

# HISTORICAL, SCIENTIFIC & TECHNICAL TEXT

## ~ Skill Pack ~

**4. Compare Characters, Settings, & Events**

**3. Compare Characters, Settings, & Events**

**2. Compare Characters, Settings, & Events**

**1. Compare Characters, Settings, & Events**

Sarah, Samuel, and Stacy Sanderson were triplets. Sarah was tall and slim with red hair, a long nose, and piercing blue eyes. Samuel was the same height as Sarah, with black hair, a small nose, and wide green eyes. He was often described as scrawny, which he resented. Stacy was taller than both of her siblings, with a slender frame, long black hair, and blue eyes. Strangers were always surprised to hear that they were all the same age.

What physical trait did all three triplets have in common?

a. They had the same eye color.  
b. They were all the same height.  
c. They were all thin.  
d. They were the same age.

**Explain Scientific Text**

Answer the following questions. Underline the text evidence in the color indicated.

1. What could people learn from this article?

a. the needs of all plants  
b. how plants use water to survive  
c. why some plants live and some plants die  
d. how plant adaptations help them survive in the

**Plant Adaptations**

Plants have different adaptations that help them survive. These adaptations help plants survive in different conditions and environments. Some plants have adaptations that help them retain water. Plants have different sizes of leaves to help them absorb sunlight. Some plants have flowers to help them reproduce. These are just a few adaptations plants have to help them thrive.

**Cause and Effect**

Cause → Effect

Cause → Effect

Cause → Effect

**MAKING CONNECTIONS Lesson**

**EXPLAIN EVENTS, PROCEDURES, IDEAS, or CONCEPTS**

Watch the video about historical, scientific, and technical texts.

Historical Texts

- Often written in sequential order
- Can show how events are connected through cause and effect relationships

**Ghandi's March**

Historical Events

Print & Digital

4th & 5th Grade



# LESSON PLANS

4th & 5th Grade

COMPREHENSION SKILL: Historical, Scientific and Technical Text

Week 1

MONDAY

## LESSON

- Introduce what "explain events, procedures, ideas, or concepts" in nonfiction means.

### EXPLAIN EVENTS, PROCEDURES, IDEAS, or CONCEPTS

Watch the video about historical, scientific, and technical texts.



## PRACTICE

- Guided Practice Whole Class
  - Sort titles into historical, scientific, or technical text.

| TYPES OF NONFICTION                                                                                               |                 |                |
|-------------------------------------------------------------------------------------------------------------------|-----------------|----------------|
| Determine if each book is historical, scientific, or technical. Draw and drop the book into the correct category. |                 |                |
| Historical Text                                                                                                   | Scientific Text | Technical Text |
|                                                                                                                   |                 |                |

## GUIDED READING

"Gandhi's March" leveled guided readers.

Meet with two groups and complete "pre-reading" activities."

TUESDAY

- Guided Practice Whole Class
  - Introduce historical texts, what they are, and how events in historical texts may be connected.



- Independent Reading
  - Choice text to read independently and practice determining if the book is historical, scientific, or technical.

Read pages 1-4 of "Gandhi's March" leveled guided readers. Complete "During Reading" discussions.



WEDNESDAY

- Guided Practice Whole Class
  - Introduce scientific texts, what they are, and

- Independent Reading
  - Choice text to read independently and practice determining if

Read pages 5-7 of "Gandhi's March" leveled guided readers. Complete "During Reading" discussions.

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# GUIDED READERS

Printable & Digital



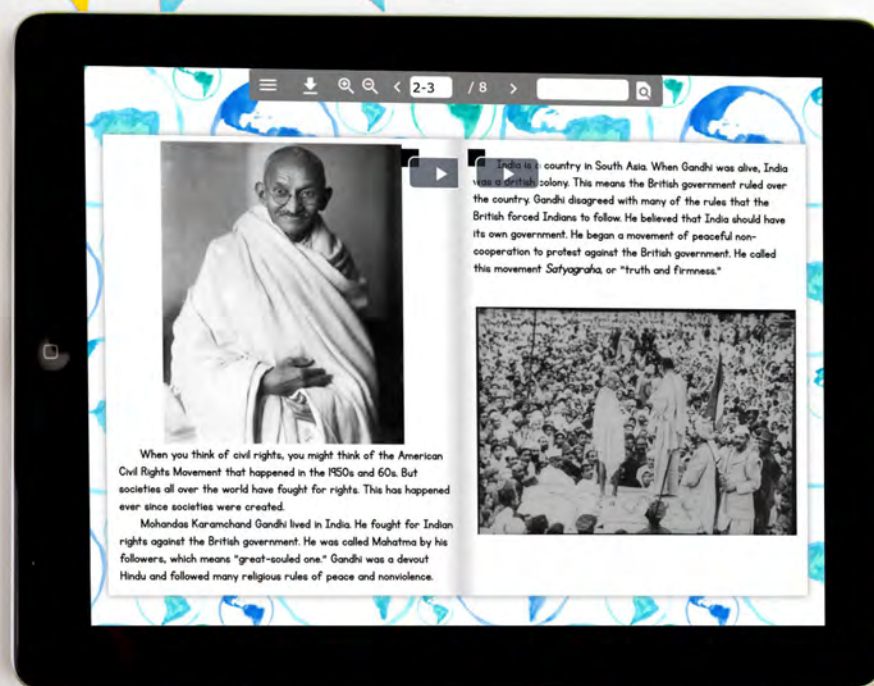
4<sup>th</sup> & 5<sup>th</sup>  
Grade

Historical Events Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

### Cause and Effect

| Cause | Effect |
|-------|--------|
|       |        |
|       |        |
|       |        |



historical events



When you think of civil rights, you might think of the American Civil Rights Movement that happened in the 1950s and 60s. But societies all over the world have fought for rights. This has happened ever since societies were created.

Mohandas Karamchand Gandhi lived in India. He fought for Indian rights against the British government. He was called Mahatma by his followers, which means "great-souled one." Gandhi was a devout Hindu and followed many religious rules of peace and nonviolence.

India is a country in South Asia. When Gandhi was alive, India was a British colony. This means the British government ruled over the country. Gandhi disagreed with many of the rules that the British forced Indians to follow. He believed that India should have its own government. He began a movement of peaceful non-cooperation to protest against the British government. He called this movement *Satyagraha*, or "truth and firmness."



Effect



Historical Events

# Gandhi's March



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Eff

Civil  
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follo  
Hind



Historical Events

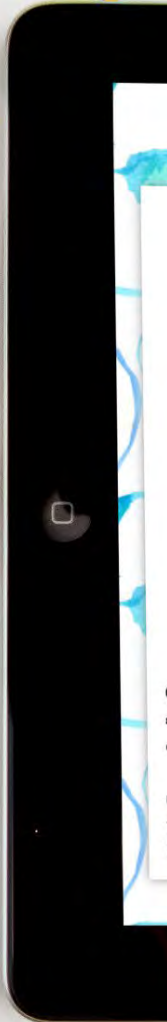
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

### Cause and Effect

| Cause | Effect |
|-------|--------|
|       |        |
|       |        |
|       |        |

©2014 Barbara



## TYPES OF NONFICTION

Determine if each book is historical, scientific, or technical. Draw and drop the book into the correct category.

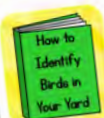
### Historical Text



### Scientific Text



### Technical Text



4<sup>th</sup> & 5<sup>th</sup>  
Grade

Connections in Nonfiction

**DIGITAL** Mini lessons





# EXPLAIN EVENTS, PROCEDURES, IDEAS, or CONCEPTS

Watch the video about historical, scientific, and technical texts.

## Historical Texts

- Often written in sequential order
- Can show how events are connected through cause and effect relationships



## Let's Read!

Listen to the book "I Am Amelia Earhart". How are the events connected in this text?



## Let's Practice!

After listening to the book "I Am Amelia Earhart", sort the events into the proper boxes to show how the events in this text are related.

| Cause                                                                        | Effect                                                                                                                                                                         | Effect                                                                                   |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| People told Amelia Earhart that she should wear dresses and play with dolls. | Amelia didn't agree.                                                                                                                                                           |                                                                                          |
|                                                                              | Amelia went down the homemade roller coaster first. It was the first time she flew.                                                                                            | Amelia flew down the roller coaster and crashed.                                         |
| Amelia's dad took her to meet Frank Hawks who took her on her first flight.  | Amelia flew across the Atlantic Ocean faster than anyone else ever had. Amelia broke an altitude record by flying to 14,000 feet. She also broke a speed record going 181 mph. |                                                                                          |
| Amelia needed money for flying lessons.                                      |                                                                                                                                                                                | She learned to fly and had enough money to buy her first biplane that she called Canary. |
|                                                                              | Amelia worked harder than anyone else.                                                                                                                                         |                                                                                          |

# SCIENTIFIC TEXTS

Compare and contrast tornadoes and thunderstorms by dragging and dropping the statements below in the correct box.

Compare:

How are tornados and thunderstorms similar?



Tornadoes and thunderstorms can appear with little warning.

Contrast:

How are tornados and thunderstorms different?

Tornadoes are typically more dangerous than thunderstorms.

Tornadoes' strong winds are very damaging while lightning bolts in a thunderstorm are dangerous.



NONFICTION

4<sup>TH</sup> & 5<sup>TH</sup> GRADE

RI.4.3 / 5.3

# HISTORICAL, SCIENTIFIC, & TECHNICAL TEXT



Print & Digital

Lexile

Magi CORE

Why it happened

are discriminated against. They rights as white Americans.

©2016 Bobbs

3. Read the

The Speedy

What happened

a. The Pilgrims  
b. The Pilgrims  
c. A are  
d. Plans  
inst

4. What happened

Due to

became

Which sentence best explains why the Pilgrims chose to settle at Plymouth Plantation?

a. Plymouth Plantation already had buildings and houses  
b. The Wampanoags, who had previously lived at Plymouth, died from plague  
c. The area Plymouth Plantation was built on was previously a Wampanoag village  
d. The land was cleared and there were tall hills to provide defense from the natives

6. The chart below lists three events in the history of the pilgrims.

| Event                                                           | Event                                                           |
|-----------------------------------------------------------------|-----------------------------------------------------------------|
| The pilgrims left England so they could have religious freedom. | The pilgrims traveled a difficult journey on the Mayflower.     |
| Which sentence best explains how these events are related?      | The pilgrims landed in Provincetown Harbor on November 11, 1620 |

Half of the pilgrims died of sickness during their first winter. The pilgrims signed a peace treaty with the Massasoit of the Wampanoags. Plague had killed the Wampanoag people who previously lived in the area. The pilgrims eventually settled and built a successful colony. They had a good relationship with Massasoit of the Wampanoags. The natives helped teach the colonists how to grow corn, fish, and hunt.

Explain how the Pilgrims' relationship with Massasoit of the Wampanoags helped them survive.

Pilgrims' relationship with Massasoit helped them survive. The natives helped teach the colonists how to grow corn, fish, and hunt.

Replica of the Mayflower ship in Plymouth, Massachusetts

## Technical Texts

Technical texts are informational texts that tell how to complete tasks. A set of directions is a type of technical text. Directions are often written in steps, or procedures. The steps are sometimes accompanied by diagrams or pictures to help the reader complete the steps.

Technical texts are written in sequential order.

### Sequential Order

Tells the order, or sequence, you should follow.

While reading technical texts, ask yourself:

1. What are the directions telling me to do?
2. Why are the directions telling me to do each step?

#### How to Make a Peanut Butter and Jelly Sandwich

1. Gather ingredients



2. Spread 1 tbsp of peanut butter onto the bread



3. Spread 1 tbsp of jelly onto the bread



4. Put the two slices of bread together.



5. Enjoy!



©Jill Baker

## Historical Texts

Historical texts are informational texts about people, places, and events in history. Historical texts often explain why events happened. People read historical texts to learn about the past and how it affected the future.

You can understand how historical events are connected through cause and effect relationships.

### Cause and Effect Relationships

Cause: WHY something happens

- Something happens because of something else.

Effect: WHAT happens

- The end result.

To explain relationships between historical texts, ask yourself:

1. What happened?
2. Why did this happen?

Effect: What happened



On August 28, 1963, Martin Luther King Jr. and others participated in the March on Washington to stand up for civil rights for African Americans.

Cause: Why it happened



African Americans were discriminated against. They did not have the same rights as white Americans.

©Jill Baker

## Scientific Texts

Scientific texts are informational texts that tell facts and scientific ideas. People read scientific texts to understand scientific topics. A scientific text tells you what is happening and how and why it is happening. This helps us understand how two or more events or ideas are connected.

You can understand how scientific facts are connected through cause and effect relationships.

### Cause and Effect Relationships

Cause: WHY something happens

- Something happens because of something else.

Effect: WHAT happens

- The end result.

To explain relationships between scientific texts, ask yourself:

1. What happened?
2. Why or how did this happen?

Effect: What happened



A tornado struck.

Cause: Why it happened



During a thunderstorm, warm, moist air and cool, dry air meet. This creates instability in the atmosphere.

©Jill Baker

# WHAT'S INCLUDED?

TWELVE 4<sup>th</sup> & 5<sup>th</sup> Grade **DIGITAL** and **PRINTABLE** PDF nonfiction passages & THREE assessments!

- Aligned with 4<sup>th</sup> and 5<sup>th</sup> Grade Lexile Levels
- Includes Anchor Charts and Journal Pages for each type of text
- Students can highlight the text for easy comprehension

Created with  
**GOOGLE  
SLIDES**

## HISTORICAL, SCIENTIFIC, & TECHNICAL TEXT

4<sup>th</sup> & 5<sup>th</sup> grade

### Table of Contents

\*This product includes 15 Lexile® leveled stories in the 4<sup>th</sup>-5<sup>th</sup> Grade Common Core Text Complexity Band (the range for 4<sup>th</sup>-5<sup>th</sup> grade is 740L-1010L).

1. [Historical Text Anchor Chart/Journal Page](#)
2. [Plimoth Colony- 790L](#)
3. [The Irish Potato Famine- 870L](#)
4. [Wolfgang Amadeus Mozart- 970L](#)
5. [Orphan Trains- 930L](#)
6. [Scientific Text Anchor Chart/Journal Page](#)
7. [Tsunamis- 800L](#)
8. [Plant Adaptations- 840L](#)
9. [The Process of Digestion- 830L](#)
10. [Global Warming- 960L](#)
10. [Technical Text Anchor Chart/Journal Page](#)



# Technical Texts

Technical texts are informational texts that tell how to complete tasks. A set of directions is a type of technical text. Directions are often written in steps, or procedures. The steps are sometimes accompanied by diagrams or pictures to help the reader complete the steps.

Technical texts are written in sequential order.

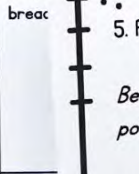
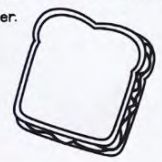
## Sequential Order

Tells the order, or sequence, you should follow.

While reading technical texts, ask yourself:

1. What are the directions telling me to do?
2. Why are the directions telling me to do each step?

### How to Make a Peanut Butter and Jelly

|                                                                                                                                 |                                                                                                                                          |                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 1. Gather ingredients<br>                     | 2. Spread 1 tbsp. of peanut butter onto the bread.<br> | 3. Spread jelly on the other slice of bread.<br> |
| 4. Put the two slices of bread together.<br> | 5. Enjoy!<br>                                         |                                                                                                                                    |

#### Explain Technical Text

5. Read this sentence from step 2.

*Be sure not to scoop all the way to the bottom of the pot for the soil.*

What might happen if you do not follow this step?

*If you do not follow this step, you will not get to the bottom of the pot. If this happens you will place soil inside the potato to make it grow.*

6. Step 5 states:

*Water the seeds until the soil is damp, but be sure not to water the seeds too much.*

What might happen if you do not water the seeds enough or water the seeds too much?

*If you do not water the seeds they will not grow. If you water too much they will rot.*

7. This technical text is organized in sequential order. Which of these steps should you follow in order? (Choose all that apply.)

- a. Your potato head might not grow hair.
- b. Your potato head might look humorous.
- c. Your potato head might grow too much hair.
- d. Your potato head might not come out like the one pictured.

#### Explain Technical Text

Answer the following questions. Underline the text evidence in the color indicated.

1. What could people learn from these directions?

- a. how to regrow a potato
- b. how to make a potato head planter
- c. why potato heads grow
- d. why potato heads are funny

2. The materials list says you need to have googly eyes. Why?

*Googly eye head planter draw eyes*

3. In "Potato Head Planter" pictures? (Choose all that apply.)

- a. The picture of the potato head planter.
- b. The picture of the potato head planter with googly eyes.
- c. The picture of the potato head planter with grass.
- d. The picture of the potato head planter with a face.

4. What should you do when you are making the potato head planter?

- a. Fill the inside of the potato with soil.
- b. Cut the bottom of the potato off.
- c. Glue the googly eyes to the front of the potato.
- d. Be sure not to water the seeds too much.

#### Explain Technical Text

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

### Potato Head Planter

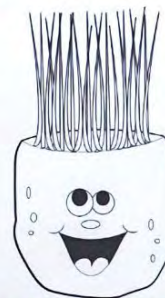
Are you looking for a humorous and amusing craft to help you observe how plants grow? This potato head planter will not only help you learn about plants, but it will also entertain you and your guests with its hilarious face.

#### Materials

- Large potato
- Potting soil
- 2 googly eyes
- Marker
- Glue
- Grass seed
- Spoon

#### Directions

1. First, cut the bottom of the potato off so that both sides are flat. The potato should stand upright by itself.
2. Next, use a spoon to scoop out the inside of the potato to make a hollow. Be sure not to scoop out too much of the potato because this will act as a planter.
3. Glue the googly eyes to the front of the potato. Draw a nose and mouth.
4. Then, fill the inside of the potato with potting soil. Plant the grass seed under the soil. Push it down about 1 inch deep.
5. Water the seeds until the soil is damp, but be sure not to water the seeds too much.
6. Place the potato near a window that gets a lot of light. Check the soil daily and water it as needed.
7. After about a week, the seeds should start to grow. In a few weeks, your potato should have a full head of hair or give it a haircut!



Spide Bichner

# NONFICTION PASSAGES

870L Explain Historical Text Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Irish Potato Famine

In the mid-1800s, Ireland was a poor agricultural country of about 8 million people. Many people were uneducated, and the life expectancy was only 40 years old. People married young and had large families. Poor families rented land from rich landlords and were treated very unfairly. **Poor families grew potatoes on their land to feed their families and to pay the landlords. They became very dependent on potatoes for food and income since they were so cheap to grow.**

In September 1845, the first signs of disease in potato plants appeared. Potato plant leaves turned black and rotted. This was the potato blight, or a fungus, that killed potato crops throughout Europe. **The fungus quickly spread to potato plants across Ireland.**

Some people in Ireland blamed the potato disease as punishment for the horrible way landlords in Ireland treated farmers. The people of Ireland hoped the crop of potatoes the following year would be successful, but the potato blight continued to affect potatoes for five more years.

**People who depended on the potato for food starved. They had no money, and food was scarce. With no way to pay rent, many were left without homes.** The winter of 1846 was harsh. There were numerous blizzards. **People died from hunger and diseases such as typhus. Typhus, or "Black Fever", spread quickly across Ireland.** During the famine, about one million people died, and another million left Ireland. This caused Ireland's population to drop to 20-25% of what it was before.

After the famine, the potato was still one of Ireland's most important crops. Ireland had the highest consumption of potatoes in the world. After the famine, the majority language changed from Irish to English due to the famine impacting the poor Irish-speaking districts most significantly. The potato famine changed Ireland's future for years to come.



THE IRISH FAMILIES AT THE DOOR OF THE WORKHOUSE  
© J. B. B. B.

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!

Explain Historical Text

Answer the following questions. Underline the text evidence in the color indicated.

1. Which sentence from the article best explains why potatoes were so important to Irish farmers? (Choose all that apply.) 

- a Many people were uneducated, and the life expectancy was only 40 years old.
- b Poor families rented land from rich landlords and were treated very unfairly.
- c Poor families grew potatoes on their land to feed their families and to pay the landlords.
- d They became very dependent on potatoes for food and income since they were so cheap to grow.

2. The table below tells about an event that happened in the passage. Complete the table. 

| What Happened (Effect)                       | Why It Happened (Cause)                                       |
|----------------------------------------------|---------------------------------------------------------------|
| Potato plant leaves turned black and rotted. | <div>Students type their Answers right in the text box.</div> |

3. Read the following sentence from paragraph 3. 

*They had no money, and food was scarce.*

What happened as a result of people having no money or food? (Choose all that apply.)

- a The winter was harsh.
- b The potato famine occurred.
- c People were left without homes.
- d People died of starvation and disease.

© J. B. B. B.

After reading, students type their answers in the text boxes using text evidence.

• Explain Scientific Text

5. Which sentence best explains why pitcher plants are carnivorous? (Choose all that apply.)
- a. Pitcher plants have pitfall traps.
  - b. Pitcher plants consume insects for energy.
  - c. Pitcher plants rely on insects, rather than soil and photosynthesis, for nutrients.
  - d. When an insect lands on this waxy surface, it falls into the pitcher and is unable to escape.

6. Explain how

Sunflower  
temperatures  
varied

7. The chart below

| Fact                                               |
|----------------------------------------------------|
| Most cacti are which means have thick fleshy water |

Which sentence

- a. Cacti can
- b. A sunflower
- c. The pitcher
- d. Plants in

• Explain Scientific Text

Answer the following questions. Underline the text evidence in the color indicated.

1. What could people learn from this article?

- a. the needs of all plants
- b. how plants use water to survive
- c. why some plants are carnivorous
- d. how plants

2. The table below

Adaptation

Most cacti have

3. Read the following

They have short

Why do cacti need

- a. Many cacti
- b. Most cacti
- c. Unlike other
- d. Spines also

4. What role does

The pitcher  
on prey to

Pitcher Plant

The pitcher plant is a carnivorous plant that consumes insects for energy. There are about 100 species of pitcher plants. Pitcher plants have pitfall traps, which are leaves shaped like pitchers that have deep cups with fluid. The fluid is a digestive liquid that breaks down insects that fall into it. The pitchers have a waxy coating making the surface slippery. When an insect lands on the waxy surface, it falls into the pitcher and is unable to escape. The liquid inside the pitcher drowns the insect and slowly dissolves it. The prey is changed into a solution the plant gets nutrition from. Pitcher plants grow in wetlands that have soil that is acidic and low in minerals. They feed on prey, rather than soil and photosynthesis for nutrients.

Sunflowers

Sunflowers have long stems. A sunflower can grow to different heights, from 6 feet to 9 feet. They have a high tolerance for drought. This helps them survive in dry environments. They have short roots that quickly absorb any water on the ground.

Level: M

Explain Scientific Text

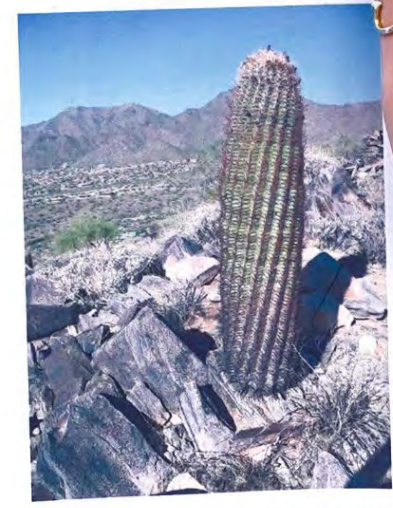
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Plant Adaptations

Plants have different adaptations that help them survive. These adaptations help plants survive in different conditions and environments. Some plants have adaptations to help them retain water. Plants have different sizes of leaves to help them absorb sunlight. Some plants have flowers to help them reproduce. These are just a few adaptations plants have to help them thrive.

Cacti

There are about 1,750 species of cacti. They are a wide variety of shapes and sizes. Most cacti live in dry environments such as deserts. Cacti have many adaptations to help them survive in dry environments. All plants need water, so cacti have adaptations to help them conserve water. Most cacti are columnar, which means that they have a thick, fleshy stem to store water. Unlike other plants, most cacti do not have true leaves. They have spines, which perform a similar function as leaves. Spines defend cacti against animals. Spines also provide some shade for cacti, which prevents some water loss. Since cacti do not have true leaves, their enlarged stems complete the photosynthesis process. Many cacti have short growing seasons. They are dormant, or inactive and not growing, for long periods of time. Cacti react quickly to any rain. They have short roots that quickly absorb any water on the ground.



Scientific Texts

Scientific texts are informational texts that tell facts and scientific ideas. People read scientific texts to understand scientific topics. A scientific text tells you what is happening and how and why it is happening. This helps us understand how two or more events or ideas are connected.

You can understand how scientific facts are connected through cause and effect relationships.

Cause and Effect Relationships

**Cause:** WHY something happens

- Something happens because of something else.

**Effect:** WHAT happens

- The end result

When reading scientific texts, ask yourself:

**Cause:** Why it happens



... warm, moist air and cool, dry air cause instability in the atmosphere.

©Julie Bacher

# ASSESSMENTS

**930L** Explain Technical Text Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**Test: A Cool Summer Treat**

**880L** Explain Historical Text Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**The 1960s**

**740L** Explain Scientific Text Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**Test: Food Chains**

All living things need energy to live. **Living things obtain energy through food and food comes from different sources.**

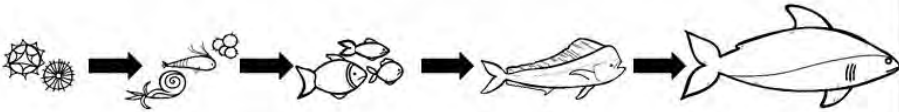
**Producers**  
Most plants are producers. **Producers make their own food through photosynthesis.** In the photosynthesis process, plants make food through sun, water, air, and nutrients.

**Consumers**  
Animals are consumers. They cannot make their own food, **so they obtain it by consuming plants and/or animals. Some animals are herbivores and only eat plants. Some animals are carnivores and only eat animals. Some animals eat both plants and animals. They are called omnivores.**

**Decomposers**  
Bacteria and fungi are decomposers. Decomposers eat dead plants and animals. Decomposers break plants and animals down and release their nutrients back into the soil to be reused by plants.

**Food Chains**  
Plants and animals depend on each other for survival. Nutrients are passed from living thing to living thing. A food chain is how living things in an ecosystem obtain the food they need from each other. Food chains vary in different ecosystems.

In an ocean ecosystem, a microorganism is a one-celled organism at the bottom of the food chain. Microorganisms are consumed by zooplankton such as shrimp and jellyfish. Zooplankton are consumed by small fish such as cod. Small fish are then consumed by larger fish and small sharks. Larger fish are consumed by predators at the top of the food chain such as whales and big sharks.



© Julie Bortone

Color coded highlighting  
can also be done on the  
assessments!

**Explain Scientific Text**  
Answer the following questions. Underline the text evidence in the color indicated.

1. What could people learn from this article? 

a. Plants are consumers.  
b. People are producers.  
c. An ocean ecosystem has one food chain.  
d. Living things depend on each other to live.

2. Complete the table below: 

| Living Thing | How it Obtains Nutrients |
|--------------|--------------------------|
| Producer     |                          |
| Herbivore    |                          |
| Carnivore    |                          |
| Omnivore     |                          |

3. What might happen if there is a decrease in the shrimp population in an ocean habitat? 

Students type their answers right in the text box.

4. What happens to animals at the top of the food chain? Why is this important? 

© Julie Bortone

This resource also includes **THREE** tests with different  
Lexile Levels for student assessment.

# Historical Texts

Historical texts are informational texts about people, places, and events in history. Historical texts often explain *why* events happened. People read historical texts to learn about the past and how it affected the future.

You can understand how historical events are connected through cause and effect relationships.

## Cause and Effect Relationships

**Cause:** WHY something happens

Something happens because of something else.

**Effect:** WHAT happens

The end result.

**Explain relationships between historical texts, as yourself:**

What happened?

Why did this happen?

**Effect:** What happened



August 28, 1963, Martin Luther King Jr. and others participated in the March on Washington to demand equal rights for African Americans.

**Cause:** Why it happened



African Americans were discriminated against. They did not have the same rights as white Americans.

© John B. Baker

### Explain Historical Text

Answer the following questions. Underline the text evidence in the text.

1. Which sentence best explains why the Pilgrims left England?

- a. The Pilgrims wanted to start a new colony.
- b. The Pilgrims wanted to escape religious persecution.
- c. The Pilgrims wanted to escape religious persecution.
- d. The Pilgrims wanted to find a better place to live.

2. The table below lists three events in the history of the Pilgrims.

What Happened

The Pilgrims started a new colony in England.

3. Read the text below.

The Speedwell

What happened

- a. The Pilgrims left England so they could have religious freedom.
- b. The Pilgrims traveled a difficult journey on the Mayflower.
- c. A crew member on the Mayflower died.
- d. The Pilgrims eventually settled and built a successful village they named Plymouth Plantation.

4. What happened

Due to the Pilgrims' relationship with the Massasoit of the Wampanoag, the Pilgrims were able to survive the first winter.

### Explain Historical Text

5. Which sentence best explains why the Pilgrims chose to settle at Plymouth Plantation?

- a. Plymouth Plantation already had buildings and houses.
- b. The Wampanoags, who had previously lived at Plymouth, died from plague.
- c. The area Plymouth Plantation was built on was previously a Wampanoag village.
- d. The land was cleared and there were tall hills to provide defense from the natives.

6. The chart below lists three events in the history of the Pilgrims.

| Event                                                           | Event                                                       | Event                                                            |
|-----------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------|
| The pilgrims left England so they could have religious freedom. | The pilgrims traveled a difficult journey on the Mayflower. | The pilgrims landed in Provincetown Harbor on November 11, 1620. |

Which sentence best explains how these events are related?

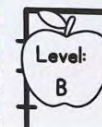
- a. Half of the pilgrims died of sickness during their first winter.
- b. The pilgrims signed a peace treaty with the Massasoit of the Wampanoags.
- c. Plague had killed the Wampanoag people who previously lived in the area the pilgrims settled in.
- d. The pilgrims eventually settled and built a successful village they named Plymouth Plantation.

Explain how the Pilgrims' relationship with Massasoit of the Wampanoag helped them survive the first winter.

The Pilgrims' relationship with Massasoit helped them survive the first winter because the natives helped teach the colonists how to grow corn, fish, and hunt.

The winter was cold and had an abundance of ice and snow. Most of the Pilgrims became sick. During that winter, half of them died. While exploring the land that winter, the Pilgrims had their first contact with the native people. The natives shot at the Pilgrims with arrows. The Pilgrims shot back at them and chased them away.

On December 11, 1620, the Pilgrims arrived at Plymouth. The land was cleared, and Plymouth Plantation was built. The Pilgrims began to build houses. The village was named Plymouth.



Explain Historical Text

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

## Plymouth Colony

The Pilgrims came to settle in Plymouth Colony, which is now Plymouth, Massachusetts. They came to England because they did not have religious freedom in their home country. They wanted their own place where they could make their own rules. They decided to start a new colony in North America. The Pilgrims who came to America were the youngest and strongest. They planned to make the first journey from the Netherlands. The ship *Speedwell* leaked and became unreliable. It was replaced by the *Mayflower*. One hundred and one people sailed aboard the *Mayflower*.

May, 1620, the Pilgrims arrived in a pair of ships.

The ship *Speedwell* was not seaworthy.

The ship *Mayflower* was the only one that made it.

This was the first time that the Pilgrims had ever been to America.

They were the first to settle in Plymouth.



Replica of the Mayflower ship in Plymouth, Massachusetts

# HISTORICAL, SCIENTIFIC, & TECHNICAL TEXT

task cards

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## Historical, Scientific & Technical Text

From 1957 to 1959, the United States and Soviet Union were involved in a competition to explore space. This was later called the Space Race because both countries wanted to be the first to put a person on the moon. Each country recruited its top scientists to work on this. In 1961, the Soviet Union was the first to put a man in space. The Americans were embarrassed and put all their effort into getting a man on the moon. The United States achieved this in 1969 when Neil Armstrong became the first man to walk on the moon.

*©Julie Boches*

**What explains why the Americans were embarrassed?**

They wanted better scientists to work on the Space Race.

The Soviet Union beat them by putting a man in space.

The United States wanted to put a man on the moon.

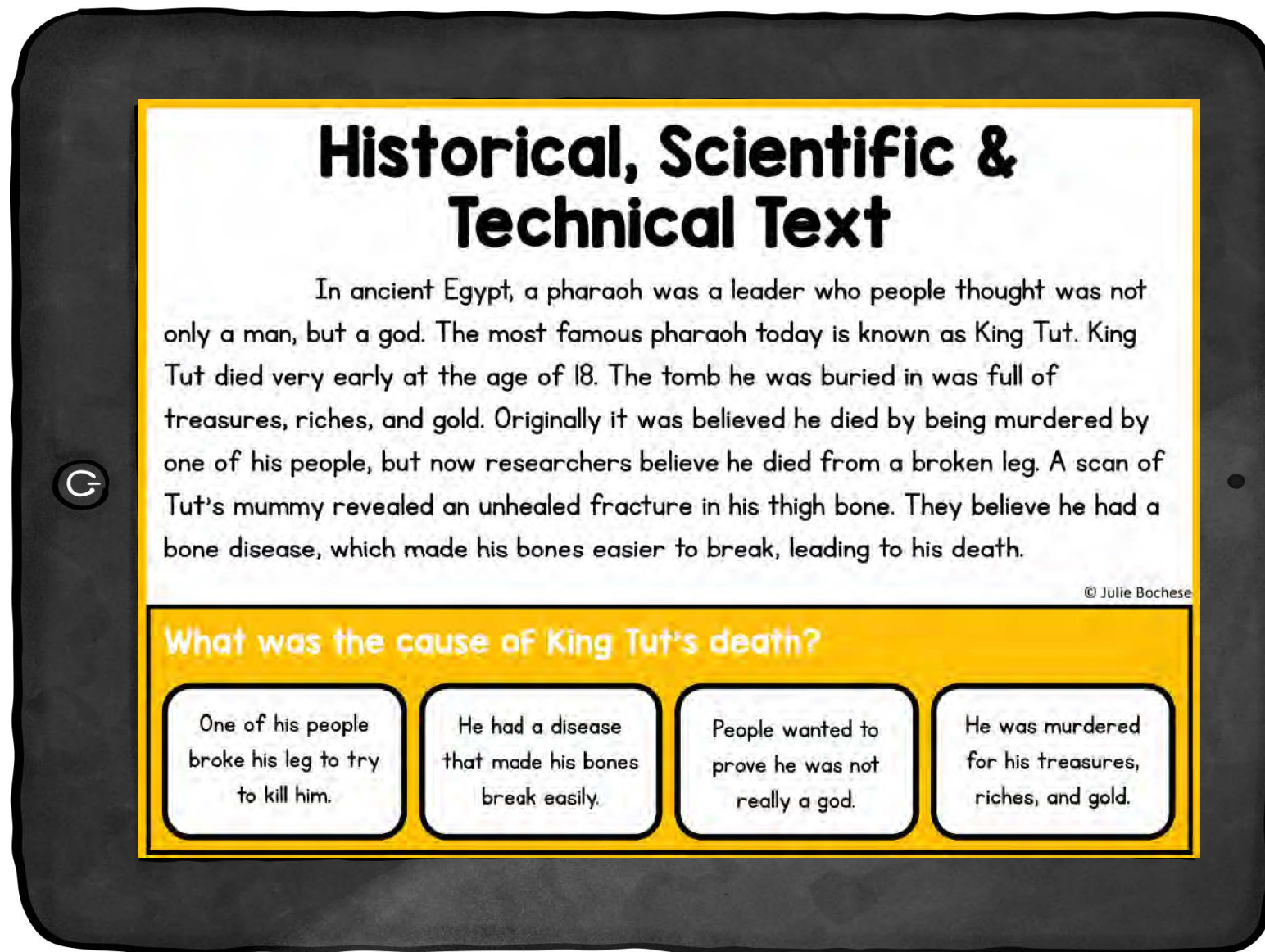
The Soviet Union put Neil Armstrong on the moon in 1969.



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## Historical, Scientific & Technical Text

In ancient Egypt, a pharaoh was a leader who people thought was not only a man, but a god. The most famous pharaoh today is known as King Tut. King Tut died very early at the age of 18. The tomb he was buried in was full of treasures, riches, and gold. Originally it was believed he died by being murdered by one of his people, but now researchers believe he died from a broken leg. A scan of Tut's mummy revealed an unhealed fracture in his thigh bone. They believe he had a bone disease, which made his bones easier to break, leading to his death.

© Julie Bochesse

What was the cause of King Tut's death?

One of his people broke his leg to try to kill him.

He had a disease that made his bones break easily.

People wanted to prove he was not really a god.

He was murdered for his treasures, riches, and gold.

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# Historical, Scientific & Technical Text BOOM CARDS



## Historical, Scientific & Technical Text

There were many plagues that people died from in the days before modern medicine. One surprising plague was called the Dancing Plague of 1518. A woman named Frau Troffea began dancing in a town called Strasbourg. The problem was she couldn't stop dancing! She danced for six days without stopping. Thirty-four other people joined in and couldn't stop dancing either. By the end of the month, more than four hundred people had joined in and up to fifteen people a day were dying from exhaustion or heart attacks. Then, just as soon as it started, the dancing mysteriously stopped.

© Julie Boches

**What caused the people of Strasbourg to start dancing?**

Modern medicine created a plague.

One woman started dancing and people slowly joined her.

It started with four hundred dancing people and more joined.

People were afraid of getting heart attacks, so they danced.