



Learning Project 4 Reading a Long Passage: Social Studies

Inquiry Activity 4-1: Finding Supporting Details in the Passage

The passage that is the subject of this Learning Project is the first of two lengthy readings in the Social Studies PA. The questions that relate to the passage call for thoughtful understanding of the passage and, in some cases, reliance on an understanding of topics not directly covered in the reading. The use of concept mapping, like word mapping, helps to create a context for the passage and all its details.

To create a concept map, start out by putting a word in the center of the page. Its definition goes beneath the word. To one side, group examples. On the other side, list similarities. Like mind mapping, the lines go from the center to the other entries. A model appears in Appendix C.

(Note: Italicized portions should be directed to the students.)

1. Identifying the Problem (Items 10 & 12 Social Studies PA)

Look over the passage. What are you being asked to read?

How does it look to you? Are there any clues from the text?

Where have you seen passages like this before?

What will you have to do to be successful in this Activity?

jot down your thoughts, or share them with your partner.

10. What happened as the Cherokees adopted many U. S. customs and institutions in the early 1800s?

The Cherokees

- (1) were accepted by white society
- (2) gave up their Cherokee arts and traditions
- (3) bought more lands west of the Mississippi
- (4) were recognized as citizens of Georgia
- (5) decided to become an independent state

12. What is the basis for the U.S. Cavalry officer's evaluation of the Cherokee experience on the "Trail of Tears"?

- (1) his loyalty as a member of the Cherokees
- (2) his pride in the U. S. military
- (3) his support for the government's actions
- (4) his recognition of an injustice
- (5) his acceptance of society's ways



2. Becoming Familiar with the Problem

Scan the passage and ask yourself questions like the following as your first step to understanding the passage.

What do you notice about the organization of this passage?

This particular passage has no bold type, no headings, and no title to guide readers. It presents very little assistance to the reader.

What do you know about the topic of this passage from your own experience or reading?

The history of the treatment of the Native American population is a familiar story. Many books (*Black Elk Speaks*, *House Made of Dawn*, etc.) and several well-known movies, including *Dances with Wolves* and *Little Big Man*, have provided dramatic portrayals. The history of Virginia's treatment of its Native American population includes not only forced reservation, but also an attempt at eliminating any public records of the population. There are several excellent books published in the 1980s and 1990s about Virginia tribes.

Are you interested in the history of Native American tribes?

Now, read the questions. What are you being asked to find out?

3. Planning, Assigning, and Performing Tasks

Planning: *You may decide to work by yourself, in a pair, or a small group to do this Activity.*

Assigning: *Decide who will read the passage, when you will stop to discuss the material presented, and who will lead the discussion.*

Doing the Work: *As you read the passage, do the following:*

Clarify: *Find and mark any words you might not know. Does the passage give enough information to clarify the words you do not know? If not, find the meaning by asking someone or looking it up.*

Analyze: *Remind yourself what each question is asking you to do.*

Read each answer choice and decide if the information in the answer is:

- *Not in the passage*
- *The opposite of what is in the passage*
- *Not accurate*

You may prefer to use a graphic organizer for this step. You can use the one presented in LP 2-3, or your instructor may offer another form.

Find your answers to the questions.

For question 10, the correct answer is (5) decided to become an independent state. Choice (2) is the opposite of information in the text; choices (1) and (4) are negated by statements in the text. Had they been accepted by white society, there would have been no reason for their expulsion from the state. They did not buy lands, but were forced to settle far from their native area, eliminating choice (3).

The Cavalry officer's evaluation, question 12, comes from (4) his recognition of an injustice. His comment is an indictment of the treatment of the Cherokee, even if it comes 51 years late.

What parts of the passage support your answers?

Be able to defend your answers and the ways you found them.

4. Sharing with Others

Telling people what you know helps you understand the material better. Take this opportunity not only to share the knowledge, but also to learn it more completely.



Small groups: Compare the answers you found with others in the group. Discuss the methods you used to find the answers, the support for your answers in the passage, and the reasons each learner thinks his/her answers and support are correct.

Agree on the correct answers and the strategy you would use for answering questions that ask you to draw conclusions from what you have read.

Whole class: Share with the whole class the steps you used to answer the questions. Take notes on any different ways of answering the questions other groups gave.

5. Reflecting, Extending, Evaluating

Reflecting: Think about what you have learned.

Here are some questions to start your thinking about the experiences you just had. Thinking about what you have learned and experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what was learned.

1. Do you prefer the analysis or the graphic organizer way to answer the questions? Explain.
2. State the ways you used to find the answers to the questions in this IA. Explain why those worked for you.
3. Was this an easy or difficult passage for you to read and understand? Explain.

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in this Inquiry Activity to other information or situations.

1. What do you know about the Native American tribes that live in Virginia today?

There are 8 tribes in Virginia currently. See the map in Appendix B for their names and locations. Among them are the Mattaponi, the Pamunkey, the Chickahominy, and the Monacan. Of these, the first three are members of the Iroquois nation; the Monacan are Sioux. Members of your class may know others. Annually, the presentation of gifts from the Native American tribes to the Governor receives press coverage.

2. In your group, compare and contrast the way the United States government treated Indian nation lands to the way they treat sovereign lands of Canada, Mexico, or Great Britain; or the way one state treats its neighbor. Is it the same or different? Come up with some reasons that explain any differences.
3. Write another multiple-choice question about the situation of the Indians in the United States. Pass it around to others in the class to answer.
4. Do you know anyone in your neighborhood, at work, or in your family who is Native American? What do you know about their heritage?

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the content of what you learned and the methods used to learn. These questions have no right or wrong answers. This is your chance to look more closely at your learning style and the opportunity to state how you benefited or did not benefit from the content and/or the methods presented in this IA.

1. What parts of the activity worked best for you? Explain.
2. What parts did not work well for you? Explain.
3. What ideas in this Inquiry Activity will you use when taking the GED test? Why?
4. How does following this 5-step format make you feel?