

## Unit 9, Lesson 2

By Unit 9, Units 1–8 activities have already been taught and include the following skills and strategies:



- Text structure
- Comprehension monitoring
- Decoding-multipart-words strategy
- Word-learning strategies (context clues, glossary)
- Oral and silent reading: fluency practice
- Think-pair-share strategy



- Word-learning strategies (dictionary)



- SQ3R strategy (“Survey,” with integrated text connections)
- Word-learning strategies (online dictionary)

Unit 9, Lesson 2, includes the following skills and strategies:



- Text structure
- Comprehension monitoring
- Decoding-multipart-words strategy
- Word-learning strategies (context clues, glossary, dictionary)
- Oral and silent reading: fluency practice
- Think-pair-share strategy



- SQ3R strategy (“Survey,” with integrated text connections)
- Word-learning strategies (online dictionary)



- SQ3R strategy (“Question,” “Read”)

Lesson 2 specifics across the three instructional tracks include the following:

### Part A: Comprehension Strategies: SQ3R Strategy: Survey

- Using the Content Reader table of contents to find the assigned lesson.
- Working with partners to complete SQ3R-strategy “Survey” steps and use the SQ3R-Strategy Checklist in the Workbook.

### Part A: Comprehension Strategies: SQ3R Strategy: Question, Read

- As a class, participating in activities centered on SQ3R-strategy “Question” and “Read” steps.

### Part B: Vocabulary Strategies: Word-Learning Strategy: Context Clues

- Working with partners to complete a context-clues-strategy activity in the Workbook.

### Part B: Vocabulary Strategies: Word-Learning Strategy: Glossary Use

- Working with partners to complete a glossary activity in the Workbook.

### Part B: Vocabulary Strategies: Word-Learning Strategy: Dictionary Use

- Working with partners to complete a dictionary activity in the Workbook.

### Part B: Vocabulary Strategies: Word-Learning Strategy: Online-Dictionary Use

- Working with partners to complete an online-dictionary activity in the Workbook.

### Part C: Fluency Strategies: Decoding-Multipart-Words Strategy

- Working with partners to read the Unit 9 fluency passage silently and complete a decoding-multipart-words strategy activity in the Workbook.

## Unit 9 • Lesson 2

### Reading Skills and Strategies

- Use the SQ3R strategy.
- Use an online dictionary.

**PART A** 25 minutes **TEACHER SUPPORT** STRONG MODERATE **STUDENT INDEPENDENCE**

### Comprehension Strategies

#### Activity SQ3R Strategy: Survey

1. **Direct** students to **Content Reader** page iii.
2. **Turn to Unit 9, Lesson 2. What page did you turn to? 112.**
3. **Direct** students to **Workbook** page 116. **Show** Transparency 12: SQ3R-Strategy Checklist (T12).

|   | Yes | No |
|---|-----|----|
| <b>Survey</b>                             |     |    |
| Step 1. Write text connections.           |     |    |
| Step 2. Read the beginning of the lesson. |     |    |
| Step 3. Read the beginning of the lesson. |     |    |
| Step 4. Read the end of the lesson.       |     |    |
| <b>Question</b>                           |     |    |

Transparency 12/ Workbook page 116

#### ROUTINE • Using the SQ3R Strategy: Survey

- Assign** student partners.
- Have** students make text connections on their own and then discuss with their partners what connections they made. **Monitor** students. **Guide** as needed.
- Ask** students what text connections they made.  
**Question 1:** *The Panama Canal*  
**Question 2:** *to learn more about the Panama Canal*  
**Question 3:** **Accept** reasonable responses.
- Have** students make a check mark in the “Yes” box next to Step 1.
- Ask** students to read aloud “Survey” Step 2.
- Ask** students to discuss and to complete Step 2 and then to make a check mark in the “Yes” box next to Step 2.
- Ask** students what they surveyed in the beginning of the lesson. **Accept** reasonable responses. **Make** a check mark in the “Yes” box next to Step 2.
- Repeat** steps e–g for “Survey” steps 3 and 4.

## Unit 9 Social Studies

### Reading Skills and Strategies

- Use the SQ3R strategy.
- Use an online dictionary.

## Lesson 2

# The Panama Canal

### As YOU Read!

#### What You'll Learn

- Why building the Panama Canal posed challenges
- How the United States obtained control of the Panama Canal

#### What It's Important

The story of the Panama Canal shows how economic and military considerations affect government decisions.

#### Key Terms

- canal
- lock

Everyone likes shortcuts. They save time and effort. As early as 1850, shipping companies and American presidents were pushing for a shortcut between the Atlantic and the Pacific Oceans.

### Early Efforts

For years, any ship sailing from New York to San Francisco had to go around the tip of South America—a voyage of thirteen thousand miles. A **canal**, or artificial waterway, through Central America would eliminate 60 percent of the distance. The best locations for a canal were Nicaragua and Panama.

Every American president since Ulysses S. Grant considered building a canal through Central America. A canal would save businesses time and money, and it would help the military. Battleships had no quick route between the Atlantic and the Pacific. The navy would face critical delays if the United States ever fought a war on both oceans. However, the French, not the Americans, were the first to try building a canal.

Since 1821, Panama had been part of Colombia. In 1881, Colombia sold land in Panama to a French company for a canal. Once the work began, the builders faced many challenges. A mountain range stood in the way, and mud slides erased much of the workers' progress. Worst of all, tropical diseases, such as malaria and yellow fever, killed twenty-five thousand workers. After a few years, the company ran out of money, and the canal was left unfinished.

### The United States Steps In

In early 1902, President Theodore Roosevelt asked the House of Representatives for \$140 million to build a canal across Nicaragua. Instead, Congress approved funds to buy the land from the French company and complete the route through Panama. Roosevelt offered \$10 million and an annual rent of \$250,000 to Colombian officials for the right to build the canal. Colombia refused the offer.

### Activity

**TEACHER SUPPORT** STRONG MODERATE **STUDENT INDEPENDENCE**

### SQ3R Strategy: Question, Read

1. **Direct** students to **Workbook** page 117. **Show** Transparency 13: Note-Taking Form (T13).
2. **As you know, you can use the Note-Taking Form to take notes from lessons in your Content Reader. You can also use the SQ3R-Strategy Checklist to complete the Q for “Question” and the first R for “Read.”**

| Question | Answer |
|----------|--------|
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|          |        |

Transparency 13/Workbook page 117

#### ROUTINE • Using the SQ3R Strategy: Question, Read

- Show** T12. **Read** “Question” and “Read” instructions to students.
  - **Question:** One section at a time, change the lesson title, subheads, or bold and highlighted words into *who, what, where, when, why, or how* questions.

## Content Reader

Roosevelt decided to support a rebellion in Panama. A rebellion is a violent action by a large group of people to change a country's government.

An agent of the French canal company gathered a small army of Panamanians. On November 3, 1903, this group took over Panama City and declared independence from Colombia. Two days later, an American warship reached the coast of Panama and sent four hundred marines ashore. Eight more American warships formed a blockade to keep out Colombian ships. Roosevelt recognized the rebels as the new leaders of Panama, and the rebels gave the United States the right to build and control a canal.



Many Americans criticized Roosevelt's interference in Latin American affairs.

### Overcoming Difficulties

Building the canal might have been impossible if tropical diseases had gone unchecked. Fortunately, doctors had recently discovered that mosquitoes spread malaria and yellow fever. Mosquitoes need swamps or other standing water to multiply. The canal company hired a crew to fill swamps, cover water containers, and kill mosquitoes. Even so, of the 5,609 people who died while building the canal, many were victims of disease.

About 45,000 workers, most of them from the Caribbean, dug the canal. In addition to digging, they built locks and a dam. The locks adjusted water levels to raise and lower ships. Locks were necessary because the canal went through mountains. A dam was necessary to construct a lake for ships to sail across to the other side of Panama. The canal took eight years to complete. The dream of a passageway between oceans was realized.



The canal is roughly fifty miles long. A ship can cross it in about eight hours.

The Panama Canal 113

### Lesson Assessment

#### Review

- 1. Explain** How would a canal help businesses and the military?
- 2. Describe** How do locks help ships cross the Panama Canal?
- 3. Summarize** What challenges did canal builders face?
- 4. Conclude** Why did more workers die of tropical diseases during the canal project in the 1880s than during the project in the early twentieth century?
- 5. Judge** Do you approve or disapprove of Roosevelt's support for the rebellion in Panama? Give reasons for your answer.

#### Critical Thinking

Why, do you think, did the French canal company organize the rebellion in Panama?

#### Writing in Social Studies

Write lyrics for a song about the Panama Canal to the tune of one of your favorite songs.

need to think about whether my question makes sense. There is only one paragraph to read in this section. If I don't understand what I'm reading, I should reread it and adjust my reading rate. **Read** aloud paragraph 1. When I answer my question, I need to summarize, or write a brief description of the most important information I learned. My first question makes sense, so my first answer is *A shortcut for ships between the Atlantic and Pacific oceans.* I'll write this in the column labeled "Answer."

**Point at Content Reader** page 112: *Early Efforts.* The first subhead is *Early Efforts*, so my second question is *What were the early efforts?* (page 112) I'll write this in the column labeled "Question (Page Number)." Now I need to read the **Content Reader** and answer this question. I also need to think about whether my question makes sense. There are three paragraphs to read in this section. If I don't understand what I'm reading, I need to reread and adjust my reading rate. **Read** aloud paragraphs 1–3. My second question makes sense, so I'll summarize what I read to answer the question. My answer is *Because ships had to travel thirteen thousand miles around South America to get from New York to San Francisco, U.S. considered building canal through Central America. In 1881 France bought land from Colombia to build canal but failed.* I'll write this in the column labeled "Answer" across from my second question—*What were the early efforts?* This summary answers the question and includes details from each of the three paragraphs.

**Point at Content Reader** page 112: *Early Efforts*, paragraph 1, sentence 2, *canal.* The first bold and highlighted word is *canal.* I'll write a third question—*What is a canal?* (page 112). Now I need to read the **Content Reader** and answer this question. I also need to think about whether my question makes sense. I'll use the context-clues strategy to find the definition of the word. **Read Content Reader** page 112: *Early Efforts*, paragraph 1, sentences 2, 1, and 3. My third question makes sense based on what I read. My third answer is *An artificial waterway.* I'll write this in the column labeled "Answer" across from my third question—*What is a canal?*

**Continue** writing and answering questions for any subheads and bold and highlighted words in **Content Reader** Lesson 2 as time permits. ❖

- **Read:** One section at a time, read any question, and write the answer. Reread, and adjust reading rate as needed.
- b. **Call** on students to read aloud "Question" and "Read" instructions.
- c. **Direct** students to **Content Reader** page 112: *The Panama Canal*, paragraph 1; *Early Efforts*, paragraphs 1–3.
- d. **Show** T13. **Have** students copy everything you write as you model think-aloud for T13.

**Think-Aloud** Now that I've surveyed my lesson, I need to change the title, subheads, and bold and highlighted words into *who*, *what*, *when*, *where*, *why*, or *how* questions one section at a time. Then I'll read to answer the questions. Sometimes, after reading the section, I might need to change my questions to better fit the text. **Point at Content Reader** page 112: *The Panama Canal.* The lesson title is *The Panama Canal*, so my first question is *What is the Panama Canal?* (page 112) I'll write this in the column labeled "Question (Page Number)." Now I need to read the **Content Reader** and answer this first question. I also

## Continued: Unit 9 • Lesson 2

e. **Show** T12 as you model think-aloud for T12.

**Think-Aloud** Now that I've written questions and have read the **Content Reader** to answer the questions, I need to use the SQ3R-Strategy Checklist. I'll make check marks in the "Yes" boxes next to "Question" and "Read." **Make** check marks in the "Yes" boxes next to "Question" and "Read." ❖

- When could you use the Note-Taking Form? Why should you use the Note-Taking Form? **Accept** reasonable responses.
- When could you question and read your lesson? Why should you question and read your lesson? **Accept** reasonable responses.

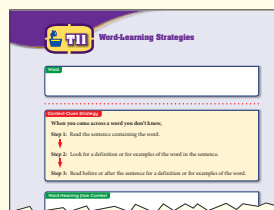
**PART B** 10 minutes **TEACHER SUPPORT** STRONG MODERATE STUDENT INDEPENDENCE

### Vocabulary Strategies

**Activity** **Word-Learning Strategy: Context Clues**

**NOTE:** If students did not read **Content Reader** Lesson 2 in its entirety in Part A, allow three minutes for students to read Lesson 2 before you continue.

- Direct** students to the first activity on **Workbook** page 118. **Show** Transparency 11: Word-Learning Strategies (T11) as needed.



Transparency 11/Workbook page 118

### ROUTINE • Using the Context-Clues Strategy

- Assign** student partners.
- Direct** students to **Content Reader** page 112: *The United States Steps In*, paragraph 1, sentence 5.
- Have** students write *rebellion* next to "Word." **Write** on T11 as needed.
- Have** students use on their own the context-clues strategy and then discuss with their partners what they did. **Monitor** students. **Guide** as needed.
- Ask** students what they did. **Write** on T11 as needed. *Idea: A violent action by a large group of people to change a country's government*

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Content Reader

Unit 9  
Social Studies

Reading Skills and Strategies

- Use the SQ3R strategy.
- Use an online dictionary.

## Lesson 2 The Panama Canal

As YOU Read!

**What You'll Learn**

- Why building the Panama Canal posed challenges
- How the United States obtained control of the Panama Canal

**Why It's Important**

The story of the Panama Canal shows how economic and military considerations affect government decisions.

**Key Terms**

- canal
- lock

Everyone likes shortcuts. They save time and effort. As early as 1850, shipping companies and American presidents were pushing for a shortcut between the Atlantic and the Pacific Oceans.

### Early Efforts

For years, any ship sailing from New York to San Francisco had to go around the tip of South America—a voyage of thirteen thousand miles. A **canal**, or artificial waterway, through Central America would eliminate 60 percent of the distance. The best locations for a canal were Nicaragua and Panama.

Every American president since Ulysses S. Grant considered building a canal through Central America. A canal would save businesses time and money, and it would help the military. Battleships had no quick route between the Atlantic and the Pacific. The navy would face critical delays if the United States ever fought a war on both oceans. However, the French, not the Americans, were the first to try building a canal.

Since 1821, Panama had been part of Colombia. In 1881, Colombia sold land in Panama to a French company for a canal. Once the work began, the builders faced many challenges. A mountain range stood in the way, and mud slides erased much of the workers' progress. Worst of all, tropical diseases, such as malaria and yellow fever, killed twenty-five thousand workers. After a few years, the company ran out of money, and the canal was left unfinished.

### The United States Steps In

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**Activity**

**TEACHER SUPPORT** STRONG MODERATE STUDENT INDEPENDENCE

### Word-Learning Strategy: Glossary Use

- Direct** students to **Content Reader** page 260.
- Direct** students to the second activity on **Workbook** page 118. **Show** T11 as needed.

### ROUTINE • Using a Glossary

- Assign** student partners.
- Have** students find and write on their own the glossary definition of *rebellion* and then discuss with their partners what they wrote. **Monitor** students. **Guide** as needed.
- Ask** students what they wrote. **Write** on T11 as needed. *A violent action by a large group of people to change a country's government*

Teacher's Edition: Unit 9, Lesson 2

## Content Reader

Roosevelt decided to support a rebellion in Panama. A rebellion is a violent action by a large group of people to change a country's government.

An agent of the French canal company gathered a small army of Panamanians. On November 3, 1903, this group took over Panama City and declared independence from Colombia. Two days later, an American warship reached the coast of Panama and sent four hundred marines ashore. Eight more American warships formed a blockade to keep out Colombian ships. Roosevelt recognized the rebels as the new leaders of Panama, and the rebels gave the United States the right to build and control a canal.



Many Americans criticized Roosevelt's interference in Latin American affairs.

### Lesson Assessment

#### Review

- 1. Explain** How would a canal help businesses and the military?
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#### Critical Thinking

Why, do you think, did the French canal company organize the rebellion in Panama?

#### Writing in Social Studies

Write lyrics for a song about the Panama Canal to the tune of one of your favorite songs.

### Overcoming Difficulties

Building the canal might have been impossible if tropical diseases had gone unchecked. Fortunately, doctors had recently discovered that mosquitoes spread malaria and yellow fever. Mosquitoes need swamps or other standing water to multiply. The canal company hired a crew to fill swamps, cover water containers, and kill mosquitoes. Even so, of the 5,609 people who died while building the canal, many were victims of disease.

About 45,000 workers, most of them from the Caribbean, dug the canal. In addition to digging, they built locks and a dam. The **locks** adjusted water levels to raise and lower ships. Locks were necessary because the canal went through mountains. A dam was necessary to construct a lake for ships to sail across to the other side of Panama. The canal took eight years to complete. The dream of a passageway between oceans was realized.



The canal is roughly fifty miles long. A ship can cross it in about eight hours.

The Panama Canal 113

- 1.** **Provide** students with access to an online dictionary. **Direct** students to the last activity on **Workbook** page 118. **Show** T11.

### ROUTINE • Using an Online Dictionary

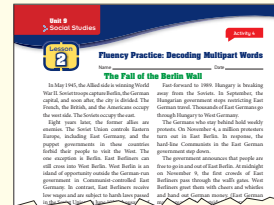
- Assign** student partners.
- Ask** how to find the definition of *rebellion* with an online dictionary. **Accept** reasonable responses.
- Have** students find *rebellion* and its online-dictionary definition.
- Ask** students to discuss and then to write the definition in the "Online-Dictionary Definition" box.
- Ask** students what they wrote. **Write** on T11.
- Discuss** glossary, dictionary, and online-dictionary definitions with students.

**PART C** 10 minutes **TEACHER SUPPORT** **STRONG** **MODERATE** **STUDENT INDEPENDENCE**

## Fluency Strategies

### Activity ▶ Decoding-Multipart-Words Strategy

- 1.** **Direct** students to **Workbook** page 119.



Workbook page 119

### Activity

**TEACHER SUPPORT** **STRONG** **MODERATE** **STUDENT INDEPENDENCE**

## Word-Learning Strategy: Dictionary Use

- 1.** **Provide** dictionaries to students. **Direct** students to the third activity on **Workbook** page 118. **Show** T11.

### ROUTINE • Using a Dictionary

- Assign** student partners.
- Have** students find *rebellion* and its dictionary definition.
- Ask** students to discuss and then to write the definition in the "Dictionary Definition" box. **Monitor** students. **Guide** as needed.
- Ask** students what they wrote. **Write** on T11.

### Activity

**TEACHER SUPPORT** **STRONG** **MODERATE** **STUDENT INDEPENDENCE**

## Word-Learning Strategy: Online-Dictionary Use

**NOTE:** If unable to provide a computer to each student, provide to small groups, or use electronic spell-checkers.

### ROUTINE • Decoding Multipart Words in Context

- Assign** student partners.
- Have** students read the passage to themselves and use the decoding-multipart-words strategy for two difficult or unknown words. If students don't find any difficult words, **tell** students to practice on any two multipart words they find.
- Ask** students to discuss with their partners what they did. **Monitor** students. **Guide** as needed.
- Ask** students what they did.

### Lesson Wrap-Up

**Conclude** with a brief review of reading skills and strategies taught (use the SQ3R strategy and use an online dictionary).

Continued: Unit 9 ♦ Lesson 2

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Teacher's Edition: Unit 9, Lesson 2



## Word-Learning Strategies

Word

**Context-Clues Strategy**

When you come across a word you don't know,

**Step 1:** Read the sentence containing the word.



**Step 2:** Look for a definition or for examples of the word in the sentence.



**Step 3:** Read before or after the sentence for a definition or for examples of the word.

Word Meaning from Context



Glossary Definition



Dictionary Definition



Online-Dictionary Definition



## SQ3R-Strategy Checklist

|  | Yes |
|--|-----|
| <b>S</b> urvey   |     |
| <b>Step 1:</b> Make text connections.<br>1: What's the topic of the lesson?<br>2: What's your purpose for reading?<br>3: What do you know about the topic? |     |
| <b>Step 2:</b> Read the beginning of the lesson.   |     |
| <b>Step 3:</b> Look at the main part of the lesson.  |     |
| <b>Step 4:</b> Read the end of the lesson.   |     |
| <b>Q</b> uestion   |     |
| One section at a time, change the lesson title, subheads, or bold and highlighted words into <i>who, what, where, when, why, or how</i> questions.         |     |
| <b>R</b> ead   |     |
| One section at a time, read any question, and write the answer. Reread, and adjust reading rate as needed.   |     |
| <b>R</b> eflect  |     |
| <b>Step 1:</b> Reread your notes.  |     |
| <b>Step 2:</b> Think about how the topic relates to you, your world, and other things you've read.   |     |
| <b>R</b> eview   |     |
| <b>Step 1:</b> Read the questions. Say the answers.  |     |
| <b>Step 2:</b> Read the answers. Say the questions.  |     |



## Note-Taking Form

| Question (Page Number) | Answer |
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**Unit 9**  
Social Studies

**Reading Skills and Strategies**

- Use the SQ3R strategy.
- Use an online dictionary.

Lesson

**2**

# The Panama Canal

## As YOU Read!

### What You'll Learn

- Why building the Panama Canal posed challenges
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◀ Many Americans criticized Roosevelt's interference in Latin American affairs.

## Overcoming Difficulties

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## Lesson Assessment

### Review

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### Critical Thinking

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### Writing in Social Studies

Write lyrics for a song about the Panama Canal to the tune of one of your favorite songs.

◀ The canal is roughly fifty miles long. A ship can cross it in about eight hours.

Lesson  
**2**

## SQ3R-Strategy Checklist

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

|  | Yes |
|--|-----|
| <b>S</b> urvey   |     |
| <b>Step 1:</b> Make text connections.<br>1: What's the topic of the lesson?<br>2: What's your purpose for reading?<br>3: What do you know about the topic?                                 |     |
| <b>Step 2:</b> Read the beginning of the lesson.   |     |
| <b>Step 3:</b> Look at the main part of the lesson.  |     |
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| <b>Q</b> uestion   |     |
| One section at a time, change the lesson title, subheads, or bold and highlighted words into <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , or <i>how</i> questions. |     |
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| <b>R</b> eview   |     |
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| <b>Step 2:</b> Read the answers. Say the questions.  |     |

Lesson  
**2**

## Note-Taking Form

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

|  | Question (Page Number) | Answer |
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Lesson  
**2**

**Word-Learning Strategies**

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

Word



**Context-Clues Strategy**

When you come across a word you don't know,

**Step 1:** Read the sentence containing the word.

↓

**Step 2:** Look for a definition or for examples of the word in the sentence.

↓

**Step 3:** Read before or after the sentence for a definition or for examples of the word.

Word Meaning from Context



Glossary Definition



Dictionary Definition



Online-Dictionary Definition

Lesson  
**2**

## Fluency Practice: Decoding Multipart Words

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

### The Fall of the Berlin Wall

In May 1945, the Allied side is winning World War II. Soviet troops capture Berlin, the German capital, and soon after, the city is divided. The French, the British, and the Americans occupy the west side. The Soviets occupy the east.

Eight years later, the former allies are enemies. The Soviet Union controls Eastern Europe, including East Germany, and the puppet governments in these countries forbid their people to visit the West. The one exception is Berlin. East Berliners can still cross into West Berlin. West Berlin is an island of opportunity outside the German-run government in Communist-controlled East Germany. In contrast, East Berliners receive low wages and are subject to harsh laws passed in the Soviet Union. In June 1953, thousands of East Berliners protest in the streets. Soviet tanks push back the crowds, and forty people die.

Another eight years pass. East Berlin's Communist leaders erect a wall between East and West Berlin. Armed guards with dogs patrol the entire length, and East Berliners who try to go over or under the Berlin wall are shot.

Fast-forward to 1989. Hungary is breaking away from the Soviets. In September, the Hungarian government stops restricting East German travel. Thousands of East Germans go through Hungary to West Germany.

The Germans who stay behind hold weekly protests. On November 4, a million protesters turn out in East Berlin. In response, the hard-line Communists in the East German government step down.

The government announces that people are free to go in and out of East Berlin. At midnight on November 9, the first crowds of East Berliners pass through the wall's gates. West Berliners greet them with cheers and whistles and hand out German money. (East German marks are worthless outside East Germany.)

For weeks afterward, people arrive at the wall to pound it with hammers and picks. Whole chunks disappear, and later, some bricks turn up in sculptures in faraway cities such as Paris and New York. Today, all that remains are two rows of paving bricks that mark the location of the Berlin wall.

#### Strategy Steps

**Step 1:** Underline all the vowel sounds.

**Step 2:** Make a slash between the word parts so each part has one vowel sound.

**Step 3:** Go back to the beginning of the word, and read the parts in order.

**Step 4:** Read the whole word.

Word 1

Word 2