

**HighWire**  
MAGAZINE

# TURNING POINTS



## AT THE CROSSROADS

Events and discoveries  
that changed the world

## MAKING WAVES

When a trend becomes a craze

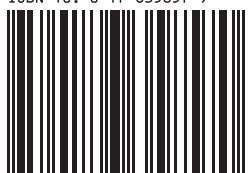
## THE WAKE-UP CALL

Environmental problems that are  
too big to ignore

**Volume 8, Issue 9 Teacher Guide**

 Learning Media®

ISBN-13: 978-0-17-635857-0  
ISBN-10: 0-17-635857-9



9 780176 358570



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Developed in collaboration with  
Learning Media Limited

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Distributed by Learning Media Limited  
Box 3293, Wellington, New Zealand

[www.learningmedia.co.nz](http://www.learningmedia.co.nz)

ISBN-13: 978-0-17-635857-0  
ISBN-10: 0-17-635857-9

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# Turning Points

## Teacher Guide

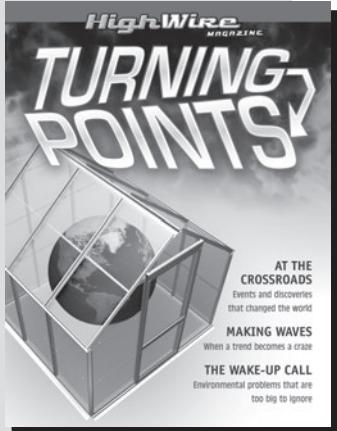
### TABLE OF CONTENTS

Turning Points Lesson Plans .....	4
At the Crossroads .....	5
Graphic Text: Times for Change.....	7
Strategy Focus.....	9
Facing Up .....	10
Graphic Organizer .....	12
Making Waves .....	13
Ask an Expert: Global Warming .....	15
The Wake-up Call .....	16
Project .....	18
Blackline Master 1: Making Inferences. ....	20
Blackline Master 2: Probable Passage .....	21
Blackline Master 3: Chain of Events .....	22
Blackline Master 4: Anticipation Guide .....	23

The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- an overview of the components and features of *High Wire Magazine*
- a scope and sequence chart that outlines the key reading strategies that are highlighted in each issue of *High Wire Magazine*
- supporting information about the needs of adolescent readers
- descriptions of the instructional strategies, approaches, and activities used in the lesson plans
- assessment masters for the key reading strategies.

Brief explanations of instructional strategies are provided in the sidebar of the lesson plans alongside the first use of each strategy.



# Turning Points

## Key Reading Strategy: *Making Inferences*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy Making Inferences. Opportunities to practice this strategy are indicated by the symbol ★. For more information on this strategy, see page 9. **Assessment Master 9** in the Program and Assessment Guide can be used for this strategy.

**Curriculum Links:** technology, social studies, science

## Introducing the Magazine

### Setting the Scene

Tell the students that this issue of *High Wire Magazine* is about turning points. Ask them to share their ideas and prior knowledge about turning points. Look at the picture on the cover. Ask questions such as the following:

- What is a turning point? Does the illustration on the cover give you any clues?
- Can you think of things that have happened in the world that might be considered turning points?

### Making Connections

Explain that turning points can affect many people or just a few. Ask questions such as the following:

- What turning points have you experienced?
- Can you think of anything that has happened in school that might be a turning point? What impact did it have? How many people did it affect?
- Is a turning point that affects a few people as important as one that affects thousands or millions? Why/why not?

The selections in this issue of *High Wire Magazine* include a variety of genres, although most of them are nonfiction. Spend some time previewing forms of nonfiction before you start reading the selections.

## Lesson Focus

Making connections  
Making inferences  
Asking questions

## About This Selection

There have been many turning points in world history. This article examines some of the most significant inventions, achievements, and events and describes how they changed the world.

## Word Talk

Glossary words:  
*segregated, critiqued, cosmonaut, durable*  
Other vocabulary: *equal rights, famine, poverty*

## Word Splash

Key words from the text are “splashed” or written onto an overhead transparency or chart paper. Students use the words to predict the content of the text.

## Extra Help

Remind the students to reread any section of text that they do not understand.



## Reflection and Metacognition

Have the students reflect on the kind of questions they can ask to help them make inferences. For example:  
“Why might ...?”  
“Why do you think ...?”  
“What might happen if ...?”  
“Why did the author say ...?”

# At the Crossroads

page 2

## Before Reading

### Word Splash

Write some words from Word Talk onto a transparency or piece of chart paper and ask the students to discuss their meanings and predict the content of the text.

### Making Connections

Discuss what the expression “at the crossroads” might mean. Ask questions such as the following:

- Have you ever heard this expression before? In what context?
- What do you think it means?
- Considering the theme of the magazine, what do you think it refers to?

## During Reading

### ★Guided Reading/Making Inferences

Read aloud the text on pages 2 and 3 as the students follow along. Ask the following question:

- What new information have you learned from reading these pages? To focus the students’ reading, take them through the article section by section. Ask guiding questions such as the following:
  - ★Which of the turning points on page 3 do you think had the biggest impact? Why?
  - ★Why do you think the Internet was not widely accepted until the 1990s?
  - Why do you think coffee houses were nicknamed “penny universities”?
  - Do you agree with the author’s view that people don’t go to coffee shops to discuss politics or art anymore? Have you had another experience? Tell us about it?
  - How do you think people felt when the first person went into space? What is a modern-day equivalent of this?
  - What other ways do people help to fight poverty in Africa?
  - What did Donna Brazile mean when she said, “For centuries, the elevator for women in American politics has been stuck in the lobby”?



### Assessment Tip

Look for the students who display an understanding of the material that shows that they have seen beyond the obvious. This could include picking up on subtle clues, asking questions, rereading, making inferences, and finding evidence in the text.

### Silent Exchange

Students write an open-ended question. The questions are passed around the group, with each student writing a response to each question. At the end, they discuss the responses.

## After Reading

### Asking Questions

To encourage conversation about the article, ask questions such as the following:

- What was the most interesting part of the article? What surprised you the most? Why?
- Can you think of any other world-changing turning points in the last century?

### ★Silent Exchange

Have the students carry out a Silent Exchange using “At the Crossroads.” Encourage them to write open-ended questions so that the other students are required to make inferences to answer them. Question starters may support some students, for example:

- “Why do you think ...?”
- “What do you think would have happened if ...?”
- “Why did the author say ...?”

### Creative/Aesthetic Response

The students could make a poster or a collage that encompasses several of the turning points discussed in the article.

## Lesson Focus

Making connections  
Asking questions  
Making judgments

## About This Selection

This graphic text is a timeline of some major events and discoveries that have shaped world history over the last six hundred years.

## Word Talk

Vocabulary: *invention, access, penicillin, bacterial, equal rights, atmosphere, communism, climate change, awareness, global warming*



## Assessment Tip

Look for the students who make connections to information they have read in “At the Crossroads.”

## Marking the Text

Students can use sticky notes or plain paper bookmarks to mark their thoughts, questions, predictions, or comments.

# Graphic Text: Times for Change

page 10

## Before Reading

### Making Connections

After the students have read “At the Crossroads,” ask questions such as the following:

- What do you already know about turning points over the past five hundred years?
- Why were these important?

### Asking Questions

Tell the students that they are looking at a graphic text. Ask questions such as the following:

- Why do we use graphic texts? What is their purpose?
- What advantage does a graphic text have over articles such as “At the Crossroads”?

### Skimming

Have the students skim the text and identify any words or ideas that are unfamiliar. Explain these before proceeding with reading.

## During Reading

### Marking the Text

Read the text aloud as the students follow along and ask them to mark new information with a sticky note or a bookmark. Ask:

- What information is in this text that was not included in “At the Crossroads”?

### Making Connections

Model Making Connections. Have the students take turns rereading the text in the fact boxes. Ask them to paraphrase what they have read and make connections where appropriate. For example, in the box “1914,” they could say, “In 1914, I know that soldiers spent a lot of time in wet, dirty trenches.”

### Making Judgments

After the students have read the text, ask questions such as the following:

- What is the purpose of this graphic text?
- What kind of information is it giving you?
- What is the advantage of using a graphic text?
- Is any information missing? What else would you like to know?
- Is this a useful way of presenting information? Why/why not?

## **Scales**

A Likert scale asks students to rate their level of agreement with a statement on a range from “strongly disagree” to “strongly agree.”

## **Text Reformulation**

Text reformulation is transforming a text into another type of text, for example, from a newspaper article into a poem.

## **After Reading**

### **Scale**

Have the students complete a scale activity to rate the turning points from most important to least important. Ask them to provide evidence for their choices.

### **Text Reformulation**

Ask the students to write a report about the turning points identified in the graphic text. They will need to use a library or the Internet to craft a clear, concise paragraph about each one.

### **Creative/Aesthetic Response**

Ask the students to choose one of the turning points and to write and design a front-page newspaper article about it. They will need to use a library or the Internet to research the event and write an informative article.

# Strategy Focus

page 12

## Key Reading Strategy: Making Inferences

Making inferences means “reading between the lines” to find meaning beyond the words on the page. Readers combine clues from the text with their prior knowledge, and then they use this information to ask questions, make predictions, and draw conclusions. Authors provide clues in the text, but they don’t provide readers with every piece of information. When readers make inferences, they examine the clues and think about what the author is not directly telling them.

### Reading and Discussing the Page

Ask a student to read aloud the introductory paragraph on page 12. Now read aloud the rest of the text on page 12.

Discuss situations where a person’s response might differ from how he or she is really feeling or thinking. Ask questions such as the following:

- What does “reading between the lines” mean?
- When do we read between the lines?
- Why don’t authors tell us everything?

Have the students work through Try It Out, listing words from the text and the inferences they make.

Hand out copies of **BLM 1**, Making Inferences, and have the students work in pairs to infer the meaning of each statement from “The Wake-up Call.” For the students who are struggling, you may choose to work with a small group before setting them to work in pairs.

Have a student volunteer read aloud the For Real section. Then, ask the class to discuss other occasions when they needed to make inferences without realizing it.

## Lesson Focus

Making predictions  
Visualizing  
Making inferences

## About This Selection

When Ellie's art class begins a project on self-portraits, Ellie must confront her anxiety about the birthmark on her face. As a result, she reaches a personal turning point.

## Word Talk

Vocabulary: *artistic license, experiment, animated, curious*



## Teaching Tip

Have copies of **BLM 2**, Probable Passage, ready for use.



## Assessment Tip

Look for the students who display an understanding of the material that shows that they have seen beyond the obvious. This could include: picking up on subtle clues (feelings and actions, tone of language), asking questions, finding clues in the text, and giving opinions.

## Probable Passage

The teacher lists key words from the selection and the students discuss them. They may be asked to arrange the words into categories. The students then use the words to fill in the blanks of a Probable Passage (one that might occur in the text) or to write their own Probable Passage.

# Facing Up

page 14

## Before Reading

### Making Predictions

Tell the students they will be reading a fictional text called "Facing Up." Ask questions such as the following:

- What does "facing up to something" mean?
- What might this story be about?
- Does the theme of the magazine help you to predict the content of the story?

### Probable Passage

Use **BLM 2**, Probable Passage, which contains a brief summary of the text along with some key words and phrases that the students will need to understand. They can then compare this passage with the story.

## During Reading

### Say Something

Read aloud page 14, modeling Think Aloud. On page 15, have the students take turns reading a portion of the text with a partner and then share their responses, questions, and predictions.

### Visualizing

As you read aloud the text on pages 16 and 17, ask the students to visualize what it would be like to be Ellie. Have them record these images as a Double Entry Journal, quoting from the text and drawing or writing the mental images. Ask questions such as the following:

- Considering that Ellie has been challenged by her teacher and her employer, what emotions would she be feeling? How would she feel toward her teacher and employer? How would she feel toward herself?
- What did Dante mean when he said "You look like you want to roll yourself up in that tube of newsprint"?

Ask the students to make predictions about what might happen next. Now ask them to read pages 18 and 19.

## After Reading

### ★Making Inferences

After reading, ask questions such as the following:

- What did Ellie's mom mean when she said "I can practically see the ideas fizzing out of your ears"? Can you think of another way of saying this?
- How do you think Ellie felt when she focused for a long time on her birthmark? How would you feel?
- Why did Wynona say she and Rafe had been insensitive?

### **Say Something**

Students work in pairs, taking turns to read sections of text aloud. The reader pauses occasionally to say something about the text, for example, a prediction, question, comment, or connection.

### **Double/Triple Entry Journal**

Two- or three-column charts are used for students to record parts of the text and their inferential or critical thinking about each part.

### **Somebody Wanted But So**

Students choose a character from the text and create a sentence saying what the character wanted, what stands in the character's way, and how the conflict is resolved.

- How do you think Ellie decided to portray herself? Why do you think that?
- How accurate were your predictions?
- Why do you think the author chose this title?
- Have you ever been in a similar situation? What was it like?

### **★Somebody Wanted But So**

Have the students do a Somebody Wanted But So activity to show the point of view of each of the characters.

### **★Silent Exchange**

Have the students use a Silent Exchange to share their points of view about the text.

# Graphic Organizer

page 20

## Featured Graphic Organizer: Chain of Events

A chain of events gives a clear outline of important events. It can be used in both nonfiction and fictional contexts. It is a useful way of putting events into a chronological order and helping students to clarify their ideas when trying to extract meaning from a text. A chain of events can be used to enhance understanding of a complex text when studying in a variety of areas such as English, social studies, and science.

### Reading and Discussing the Page

Introduce the concept of “chain of events.” Explain that this is the chain of events leading up to Ellie drawing her self-portrait.

With the students, read through the events. Ask questions such as the following:

- Which event was the initiating event?
- Which event is the turning point for Ellie? Why?

Discuss why a chain of events is useful, for example:

- It’s easy to read, moving in a logical way from left to right.
- It shows the correct order of events in relatively few words.
- It’s a simple way of summarizing information.

To practice creating a chain of events, the students could choose a turning point, which they have read about or experienced, and create a chain of events that describes it using **BLM 3**, Chain of Events.

## Lesson Focus

Text features  
Making inferences

## About This Selection

Using examples from popular culture, this article examines the way that new ideas reach tipping points to become well-known trends.

## Word Talk

Glossary words:  
*green room, buoyant, fiberglass, resin, popular culture, tipping point, manufacturer, accessible*  
Other vocabulary:  
*electrifying, unique, trend, advantages, influence*



## Teaching Tip

Model the strategy you wish the students to use for learning new vocabulary.



## Assessment Tip

Look for the students who display an understanding of the material that shows that they have seen beyond the obvious. This could include reading between the lines or picking up on subtle clues, such as body language.

# Making Waves

page 22

## Before Reading

### Word Splash

Write some words from Word Talk onto a transparency or chart paper and ask the students to discuss their meanings and predict the content of the text.

### New Vocabulary

There are a number of methods of introducing new vocabulary. For this article, use the following method:

1. Explain the meaning of a word.
2. Have the students write a meaningful explanation and create a visual.

### Text Features

Have the students skim pages 22 to 25, focusing on the features of the text, such as headings and subheadings, photos, captions, side box, and glossary words. Ask them to follow along as you read the text. Ask questions such as the following:

- What is the purpose of the introductory paragraph?
- What additional information do the photos and side box *Buying Cool* give you that the text doesn't?
- Why has this additional information not been added to the text?
- Why do you think the side box has been written in a blue box with a different font?
- Is the graphic that illustrates the “green shoe theory” effective? Why/why not?

## During Reading

### Marking the Text

Ask the students to read through the text independently. As they do this, have them use sticky notes to mark unfamiliar words, phrases, or ideas. Address these points before continuing.

### ★Double Entry Journal/Making Inferences

Ask the students to draw up a Double Entry Journal. Write the heading “Words from the Text” in the left column and the heading “I Infer” in the right column. In the left column, ask them to note down phrases and sentences from the text that encouraged them to infer something, and in the right column, ask them to note their inferences. Model an example. Guide the students with questions such as the following:

- What do you think “popular culture” means? Why is it used here?
- When do you think the photo at the bottom of page 23 was taken? How can you tell?

- Why do you think Professor Grodzins adopted the term “tipping point”? Where do you think it came from?
- What is the meaning of “being cool”?

## After Reading

### Text Reformulation

Ask the students to use the information in The Craze Begins to create a chain of events. Remind them that they need to include only the key information.

### Creative/Aesthetic Response

Ask the students to write and design an advertisement for a “cool” product. They will need to use:

- an interesting name;
- a catchy slogan;
- persuasive language that appeals to the target audience.

## Lesson Focus

Making connections  
Monitoring for meaning

## About This Selection

A letter to the editor asks why global warming has become such a popular topic. The editor's reply explains how this topic grabbed people's interest and moved into public awareness.

## Word Talk

Vocabulary:  
*global warming, environmentalists, evidence, glaciers, carbon dioxide, greenhouse effect, common knowledge*



### Teaching Tip

For those who struggle, you could suggest specific points at which they could stop and think.



### Assessment Tip

Look for the students who display an understanding of the material that shows that they have seen beyond the obvious. This could include asking questions about the text, looking for clues in the text, and making inferences ("I think ... because ...").

# Ask an Expert: Global Warming

page 26

## Before Reading

### Making Connections

Discuss the students' attitudes toward global warming. Ask questions such as the following:

- Are you concerned about global warming? Why?
- Do you know what you can do to help stop global warming?

### K-W-L Chart

Introduce a K-W-L chart and use the following steps:

1. Discuss global warming.
2. Brainstorm what the students already know about the topic, and record the information in the first column, "What I Know."
3. Ask the students to think of questions that address what they don't know or that reflect their curiosity. Record these questions in the second column, "What I Want to Know."

## During Reading

### Monitoring for Meaning

Model Think Aloud by reading aloud Zora's letter, stopping to share your thinking. The students can then use Think Aloud with a partner by reading the editor's response. Guide the students with questions such as the following:

- What did Zora mean when she said the article "had me glued"? Can you think of another way of saying the same thing?
- What does "trend" mean in this context?
- Why do you think Al Gore's documentary is called *An Inconvenient Truth*?
- What is the most important fact in this text? Why do you think that?

## After Reading

### K-W-L Chart

Have the students return to the K-W-L chart they began earlier and fill in the "What I Learned" column. If any of their "What I Want to Know" items have not been answered, they could do some research on the Internet or in a library to find the information.

### Silent Exchange

Have the students use a Silent Exchange to share their points of view about the text.

## Lesson Focus

Making predictions  
Determining importance

## About This Selection

Using recent examples, this article describes how some environmental issues reach a point at which they are impossible to ignore. People are then forced to search for solutions.

## Word Talk

Glossary words: *confront, ecologists, trawling, ecosystems, deforestation*  
Other vocabulary: *fossil fuels, photosynthesis, destruction*

## Anticipation Guide

An Anticipation Guide contains several statements that relate to the text topic or theme. Students use the guide to prompt their thinking before they read a text.



## Reflection and Metacognition

Ask the students how the strategy of making notes helped them to focus on the specific parts of the text that were most important. Discuss whether it was helpful, and if so, why.

# The Wake-up Call

page 28

## Before Reading

### Making Predictions

Tell the students that they will be reading an article called “The Wake-up Call.” Ask them to predict the content of the text. Ask questions such as the following:

- What do you think this text might be about?
- What is a “wake-up call”?

### Anticipation Guide

Hand out copies of **BLM 4**, Anticipation Guide, which contains statements related to the selection. Read each statement aloud as the students follow along. Ask them to write down in the first column how much they agree or disagree with each statement. Encourage the students to share their opinions.

## During Reading

### Finding the Main Idea

Finding the Main Idea is about identifying the most important piece of information. Determining what is and is not important helps us to make sense of what we are reading.

Use the text on page 28 to model Finding the Main Idea, then have the students read Fished Out on page 29. Ask questions such as the following:

- What kind of information is at the beginning of each paragraph? What kind of language is used? (clear, uncluttered sentences, which are easy to understand)
- How does the text develop? (It contains a more detailed explanation of the opening sentence.)
- How can you tell if you have found the main idea?

Discuss the main ideas, asking the students to justify why they have chosen each one. Explain that the main idea does not need to be a sentence copied straight from the text. Clarify any points of confusion, then ask the students to continue finding and recording the main ideas for the rest of the article.

When they have finished, have them read their ideas to a partner. If they have successfully completed this task, they should have a succinct summary of the article.

## After Reading

### Anticipation Guide

Go back to the Anticipation Guide and ask the students to fill in the final column to see if their opinions are the same. Discuss any changes.

### Creative/Aesthetic Response

The students could use their understanding of a wake-up call, as well as the information in the text, to create a multimedia artwork. For ideas, they could study the illustrations from picture books such as those by Lauren Child.

# Project

page 32

## Featured Project: Your Own Turning Point

**Materials required:** paper, pens/pencils

Read aloud the introduction as the students follow along. Have them brainstorm the kinds of events that might be turning points. Some of the students may have a very definite event to write about while others won't. Writing a list may help them to decide.

When they have decided on their turning point, ask the students to briefly describe it to a partner. Explain that sometimes talking about an event reveals whether it will work in writing.

Suggest that the students brainstorm some of the ideas that they might include. They can then read through this list before they start writing. They can use their ideas as a checklist when they are proofreading their work. Remind the students that writing is often more powerful when the reader isn't told every detail. When readers need to fill in some of the gaps for themselves, they use their imagination. As a result, the writing becomes more memorable. Suggest that the students reread "Facing Up" if they need inspiration.



# Making Inferences

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## What to do:

- Read through “The Wake-up Call” (*Turning Points*, pages 28–31).
- Think about what you already know about reading between the lines.
- Fill in the chart below by writing your inferences about the statements in the first column.

The Text Says	I Infer
Soon, all your favorite seafood could become a dim memory.	
About 200 million people also depend on fishing to make a living.	.
Now, we know the choices we make <i>do</i> matter.	
It can be scary to realize the impact of a situation.	
The moment when we realize what is happening may be our planet’s lifesaver.	

Use the back of the paper to note down other examples from the text that have required you to make inferences

## Probable Passage

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### What to do:

- Read and discuss the following words from “Facing Up” (*Turning Points*, pages 14–19).
- Write the words into the passage below. Check that the passage makes sense.

covered      sketch      artistic opportunity      hiding      angrily  
face up      self-portrait      birthmark      hardest      people

Ellie has a \_\_\_\_\_ on her face. Apparently, only three in every thousand \_\_\_\_\_ have the

kind of birthmark that she has. She keeps her hair long and the left side of her face \_\_\_\_\_ as

a way of \_\_\_\_\_ it. When Ellie’s art teacher asks the students to draw a \_\_\_\_\_, she finds

that the \_\_\_\_\_ thing to \_\_\_\_\_ is what she doesn’t want to look at. Her friends, Wynona

and Rafe, have a lot of imagination and think it’s a great \_\_\_\_\_, but Ellie is upset and responds

\_\_\_\_\_ to them. With the help of Dante, a friend from work, Ellie must look in the mirror and

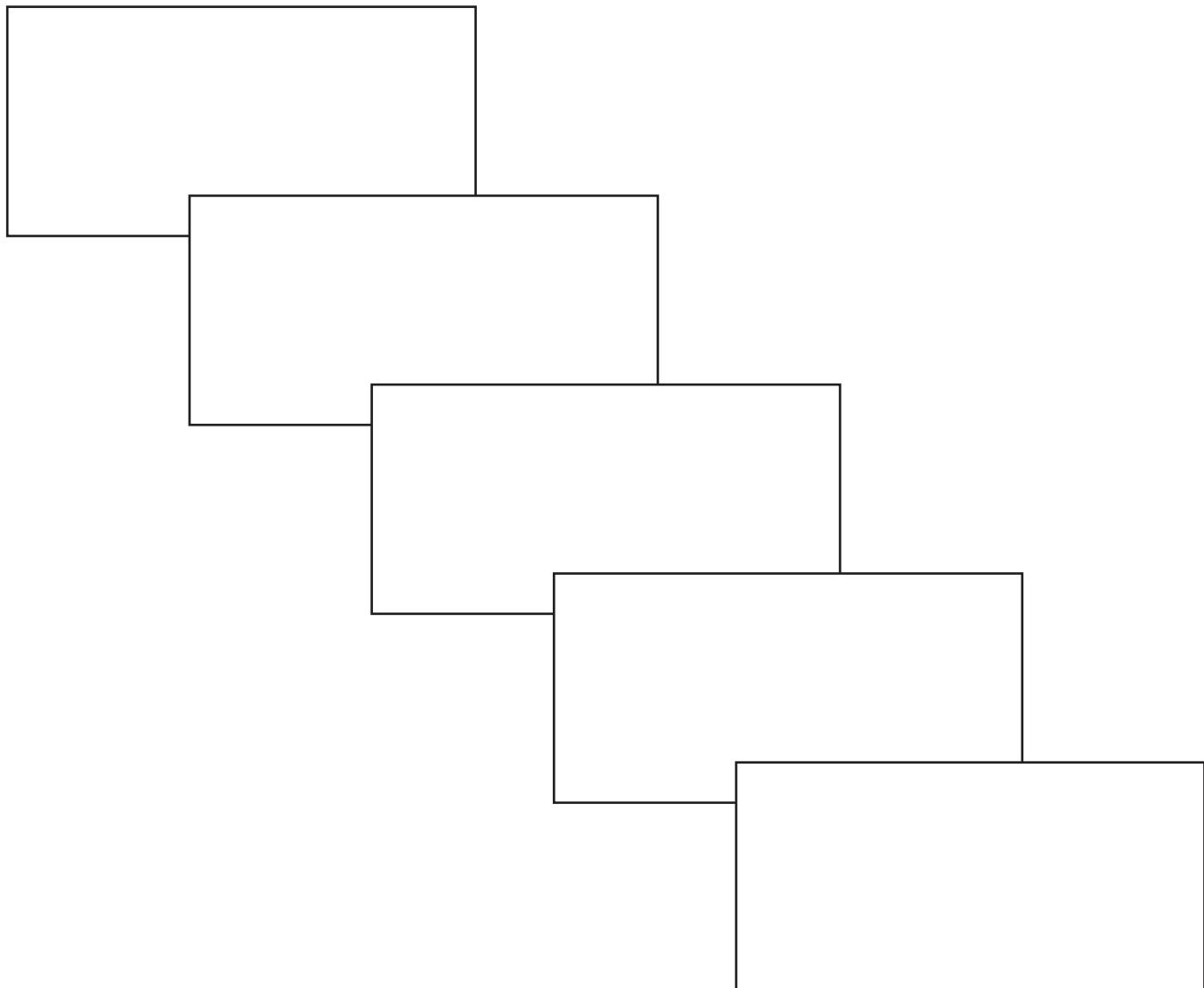
\_\_\_\_\_ to herself.

## Chain of Events

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### What to do:

- Choose a “turning point” you have read about or experienced.
- Create a chain of events for the turning point by writing one main event in each box. Add more boxes if necessary.
- Check that you’ve put the events in the right order so that your chain makes sense.



# Anticipation Guide

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## What to do:

- Before reading “The Wake-up Call” (*Turning Points*, pages 28–31), read the statements in the table below. In the first column, write your response: strongly agree, agree, disagree, or strongly disagree.
- Read the article, then look back at the statements. Have you changed your ideas? Write your new response, or rewrite your original response, in the final column.

Response before Reading	Statements	Response after Reading
	The environment is the responsibility of national governments.	
	The damage has been done. There is nothing we can do about it.	
	Global warming won’t affect me.	
	Journalists make things out to be worse than they are for the sake of a good story.	
	Hurricanes are natural disasters. They can’t be caused by the actions of people.	