

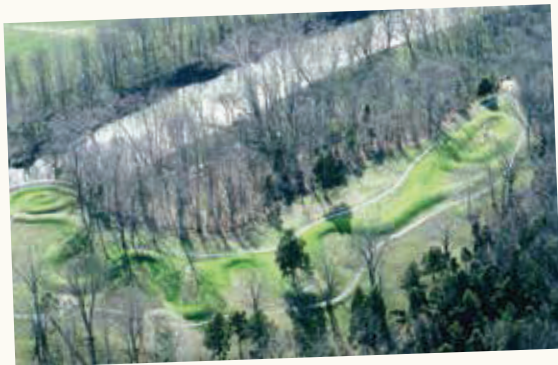
Lesson 24

Integrating Information from Two Sources

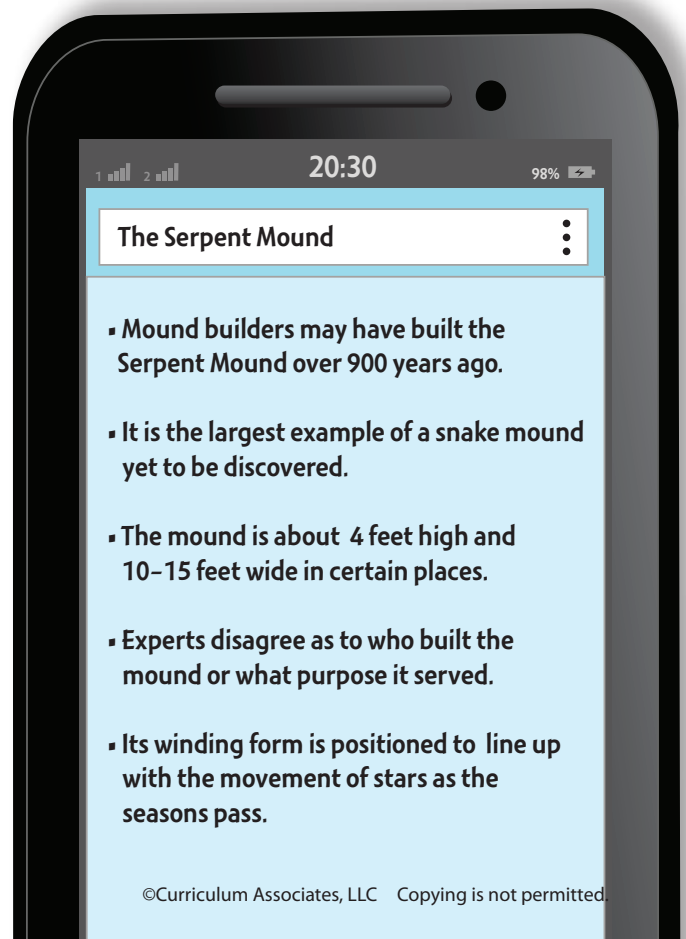
Combining information from two texts on the same topic will help you better understand the topic as well as write and speak about it.

► **Read** To write or speak about a topic, you must often combine, or **integrate**, information from two or more sources. First, look in different texts for main ideas and key details that answer questions about a topic. Then combine the information in an organized way to write or speak **knowledgeably**, or like an expert, about your **topic**.

Imagine you are reporting on mound builders. How would you integrate the information from the two sources below?



No one is sure who built the Serpent Mound in Ohio. 10 feet wide and 4 feet high in some places, the snakelike ridge of soil winds along the ground for over 1300 feet.



► **Think** Complete the chart with details from each source. Then write a short paragraph to integrate information about the Serpent Mound.

TOPIC: _____

Questions	Answers	
	Photo: Serpent Mound	Website: The Serpent Mound
What does the mound look like?		
Who built the mound?		
How big is it?		
When was it built?		
Why was it built?		

Paragraph: _____

► **Talk** Share your chart and paragraph with a partner. Did you agree about the answers? What did each of you include in your descriptions?



Academic Talk

Use these words to talk about the text.

- **integrate**
- **knowledgeably**
- **topic**

Henry Hudson

adapted from Edward R. Shaw, *Explorers and Discoverers*

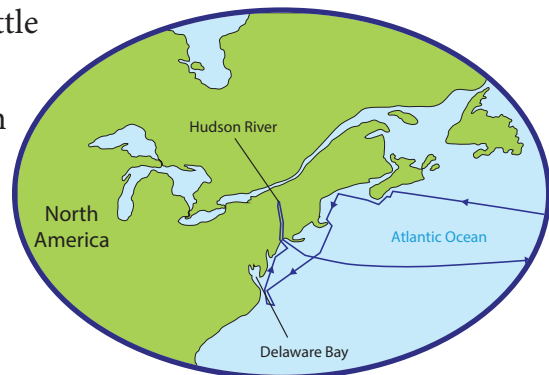
- Henry Hudson was one of the best sea captains in all England. He loved the ocean, and he did not know the word “fear.”
- In 1607 a company of London merchants sent him to look for a northwest passage to China. If such a passage could be found, the journey to China would be much shorter than by the overland route then used. It would take less time to sail around the Earth near the pole than to sail around the Earth near the equator. Besides, everyone who had attempted to reach China by sailing west had reached, instead, that long coast of the New World. . . . [Only] one opening had ever been found. The route through this opening, the Strait of Magellan, had been . . . too long for use in commerce. So traders were trying hard to find a northwest passage.



The Coming of the Dutch

by John McMaster, from *A Brief History of the United States*

[In 1609 there came to the New World] a little Dutch ship called the *Half-Moon*. [A Dutch company] had . . . sent Captain Henry Hudson in her to seek a northeasterly passage to China. Driven back by ice in his attempt to sail north of Europe, Hudson turned westward. He came at last to Delaware Bay. Up this the *Half-Moon* went a little way, but, grounding on the shoals, Hudson turned about. [He] followed the coast northward, and sailed up the river now called by his name. He went as far as the site of Albany. Then, finding that the Hudson was not a passage through the continent, he returned to Europe.



Close Reader Habits

Underline words and phrases in both passages that tell you the purpose of Hudson’s missions.

Explore

How does the information in both passages add to your understanding of Hudson’s missions and discoveries?



Asking *who, what, when, why, and how* questions will help you identify important information in each passage.

Think

- 1** Answer the questions below to identify key details about Henry Hudson’s missions. Combine details from both passages. Also identify the source you used by writing (S1) for the first passage and (S2) for the second passage.

What was the purpose of each of Hudson’s missions?

Was either of Henry Hudson’s missions to find a new route a success? Explain, using supporting details.

Talk

- 2** Which details from each source helped you understand Hudson’s missions? Describe how you would present the details to help others understand the information. Organize your questions and details in a chart like the one on page 383.

 **Write**

- 3 Short Response** Describe Henry Hudson’s missions and discoveries. Include details from both texts in your response. Use the space provided on page 390 to write your response.

HINT Choose the best way to structure your writing to explain a series of events.



A DESERT OF ICE

by Tam Tohuko



Only emperor penguins are able to lay eggs and raise chicks in Antarctica's harsh winter conditions.

- 1 Of the seven continents, Antarctica is most unlike the other six. This land mass is about 1.5 times the size of the United States, but there are no permanent human residents there. This is due to the continent's inhospitable climate. Home of the South Pole, Antarctica is the coldest, driest, and windiest place on Earth.
- 2 A thick ice sheet almost completely covers the continent. The ice varies in thickness from place to place, but on average it is about one mile thick. If all the ice in Antarctica were to melt, oceans worldwide would rise by about 200 feet.
- 3 During its warmest month, January, the continent's average high temperature is about 18 degrees below zero. Scientists recorded a cruel 129 degrees below zero in 1983. The sun shines continuously from mid-September to mid-March. Then it disappears for the other half of the year. Few creatures can survive the extreme winter cold.
- 4 We normally think of deserts as hot, sandy places. Yet Antarctica is a desert, too. In the middle of the continent, only about 2 inches of moisture (usually in the form of snow) fall each year. Even the Sahara desert receives more rain. The coasts of Antarctica receive more precipitation, but only an 8-inch-per-year average.
- 5 Despite its dryness, the continent has colossal blizzards. Mighty winds lift snow from the ground and whip it around in huge white swirls. Winds can reach up to 200 miles per hour. (Winds this strong would destroy most buildings.) Antarctica's climate makes it a forbidding place for most living things.

Close Reader Habits

Why does the author say Antarctica is most unlike all the other continents? **Underline** sentences that support this idea.

ANTARCTICA'S

by Morgan Minier



- 1 Antarctica has an extremely harsh climate. This continent is colder, drier, and windier than anyplace else on our planet. As a result, far fewer plants and animals live there than on any of the other six continents.
- 2 Besides the emperor penguin, the only creatures that live on land in Antarctica year-round are a handful of insects. The largest of these bugs is the midge. It is a wingless insect that looks like a small fly. Tiny ticks also live in Antarctica. They feed on sea birds such as penguins. These year-round dwellers become inactive in the cold winter months. They awake when daylight arrives and the air warms.
- 3 Although they do not live on land all year, several marine animals do make their homes in Antarctica. Because its interior climate is so harsh, most animals live along the coast. These creatures include penguins, other sea birds, seals, and whales. Most share a trait that allows them to handle the sub-zero temperatures. Their bodies have special feathers or thick layers of blubber (fat) that insulate them. Even so, many come ashore just to bear and raise their young. Only the seas provide these creatures with enough food and shelter to survive.
- 4 There are no trees or bushes in Antarctica. The continent has only two kinds of flowering plants. The ice-covered land mass does support over 800 forms of fungi and lichen.
- 5 In recent years, scientists have discovered that microscopic life forms live in lakes beneath Antarctica's ice sheets. About 4,000 microbe species live in Lake Whillans, which is located beneath 2,625 feet of ice. Identifying these microbes has given scientists hope that life can exist on planets that seem as desolate as Antarctica.

Close Reader Habits

Look for details in the article that tell about the author's main idea.

Underline details that help support the main idea.

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

- 1 Complete the chart below by filling in details from each source that answer the questions about Antarctica.

Questions	Answers	
	"A Desert of Ice"	"Antarctica's Life"
What is Antarctica's climate like?		
What kinds of animal life can be found in Antarctica?		
What kinds of plant life can be found in Antarctica?		

- 2 Antarctica has an extreme climate. Underline **two** sentences from each passage that support this idea.

"A Desert of Ice"	"Antarctica's Life"
<p>Of the seven continents, Antarctica is most unlike the other six. This land mass is about 1.5 times the size of the United States, but there are no permanent human residents there. This is due to the continent's inhospitable climate. Home of the South Pole, Antarctica is the coldest, driest, and windiest place on Earth.</p>	<p>These creatures include penguins, other sea birds, seals, and whales. Most share a trait that allows them to handle the sub-zero temperatures. Their bodies have special feathers or thick layers of blubber (fat) that insulates them. Even so, many come ashore just to bear and raise their young. Only the seas provide these creatures with enough food and shelter to survive.</p>



Authors of science articles often focus on one area of a topic. Consider what topic the passages share.

- 3** This question has two parts. Answer Part A. Then answer Part B.

Part A

Which statement about Antarctica is **best** supported by both passages?

- A** Antarctica is home to over 4,000 species of microbes.
- B** Antarctica is the coldest and driest continent on Earth.
- C** Antarctica has several species of marine animals.
- D** Antarctica is sunny from September to mid-March.

Part B

Which **two** paragraphs, one from each article, **best** support the answer to Part A?

- A** Paragraph 1 in “Desert of Ice”
- B** Paragraph 2 in “Desert of Ice”
- C** Paragraph 4 in “Desert of Ice”
- D** Paragraph 1 in “Antarctica’s Life”
- E** Paragraph 3 in “Antarctica’s Life”
- F** Paragraph 5 in “Antarctica’s Life”

Talk

- 4** Using details from both passages, describe how animals living in Antarctica survive the climate. Use the chart on page 391 to organize your thoughts.

Write

- 5 Short Response** Use the information from both passages and your chart to describe how animals survive in Antarctica. Include at least **two** details from each text to support your response. Use the space provided on page 391 to write your response.

HINT Think about which details from each source answer questions about the topic.



Write Use the space below to write your answer to the question on page 385.

Henry Hudson

The Coming of the Dutch

HINT Choose the best way to structure your writing to explain a series of events.

3 Short Response Describe Henry Hudson’s missions and discoveries. Include details from both texts in your response.



Don't forget to check your writing.

Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?

A DESERT OF ICE

ANTARCTICA'S LIFE

4 Use the chart below to organize your ideas.

Questions	Answers	
	"A Desert of Ice"	"Antarctica's Life"



Write Use the space below to write your answer to the question on page 389.

5 Short Response Use the information from both passages and your chart to describe how animals survive in Antarctica. Include at least **two** details from each text to support your response.

HINT Think about which details from each source answer questions about the topic.

A Short History of **EASTER ISLAND**

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- flourish
- isolated
- remote

BY MONIQUE JENKINS



- 1 Easter Island is one of the most remote, inhabited islands in the world. It is in the Pacific Ocean about 3,780 kilometers west of South America. It was formed by three volcanoes, which are now extinct. As far as inhabited islands go, Easter Island is quite small. It measures just 101 square kilometers, which is the size of San Francisco.
- 2 Scientists believe that the island was settled between 1,200 and 1,600 years ago by Polynesians. They called the island Rapa Nui. These first inhabitants, called the Rapanui, flourished. Scientists believe that as many as 7,000 people once lived on the tiny island. The earliest inhabitants moved tons of volcanic rock and used it to carve the enormous statues that look out over the island's landscape.



- 3 Rapa Nui remained isolated from other humans for hundreds of years. Then in 1722, a Dutch captain, Jacob Roggeveen, discovered it. His ship arrived on Easter Sunday, so he named the island “Easter Island.” He estimated that 2,000 to 3,000 people lived there. Fifty-two years later, Captain James Cook came to Easter Island. He counted about 600 people living in misery. Clearly, something had gone terribly wrong. Beginning in 1864, Christian missionaries arrived on the island. They found a society whose members were constantly at war with each other. The population on Easter Island continued to decline.
- 4 Finally, the South American country Chile laid claim to Easter Island. In 1966, the island was made open to tourists. Finally, in 1995, it became a UNESCO World Heritage Site. This means that governments around the world help to protect the island so that future generations of people can visit and enjoy it. Today Easter Island has about 4,000 inhabitants. Some of them are descended from the Rapanui people.



Easter Island's **DECLINE**

by Erik Lehman

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **inhabitants**
- **fertile**

- 1 More than 1,000 years ago, a civilization thrived on Easter Island. The island's rich soil yielded harvests of sweet potatoes, and the inhabitants (called the Rapanui) ate chickens they raised. The Rapanui had a lot of spare time, and they used it to carve huge stone statues, called *moai*. The average moai was 4 meters tall. The larger ones measured more than 30 meters tall and weighed 80 tons. The island boasts 600 of these mysterious figures.
- 2 Part of the mystery is how these people moved the statues around the island. Sixty years ago, a man named Thor Heyerdahl sought to explain it. He did an experiment and showed how people could have placed the statues on huge logs. Then they rolled the heavy weights long distances atop the logs. He proved this process would have worked.
- 3 Logs come from trees, but the Easter Island of today is almost completely treeless. Where did the trees go? Scientists concluded that the Rapanui cut down most of the trees and used them to move the statues. As the forests disappeared, so did the soil. Without trees on the island to prevent erosion, rainwater washed away the fertile earth, destroying the farmland. With fewer crops, people became hungry and fought over the food that was available. The island's population plummeted from a peak of 7,000 to just a few hundred.
- 4 Today Easter Island is still treeless, but its population has grown. Now the people who live there welcome tourists who visit the grand statues and spend money. Ironically, the statues that indirectly led to Easter Island's fall are now helping to heal it.

Think Use what you learned from the history articles to respond to the following questions.

1 Read these sentences from “A Short History of Easter Island.”

Fifty years later, Captain James Cook came to Easter Island. He counted about 600 people living in misery. Clearly, something had gone terribly wrong.

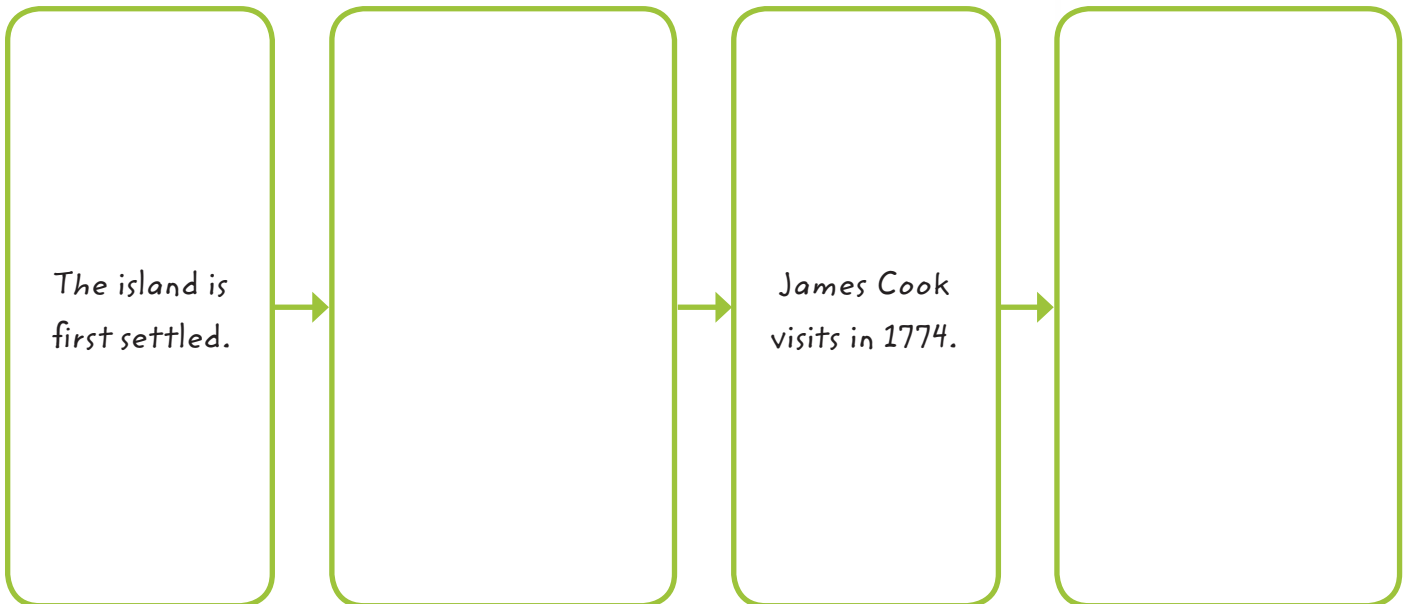
Which statement **best** explains the misery Captain Cook found?

- A** Thor Heyerdahl showed how the statues were moved.
- B** The volcanic rock made the soil bad for farming.
- C** The Rapanui ruined farmland by cutting down trees.
- D** The population declined to just a few hundred people.

2 Underline **one** word in the excerpt from “Easter Island’s Decline” that means “to fall quickly.”

... [Rainwater] washed away the fertile earth, destroying the farmland. With fewer crops, people became hungry and fought over the food that was available. The island’s population plummeted from a peak of 7,000 to just a few hundred.

3 The time line below shows some events described in “A Short History of Easter Island.” Write **two** details from “Easter Island’s Decline” to complete the time line.



4 Reread paragraph 4 from “A Short History of Easter Island.” Which **two** sentences from “Easter Island’s Decline” **best** explain how becoming a World Heritage Site affected the people of Easter Island?

- A** “The island’s rich soil yielded harvests of sweet potatoes, and the inhabitants . . . ate chickens they raised.” (paragraph 1)
- B** “The Rapanui had a lot of spare time, and they used it to carve huge stone statues, called *moai*.” (paragraph 1)
- C** “Logs come from trees, but the Easter Island of today is almost completely treeless.” (paragraph 3)
- D** “Now the people who live there welcome tourists who visit the grand statues and spend money.” (paragraph 4)
- E** “Ironically, the statues that indirectly led to Easter Island’s fall are now helping to heal it.” (paragraph 4)

 **Write**

Easter Island went through great changes between Jacob Roggeveen’s visit in 1722 and 1966, when tourists began to visit. Combine information from both passages to explain a possible cause of one change.

5 Plan Your Response Identify one change and supporting details from each passage. Use a chart to organize your thoughts.

6 Write an Extended Response Use your chart and details from the text to describe one change and its possible causes. Include at least **two** details from each text in your response.
