“Get to the point!” When people you’re talking with tell you to “get to the point,” they want you to state your **central idea** as clearly and precisely as you can. A central idea is more than just a topic. In the picture below, the topic is “city parks.” But what is the artist communicating about city parks? The central idea is what the author has to say about the topic.

**Study the picture and read the caption. What is the artist communicating about city parks?**

![City parks scene]

City parks are great places to relax and have fun.

Circle details in the picture that support the central idea stated in the caption.

It’s not enough to state a central idea and leave it at that. Authors must develop their central idea by giving you **supporting details**. Supporting details answer questions such as “How do you know?” or “Why is this so?”

**Use the details you circled in the picture to help you fill in the chart below.**

<table>
<thead>
<tr>
<th>Central Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>City parks are great places to relax and have fun.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Detail</th>
<th>Supporting Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>A man is reading the newspaper.</td>
<td>People are having a picnic.</td>
</tr>
</tbody>
</table>

When you read, think about the main point the author is trying to make. Look for details that support that point. Remember, though, that sometimes a central idea is implied rather than explicit or obvious.
Read the first two paragraphs of the historical account about the city of San Antonio.

San Antonio’s Remarkable History  by Adam Scott

San Antonio is currently the seventh-largest city in the United States, but not many know the remarkable history behind this modern-day metropolis. In 1691, a group of Spanish explorers happened upon a river and a Native American settlement in what is now the state of Texas. They named both “San Antonio” because it was June 13, the feast day of Saint Anthony. Soon, the river became home to a fort, a Catholic mission, and a community, all of which they called San Antonio de los Llanos.

For the next 100 years, San Antonio was mostly under Spanish control. In the early 1800s, the Spanish turned the old mission into a fort called the Alamo. Texans took control of the fort in 1835. Shortly after, General Santa Anna arrived with an army 2,000 strong. Fewer than 200 soldiers and volunteers gathered in the Alamo, but they held off the Mexican army for 13 days. On March 2, 1836, Texas declared its independence from Mexico, and on December 28, 1845, became a U.S. state.

Explore how to answer these questions: “What is the central idea? How does the author use details to develop the central idea?”

The topic of the account is San Antonio. But what is the author saying about San Antonio? To help you figure out the central idea, circle important details about San Antonio in the account.

Based on the supporting details, what central idea is the author communicating about San Antonio?

What supporting details does the author use to develop this central idea?

Signal words such as like, now, soon, and for the next 100 years help you see how the supporting details are connected. So, how are the details connected, or related, to each other?
Continue reading about San Antonio. Use the Close Reading and the Hint to help you answer the question.

(continued from page 4)

San Antonio prospered after the Civil War, and in 1877, the first railway reached the town. By 1900, five railways served San Antonio, then the largest city in Texas with 50,000 people.

Today, San Antonio thrives. It is home to five military bases, more than one million people, and Market Square, the largest Mexican marketplace outside of Mexico. San Antonio is a lively city with a rich and memorable history.

Circle the correct answer.

Which sentence best states the central idea of the account?

A  After the Civil War, the city of San Antonio prospered.
B  San Antonio is famous because of the Alamo.
C  Market Square is a large Mexican marketplace in San Antonio.
D  San Antonio is a thriving city with a fascinating history.

Show Your Thinking

Look back at the answer you chose above. How is it supported by each paragraph in the account?

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

With a partner, discuss how the author develops the central idea of this account. Explain how the facts and details in each paragraph connect to each other and support the main idea.
Read this historical article, which describes New York at the time John A. Roebling was designing the Brooklyn Bridge. Use the Study Buddy and Close Reading to guide your reading.

from “New York City, 1869”
by Marcia Amidon Lusted, Cobblestone

1. As John A. Roebling was designing his bridge, life in New York and Brooklyn was teetering between old and new. No bridges existed between the two cities. Travelers used one of the 13 ferry-boats that crossed the East River night and day. From the river, the spire of Trinity Church in New York was the tallest landmark to ships sailing in New York Harbor.

2. People mostly traveled by horses and carriages and on sailing ships, but the use of railroads and steamships was growing. Communication was by mail or telegraph. Just a few years earlier, however, a telegraph cable had been laid across the Atlantic Ocean. In less than a decade, Alexander Graham Bell would invent the telephone.

3. All over the world, new and amazing engineering feats were being accomplished: the Suez Canal in Egypt, the Mont Cenis Tunnel (the longest railroad tunnel) in France, and the Transcontinental Railroad across the United States.

4. The idea of a bridge across the East River first gained support from civic leaders in Brooklyn. In 1869, Brooklyn and New York were independent cities. Brooklyn was the third largest and fastest growing city in the country, and a major manufacturing center. Brooklyn residents saw the bridge as a way to expand commercially as it offered better access to New York’s markets. New Yorkers, meanwhile, saw the bridge as a way to relieve overcrowding in their city. Thanks in part to how the Brooklyn Bridge created the first successful link between the two cities, an expanding metropolis emerged. By 1898, the modern city of New York—consisting of its five boroughs of Manhattan, the Bronx, Brooklyn, Queens, and Staten Island—was created.
Part 4: Guided Practice

Hints

Which choices contain only supporting details? Which contains an important idea that is developed later in the article?

Which choice connects to the idea of the growth of New York City?

What key ideas were developed in each of the first three paragraphs? How does the last paragraph bring those ideas together?

Use the Hints on this page to help you answer the questions.

1. Which sentence best states the central idea of the first paragraph?
   A. Life in New York was teetering between old and new.
   B. People once traveled mostly by horse, carriage, and ship.
   C. New engineering feats were being accomplished in the 1800s.
   D. People crossed the East River by ferry-boat, night and day.

2. Which detail best supports the idea that the Brooklyn Bridge helped create modern-day New York City?
   A. The bridge had the support of civic leaders in Brooklyn.
   B. The bridge helped ease overcrowding in New York.
   C. The Brooklyn Bridge successfully linked what had been two independent cities, Brooklyn and New York.
   D. John A. Roebling designed the Brooklyn Bridge to make travel easier between New York and Brooklyn.

3. Describe how the author connects the final paragraph to the paragraphs that came before it. Explain how all four paragraphs in the article work together to develop the central idea. Use at least two details from the text in your response.

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A Brief History of Chapel Hill

by Carlos Hernandez

1. The Town of Chapel Hill, North Carolina, is situated in therolling hills of Orange County, extending into neighboring Durham County. People of all nationalities reside in this thriving community, which has managed to keep its small-town charm. Many of the residents are students or faculty at the University of North Carolina, Chapel Hill. It is not uncommon for a university town to be heavily populated in that way. What is less usual is the fact that the university was planned and chartered even before the town existed. In fact, the role of the town was to serve as a support system for the new university.

2. What was the region like before the university was created? In the late 1700s, local people could attend the New Hope Chapel, erected on the highest point of the hill. The church stood where two main roads crossed. There were no other imposing buildings before the nation’s oldest public university was founded in 1793. Then the school’s Board of Trustees selected the area around the chapel as the setting of the university. The school would need a town to serve it, and so the planning began.

3. In the same year that the university’s cornerstone was laid, the auction of town lots took place. These parcels of land lay around the perimeter of the campus. There were thirty lots available to the public. The first residents moved into their homes in 1795. That meant the university and the small community that would become a busy town grew up together.

4. However, there was still no official town of Chapel Hill until its founding in 1819; it would not be chartered until 1851. The town finally got a mayor some twenty years later when the magistrate of police, H. B. Guthrie, assumed the duties associated with the position. There was still no elected mayor until 1895.

5. The university opened its doors in 1795 to a single student, Hinton James. By the end of his first term, another forty students were enrolled. Throughout the following century, the scope of the university’s curriculum expanded. Students could now take courses in the classics and in the natural sciences. In 1831, the university established an astronomical observatory.

6. The Civil War forced the closing of many colleges throughout the South, but the university at Chapel Hill was able to continue holding classes. In 1875, the university started to expand and soon there were course offerings in a broader range of disciplines, including medical and pharmaceutical science. In 1932, the University of North Carolina was consolidated, or joined together, which meant the three campuses would now offer different kinds of programs.

7. During this time, the town of Chapel Hill was also growing and developing. When its first mayor was elected, the town covered 820 acres, but now it is spread over approximately 21 square miles. Populated largely by the students and staff of the university, the town is also a bustling center of commerce. Because of its lovely setting and old-fashioned appeal, the town attracts quite a few people of retirement age: Chapel Hill is no longer a small village, but it has preserved a great deal of its original character.
Lesson 1

Part 5: Common Core Practice

8 However, times have changed; the United States is now a multicultural society. People from around the world come to study and work here, and our institutions evolve in response to this changing population. Today, approximately 15% of Chapel Hill undergraduates come from other countries while the university has become broader and more inclusive as it welcomes people of different cultural backgrounds.

9 Town planners are also adapting to today’s challenges. With so many people employed by either the university or by the UNC Health Care System, the jobs outlook for the town is positive. However, some people say that the economy should be more balanced to bring different kinds of trades and industries to the city. There are other concerns, as well. Urban planners are considering how to build more affordable housing within the town. That way, there will be fewer commuters and more residents of the town itself.

10 Although the relationship is a close and profitable one, the Town of Chapel Hill is no longer merely an extension of the university. Town residents can enjoy the interesting educational and cultural programs the university offers, yet there is more to town life than that. There are many reasons to come to this community, including a love of natural beauty and a desire for a certain way of life. The small lots that once simply encircled the university campus have grown into a city with its own distinctive personality and appeal.

1 Which statement best supports the central idea of how the university and town have impacted each other?

A “These parcels of land lay around the perimeter of the campus.”

B “Then the school’s Board of Trustees selected the area around the chapel as the setting of the university.”

C “That meant the university and the small community that would become a busy town grew up together.”

D “Throughout the following century, the scope of the university’s curriculum expanded.”
2. One reason Chapel Hill has developed into more than just a college town is its location. Which sentence from the passage best supports this analysis?

A. “In the late 1700s, local people could attend the New Hope Chapel, erected on the highest point of the hill.”

B. “In 1831, the university established an astronomical observatory.”

C. “In 1932, the University of North Carolina was consolidated, or joined together, which meant the three campuses would now offer different kinds of programs.”

D. “Because of its lovely setting and old-fashioned appeal, the town attracts quite a few people of retirement age.”

3. According to the account, “People of all nationalities reside in this thriving community.” Which detail from the account best supports this idea?

A. The town of Chapel Hill is a center of commerce.

B. About 15% of Chapel Hill’s undergraduates come from other countries.

C. Town planners are adapting to modern challenges.

D. The economy needs to be more balanced to encourage business growth.

4. Explain how the relationship between the town and the university of Chapel Hill changed over time. Use at least two details from the account to support your explanation.

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✅ Self Check

Go back and see what you can check off on the Self Check on page 1.

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Lesson 1  (Student Book pages 3–10)

Analyzing the Development of a Central Idea

LESSON OBJECTIVES

• Determine the central idea of an informational text.
• Analyze how facts, details, and other evidence develop a central idea.
• Analyze the relationship between a central idea and supporting details.

THE LEARNING PROGRESSION

• **Grade 7:** CCSS RI.7.2 requires students to determine and analyze the development of two or more central ideas over the course of a text.
• **Grade 8:** CCSS RI.8.2 builds on the Grade 7 standard by emphasizing how authors develop ideas through the use of supporting details.
• **Grade 9:** CCSS RI.9.2 has students analyze the development of a central idea, including how it emerges and is shaped and refined by specific details.

PREREQUISITE SKILLS

• Identify central ideas.
• Recognize how ideas develop over the course of a text.
• Understand how details support central ideas.

TAP STUDENTS’ PRIOR KNOWLEDGE

• Tell students they will be working on a lesson about how authors develop a central idea in a text. Ask students what a central idea is. *(what an entire text is mostly about)* Tell students they will learn how authors relate facts and information in the text, or the supporting details, to the central idea.
• Display this text for students: *American cities have many unique landmarks. In St. Louis, Missouri, visitors will see the huge Gateway Arch. Tourists can experience the well-known Golden Gate Bridge in San Francisco, California, and the Statue of Liberty, which looks unlike any other landmark in the world, can be viewed in New York Harbor.*
• First, ask students to identify the central idea. *(American cities have many unique landmarks.)* Then ask them to list the supporting details. *(huge Gateway Arch; well-known Golden Gate Bridge; Statue of Liberty, which looks unlike any other landmark)* Discuss how each example develops the central idea.
• Explain that when students are reading an informational text, understanding how all the details connect to the central idea of the text will help them to remember and understand what they read.

Ready Teacher Toolbox

<table>
<thead>
<tr>
<th>Prerequisite Skills</th>
<th>RI.8.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ready Lessons</strong></td>
<td>✓ ✓</td>
</tr>
<tr>
<td><strong>Tools for Instruction</strong></td>
<td>✓</td>
</tr>
<tr>
<td><strong>Interactive Tutorials</strong></td>
<td>✓</td>
</tr>
</tbody>
</table>

CCSS Focus

**RI.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.…

**ADDITIONAL STANDARDS:** RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.7; L.8.1.a, L.8.4.a, L.8.4.b; W.8.3, W.8.4, W.8.7; SL.8.1, SL.8.4, SL.8.5, SL.8.6 (See page A39 for full text.)
AT A GLANCE

By studying an illustration of a scene at a city park, students are introduced to the idea that supporting details relate to a central idea.

STEP BY STEP

- Read aloud the first paragraph, which introduces students to the concept of the central idea.
- Ask volunteers to distinguish in their own words between a topic and a central idea about a topic.
- Encourage students to examine the picture closely and read the caption. Tell them to circle picture details that relate to the central idea expressed in the caption.
- Explain that the chart shows a way of understanding the relationship between the supporting details and the central idea.
- Read aloud the central idea and the two supporting details. Discuss how the supporting details are specific examples of how parks are great places for relaxation and fun. Then have students add another supporting detail from the illustration to the chart. (Sample response: Young people are playing soccer.)
- Ask students to share other examples the artist could have included in the picture that would have served as supporting details for the central idea.

Point out that sometimes the central idea is implied rather than explicit, and students must infer what the central idea is. Describe an informational text that you have read recently. Explain how you used details to infer the central idea.

Genre Focus

Informational Texts: Historical Account

Tell students that an informational text is any nonfiction text—printed or electronic—that is written to inform the reader about a topic or explain a concept or process. Examples include nonfiction books; magazine, newspaper, or encyclopedia articles; and instructions. Ask students to name other types of informational texts. (biographies and autobiographies)

Explain that one type of informational text is a historical account. A historical account is often based on historical documents or other primary sources. It may describe a place, event, trend, community, or individual from a specific time period. It provides readers with facts, examples, and other details about the past.

Based on these characteristics, have students give examples of historical accounts they have read. What was the topic of the account? What was the time period? How did reading a historical account add to their understanding of events in that era?

Tell students that in this lesson they will read historical accounts about three very different American cities: San Antonio, Texas; New York, New York; and Chapel Hill, North Carolina.
**Think Aloud:** I see from the title that the topic of this account is the history of the city of San Antonio. In the first sentence, the author says San Antonio is a large “modern-day metropolis.” I think that’s one important idea. As I continue reading, I see that the author tells some interesting facts about the city’s early history. I think the central idea is not directly stated. It is a combination of these two ideas.

**ELL Support: Multiple-Meaning Words**

Explain that many English words have more than one meaning. These words are called multiple-meaning words. Tell students that when they find one of these words in their reading, using context—the meanings of the words and phrases surrounding the word—can help them determine which meaning of the word is being used.

- **Point out** the word *happened* in paragraph 1. Ask students what the word means, such as when someone asks, “What happened to your arm?” (“came about, occurred”)
- **Tell students** that *happened* has a slightly different meaning in the passage. Discuss the context: the founding of San Antonio in 1691 by Spanish explorers who had never been there before. Given this context, ask students what they think *happened* means here. (“came upon unexpectedly or by chance, discovered”) (RI.8.4; L.8.4.a)
Students continue reading about San Antonio. They answer a multiple-choice question and analyze how each paragraph helps to develop the central idea.

**STEP BY STEP**

- Tell students they will continue reading about San Antonio.
- The Close Reading helps students connect the supporting details to the central idea. The Hint will help them identify the answer that summarizes the central idea.
- Have students read the final paragraph and underline supporting details, as directed by the Close Reading.
- Ask volunteers to share the details they underlined and explain what central idea they support.
- Have students circle the answer to the question.
- If partners need help with the final activity, have them go back and reread all the details in the account they circled or underlined. Remind them that the central idea combines two main ideas—that San Antonio is a modern, thriving city and it has a rich history. Have partners think about how the city's history contributed to its growth into a modern city. That will help them see how all the ideas in the account connect to each other.

**ANSWER ANALYSIS**

*Choice A is incorrect.* The question asks for the central idea. That San Antonio prospered after the Civil War is a supporting detail about the city's transformation into a modern metropolis.

*Choice B is incorrect.* The siege of the Alamo is one event that supports the account's central idea.

*Choice C is incorrect.* Market Square is an example of how San Antonio is a thriving city, not the central idea.

*Choice D is correct.* It is the only choice that sums up the central idea and supporting details in the account.

**ERROR ALERT:** Students who did not choose D may be confusing central idea and details. Review that the central idea is the main point of a text and captures the important ideas in a summarizing statement. One detail alone cannot represent the ideas of a text.
AT A GLANCE

Students read a historical account about New York City twice. After the first reading, you will ask three
questions to check your students’ understanding of the text.

STEP BY STEP

• Have students read the text silently without referring
to the Study Buddy or the Close Reading text.

• Ask the following questions to ensure students’
comprehension of the text:

  What two cities would the Brooklyn Bridge join?
  (Brooklyn and New York)

  Why do you think the author included information
about railroads, steamships, the telephone, and
and engineering feats in paragraphs 2 and 3? (These
details provide historical context by describing other
innovations that were developed during this period and
moved society forward.)

  How would the Brooklyn Bridge benefit Brooklynites
and New Yorkers? (It would open up new markets for
Brooklyn goods. It would help relieve overcrowding in
New York City.)

• Then ask students to reread paragraph 1 and look at
the Study Buddy think aloud. What does the Study
Buddy help them think about?

Tip: The Study Buddy reminds students to consider
the title and look for details about New York in 1869.
Point out that this date must be significant since it is
in the title. Encourage students to determine what it
represents and why it is central to the article.

• Have students read the rest of the text. Tell them to
follow the directions in the Close Reading.

Tip: Point out that 1869 seems to represent a
turning point from the author’s point of view. Ask
students to explain what the city is on the verge of.
Recognizing this supporting detail will help
students understand the article’s central idea.

• Finally, have students answer the questions on
page 7. Use the Answer Analysis to discuss correct
and incorrect responses.

Tier Two Vocabulary: Teetering

• Point out the word teetering in paragraph 1. Tell
students that teeter-totter is another word for
seesaw. Have a volunteer demonstrate how a
teeter-totter works.

• Based on the meaning of teeter-totter, ask students
what image comes to mind when they hear the
word teetering? (something going up and down
repeatedly)

• Read the first sentence of the article. Discuss what
the author means by “life in New York and
Brooklyn was teetering between old and new.”
(The cities were on the verge of leaving the old
behind and entering the modern age.)

• Based on what they know, ask students what
teetering means. (“to swing unsteadily from one
thing or position to another”) (RI.8.4; L.8.4.a)
Lesson 1

Part 4: Guided Practice

STEP BY STEP

- Have students read questions 1–3, using the Hints to help them answer the questions.

**Tip:** Remind students to identify the main point of each paragraph and see how the author connects them to develop the central idea of the whole article.

- Discuss with students the Answer Analysis below.

**ANSWER ANALYSIS**

1. The correct choice is A. It states a central idea. Choices B and C are incorrect. They state details from paragraphs 2 and 3. Choice D is incorrect. It is a supporting detail, not a central idea. It supports the idea of New York’s transition from old modes of transportation to new.

2. The correct choice is C. It explains how the Brooklyn Bridge helped create modern-day New York City. Choices A and B are incorrect. They develop the idea that people wanted to build the bridge, not why it helped create modern-day New York City. Choice D is incorrect. Although it may be true, it does not support how New York City became the city that it is today.

3. Sample response: The final paragraph summarizes the significance and impact of the Brooklyn Bridge. The author explains how the bridge united two independent cities, and “an expanding metropolis emerged.” The final paragraph also concludes that the Brooklyn Bridge created “the modern city of New York,” tying together the ideas of life “teetering between old and new” in paragraph 1 and the world becoming more modern in paragraphs 2 and 3.

**RETEACHING**

Use a chart to verify the correct answer to question 2. Draw the chart below, and work with students to fill in the boxes. Sample responses are provided.

<table>
<thead>
<tr>
<th>Central Idea</th>
<th>The Brooklyn Bridge helped create modern-day New York City.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail</td>
<td>Detail</td>
</tr>
<tr>
<td>United two independent cities</td>
<td>Conveys sudden and dramatic growth</td>
</tr>
</tbody>
</table>

**Integrating Standards**

Use these questions to further students’ understanding of “New York City, 1869.”

1. What are other examples the author includes of the technologies being implemented and the engineering feats taking place in the second half of the nineteenth century? (RI.8.3)

   **Railroads and steamships were fast becoming common modes of transportation. A telegraph cable had been laid across the Atlantic Ocean. Other engineering marvels such as the Suez Canal and the Monte Cenis Tunnel were also being built.**

2. Apart from Roebling’s vision and design, explain the factors that contributed to the success of the Brooklyn Bridge. (RI.8.1)

   **The people of Brooklyn and New York saw the advantages of a bridge. Civic leaders and residents wanted it. Brooklyn was a manufacturing center. Linking the cities would relieve overcrowding.**
Read the historical account. Then answer the questions that follow.

A Brief History of Chapel Hill
by Carlos Hernandez

1. The Town of Chapel Hill, North Carolina, is situated in the rolling hills of Orange County, extending into neighboring Durham County. People of all nationalities reside in this thriving community, which has managed to keep its small-town charm. Many of the residents are students or faculty at the University of North Carolina, Chapel Hill. It is not uncommon for a university town to be heavily populated in that way. What is less usual is the fact that the university was planned and charted even before the town existed. In fact, the role of the town was to serve as a support system for the new university.

2. What was the region like before the university was created? In the late 1700s, local people could attend the New Hope Chapel, erected on the highest point of the hill. The church stood where two main roads crossed. There were no other imposing buildings before the nation's oldest public university was founded in 1795. Then the town's Board of Trustees selected the area around the chapel as the setting of the university. The school would need a town to serve it, and so the planning began.

3. In the same year that the university's committee was laid, the auction of town lots took place. These parcels of land lay around the perimeter of the campus. There were thirty lots available to the public. The first residents moved into their homes in 1795. That meant the university and the small community that would become a busy town grew up together.

4. However, there was still no official town of Chapel Hill until its founding in 1819; it would not be charted until 1831. The town finally got a mayor some twenty years later when the magistrate of police, H. B. Guthrie, assumed the duties associated with the position. There was still no elected mayor until 1895.

5. The university opened its doors in 1795 to a single student, Hinton James. By the end of his first term, another forty students were enrolled. Throughout the following century, the scope of the university's curriculum expanded. Students could now take courses in the classics and in the natural sciences. In 1833, the university established an astronomical observatory.

6. The Civil War forced the closing of many colleges throughout the South, but the university at Chapel Hill was able to continue holding classes. In 1875, the university started to expand and soon there were course offerings in a broader range of disciplines, including medical and pharmaceutical science. In 1892, the University of North Carolina was consolidated, or joined together, which meant the three campuses would now offer different kinds of programs.

7. During this time, the town of Chapel Hill was also growing and developing. When its first mayor was elected, the town covered 820 acres, but now it is spread over approximately 21 square miles. Populated largely by the students and staff of the university, the town is also a bustling center of commerce. Because of its lovely setting and old-fashioned appeal, the town attracts quite a few people of retirement age. Chapel Hill is no longer a small village, but it has preserved a great deal of its original character.

8. However, times have changed; the United States is now a multicultural society. People from around the world come to study and work here, and our institutions evolve in response to this changing population. Today, approximately 1% of Chapel Hill undergraduates come from other countries while the university has become broader and more inclusive as it welcomes people of different cultural backgrounds.

9. Town planners are also adapting to today's challenges. With so many people employed by either the university or by the UNC Health Care System, the jobs outlook for the town is positive. However, some people say that the economy should be more balanced to bring different kinds of trades and industries to the city. There are other concerns as well. Urban planners are considering how to build more affordable housing within the town. That way, there will be fewer commuters and more residents of the town itself.

10. Although the relationship is a close and profitable one, the Town of Chapel Hill is no longer merely an extension of the university. Town residents can enjoy the interesting educational and cultural programs the university offers, yet there is more to town life than that. There are many reasons to come to this community, including a love of natural beauty and a desire for a certain way of life. The small lots that once simply encircled the university campus have grown into a city with its own distinctive personality and appeal.

**Answer Analysis**

1. Choice C is correct. The question asks about the relationship between the university and the town. Choice C is the only choice that connects the two entities by referring to the fact that the school and the town were planned together and grew up together. Choice A is a supporting detail about how the town was originally populated, and Choice B is a detail about how the site for the university was chosen. Choice D also relates only to the university. (DOK 2)

**Theme Connection**

- How do all the accounts in this lesson relate to the theme of American cities?
- What is one fact or idea about growing American cities that you learned from each account in this lesson?
ANSWER ANALYSIS

2  Choice D is correct. This statement connects the “lovely setting” of Chapel Hill to attracting retired people, making it “more than just a college town.” Choice A mentions the town’s location, but that in itself does not support the statement. Choices B and C have to do with events that made Chapel Hill even more of a college town. **(DOK 2)**

3  Choice B is correct. It is a fact that shows that many nationalities are represented in Chapel Hill. Choice A is incorrect. Being a center of commerce might attract people from different countries, but that is not supported with facts. Choices C and D are evidence of the town’s efforts to deal with economic growth, not of its diverse population. **(DOK 2)**

4  Sample response: The town has its businesses and the university has its courses and cultural life, but they have always been closely connected by the services the town provides the university. More and more, they have become two domains that thrive from exchange with one another. The author writes, “Although the relationship is a close and profitable one, the Town of Chapel Hill is no longer merely an extension of the university.” Each offers something important. **(DOK 3)**

Integrating Standards

Use these questions and tasks as opportunities to interact with “A Brief History of Chapel Hill.”

1  Why do you think the area around New Hope Chapel was chosen as the site of the new university? Cite details from the text to support your inference. (RI.8.1)

   The account says that a chapel existed at the site, which was the highest point of the hill, and that two roads crossed there. A university built on a hill would be an imposing sight, and since people were used to traveling the two roads to the chapel, the school would be in a familiar and easy-to-reach location.

2  In paragraph 8 the author describes the university today as “broader and more inclusive.” Tell what you think the word inclusive means. (RI.8.4; L.8.4.a, L.8.4.b)

   This paragraph tells that the university has more students from other countries and cultural backgrounds. The account says that it “welcomes” these new students. Also, the prefix in- can mean “in, into,” as in include. Given these clues, I think inclusive means “including everyone or everything,” “encompassing.”

3  Write a brief summary of the account, including details that support the central idea. (RI.8.2; W.8.4)

   Summaries may vary but should include details about Chapel Hill’s unique relationship with the university and how it changed over time, creating two separate but vibrant, growing, and diverse entities.

4  Discuss in small groups: What is the central idea of this account? How does each paragraph in this account help to develop this central idea? (SL.8.1)

   Discussions will vary. After students have agreed upon the account’s central idea, have them take turns describing the role of each paragraph in this idea’s development. Encourage students to elaborate on each other’s ideas. Remind them to be sure to discuss each paragraph the author includes.
Writing Activities

**You Were There (W.8.3)**
- Challenge students to think about what Chapel Hill was like in 1795 based on details in “A Brief History of Chapel Hill.” What is the story behind the facts of the town’s and university’s founding?
- Have students write a short story of the founding of the town from the viewpoint of either one of the first residents to move into the thirty parcels of land or a member of the Board of Trustees who had to “sell” the idea of a university to the other board members and the original inhabitants of the area.

**Participial Phrases (L.8.1.a)**
- Tell students that a participle is a word that is formed from a verb but is used as an adjective. Point out the clause “our institutions evolve in response to this changing population” in paragraph 8 of “A Brief History of Chapel Hill.” Tell students that changing, formed from the verb change, is a participle modifying population.
- Explain that sometimes other words accompany a participle. This is a participial phrase. Point out the phrase “extending into neighboring Durham County” in this account’s first sentence.
- Ask students to find the participial phrase in paragraph 2. (“erected on the highest point of the hill”) Ask what noun it modifies. (New Hope Chapel)

**LISTENING ACTIVITY (SL.8.6)**
**Listen Closely/Conduct an Interview**
- Invite students to interview an adult about how the place where she or he grew up has changed over the years.
- Suggest that students write interview questions covering details similar to the ones in “A Brief History of Chapel Hill,” such as changes to the landscape, population, and buildings.
- Remind students to listen carefully and record the interviewee’s responses.

**DISCUSSION ACTIVITY (SL.8.1)**
**Talk in a Group/Compare and Contrast Cities**
- Have students review what they learned about San Antonio, New York City, and Chapel Hill from this lesson's passages.
- Have students form small groups to compare and contrast the histories of these cities. What was similar about how they evolved over time? What was different? How are the cities similar to and different from each other today?
- Allow 10 to 15 minutes for discussion. Then have each group share its results with the class.

**MEDIA ACTIVITY (RI.8.7)**
**Be Creative/Make a Video**
- Invite partners or groups to make a video of their city or town. What will their central idea of the video be? What supporting details will they include in the dialogue or images to develop this central idea? Encourage students to write a plan before making their videos.
- Have volunteers play their videos for the class.
- Discuss with students how viewing a video of a place compares with reading an account about one.

**RESEARCH ACTIVITY (W.8.7; SL.8.4, SL.8.5)**
**Research and Present/Give a Presentation**
- Tell students that John A. Roebling was a civic engineer. Have them use the facts in “New York City, 1869” to plan a presentation on Roebling.
- Students should research additional information on the engineer and write a brief report on some aspect of his life or work to present orally.
- Students should include architectural drawings, actual photographs, or their own or another artist’s rendering of one of Roebling’s works.
- Have students present their findings to the class.