

HighWire
MAGAZINE

LOST? FOUND!

The Lost City of the Incas

The discovery of Machu Picchu

X Marks the Spot!

Finding buried treasure

Lost Memories

When our filing
system fails



Volume 9, Issue 5 Teacher Guide

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High Wire Magazine – Lost? Found! Teacher Guide

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Lost? Found!

Teacher Guide

TABLE OF CONTENTS

Lost? Found! Lesson Plans 4

 The Lost City of the Incas 5

 Machu Picchu 7

 Strategy Focus 8

 X Marks the Spot! 9

 Eating Snow 11

 Graphic Organizer 13

 Ask an Expert: GPS 14

 Lost Memories 15

 Project 17

 Blackline Master 1: Skimming and Scanning 18

 Blackline Master 2: Action/Reaction Outline 19

 Blackline Master 3: Discovery Diary 20

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.



Lost? Found!

Key Reading Strategy: *Skimming and Scanning*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy of Skimming and Scanning. Opportunities to practice this strategy are indicated by the symbol ★. For more information on this strategy, see page 8. **Assessment Master 13** in the Program and Assessment Guide can be used for this strategy.

Curriculum Links: science, technology, social studies

Introducing the Magazine

Setting the Scene

Tell the students that this issue of *High Wire Magazine* is about losing and finding objects, people, memory, and civilizations.

Making Connections

Tell the students that, as they read this magazine, they will learn about lost civilizations, lost memories, lost treasure, and lost pride. Ask questions such as the following:

- What is the first thing that comes to mind when you hear the words “lost and found”?
- What ancient (lost) civilizations do you know about?
- What about lost treasure? What stories, real or imaginary, do you know about?

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

Lesson Focus

Skimming and scanning
Monitoring for meaning

About This Selection

This article examines the ancient city of Macchu Picchu, describing the ancient Incan empire that built it, the first explorer to rediscover it, and how tourists visit it now.

Word Talk

Glossary words:

architecture, looted, mortar, persecute, indigenous, descendants, uncharted, terraces, excavate, historians, self-sufficient, archeological sites

Other vocabulary: *Atlantis, civilization, structures, emperors, worshipped, explorers, invaders, empire, territory, ruins, untouched, abandoned, epidemic, religious*



Assessment Tip

Look for students who use the strategies of skimming and scanning to gain an initial understanding of material.

The Lost City of the Incas

page 2

Before Reading

New Vocabulary

One way of teaching new vocabulary is to explain the word and then have the students write an explanation and create a visual.

Text Features

Have the students look quickly through the article, taking note of the headings, the graphics, and the text layout. When they have done this, invite them to focus on the graphics. Ask questions such as the following:

- Which graphics are most effective? Why?
- What have you learned about the lost city of the Incas?

During Reading

★Skimming and Scanning

Have the students skim the text by reading the first and last sentences of each paragraph, and ask them to jot down a few notes as they read.

When they have finished, ask them to read the text more carefully and discuss with a partner whether they understood it differently through a more in-depth reading.

Review the scanning process with the students, then set a number of tasks that will require them to scan the text. You could ask questions such as these:

- When did the Spanish invade Peru?
- What kinds of sacrifices did the Incas offer to the sun god?
- When was the last emperor killed by the Spanish?
- What was the name of the capital of the Incan Empire?
- What was the name of the explorer who searched for an ancient Incan city?
- What does Machu Picchu mean?

Monitoring for Meaning

There will be words, apart from those in “Word Talk,” that the students are not familiar with. Have the students keep a bookmark alongside them while they are doing their in-depth reading of the text so they can note words that need to be explained or clarified. Go through some strategies they can use to figure out what these words mean:

- rereading
- reading on to find out if they can figure out the sense from the context
- asking a friend
- consulting a dictionary
- using visual cues such as pictures, photos, or diagrams.

Discuss these strategies, and ask the students for any other suggestions they might have. List any responses.

Text Reformulation

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

Extra Help

For students who find this activity challenging, review the five Ws of news writing (who, what, when, where, and why), and explain the “inverted pyramid” style of news writing – putting the most important material first, then following with less important details and background information.

After Reading

Find Out More

The students could do research in the library or on the Internet to find out more about the Incas or Machu Picchu.

Text Reformulation

Have the students reformulate the article as a newspaper story announcing Hiram Bingham’s discovery of the lost city. Encourage them to imagine that he just returned from his expedition last week and they are the first to interview him. The selection is their “notes” from the interview.

Pro/Con Charts

Have the students reread the final page of the article (“The Inca Trail”) and imagine that they are going to visit Machu Picchu. Divide the class into two groups. Ask half to create a two-column chart showing arguments for and against taking the train and the other half to make a chart with arguments for and against doing the four-day trek. Have them present their results to the class, and then have a class discussion about which option they would prefer and why.

Making Connections

Ask the students if they know about any other ancient cities (not necessarily “lost”) or buildings. To encourage discussion, ask the following:

- Why do people enjoy visiting ancient buildings?
- What do ancient buildings tell us about the people who lived at that time?

Lesson Focus

Making connections
Text features

About This Selection

A map of the ancient city shows the different sectors for agricultural, religious, and urban purposes and describes how the Incans probably used each sector.

Word Talk

Glossary words:

bathhouses, thatched, equinoxes, intellectuals

Other vocabulary:

agricultural, urban, religious



Teaching Tip

Remind students to read all labels and examine how they are related to the graphic. Each label has a purpose, and the most important ones may be in capital letters, bold type, or a larger font.

Machu Picchu

page 10

Before Reading

Making Connections

Have the students recall what they read about Machu Picchu in “The Lost City of the Incas.” List any questions they might have about the topic.

Tell the students that they are going to read a graphic text. Ask questions such as the following:

- What kind of people lived in Machu Picchu?
- What would the people need to survive?
- What do you think their buildings were like?

During Reading

Text Features

Have the students look at the pictures and diagrams without reading the text. Ask questions such as the following:

- What is the purpose of a graphic text?
- What advantages does it have over other informational or literary texts?
- What information do the photographs give you?
- What does this graphic text show?
- Can you predict the content of the text?
- What are some features that appear in this graphic text that are not common to all graphic texts?

Have the students read the text on pages 10 and 11, and ask questions such as the following:

- Were your predictions about the content of the text correct? Did you miss anything?
- Is this graphic text a useful source of information?
- What do the different colors mean?
- Is there any information missing?

Double-Entry Journal

As the students read through the text, have them complete a Double-Entry Journal with the headings “Area” and “Importance.” They should note the different areas of Machu Picchu in the first column and the main function of each sector in the second column.

After Reading

Creative/Aesthetic Response

Have the students create a travel brochure, highlighting the features described in the text.

Key Reading Strategy: Skimming and Scanning

Skimming and scanning are approaches we take when we are looking over a text prior to reading it in depth. We skim when we want to get a general idea of what a text is about. We scan when we are looking for one particular detail without needing to understand all of the text.

Reading and Discussing the Page

Ask the students to read through the introductory passage and complete the activities. Then read aloud the text in the blue box while the students follow along.

Organize the students into pairs, and ask them to paraphrase to their partners what they have heard. Ask questions such as the following:

- Have you used skimming or scanning strategies before? For what?
- When might you use skimming and scanning?
- What are the advantages of using skimming or scanning strategies?

Have the students read through the “Try It Out” activities so they understand what they need to do. Briefly reiterate the process of summarizing: finding the main idea and writing a brief note about each section.

Explain to the students that between the scanning activity and answering the question in the third activity, they will need to read the text in detail. While they are doing this, they may come across words or ideas that they don’t understand. Remind them of strategies they can use to regain their train of understanding, such as predicting, questioning, using prior knowledge, and making notes.

Ask the students to complete **BLM 1, Skimming and Scanning**. After they have completed the exercise, have them read the whole text carefully to see how accurate their summaries are.

Have the students read the “For Real” section. Ask them to imagine that they are going to complete an assignment on the Incas. Have them do some research on the Internet, using the technique of scanning, and list five key ideas that could form the basis of an essay.

Lesson Focus

Making connections
Questioning the text

About This Selection

This article investigates two cases of buried treasure, one that people are still searching for in Canada and one found by accident in Great Britain.

Word Talk

Glossary words: *hoards, tantalizing, geotechnologies, utensils, pewter, mantel*
Other vocabulary: *circular hollow, uncovered, money pit, channels, effective, engraved, unexpected, unearthed, authorities*

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 text they don’t understand to help them find the meaning.

X Marks the Spot!

page 14

Before Reading

Word Splash

Write the words from “Word Talk” onto a transparency or piece of chart paper. Working individually, in pairs, or in groups, have the students use the new vocabulary to predict the content of the selection.

Making Connections

Ask the students questions such as the following:

- Have you read a book or seen a movie about finding treasure? What was it called? Give us a brief summary of it.
- Do you know of any real historical digs? Tell us about them.

During Reading

Questioning the Text

As the students read through the article independently, have them complete a two-column chart headed “Words from the text” and “I wonder.” Students should make a note of anything in the text that they would like to know more about. Read the first page together and model an example to get them started. For example, in the first column you could write, “Later, some people thought they’d cracked the code” and in the second column, “I wonder how they worked it out.”

Guided Reading

Record the focus questions on chart paper so that they are clearly visible as the students read. Tell the students that you want them to focus on thinking about the questions as they read through this selection.

Mysterious Oak Island

- Why have people continued searching for buried treasure at Oak Island even though nothing has been found?
- What evidence do the treasure hunters give to support their belief that the buried treasure exists?
- Do you believe in the Oak Island treasure? Why/why not?

The Mildenhall Treasure

- Do you think the people who discovered the treasure knew how valuable it was?
- Where did the treasure come from?
- Do you think the information in this text is believable? Why do you think that?

After Reading

Questioning

Have the students review the points they listed in the two-column chart during reading. Did reading further answer their points in the second column? Have them discuss possible answers to their queries in pairs.

Creative/Aesthetic Response

The students could do one of these activities:

- Choose one of the treasure stories and write their own history of how the treasure got there and who put it there.
- Imagine they are Daniel McGinnis and write a recount of his discoveries and eventual abandonment of the “money pit.” Prompt them to consider how Daniel would have felt at the time of discovery and how his feelings would have changed over time.
- Write a newspaper report about the discovery of the Mildenhall treasure on Sydney Ford’s mantel.
- Imagine they are police officers receiving the information about the Mildenhall treasure. Ask them to prepare the officer’s questions and write an interview with the person who reported the treasure. Alternatively, have the students work in pairs to role-play the interview.

Find Out More

Ask the students to find another treasure spot and research it. They could write a report or create a montage of pictures or photos to present their findings. Their display must include a written component, explaining the history of the treasure.

Lesson Focus

Skimming and scanning
Making inferences

About This Selection

Shen is struggling to keep up with his stepfather Marc while backcountry skiing. But when his shortcut gets Marc stuck in an avalanche, Shen must come to the rescue.

Word Talk

Glossary word: *snow probe*

Other vocabulary:
avalanches, transmit, ice-axe, instinct, two-way radio, grid pattern, insulating pad



Assessment Tip

Look for students who use the strategies of skimming and scanning to gain an initial understanding of the material.



Teaching Tip

To help them make inferences, provide students with focus questions such as these:

- What details are/are not included?
- Why did/didn't the author tell you that?

Eating Snow

page 18

Before Reading

Making Connections

Ask the students to privately consider responses to the following questions:

- Have you ever done something to keep someone happy even though you didn't really want to?
- Have you ever been cruel to someone and then later wished you hadn't? What did you do to make the situation better?

During Reading

★Skimming

Have the students use the skills they have learned from the Strategy Focus page to skim through the text, gaining a general idea of what the text is about. Remind them to use the pictures to back up the information they glean from the text.

★Scanning

Before they do an in-depth reading of the text, have the students scan it to find the following items:

- the word that means “clumsily”
- two examples of Shen showing his annoyance with his stepfather
- the reason Marc wants the radios turned on to transmit at their maximum
- the phrase that means “the snow swallowed Marc up”
- the part that refers to Shen's determination to get Marc out
- the sentence that tells us about Marc's condition when Shen gets him out.

Marking the Text

Have the students start a bookmark on which they can note points of confusion or qualities of one of the characters as they read.

Making Inferences

Explain to students that inferences are conclusions drawn from evidence in the text or reasoning about the text. When readers are making inferences, they are drawing meaning from the text through explicit details and implicit clues. Explicit details are stated in the text. Implicit details are implied by clues in the text. Readers are more likely to recognize these clues if they relate to their prior knowledge and experiences.

Model Inferencing by reading the text aloud, using different tones of voice, facial expression, and body language. You can demonstrate different emotions and have the students identify each one, explaining what it was that allowed them to infer it.

Start reading the text aloud, and stop to share your thinking.



Reflection and Metacognition

Ask the students to reflect on how making inferences affected their experience of reading the text. Did it make it more enjoyable?

Example (page 18): “Eating snow again, eh, Shen?’ he joked. He reached out a hand to pull him up. Shen ignored him.” (*Based on the evidence of Shen ignoring his stepfather and refusing help, I think Shen does not particularly like his stepfather; or he is annoyed that he made a fool of himself in front of his stepfather.*)

Have the students continue reading the text with a partner, taking turns to Think Aloud. You can encourage students to make inferences by providing sentence starters such as the following:

- I realize that ...
- Based on ... I predict that ...
- I can draw these conclusions ...
- Based on this evidence, I think ...

After Reading

Creative/Aesthetic Response

The students could:

- write a dialogue that takes place between Marc and Shen after the end of the story
- write Shen’s journal entry for the day before and the day after the story takes place
- write a personal recount about a difficult situation they have endured and what they did to deal with it.

Timeline

Have the students create a timeline of events in the story.

Featured Graphic Organizer: Action/Reaction Outline

An Action/Reaction Outline focuses on the events in the story and shows how those events affect the characters and their relationships. This graphic organizer works best with fictional stories or nonfiction narratives where people are involved.

Reading and Discussing the Page

Read aloud the introductory paragraph, and discuss with the class the changing relationship between Shen and Marc in “Eating Snow.” Ask the students questions such as the following:

- Can you describe the relationship between Shen and Marc at the beginning of the story?
- Why do you think it is like that? Who is responsible for the tension between them?
- As the story progresses, do you believe Marc’s feelings toward Shen change as well as Shen’s?

Take the students through the outline, pointing out the following items:

- The boxes at the beginning and the end are on a different background color from the outline to differentiate them from the actual outline of actions and reactions.
- The events in the outline are called “interactions.”
- The events in the outline are in chronological order, according to the order of the story.
- Actions are at the top of the outline and reactions are at the bottom, highlighted by the arrows that run between the two.

Make sure the students understand how the graphic organizer works. Clarify any questions they have. Have them choose another piece of fiction and create an Action/Reaction Outline. Well-known fairy tales would work well; they can follow the changing relationship between Snow White and the dwarves or between Beauty and the Beast. Have the students complete **BLM 2**, Action/Reaction Outline.

Lesson Focus

Making connections
Finding the main idea

About This Selection

This letter to the Coast Guard asks about Global Positioning System (GPS) technology. The response explains how GPS works and what it can be used for.

Word Talk

Glossary word: *navigate*
Other vocabulary: *GPS, technology, pinpoint, electronic, satellite, receiver*



Assessment Tip

Look for students who use the strategies of skimming and scanning to gain an initial understanding of the material.

Ask an Expert: GPS

page 26

Before Reading

Making Connections

Ask the students questions such as these:

- Have you ever used GPS? In what situation? Is it easy to use?
- What is the main purpose of GPS?
- What does “navigate” mean?

During Reading

Finding the Main Idea

Determining what is and is not important in a text helps us to make sense of what we are reading. Sometimes, when we are reading, we jot down notes to remind us of something or to clarify it. The notes we take are generally focused on the main idea.

Have the students read through the text and jot down the main idea (most important piece of information) in each paragraph.

Tell them to read to themselves what they have written and see whether it makes as much sense as the original text. If it doesn't, this would suggest they have not found the main idea in each paragraph, so encourage them to go back and try again.

When they have finished, they should have a set of notes explaining how GPS works.

After Reading

Creative/Aesthetic Response

The students could create a visual image generated by the reading of the text. For example, they may choose to use the grids and compasses of the GPS, or they may use the images of kids on a boat sailing around Cape Breton Island.

Planning a Trip

Have the students plan a sailing trip of their own, including their destination, a schedule, their provisions, what clothes they will need, recent technological devices, and their contingency plan in case of an emergency. Ask them to explain the reasons for their choices.

Personal Account

Have the students write a journal entry of an experience they have had that is similar to the one talked about in the text.

Lesson Focus

Skimming and scanning
Summarizing

About This Selection

Examining the brain's ability to store information, this article looks at the difference between short- and long-term memory and the effects of amnesia.

Word Talk

Glossary word: *retrieve*

Other vocabulary:
automatically



Assessment Tip

Look for students who use the strategies of skimming and scanning to gain an initial understanding of the material.



Reflection and Metacognition

Ask the students to reflect on the techniques of skimming and scanning. How can they use these techniques to help them gather meaning while reading?

Lost Memories

page 28

Before Reading

Making Connections

Ask the students questions such as the following:

- Do you know how memories are stored?
- Why do we forget things?
- What do you know about conditions that cause us to lose our memory?
- How do you imagine it would feel to suffer one of these conditions? (Encourage the students to walk through a day in their imaginations, envisioning the difficulties amnesia would present at every step.)

K-W-L Chart

The theme of this selection is how memories are stored and lost. Have the students make a K-W-L chart and complete the first two columns. They will fill in the final column after they have read the text.

During Reading

★Skimming and Scanning

Have the students skim the article, reading the first sentence of every paragraph and jotting down a few notes as they go. Ask them to tell the person sitting next to them what they have understood from this initial reading.

Then have them do a detailed reading of the text. Have them discuss, with the same person, whether the detailed reading has added to their understanding of the text and describe how.

Ask whether they had trouble understanding any words or ideas. Clarify any trouble spots, and then ask them to scan the text to find the following:

- what we rely on our memory for
- two examples of ways we use our short-term memory
- the description of information we store in our long-term memory
- the word that means recovering information from the memory
- the circumstances under which someone may develop amnesia.

Summarizing

We make notes in an effort to help us understand what we have read, to test our understanding of what we have read, and to organize information and clarify ideas when we are presenting to an audience. We can use various devices to help us summarize information and make sure we are taking good notes. These are some examples:

- graphic organizers (T-chart, flow chart, skeleton outline, K-W-L chart)
- questions (What is most important? What does the author want me to know? What is most interesting?)
- key words and ideas
- double- or triple-entry journal.

Have the students organize the notes they made during the skimming process to write a concise summary of the article.

After Reading

K-W-L Chart

The students will need to complete the “Learned” column of their charts.

Find Out More

Discuss whether the students’ questions in the middle column of the K-W-L chart have been answered by the text. Have them do some research on the Internet or in the library to answer any remaining questions.

Creative/Aesthetic Response

Have the students refer to “Does Anyone Know ...?” and write their own ideas of the man’s real story. They could formulate their ideas as newspaper articles or journal entries.

Making Connections

Ask the students what strategies they use to remember information (for example, when they are preparing for a test). Brainstorm ideas as a class, and then ask the students to work in pairs or small groups to produce a poster of tips on memorizing information.

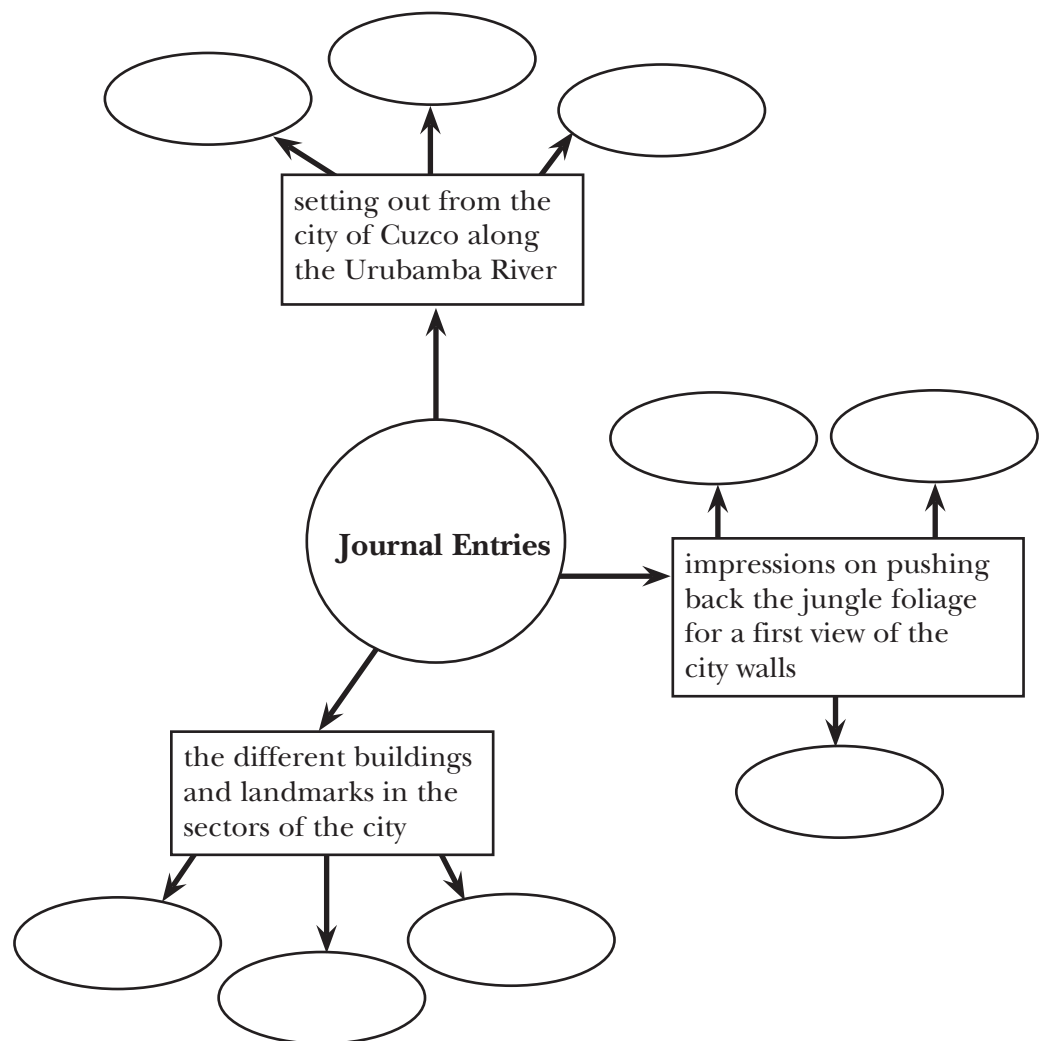
Featured Project: Discovery Diary

Materials required: “The Lost City of the Incas,” “Machu Picchu,” and paper for notes

Read aloud the text at the top of the page. Have the students reread “The Lost City of the Incas” and jot down notes for use in their Discovery Diaries. They could organize their ideas for their journal entries using a concept web (illustrated below). Then they can use **BLM 3**, Discovery Diary, to record their journal entries.

A concept web is a simple way of organizing a lot of information. It starts with a topic and branches out to include increasingly specific pieces of information.

The broad topic could be journal entries or discovery diaries, and the three different subtopics, outlined in the yellow boxes (page 32), will be the subheadings for the different kinds of information.



Skimming and Scanning

Name: _____ Date: _____

What to do:

- Skim through the article “Lost Memories” (*Lost? Found!*, pages 28–31), and use the template below to record the information that helps you to understand what you’re reading. Look at headings, photographs, and the first sentence of every paragraph.
- Next, scan the article to find out what can cause amnesia. Again, in the chart, make a note of the text features that you used to help you.
- Write a short summary of the article.

Skimming

Key words	Headings	Photographs

Scanning

Key words	Headings

Summary

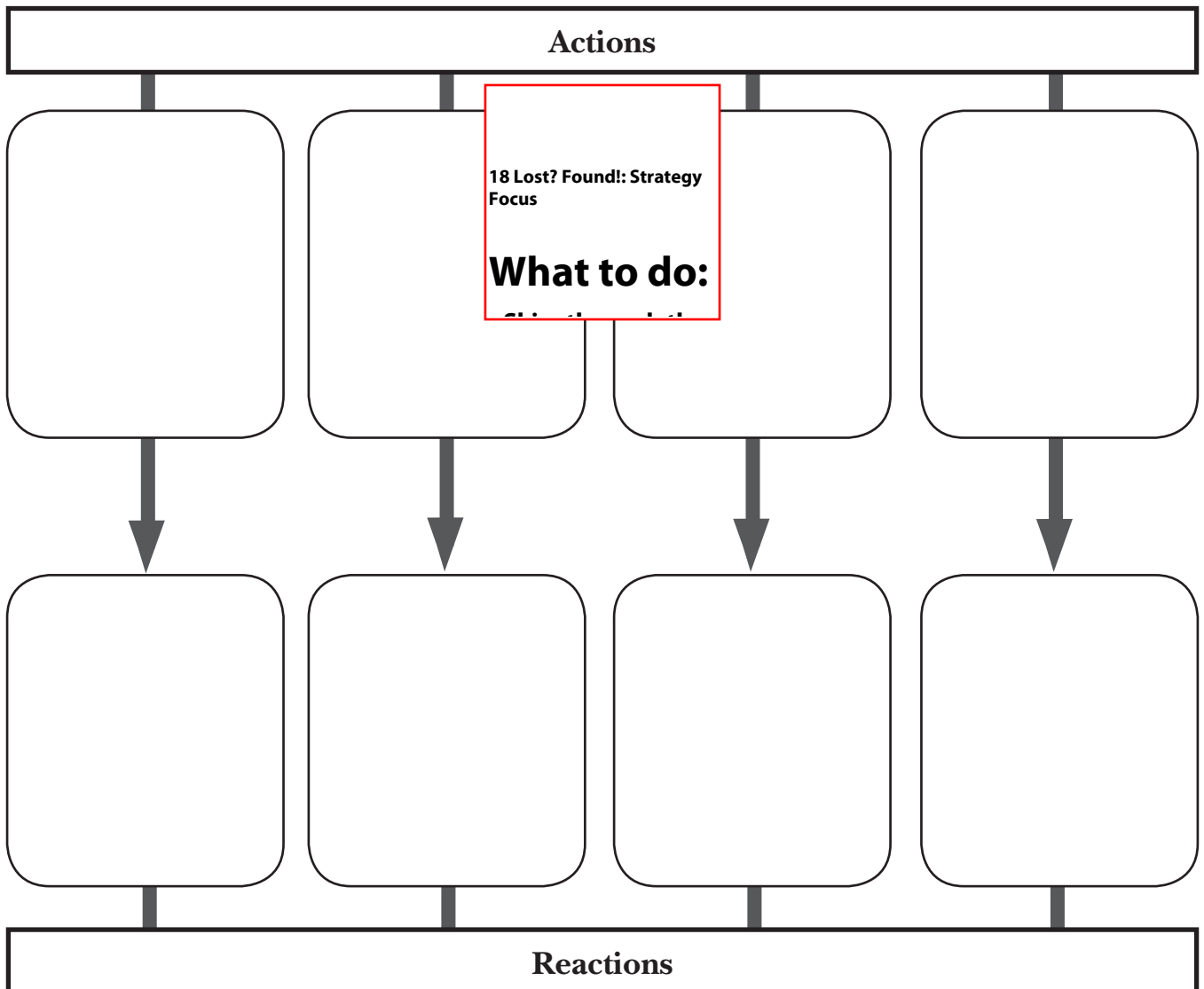
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Action/Reaction Outline

Name: _____ **Date:** _____

What to do:

- ➔ Read or think about another fictional story you know well. What are the main events in the story, and how do these affect the characters? Do the characters' actions make others act or feel differently?
- ➔ Think of the "Action" and resulting "Reaction" of the characters, and complete the action/reaction outline below.



Discovery Diary

Name: _____ Date: _____

What to do:

- ➔ Reread “The Lost City of the Incas” (*Lost? Found!*, pages 2–9).
- ➔ Use the planning sheet below to record three additional journal entries focusing on the headings in each box.

Setting Out from Cuzco along the Urubamba River

Date: _____

First Impressions of Machu Picchu

Date: _____

Buildings and Landmarks

Date: _____