# Grade 4: Unit 5, Lesson 23

**Title:** *The Ever-Living Tree*

**Essential Question:** How does the change of a coast redwood parallel and span the course of human history?

**Week 1**

Questions to ask and discuss while reading:

**Why do you think the author interprets the narrative about the tree to talk about Alexander the Great?**

*To connect to human history, the history of the tree; to show how long ago trees began growing.*

**Why does the author keep repeating that the tree kept growing and getting bigger?**

*The author wants to emphasize that the tree continues to grow for many years.*

**Why does the author choose to talk about the building of the great wall?**

*It was a massive project that took hundreds of years to complete and the redwood lived through it all.*

**Why does the author talk about different locations, people and times in the world? Give some specific examples from the text.**

*To give a sense of time and how long the growth of the tree is taking. Examples include- Alexander the Great building his empire, the Great Wall of China, Native Americans, etc.*

**What happened to the redwood tree during and after the fire? What was happening at the same time?**

*Flames damaged the tree near the ground and the tree was hollowed- out like a cave. The tree continued to grow and new bark covered up the hole on the outside.The Roman Empire Rose and fell. The African kingdom of Kanem flourished from trade.*

**What happened in human history at the same time that animals were finding shelter inside the tree?**

*Christopher Columbus was looking for a new route to China…..time passed... the United States won its independence.*

**What happened in human history at the same time that lightning struck the tree?**

*The Gold Rush brought many people to California.*

**What sentence on page 698 expresses the main idea of the selection?**

*“Life in a coast redwood forest goes on and on.”*

**(Text-Structure Questions)**

**What two stories are being told in the selection?**

*The story of a coast redwood and the story of humans.*

**How has the author arranged those two stories?**

*The text switches back and forth between talking about human history and talking about the life of the redwood. The icons that show the switch.*

**How has the author structured the text to tell each of the stories?**

*The stories are told in sequence with the events being told in the order they happened.*

**When does the story of the tree begin and end?**

*It begins when the tree pokes itself out of the ground and ends when it falls.*

**Written Response**

**Option 1**

Write a brief chronicle of the life of the redwood tree as it changes over time.

**Sample Student Response**

*Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.*

*The life of a redwood tree changes over time. The redwood begins life as a seed, and it needs lots of water. It spreads its shallow roots under the floor of the forest. Every year a new layer of bark is added to the tree. Sometimes the bark get damaged by forest fire, floods, or insects. The tree will continue to change and grow until it reaches over 300 feet tall. The redwood tree can grow for an amazing amount of time. As it says in the text, “life in a coast redwood forest goes on and on.”*

**Option 2**

Write a summary of the changes of human history happening at the same time of the redwood tree’s growth that were highlighted by the text.

**Sample Student Response**

*Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.*

 *There were many events that occurred during the same time as the redwood evolved. To begin with, redwoods grew and survived back when dinosaurs were alive. They grew in California at the same time as when Alexander the Great build an empire. In the United States, Native Americans were gathering food and in China they were building the Great Wall.*

 *More time passed, and redwoods still grew. Some kingdoms and empires rose and even collapsed, like the Roman Empire. An explorer named Marco Polo traveled to China. Christopher Columbus found the New World while looking for a new route there. And redwoods were still growing when the United States became a free country. They were still growing when the Gold Rush happened in California.*

 *As you can see, many things happened over time while the redwood trees still survived. No matter what is happening in the world, you can always say, “life in a coast redwood forest goes on and on.”*

**Week 2, Building Knowledge: Extending the Topic**

**Essential Question:** How does the change of a coast redwood parallel and span the course of human history?

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| Cumulative Activities – The following activities should be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that students are required to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for the week.* |

**Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from **ALL** the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this text set.

**Sample Student Response**

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| **Title** | **Six Vocabulary Words & Sentences** |
| *The Ever-Living Tree* | **Words: evaporate, continent, dense, shallow, cambium, civilized****Sentences:** 1. The air became warmer and the moisture began to **evaporate**.
2. On this **continent** alone, many changes happened over the course of human history.
3. In a forest fire, the redwood’s **dense** fibers aids in putting out fires.
4. The redwood tree produces **shallow** roots.
5. The **cambium** is essential to the growth of a redwood tree.
6. Alexander the Great traveled through **civilized** worlds.
 |
| *Gentle Redwood Giants* | **Words: climate, ecosystem, moisture, dense, inland, preserve****Sentences:** * + - 1. The wet, warm **climate** is good for coastal redwood trees.
			2. Everything a redwood tree needs to survive is found in the **ecosystem** where it lives.
			3. Coastal Redwoods need a lot of **moistur**e, which they are able to get from the fog.
			4. **Dense** and thick undergrowth is found in the forests.
			5. Sequoia trees are found **inland** farther away from the coast.
			6. People are working to **preserve** the trees and their ecosystems.
 |
| *Life Among the Redwoods* | **Words: independent, opportunities, continent, moisture, resources, endangered****Sentences:**1. The inhabitants of the redwood are not **independent** of one another.
2. In the redwoods, there are a lot of **opportunities** to see many plants and animals.
3. The American Monarch butterfly travels most of the North Pacific **continent**.
4. The amount of **moisture** in an environment impacts the inhabitants.
5. We can acquire a great amount of **resources** from the redwood.
6. Some of the species become **endangered** due to predators.
 |
| **Sensational Six**: **dense, climate, ecosystem, resources, civilizations, preserve** |
| **Summary:** In the redwood forest, over time, **dens**e growth has developed. The **climate** in California supports the needs of these trees, and the **ecosystem** allows for many other creatures to survive. There are many **resources** that come from the redwood forest. These trees have grown for thousands of years and seen many different **civilizations**. Now, people are working to **preserve** these great trees. |

**Rolling Knowledge**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource?
3. Write, draw, or list what you learned from the text about (topic). Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

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| **Write, Draw, or List** |
| **Title** | **New and important learning about the topic** | **How does this add to what I learned already?** |
| 1. *The Ever-Living Tree*
 | The Redwood trees live extraordinarily long lives. We can tell how long the life span is by comparing it to the events in human history. | This tells me how long a Redwood tree has been living. |
| 1. *Life Among the Redwoods*
 | There are many other creatures (plants and animals) that live and thrive in Redwood forests. They depend on one another to survive. | This teaches me about how the Redwood forest creates a home for other types of inhabitants. |
| 1. *Gentle Redwood Giants*
 | There are two kinds of redwoods that thrive in California, sequoias and coast redwoods. The climate in California is perfect for redwood trees. Many people are trying to protect redwoods and help them grow and thrive. | This text gives specific factual information about how redwoods survive, what they need, and the efforts people are taking to support them. |

**Week 2 Written Response (optional)**

Identify key historical changes within the text by reading the following quote from the text.

“In California, a strip of redwood forest survived along the coast. A new tree sprouted and began to grow. Half a world away, Alexander the Great built an empire.” Describe the connection between these two events. What does that tell you about the life of the redwood tree?

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| Note to Teacher: *Due to the complexity of this text and the number of historical references students may not be familiar with, it is recommended that you spend part of week 2 with the anchor text. Picture resources are suggested to help students understand the quick references to human history that are used as time markers in this text.* |

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**Title:** *The Ever-Living Tree*

**Essential Question:** How does the change of a coast redwood parallel and span the course of human history?

*This is a note taking form for you to collect thoughts and evidence during your reading and class discussions. You can use this when you write your essay later.*

Why do you think the author interprets the narrative about the tree to talk about Alexander the Great? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Why does the author keep repeating that the tree kept growing and getting bigger? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Why does the author choose to talk about the building of the great wall? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Why does the author talk about different locations, people and times in the world? Give some specific examples from the text. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What happened to the redwood tree during and after the fire? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What happened in human history at the same time that animals were finding shelter inside the tree? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What happened in human history at the same time that lightning struck the tree? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What sentence on page 698 expresses the main idea of the selection? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Text Structure Questions

What two stories are being told in the selection? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How has the author arranged those two stories? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How has the author structured the text to tell each of the stories? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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When does the story of the tree begin and end? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Week 1 Written Response**

**Prompt #1**

Write a brief chronicle of the life of the redwood tree as it changes over time?

**Prompt #2**

Write a summary of the changes of human history happening at the same time of the redwood tree’s growth that were highlighted by the text.

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**Building Knowledge: Extending the Topic**

**Essential Question:** How does the change of a coast redwood parallel and span the course of human history?

**Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from **ALL** the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this text set.

|  |  |
| --- | --- |
| **Title** | **Six Vocabulary Words & Sentences** |
| *The Ever-Living Tree* | **Words:** **Sentences:** 1.2.3.4.5.6.  |
| *Gentle Redwood Giants* | **Words:** **Sentences:**1.2.3.4.5.6.  |
| *Life Among the Redwoods* | **Words:** **Sentences:**1.2.3.4.5.6.  |
| **Sensational Six:** |
| **Summary:** |

**Rolling Knowledge Journal**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

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| **Write, Draw, or List** |
| **Title** | **New and important learning** **about the topic** | **How does this resource add to what I learned already?** |
| 1. *The Ever-Living Tree*
 |  |  |
| 1. *Life Among the Redwoods*
 |  |  |
| 1. *Gentle Redwood Giants*
 |  |  |

**Week 2 Written Response (optional)**

Identify key historical changes within the text by reading the following quote from the text.

“In California, a strip of redwood forest survived along the coast. A new tree sprouted and began to grow. Half a world away, Alexander the Great built an empire.” Describe the connection between these two events. What does that tell you about the life of the redwood tree?

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