a faire and good bay" at about 38 degrees north latitude. That would place it near San Francisco, all right. But archaeologists have searched all the bays in the area. A brass plate discovered in 1936 and once believed to have been left by Drake was later admitted to have been a fake. Other than that, nothing has been found.
- Some historians and amateurs studying old books and maps think they know why. An English engineer named Bob Ward has maintained since 1978 that Drake's anchorage was actually a place called Whale Cove, at around 44 degrees north near Depoe Bay, Oregon. In 1971, Wayne Jensen, the director of a local museum farther north along the Oregon coast, determined that Drake's landing was actually Nehalem Bay. Jensen found markings carved on a nearby mountain that could have been made by Drake's crew. A book published in 2008 by Garro D. Gitzen that supports the Nehalem Bay theory was described in the Oregon Archaeological Society newsletter as "magnificent and without parallel."
- Samuel Bawll, a maritime enthusiast and former government official of the Canadian province of British Columbia, first supported the Whale Cove theory. But in 2003, Bawll published *The Secret Voyage of Sir Francis Drake, 1577-1580*. In this book, Bawll claimed that "Drake's Bay" was actually on Vancouver Island, in British Columbia, opposite the northwest coast of the US state of Washington. He also asserted that Drake sailed as far as the coast of Alaska, at 50 degrees north, before turning back south.

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2 Focused Instruction

Title: Did Sir Francis Drake Reach Alaska?

Genre: Nonfiction: History/Social Studies

Lexile® Measure: 1300L

Guide students as they work together as a class, in pairs or groups, or individually. Offer assistance to students as needed.

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

anchorage, inlet, latitude, maritime, revisionist

2 Focused Instruction Lesson 8

Think About It

What would you include in a summary of this article? Retell the article in your own words.

What is the central idea of paragraph 1? Drake's Bay may not have been visited by Sir Francis Drake, its namesake.

What are two details that support the central idea of paragraph 1?

- No evidence of his visit has ever been found.
- A brass plate believed to have been left by Drake turned out to be a fake.

A summary is a short restatement of the ideas of a paragraph. It should include only the central idea and the most important supporting details.

Write a summary of paragraph 1.

Although Drake's Bay is located near San Francisco, archaeologists have never discovered evidence that Sir Francis Drake actually anchored in this bay.

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Media/Research Activity

Have students use Internet and library resources to research Sir Francis Drake. Have students find out why he may have been considered a "pirate." Ask students to present their findings to the class.

A Closer Look

Use A Closer Look to have students increase their understanding of the text. Remind students to use the hint box to help them answer the question.

2 Focused Instruction Lesson 8

Continue reading the article. Then answer the questions.

4 Traditional historians say these ideas are nonsense. But Ward, Bawlf, and others say that the traditional history doesn't make sense. They make these points:

- When Drake and his crew returned to England, Queen Elizabeth I swore them to secrecy. This was to keep news of their discoveries from reaching England's enemy, Spain. Drake's maps and journals were seized and never seen again. But details of the voyage leaked out. Several "secondhand" accounts appeared even before Drake's death in 1596. Two handwritten accounts are preserved in the British Library in London. They both give the latitude of Drake's anchorage as 44 degrees.
- No Europeans are known to have explored the northwest Pacific Coast earlier than Captain Cook in the 1770s. But Indian traditions on Vancouver Island tell of a much earlier visit. An English coin and sword from Drake's time have also been found on the Oregon Coast between Whale Cove and Nehalem Bay.
- Drake wrote in his log that he turned south after encountering "frozen lands." Accepted history says this happened near today's Oregon-California border in summer, an area that rarely freezes even in winter. But one of the anonymous, handwritten accounts of Drake's voyage suggests that he was actually at 50 degrees north, off Alaska.
- A map published in 1586 was supposedly based on Drake's information. It shows a chain of islands off the Pacific Coast. There are no such islands off California. But the map does look like the coast from Washington State to Alaska. A globe made in 1603 and a map from 1647 matches that coast even more closely.
- "Drake's bay" first appeared on a map in 1580. Its shape looks much more like Whale Cove or Nehalem Bay than like Drake's Bay in California.
- Drake described Native Americans living in earth lodges. No California Indians built houses like that. But Pacific Northwest peoples did.

5 Was Drake such a bad sailor that he didn't know how far north he was? If that were true, he would never have made it home to England. Could he or a member of his crew secretly have "leaked" details of his voyage? Could he have changed the

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ELL Support

Discuss with students the importance of using specific and precise words. Have students make a list of words. Then have students come up with synonyms for the words. Ask students to find meanings of the synonyms to show the nuances among the words. (e.g., *pirate, privateer, smuggler; boat, ship, yacht, canoe*).

2 Focused Instruction Lesson 8

facts deliberately to fool the Spanish? Could some mapmaker have done so by mistake? All these theories have been advanced by Bawlf and others.

6 On the other hand, could the revisionist theories be completely wrong? European artifacts are known to have been traded over long distances by Native Americans and ended up in places explorers never visited. Mapmakers of the 16th century often filled unknown places with guesses. There is no actual evidence pointing to Drake's presence in the Pacific Northwest. If any is ever found, history may have to be rewritten.

What did mapmakers do when they were faced with blanks?

Which of these best summarizes paragraphs 5 and 6?

A Historians question how far north Sir Francis Drake managed to sail.
B Drake's crew thought that he was a terrible sailor.
C No accurate maps from the 16th century exist.
D History books contain wrong information about explorers.

What important details do each paragraph provide?

Write a brief summary of the entire passage. Use at least three details from the passage in your summary.

It is unclear if Sir Francis Drake ever set foot at Drake's Bay. There is no actual evidence of his presence there. Drake's maps were seized by the Queen. He described meeting Native Americans in earth lodges, but those were built by Pacific Northwest peoples. A map published in 1586 looks like the coast to Alaska.

DISCUSS IT
 Think about the secondhand evidence that some people use as proof that Drake might have reached Alaska. Form a small group to discuss how these key details were refuted by other historians, who claim no hard evidence exists to determine how far north Drake reached.

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Discuss It

For this discussion activity, you can choose to have students discuss in pairs, in groups, or as a class.

3 Guided Practice Lesson 8

Read the article. Then answer the questions.

The Settlement of Newfoundland
 from The Saga of Erik the Red

Chapter 10

1 Karlsefni proceeded southwards along the land, with Sporri and Bjarni and the rest of the company. They journeyed a long while until they arrived at a river, which came down from the land and fell into a lake, and so on to the sea. There were large islands off the mouth of the river, and they could not come into the river except at high flood-tide.

2 Karlsefni and his people sailed to the mouth of the river, and called the land Hop. There they found fields of wild wheat, wherever there were low grounds. Every rivulet there was full of fish. They made holes where the land and water joined and where the tide went highest; and when it ebbed, they found halibut in the holes. There were plenty of wild animals of every form in the wood. They were there half a month, amusing themselves, and not becoming aware of anything. Their cattle they had with them. And early one morning, as they looked around, they beheld nine canoes made of hides, and snout-like staves were being brandished from the boats, and they made a noise like hail, and twisted round in the direction of the sun's motion.

A CLOSER LOOK
 Underline key details in paragraph 3 that describe the men that the explorers encountered.

3 Then Karlsefni said, "What could this be?" Sporri answered him, "It may be that it is a token of peace; let us take a white shield and go to meet them. And so they did. Those in the canoes rowed forward, and showed surprise at them, and came to land. They were short men, ill-looking, with their hair in disorderly fashion on their heads; they were large-eyed and had broad cheeks. And they stayed there awhile in astonishment. Afterward they rowed away to the south of the headland.

Chapter 11

4 They had built their settlements up above the lake. And some of the dwellings were well within the land, but some were near the lake. They remained there that winter. They had no snow what so ever, and all their cattle went out to graze without keepers.

5 When spring began, they beheld one morning that a fleet of hide-canoes was rowing from the south off the headland. There was also the brandishing of staves as before from each boat. Then they held shields up, and a market was formed between them. This people preferred red cloth, in exchange they had furs to give, and skins quite grey. They wished also to buy swords and lances.

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Guided Practice

Title: The Settlement of Newfoundland
Genre: Nonfiction: History/Social Studies
Lexile® Measure: 860L

Students should complete the Guided Practice section on their own. Offer assistance as needed, pointing out the A Closer Look and Hint call-out boxes along the left side of the page.

Vocabulary
 brandishing, breadth, rivulet, staves

3 Guided Practice Lesson 8

but Karlsefni and Snorri forbade it. They offered for the cloth dark hides, and took in exchange a span long of cloth/and bound it round their heads. But when the stock of cloth began to grow small/they split it, so that it was not more than a finger's breadth. They gave for it still quite as much, or more than before.

Which choice states an opinion instead of a factual detail?

- Which of these sentences would best be left out of a summary of the passage?
 - A The settlement known as Hop has plentiful wheat, grapes, fish, and game.
 - B The explorers display the usual fears that foreigners have about natives.**
 - C A mild winter allowed the explorers to settle without having to tend their cattle.
 - D The natives traded furs for cloth, but the explorers refused to trade furs for weapons.
- Write two sentences summarizing the last paragraph of Chapter 11.

The explorers encountered less friendly natives in the spring, and proceeded to trade red cloth for furs. Karlsefni and Snorri prohibited the natives' request to trade furs for swords and lances.
- Summarize why the explorers took a white shield when they encountered the natives in nine canoes in paragraph 3.

When the explorers observed how the natives brandished their staves, they believed that it was a gesture of peace so they responded with their own signal: a white shield.

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Writing Activity

Have students find out more about Erik the Red or Newfoundland. Then ask students to write an informational piece explaining what they have discovered about their topic.

4 Independent Practice Lesson 8

Read the passage. Then answer the questions.

Who Came to North America First?



- Scientists believe that the first inhabitants of what is now North America were a single ethnic group that came from one location. Many believe that the original Native Americans migrated from northeast Asia. These migrants walked across a land bridge that formed at the end of the Ice Age. The Bering Land Bridge temporarily connected Siberia to what is now Alaska.
- Scientists continue to argue when these first explorers crossed this bridge. Some believe that the migration occurred 30,000 years ago, while others believe it was a more recent 16,500 years ago. Once these first explorers arrived, others followed during multiple migrations spanning thousands of years.
- Once across the bridge, these prehistoric hunters spread across North America. Somehow, these inhabitants survived the Ice Age that covered the continent in glaciers. They traveled south of the Canadian ice sheets, down the Pacific coast. While some journeyed across land, others traveled south along the coast in boats.
- Evidence suggests that these early inhabitants used tools to hunt and possibly defend themselves. Spear points were discovered near present-day Clovis, New Mexico. These stone tools were used to hunt mammoths and mastodons, whose bones were discovered at the site. The hunters followed these large mammals until they became extinct, possibly from overhunting.
- In time, the nomadic hunters settled into communities. One was near the Columbia River in present-day Washington state. There, one of the oldest remains in North America was discovered in 1906. A volcanic eruption had preserved the 9,500-year-old skeleton dubbed "Kennewick Man."
- However, Kennewick Man might challenge historians to rewrite history. The skeleton did not resemble Native Americans. Instead, his features are more typical of a Japanese group called the Ainu. Scientists examined the skeleton to reveal his story. They continue to debate the origin of who came to North America first.

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4 Independent Practice

Title: Who Came to North America First?

Genre: Nonfiction: History/Social Studies

Lexile® Measure: 960L

Have students complete the Independent Practice on their own. Students can complete it at home, or during class.

Vocabulary

ethnic, mammoths, mastodons, nomadic

Speaking/Listening Activity

Have students present a summary of what they did during the week or on the weekend. Have students in the class identify the facts and opinions.

4 Independent Practice Lesson 8

1 Part A RI.6.2 DOK 2
 What is the main idea of paragraph 3?
 A Scientists disagree about when explorers reached North America.
 B The northern hemisphere was covered with glaciers.
 C The first people to arrive on our continent extended across a wide range of the land.
 D Early explorers continued to travel north across the Canadian ice sheets.

Part B RI.6.2 DOK 2
 What sentence from the paragraph best supports the answer to Part A?
 "Once across the bridge, these prehistoric hunters spread across North America."

2 RI.6.2 DOK 3
 What was the importance of Clovis, New Mexico? Use two supporting details from the article to support your answer.
 Scientists discovered stone tools near Clovis, along with bones of mammoths and mastodons. This discovery proves that North America's first inhabitants were nomadic hunters who used spears.

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4 Independent Practice Answer Analysis

1 PART A Choice C is the correct answer because the main idea of paragraph 3 is that the first people extended across a wide area of land. Choice A is incorrect because it is a main idea of paragraph 1. Choice B is incorrect because it is a supporting detail. Choice D is incorrect because the text says that the early explorers traveled south, not north, across the Canadian ice sheets.

PART B Answers should include sentences that support the fact that the prehistoric hunters did not stay in one place. Rather, they spread out across North America.

2 Answers should include sentences from paragraph 4 that explain that the discovery of tools near Clovis, as well as bones of mammoths and mastodons, proves that North America's first inhabitants were nomadic hunters who used spears to hunt their game.

4 Independent Practice Lesson 8

3 Read the graphic organizer about paragraph 6.

Main Idea

The discovery of Kennewick Man might bring about revisions in history books.

Scientists still argue about who came to North America first.

Key Detail

Kennewick Man needs to be thoroughly examined to divulge his history.

Key Detail

Key Detail

Which statement should go in the blank circle?

A Modern Native Americans are the same height as Kennewick Man.
 B Scientists determined that the skeleton is more than 9,000 years old.
 C The skeleton was protected by volcanic ash.
 D Kennewick Man's characteristics appear closer to the Ainu people than Native Americans.

4 RI.6.2 DOK 3
 Write one sentence that summarizes the article.
 While most scientists believe that the first inhabitants of North America journeyed across the Bering Land Bridge and then spread across the continent, they continue to disagree about the date that this occurred and the origin of the original people.

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3 Choice D is the correct answer because this detail supports the idea that the discovery of Kennewick Man has challenged some theories about early man. Choice A is incorrect because this does not support the main idea that the recent discovery of Kennewick Man will challenge some established beliefs about early man. Choices B and C are incorrect because they are details found in previous paragraphs, and neither supports the central idea.

4 Answers should include the information that most scientists believe that the first inhabitants of North America crossed the Bering Land Bridge that connected Siberia and North America. They believe that these people then spread across the continent of North America. Scientists, however, disagree about the date that this occurred and the origin of the original people.