ARTICLE/SUMMARIES

Preparing to Read

Steam Rising: The Revolutionary Power of Paddleboats / Summaries of "Steam Rising"

Informational Text Focus

Evaluating a Summary A **summary** is a brief recounting of the most important ideas of a work. You may encounter summaries of informational texts in many places. They appear in newspapers, magazines, book reviews, and online. Their purpose is to give you an overview of an article. However, if a summary is not good, you won't understand clearly what the article is about. An effective summary of an informational text should

- cite the article's title and author
- state the topic of the article
- state the main ideas, in the order in which they occur in the article
- include important supporting details (people, places, dates)
- include quotation marks around words from the text that are quoted exactly

Into Action Use a chart like the one below to evaluate the summaries of "Steam Rising: The Revolutionary Power of Paddleboats."

Summary	Title and Author	Topic	Main Ideas in Order	Supporting Details
#1				
#2				

Writing Focus

Preparing for **Constructed Response**

As you read "Steam Rising," note which details are most important for a general understanding of the topic. These details support the main ideas and should be included in an effective summary; less important details should be excluded.

Reader/Writer Notebook

Use your **RWN** to complete the activities for these selections.

Vocabulary

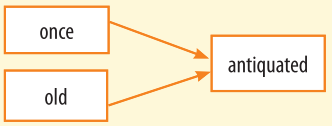
antiquated (AN tuh kway tihd) *adj.:* old-fashioned. *The steamboat is antiquated technology by today's standards.*

prototype (PROH tuh typ) *n.:* first or original model of something. *After seeing the prototype, the investors were willing to fund the building of steamboats.*

monopoly (muh NAHP uh lee) *n.:* total control over a particular business. *No one else could make money from steamboats because Fulton had a monopoly.*

Language Coach

Context Clues Sometimes writers give clues to a word's meaning within a passage or sentence. Look at this sentence: *Although it was once very popular, the steamboat is an old, antiquated form of travel.* How do the clues shown below help you understand what *antiquated* means?



Learn It Online

To increase your understanding of summaries, go to the interactive Reading Workshops at:

go.hrw.com L8-455 Go

Selection Resources

Collection 4 Resources, on-level practice and assessment, p. 36

PowerNotes, interactive lesson presentations with activities

Teacher One Stop™, on-level lesson plans and all print resources

Holt Audio Library

Holt Audio Library: Selections and Summaries in Spanish

The Holt Reader, p. 190

The Holt Reader, Adapted Version, p. 146

Holt Audio Tutor

Differentiating Instruction, modified lesson plans and leveled assessment

Holt English Language Development, systematic instruction and scaffolded content

Supporting Instruction in Six Languages, selection summary

Resources for Teaching Advanced Students, lesson plans

ThinkCentral Online Assessment, Selection Test

ThinkCentral Online Remediation

Preteach

Introducing Vocabulary

Read aloud the Vocabulary words and sample sentences. Then, to check students' understanding, have students identify the synonym for each Vocabulary word.

1. first draft [*prototype*]
2. outdated [*antiquated*]
3. complete control [*monopoly*]

Language Coach

Use **Language Coach** to help English-language learners acquire word-attack skills.

Answer: *The use of the words* once *and* old *refer to the past.*

Informational Text Focus

Give students a copy of the Informational Text Focus graphic organizer before they read. Tell them to use their responses to answer the questions on the Applying Your Skills page.

Writing Focus

Have students record details that support the main idea of the selections in their **Reader/Writer Notebooks**. Students can use their notes to complete the Writing Focus activity.

Learn It Online

Reading Workshops are interactive versions of real-world informational texts; students exercise their reading skills by responding to polls and answering questions in an engaging online format. Preview at **go.hrw.com.**

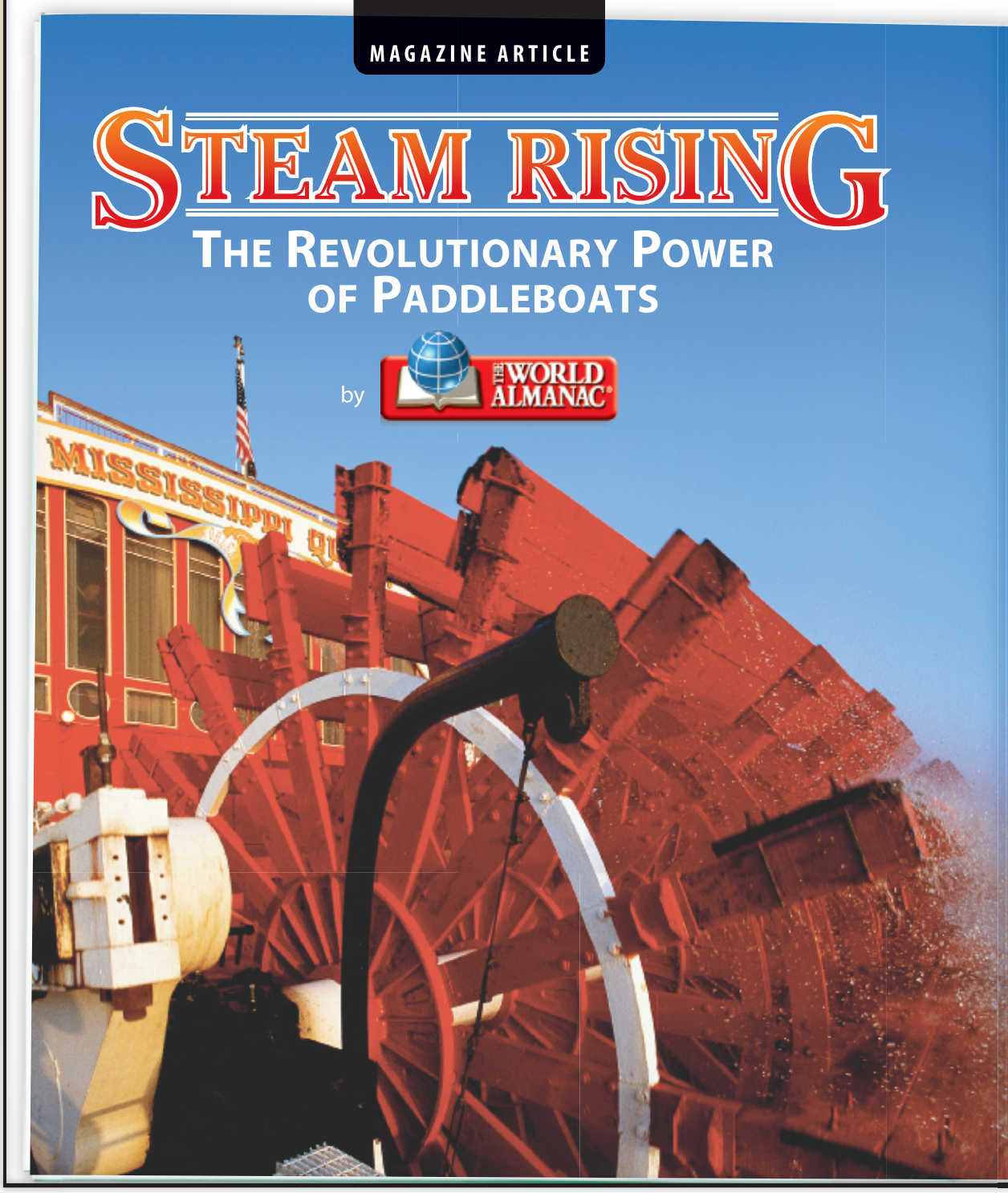
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Direct Teach

Guided Practice

Model and Apply

- Tell students that taking note of important details while reading the selection will help them **evaluate the summaries** later.
- Point out that the title of the selection is "Steam Rising: The Revolutionary Power of Paddleboats," and that the main idea of the first paragraph is that modern tourists still use steamboats because of their charm.
- **Read-Talk-Write** Have students read the section titled "Economic Need." Then, have them talk in pairs about the section and identify the main idea and supporting details. When students have finished, have them share their notes with the class. Point out that summaries focus on main ideas and generally not on supporting details.



Selection Readability	
Easily Accessible **Accessible** Challenging	clear exposition; chronological order
Lexile	**1010**

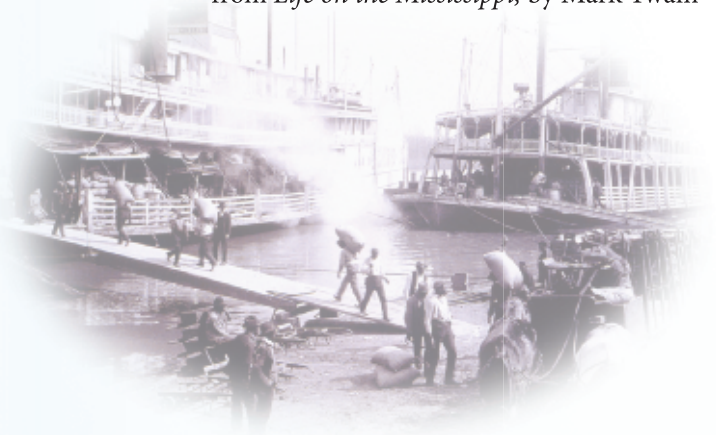
Selection Summary

This selection is about the history and rise of the steamboat. With support from the U.S. ambassador to France, Robert Fulton successfully sent a steamboat up a French river in 1802. By 1833, 1,200 steamboats a year were visiting New Orleans.

Read with a Purpose Read this article to learn about the development and impact of a new technology.

"S-t-e-a-m-boat a-comin'!" and the scene changes! . . . all in a twinkling the dead town is alive and moving. Drays, carts, men, boys, all go hurrying from many quarters to a common center, the wharf.

—from *Life on the Mississippi,* by Mark Twain



In the days when paddle steamboats filled the Mississippi River, the famed author Mark Twain served as a cub pilot. He wrote about that experience and his love of steamboats in *Life on the Mississippi.* Today, modern tourists still take these antiquated vessels along U.S. waterways, such as the Columbia River. Travel writers advertise the charms of these trips: the closeness of the riverbank towns, the lull of the running water, and the feeling of time set apart. A

ECONOMIC NEED

The steamboat was not invented for pleasure, however. The vessel was developed to help move the country along economically. Before paddle steamboats, travel from Louisville,

A **Read and Discuss** What do we learn about modern-day travelers and the steamboat?

Vocabulary **antiquated** (AN tuh kway tihd) *adj.*: old-fashioned.

Think About/Talk About

Read with a Purpose Have students read the Read with a Purpose statement. Ask what we can learn about people from reading about the rise of a technology. ***Possible responses:*** *We can learn about how people's lives changed due to the development of the technology. We can also learn about the type of people who invent new technologies.*

Comprehension

A Read and Discuss

Possible response: *We learn that modern day travelers enjoy traveling by steamboat.*

? Extend the Discussion

Finding Details What is the name of one of the U.S. waterways still used for steamboat travel? ***Possible response:*** *The Columbia River is still used for steamboat travel.*

Description What does Mark Twain's description tell you about life on the Mississippi? ***Possible response:*** *It implies that the steamboat was important to the economy of a town located on the river.*

Differentiating Instruction

English-Language Learners

Help students with unfamiliar vocabulary. Use the images in the text and point out the paddlewheel and the cargo on the docks.

See **Differentiating Instruction** for lesson plans and strategies for teaching English-language learners.

Readers Gaining Proficiency

Tell students that knowing the main idea of a selection is important in writing a summary of it. Read aloud the section titled "Economic Need," or you may wish to play the **Holt Audio Library** of this selection. Tell students that the main idea of this section is that paddleboats were needed to travel up shallow rivers. Then, have students work on their own to find the main idea of the section on the next page titled "Robert Fulton." ***Possible response:*** *Robert Fulton created the first efficient steamboat in 1802.*

See **Differentiating Instruction** for lesson plans and strategies for teaching readers gaining proficiency.

Guided Practice

Model and Apply

- Have students read the definitions for "prototype" and "monopoly" located at the bottom of this page and the next page. Ask students to identify each word's prefix. ***Possible responses:*** *prototype*—proto–; *monopoly*—mono–
- Write the prefix *tri–* on the board, and tell students that it means "three."
- Give students the following examples of English words that contain the prefix *tri–*:

  tricycle

  triathlon

  triad
- Have students think of other English words that contain the prefix *tri–*. ***Possible responses:*** *triangle, triceps, trident, trifocal, trilogy, trimester, trinity, trio, triple*

Kentucky, to New Orleans, Louisiana, was a four-month project. After their invention, the Industrial Revolution was able to move full steam ahead.

Paddle steamboats are created specifically for inland water runs. A giant paddlewheel is built into the back or side of a flat-bottomed boat, which can navigate shallow waters. Steam rising from wood- or coal-fired boilers turns the wheel. Their design is basic, but their invention revolutionized travel and transport.

Colonial American leaders long recognized the need to power boats with something more predictable than sails, which are at the mercy of the wind. They knew they needed boats capable of traveling upriver. In 1784, the inventor James Rumsey talked with George Washington about such a vessel. John Fitch, of Connecticut, tinkered with the idea of a steamboat as early as 1785. In 1790, he and his partner Henry Voight sent a prototype between Philadelphia and Trenton, Pennsylvania. But they could not raise the funds needed to build a steamboat line. B

ROBERT FULTON

Robert Fulton gets credit for creating the first "efficient" steamboat. Fulton hailed from Lancaster, Pennsylvania. As a boy, he spent time in mechanics' shops. There he discovered his talent for drawing. He trained in art in Philadelphia as a teen and then traveled to England, where he was introduced to science and became interested in solving engineering problems. His early ideas included a canal system created on an incline, which would end the need for locks, and a submarine. He had no takers for those ideas, but in 1802, with backing from the U.S. ambassador to France, Robert R. Livingston, Fulton successfully sent a paddle steamboat up a French river. The rest is history.

Along with financial support, Livingston had political steam to offer. The U.S. patent system[1] was not well developed at that point; to profit from their creations, inventors and their backers lobbied[2] politicians for state rights. Livingston was able to obtain a monopoly on New York waterways by promising that Fulton's steamboat could travel at four miles per hour. Fulton sealed the deal by building the *Clermont,* which ran from New York City to Albany at almost five miles per hour. The vessel allowed manufacturers to send raw and finished materials to their destinations more quickly, and Fulton became a rich man.

1. **U.S. patent system:** system that grants an inventor exclusive rights to manufacture an invention for a limited amount of time.
2. **lobbied** (LAHB eed): influenced lawmakers.

B **Read and Discuss** What was so special about paddlewheel steamboats?

Vocabulary **prototype** (PROH tuh typ) *n.:* first or original model of something.
monopoly (muh NAHP uh lee) *n.:* total control over a particular business.

Developing Oral Fluency

Have students use this page to practice presenting information clearly as when giving a report. Have students read over the page identifying any words or phrases that might trip them up in an oral reading. They should determine the words meanings and practice reading aloud to themselves.

Whole-class activity Assign four fluent students to read the four full paragraphs on this page beginning with Paddle steamboats were created . . .

Have them stand at the front of the class and read the paragraphs in order clearly and not too quickly to allow students to imagine they are presenting the article as a report.

After the first group has presented have another set of four students repeat the reading. Allow all students a turn reading a paragraph. (You may wish to extend the reading onto the next page for variety.)



Analyzing Visuals **Viewing and Interpreting** How does the image above capture the feeling of Mark Twain's words at the start of this selection?

The *Baton Rouge*. Illustration from Mark Twain's *Life on the Mississippi*. Boston: James R. Osgood and Company, 1883. Frontispiece image.

Delta Queen riverboat on the Mississippi.

RIVER COMMERCE

Early steamboats were inefficient and sometimes dangerous. But engineers learned from mistakes and improved their design. In addition, Congress authorized funding for major improvements along the Mississippi and Ohio rivers, which encouraged the development of waterway engineering. These factors, along with industrial growth, contributed to the steamboat's rapid rise. In 1814, records show, 21 steamboats visited New Orleans. By 1833, that number had grown to more than 1,200.

By the 1850s, when Twain was working on the river, paddleboats had become fancy affairs. "And the boat IS a rather handsome sight, too," he wrote in *Life on the Mississippi,* going on to describe gingerbread trim atop the pilothouse, shiny white railings, and the flapping flag. These vessels had come to define the Mississippi, the principal U.S. waterway. Until railroads crisscrossed the country in the 1870s, nothing replaced the great U.S. steamboat, and in many ways, nothing ever has. C

Read with a Purpose

What important role did steamboats play in U.S. history?

C **Read and Discuss** What is the main idea here?

Cross-Curricular Connection

HISTORY: Monopolies

Explain to students that monopolies, which helped power the great economic expansion of the United States in the 1800s, are now illegal in the U.S.

- Sometimes monopolies arise naturally, because only one company has the resources or technology to build a product or perform a service.
- Many monopolies were the result of legal advantages given to a company. These advantages were meant to spur technological advances by encouraging entrepreneurs with the prospect of large profits.
- When one or a few companies (a *trust*) work together to completely control an industry, they can agree about prices and quality. If they choose, they can make prices high and/or quality low. However, if companies are competing, they will raise quality and lower prices as much as possible to maximize their own sales. This is better for the consumer. Competing companies are now seen as better for technological development, because competition encourages innovation and lower prices.

Think About/Talk About

Comprehension

B Read and Discuss

Possible response: *They were capable of traveling upriver. They revolutionized travel and transport.*

C Read and Discuss

Possible response: *Paddleboats were extremely important until they were replaced by the railroads.*

Extend the Discussion

Interpreting hy do you thin steamboats were de orated with fan y trim and shiny railings

Possible responses: *Steamboats may have been competing for customers, and attractive boats would get more customers. Or, they may have simply been showing pride of ownership.*

Check for Understanding

se the Read with a Pur ose fol low u uestion to assess students understanding ***Possible response:*** *Steamboats enabled the transport of materials more quickly throughout the United States. Also, steamboats made the Mississippi River the principal U.S. waterway.*

Analyzing Visuals

Viewing and Interpreting: *The image shows all the people of the town at the wharf. The wharf becomes the center of activity.*