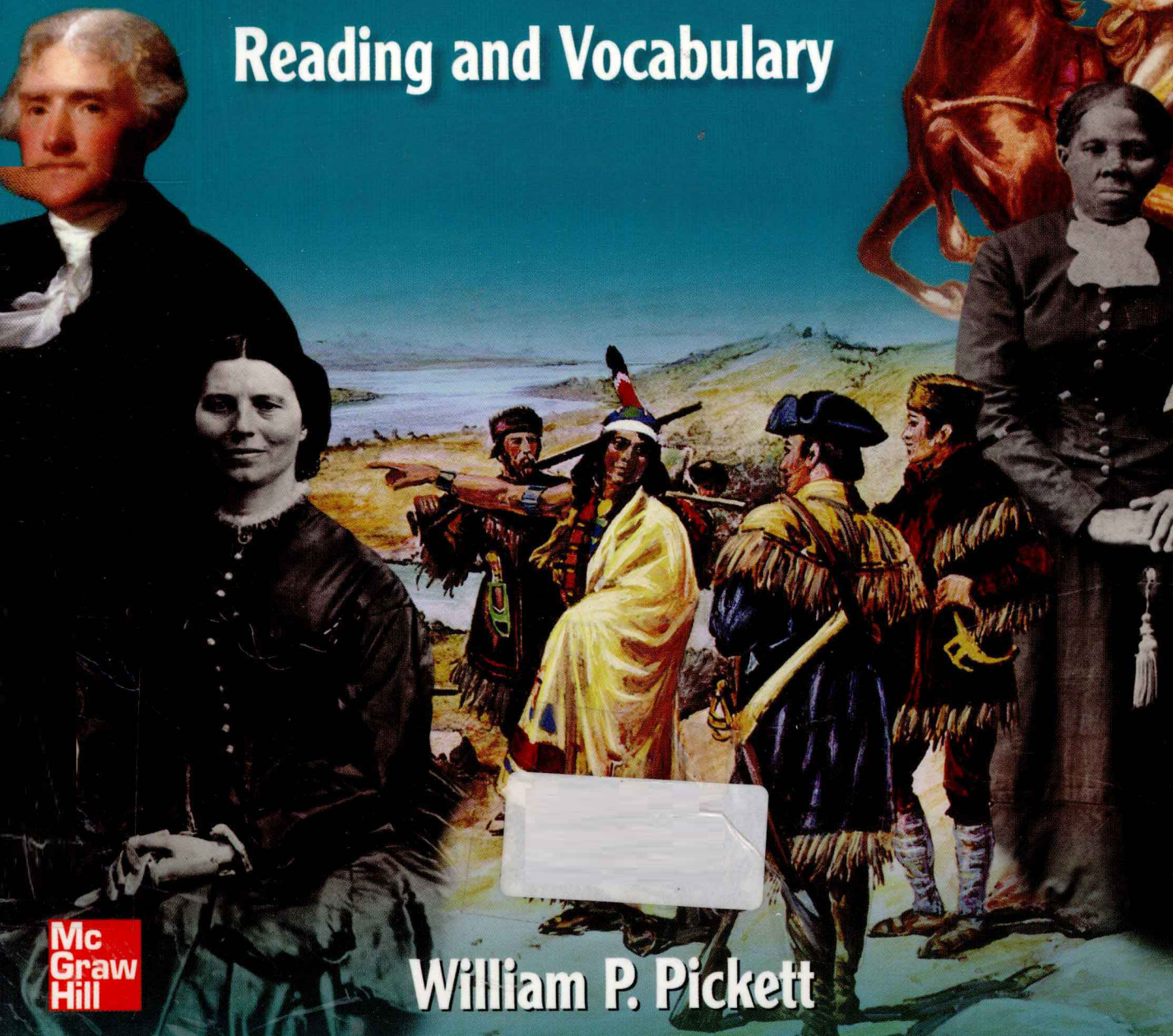


Leaders of the Americas 1

Reading and Vocabulary



Mc
Graw
Hill

William P. Pickett

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**McGraw-Hill
ESL/ELT**

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In memory of my brother Edward.

Welcome to Leaders of the Americas!

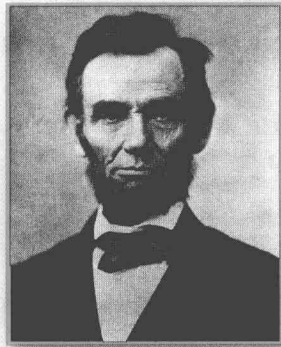
Leaders of the Americas is a two-book intermediate content-based reading and vocabulary series. Students learn about influential historical figures of North and South America while improving their core reading skills, building vocabulary, strengthening important academic skills, and practicing test taking.

Welcome to **Leaders of the Americas**. This visual tour will provide you with an overview of a chapter from Book 1.

Historical portraits create a powerful initial context. Additional photos and maps provide meaningful context and visual support for the reading.

A **timeline** of important events gives the reader a quick overview of the life of the leader. Interpreting timelines is an important academic skill that students can use in other classes.

9 Abraham Lincoln
Civil War President (1809-1865)



Timeline of Important Events

1809	1842	1860	1861	1865	1865	Apr. 15, 1865
Lincoln is born in Kentucky	Marries Mary Todd	Elected sixteenth president	Civil War begins at Fort Sumter	Civil War ends at Appomattox	Shot at Ford's Theatre	Dies in Washington, D.C.

66 Chapter 9

Vocabulary Preview introduces key vocabulary from the reading in a context-rich, sentence completion exercise.

Story Preview stimulates the students' interest in the reading, asks them to make predictions about the reading, and relates the biography to their own lives and experiences.

A Vocabulary Preview

Complete these sentences. If you need help, check the definitions in the glossary.

allowed issue opposed restore spread

1. No one is _____ to smoke in this building. If you want to smoke, you'll have to go outside.
2. The main reason why most people work is to make money. So salary is an important _____ in any job.
3. There was a big fight after the football game, and we had to call the police to _____ order.
4. Of course I'm _____ to higher taxes. Taxes are too high now.
5. The fire started on the first floor and _____ quickly. It destroyed the whole building.

abolish in a row lasted plowing woods


6. There are many trees and small animals in the _____.
7. The rain began on Monday and ended on Wednesday. It rained three days _____.
8. Many people say that it's wrong for the state to put a person to death. That's why they want to _____ the death penalty.
9. It's spring, and the farmer is _____ his fields so he can plant corn.
10. The game started at 1:00 and ended at 4:00. It _____ three hours.

B Story Preview

Discuss these questions before reading about Abraham Lincoln.

1. Abraham Lincoln was poor, but he became the sixteenth president of the United States. Do the poor still have many opportunities in the United States? Explain your answer.
2. Lincoln went to school for less than a year. He educated himself by reading. If Lincoln were alive today, what else would he do to educate himself?
3. Lincoln was a great storyteller. Why did this help him to be a very good public speaker?

Abraham Lincoln 67

 **Abraham Lincoln**
Civil War President (1809–1865)

Abraham Lincoln was born in a **log cabin** in the **woods** of Kentucky on February 12, 1809. His father was a farmer and a carpenter. When Abe was seven, the family moved to Indiana.

Lincoln was six feet four inches tall and spent most of his youth **plowing**, **milking** cows, and **chopping** wood, but what he really liked to do was to read. A biography of George Washington was one of his favorites. He also loved to read the Bible and Shakespeare. Lincoln went to school for less than a year, but he educated himself by reading.

When Lincoln was 22, he moved to New Salem, Illinois where he managed a general store. He was so honest that people called him "Honest Abe." He was also the best storyteller in town and a very good **wrestler**.

Lincoln Becomes President

Lincoln was an excellent public speaker and very popular. So it was natural that he turned to politics. He was elected to the state **legislature** four times **in a row** and became a lawyer. He married Mary Todd in 1842, and they had four boys. In 1860, Abraham Lincoln was elected the sixteenth president of the United States.

It was a very difficult time to be president. Slavery and the right of a state to leave the Union, to **secede**, were the two big **issues**. In the South, whites owned almost four million African-American slaves. Most of these slaves worked on large cotton **plantations**, which were the heart of the South's economy. Lincoln considered slavery a moral and social **evil**. He was always **opposed** to its **spread** to new states, but he felt that the Constitution **allowed** southern states to have slaves.

The Civil War Begins

The Southern states knew that Lincoln was opposed to slavery and wanted to **abolish** it. So eleven Southern states seceded from the Union after his election. Lincoln felt strongly

Note: Highlighted words can be found in the glossary in the back of the book.

68 Chapter 9

The **biography** features important historical figures of North and South America. Excerpts from authentic historical documents, photos, maps, and subtitles all aid comprehension.

Key vocabulary is highlighted in the biography and defined in the chapter-by-chapter **glossary**.

Academic skills include reading maps, interpreting timelines, using subtitles to predict content, understanding footnotes, using a glossary and bibliography, and increasing familiarity with various assessment formats, including standardized tests.

Test taking is practiced and **comprehension** assessed through a variety of exercises and chapter quizzes. Formats include standardized multiple-choice questions, short answer, fill-in-the-blank, matching, and true/false. Comprehension questions that require critical thinking skills are noted with a lightbulb.

C

Comprehension

Answer these questions about the story. Use your own ideas to answer questions that have a lightbulb.

Paragraph 1

- Where was Lincoln born? What did his father do?

Paragraph 2

- What did Lincoln spend most of his youth doing?
- 💡

 Lincoln went to school for less than a year. Why do you think he spent so little time in school?

Paragraph 4

- Why was it natural that Lincoln turn to politics?
- What was Lincoln elected in 1860?
- 💡

 Lincoln was so honest that people called him "Honest Abe." How did his honesty help

C

Comprehension

Fill in the circle next to the correct answer.

- Washington was _____ public speaker.

A

a great

B

a good

C

not much of a
- Washington liked _____.

A

people, but not politics

B

people and politics

C

politics, but not people
- Washington was _____ in college.

A

an excellent student

B

a good student

C

never a student

Story and Vocabulary Review reinforces vocabulary as it guides students in summarizing the biography and applying the key vocabulary in a cloze exercise.

D

Story and Vocabulary Review

Complete the story with these words.

abolishing

in a row

plowing

secede

woods

evil

issues

restore

spread

wrestler

The Sixteenth President of the United States

Abraham Lincoln was born in the _____ of Kentucky on February 12, 1809. When he was young, he spent most of his time _____, milking cows, and chopping wood, but what he really liked to do was read.

When Lincoln was 22, he moved to New Salem, Illinois where he managed a general

E Dialog



Saving the Union and Ending Slavery

It is 1860, and Lincoln is the new president. His biggest problem is reuniting the country. He also wants to end slavery, but he doesn't know how he is going to do it. He's talking to a reporter just after he is elected.

Read or listen to the dialog. Then role-play it with a partner.

Reporter: Congratulations on your election, Mr. President!

Lincoln: Thank you! It's a great honor.

Reporter: What are the biggest problems you face?

Lincoln: Secession and slavery, especially secession.

Reporter: So your first goal is to reunite the country.

Lincoln: Definitely! We must save the Union. That's my number one concern.

Reporter: And what about slavery?

Lincoln: It's wrong. Morally, socially, and politically.

Reporter: How are you going to end it?

Lincoln: For now, I plan to limit it to the states that already allow it.

Reporter: But shouldn't the federal government abolish slavery in the South?

Lincoln: I don't think it has that power.

Reporter: But when and how is slavery going to end?

Lincoln: I'm not sure, but it'll happen. We need time.

Vocabulary Note

A **concern** is a worry.

Congratulations is a word we use to tell a person we're happy about his or her success.

To **face** something is to do something about it, to confront it.

Secession is the act of a state leaving a nation.

Dialog provides natural listening and speaking practice. It focuses on an interesting event in the leader's life and adds to students' overall knowledge of the leader and events surrounding him or her.

F Discussion and Writing

Discuss these questions in pairs or small groups and write your answers to them.

1. Name some places and things that are named after Lincoln.
2. Lincoln was an honest politician. In your opinion, how honest are most politicians?

Discussion and Writing encourages students to discuss thought-provoking questions that require deduction, inferencing, and critical thinking. They share opinions and feelings and write about the biography.

Further Reading and *Websites* encourage exploration of related historical content. They provide lists of books and online sources of interesting material. Students use both the library and the Internet to research topics.

3. Lincoln liked to speak before groups, to speak in public. How do you feel about speaking before a group, for example, before a class?
4. Lincoln was also a great storyteller. Why was telling stories more popular in 1850 than today? How good are you at telling stories?
5. Today everyone sees that slavery was wrong. Why do you think that there were many in 1860, especially in the South, who didn't see that?
6. The southern states that left the Union felt they had a right to secede—to become a separate country. Do you think they did? Explain your answer.
7. Lincoln and Washington are our most popular presidents. Why is Lincoln so popular?
8. Reread the story about Washington and compare Lincoln and Washington. How were they alike? Who was more interested in farming? Who was from a poor family? Who was a better public speaker? Who was more popular when he was president?



Further Reading

1. Grabowski, John F. *Abraham Lincoln: Civil War President*. Philadelphia: Chelsea House Publishers, 2001.
2. Lincoln, Abraham. *Abraham Lincoln the Writer: A Treasury of His Greatest Speeches and Letters*. Honesdale, Pennsylvania: Boyds Mills Press, 2000.
3. Owens, Lisa L. *Abraham Lincoln: A Great American Life*. Logan, Iowa: Perfection Learning Corporation, 2000.
4. Schott, Jane A. *Abraham Lincoln*. History Maker Bios. Minneapolis, Minnesota: Lerner Publications Company, 2002.
5. Sullivan, George. *In Their Own Words: Abraham Lincoln*. New York: Scholastic Inc., 2000.



Websites

1. In the Time of the Lincolns: www.pbs.org/wgbh/amex/lincolns/
2. From American History Museum: www.americanhistory.si.edu/
3. From an American history teacher: www.members.aol.com/RVSNorton/Lincoln2.html
4. From the Ken Burns film: www.pbs.org/civilwar/
5. Information and the Gettysburg Address: www.geocities.com/Athens/Aegean/6732/
6. Meet Amazing Americans: Abraham Lincoln: www.americanlibrary.gov/

To the Teacher

Leaders of the Americas is a two-book intermediate content-based reading and vocabulary series. Students learn about influential historical figures of North and South America while improving their core reading skills, building vocabulary, strengthening important academic skills, and practicing test taking.

Features

- **Reading skills practice** includes drawing from background knowledge, identifying main ideas and key details, predicting, inferencing, and thinking critically about the reading.
- **Vocabulary building** is ensured through context-rich activities that teach new vocabulary and follow-up activities that review and apply key terms.
- **Academic skills practice** helps students succeed in content classes. Skills include reading maps, interpreting timelines, using subtitles to predict content, understanding footnotes, using a glossary, using a bibliography, and using the Internet to research a topic.
- **Historical portraits, maps, and timelines** provide meaningful context and visual support for the reading.
- **Engaging dialogs** practice listening and speaking skills through role-play.
- **Discussion and Writing** encourages students to thinking critically, share opinions and feelings, and write about the reading.
- **Test taking** is practiced in a variety of formats, such as standardized multiple-choice questions, fill-ins, matching, and true/false.
- **Further Reading** and **Websites** in each chapter provide expansion opportunities and additional resources for students and teachers.
- **A comprehensive glossary** defines vocabulary from the readings and dialogs.
- **Audio program** contains recordings of the readings and dialogs on CD or cassette.

Components

- **Student Book** contains 16 eight-page chapters built around short biographies of American leaders. Each chapter provides abundant practice in reading skill practice and vocabulary building.
- **Teacher's Manual** provides the following:
 - A teacher's section of teaching tips and techniques
 - Answer keys for the student book
 - Chapter quizzes in different test formats with answer keys
- **Audio program** contains recordings of the readings and dialogs on CD or cassette.

Overview of the Series

Artwork and Visuals

Each of the 16 chapters in *Leaders of the Americas* opens with a photo of the leader or an important event in the leader's life and a timeline of important events in the leader's life. The timeline provides a quick overview of the leader's life. Students may not have extensive prior knowledge of the leader, so the introductory visuals create a powerful initial context. Additional photos and maps provide meaningful context and visual support for the biography.

Reading Skills

Leaders of the Americas practices key reading skills throughout the eight-page chapter. *Story Preview* stimulates students' interest in the biography, relates it to their lives and experiences, and asks them to make predictions about the content. The biography is factual, interesting, and accessible to intermediate students. Follow-up exercises ensure comprehension of main ideas and key details. Students are also asked to complete summaries and discuss thought-provoking questions that require deduction, inferencing, critical thinking, and drawing from background knowledge. Comprehension questions that require students to make inferences or express their opinions are noted with a lightbulb.

Vocabulary Development

The series offers abundant opportunities for vocabulary development. *Vocabulary Preview* introduces key vocabulary from the biography in a context-rich sentence completion exercise. In the biography, the new vocabulary words, along with additional significant vocabulary, are highlighted to aid comprehension. These highlighted words are defined in the glossary. *Story and Vocabulary Review* reinforces vocabulary in a cloze exercise that summarizes the biography and asks students to apply the vocabulary. Finally, *Dialog* provides an opportunity for students to enhance their vocabulary development as they read, listen to, and participate in a role-play.

Content

Leaders of the Americas features content from American history and social studies classes while practicing academic skills essential for success in these content classes. The historical content includes factual biographies, excerpts from authentic documents, portraits, photos, and maps. Students learn about the lives of important historical figures of North and South America and have the opportunity to relate the biographies to their own experience and knowledge. They are also provided with additional books and Website sources to encourage exploration of related historical content.

Academic Skills

Leaders of the Americas is designed to help students succeed in other content classes by practicing valuable academic skills that transfer across disciplines. Skills practiced include reading maps, interpreting timelines, using subtitles to predict content, understanding footnotes, using a glossary, using a bibliography, using the library and the Internet to research topics, and increasing familiarity with various assessment formats, including standardized tests.

Listening and Speaking in Dialogs

The dialog in each chapter provides natural listening and speaking practice through role-play. It focuses on an interesting event in the leader's life and adds to students' overall knowledge of the leader and events surrounding him or her. While the biography is factual, the dialog is fictional. The characters in the dialogs are real except Margarita (page 8), the reporters talking to Jefferson and Lincoln (pages 48 and 72), and the colonel talking to Simón Bolívar (page 112).

Test Taking

Leaders of the Americas practices test taking through a variety of formats in the Student Book and chapter quizzes in the Teacher's Manual. Formats include standardized multiple-choice questions, short answer, fill-in-the-blank, matching, and true/false.

Writing Opportunities

Discussion and Writing asks students to express their ideas and reactions to discussion questions in small groups or with the entire class. After the discussion, students may write their responses to the discussion questions. Teachers may also use the discussion as a springboard for additional writing, or use the biography as a model for student writing.

Expansion

To encourage students to do additional reading and research, two sections are included in each chapter. *Further Reading* provides a list of books students may enjoy reading. Many of these books are available in public libraries. *Websites* lists online sources of interesting material on the leader or a related subject.

Glossary

A chapter-by-chapter glossary in each book includes the definitions of words highlighted in *Vocabulary Preview*, the biography, *Story and Vocabulary Review*, and *Dialog*. The glossary strategically provides the meaning that the word has in the text. This may not be the primary meaning of the word, but it is the meaning that is essential for comprehension.

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Leaders of the Americas 1

Reading and Vocabulary

1

Christopher Columbus

Italian Explorer (1451–1506)



Timeline of Important Events

1451	1492	Oct. 12, 1492	1493	1493	1498	1502
Columbus is born in Italy	Sails for the Indies	Lands on an island off the coast of America	Arrives back in Spain	Second voyage to America	Third voyage	Fourth voyage

A Vocabulary Preview

Complete these sentences. If you need help, check the definitions in the glossary.

agree

dream

far

however

persuaded

1. It's three miles to school. That's too _____ to walk.
2. Sara's _____ is to be a doctor. That's all she thinks about.
3. I didn't want to go to the party, but Kevin _____ me to go.
4. It's raining. _____, we're going for a walk.
5. Matt and I are good friends, but we don't always _____. Sometimes we have different ideas about things.

brave

close

promised

so

supplies

6. I have to help my friend paint his kitchen. I _____ to help him.
7. Soldiers and police officers have to be _____. Their jobs are dangerous.
8. The park is _____ to our house. We can walk there in five minutes.
9. The teacher keeps books, pencils, paper, and other _____ in the closet.
10. We have a test tomorrow. _____ I have to study tonight.

B Story Preview

Discuss these questions before reading about Christopher Columbus's voyage.

1. Imagine that it is 1492 and that you are crossing the Atlantic Ocean in a small ship. What are some dangers you would face?
2. What are some supplies sailors crossing the Atlantic in 1492 would have to bring with them?
3. Columbus wanted to cross the Atlantic in three small ships to find a new way to go to the Indies. This would be very expensive. What are some of the expenses he would have?



Christopher Columbus

Italian Explorer (1451–1506)

Christopher Columbus was an Italian sea captain. He had a **dream** that he hoped would bring him fame and riches. He dreamed of sailing to the Indies¹ and returning with gold and **spices** from the East. He thought that the world was round. **So** he planned to sail west from Europe and to cross the Atlantic Ocean. He thought that it was only 2,400 miles
5 to the Indies. Most Europeans **agreed** that the world was round. But they thought it was 10,000 miles to the Indies, much too **far** to sail. Columbus, **however**, wasn't afraid to try what most people thought was impossible.

Crossing the Atlantic

Columbus needed money for his trip. He needed it to pay the sailors, to buy **supplies**, and to pay for the ships he planned to use. He went to the king of Portugal. The king
10 wouldn't help him. Then he went to Queen Isabella of Spain. It took her six years to decide, but she **finally** gave Columbus the money. She thought Columbus was **brave**, and she liked his idea.

On August 3, 1492, Columbus's three ships, the Niña, the Pinta, and the Santa Maria, sailed west from Spain and started their **voyage** across the Atlantic Ocean. Columbus was
15 on the Santa Maria, the largest of the three ships.

Helped by good weather and strong winds, the ships sailed for many weeks, but the sailors didn't see land. They were tired and afraid they wouldn't be able to **get back** to Spain. They weren't happy with Columbus. They wanted to return to Spain, but he **persuaded** them to continue. He **promised** to **turn back** if they didn't see land in
20 three days.

Note: Highlighted words can be found in the glossary in the back of the book.