Grade 8 History: Canada Revisited 8
Chapter 6: Manitoba Becomes a Province (1867-1870) [pp. 148-165]

Previewing the Chapter

1. Read the Overview of Chapter 6 on p. 148 and the Chapter 6 Focus on p. 149. Examine the maps on p. 149. Using this information as well as what you already know about Canada's history, list at least five questions for which you would like to find answers as you study this chapter. These questions should be about major topics or ideas rather than specific details.

<table>
<thead>
<tr>
<th>Prediction Chart – What Do You Think?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My Questions</strong></td>
</tr>
<tr>
<td>(fill out at the end of the chapter)</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
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<tr>
<td>5.</td>
</tr>
</tbody>
</table>

2. Examine the two maps on p. 149. What major change occurred in 1870? Refer to pp. 10 and 21 for further information.

________________________________________________________________________
________________________________________________________________________
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1
3. The goal of John A. Macdonald's government was to make the Northwest Territories part of Canada as a step toward the goal of expanding the Dominion from sea to sea. In Chapter 6, you will be looking at the challenges involved in carrying this out.

Take the role of Prime Minister Macdonald and fill out 1 of the chart A Model to Meet Challenges from his point of view.
During Reading

All answers, unless otherwise specified, must be in complete sentences. Use part of the question to begin each response.

4. Read *The Years After Confederation* on pp. 150-151. Fill in the chart below. Describe the situation, using point form, in the left hand column, and explain the effects on the people in the right hand column.

<table>
<thead>
<tr>
<th>The Years After Confederation</th>
<th>Situation</th>
<th>Effects on People</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Minority Rights</td>
<td>Who did the rights serve?</td>
<td></td>
</tr>
<tr>
<td>2. a) Nova Scotia and Separatist Movement</td>
<td>How did people demonstrate their dissatisfaction?</td>
<td></td>
</tr>
<tr>
<td>2. b) Ontario, Quebec, New Brunswick</td>
<td>Why were people satisfied?</td>
<td></td>
</tr>
<tr>
<td>3. Possible American Annexation</td>
<td>Who would be affected by Manifest Destiny?</td>
<td></td>
</tr>
</tbody>
</table>

5. Fill in the Vocabulary Chart on p. 23 for #1-5.
   
a) Whom does Mother Britannia represent?
   
   _______________________________________________________________
   
   _______________________________________________________________
   

b) Whom does Uncle Sam represent?
   
   _______________________________________________________________
   
   _______________________________________________________________
   


c) Whom does the child represent?
   
   _______________________________________________________________
   
   _______________________________________________________________
   

d) In what parts of British North America was "Uncle Sam" interested?
   
   _______________________________________________________________
   
   _______________________________________________________________
   
   _______________________________________________________________
   
   _______________________________________________________________


e) What is the message of the cartoon?
   
   _______________________________________________________________
   
   _______________________________________________________________
   
   _______________________________________________________________
   
   _______________________________________________________________

f) Do you think Great Britain should have concerns about the interests of Uncle Sam in British North America? Why or why not?
   
   _______________________________________________________________
   
   _______________________________________________________________
   
   _______________________________________________________________
   
   _______________________________________________________________
7. In the chart below, briefly describe each challenge in the left hand column. Then, in the right hand column, explain how each of the three challenges faced by the new Dominion of Canada in its first three years was met.

<table>
<thead>
<tr>
<th>Challenges Faced by the New Dominion of Canada (1867 – 1870)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Federal/Provincial Conflict (in Nova Scotia)</td>
</tr>
<tr>
<td>2. Separatist Movement</td>
</tr>
<tr>
<td>3. American Annexation</td>
</tr>
</tbody>
</table>

8. Fill in ☐ on A Model to Meet Challenges on p. 2 of this handout.

9. Read Life in Canada After Confederation (including the pictures and captions) on pp. 152-153. Write point form notes on each topic in the graphic organizer below.
10. To complement the information in Chapter 6 of *Canada Revisited*, you are also required to read *Louis Riel: A Comic-Strip Biography* (Part 1) by Chester Brown. For each section of the textbook and handout questions indicated in the chart below, read the corresponding pages in *Louis Riel*. Then, write down any **additional or differing information** provided in this graphic novel in **point form** in the chart below.

<table>
<thead>
<tr>
<th>Section</th>
<th>Textbook</th>
<th>Louis Riel</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Rupert's Land (pp. 154-157)</td>
<td>pp. 3-9 (on PDF, pp. 7-12 up to &quot;That's not all -- the lieutenant governor that they're going to appoint...&quot;)</td>
<td>and write additional or different information in point form below</td>
</tr>
<tr>
<td>b)</td>
<td>Government Surveyors – Upper Fort Garry Seized (pp. 158-159)</td>
<td>pp. 9 (last panel) – 20 (on PDF, pp. 12 (last panel) – 23 (&quot;I'm sorry, Dr. Cowan, but I 'ave 120 men...&quot;))</td>
<td>and write additional or different information in point form below</td>
</tr>
<tr>
<td>c)</td>
<td>Provisional Government – The Métis Bill of Rights (pp. 159-160)</td>
<td>pp. 21-46 (except last panel) (on PDF, pp. 24 – 49 (&quot;Schultz couldn't have gotten that many men...&quot;))</td>
<td>and write additional or different information in point form below</td>
</tr>
</tbody>
</table>
d)  □ read Textbook: Thomas Scott (p. 161)
    □ answer Question #22 for that section on this handout
    □ read Louis Riel: pp. 46 (last panel) – 74 (except last two panels) [on PDF, pp. 50 - 77 (“As for the promises you make…”)] and write additional or different information in point form below

e)  □ Textbook: The Manitoba Act, 1870 – Wolseley in the Red River (pp. 161-162)
    □ answer Questions #22-26 on this handout
    □ read Louis Riel: pp. 74 (last two panels) – 85 [on PDF, pp. 77 - 88 (end of Part One)] and write additional or different information in point form below


13. Use the map on p. 154 to help you complete the map of Rupert's Land below:
   
   a) fill in the legend on the map and colour the appropriate areas *(Note: Use your own colour choice)*

   b) label the following on the map: *North-West Territories, Rupert's Land, Red River Settlement, Assiniboia, British Columbia, Canada's provinces*

14. In the chart below, add point form notes about each group of people in Rupert's Land in the left hand column. Then, in the right hand column, describe how each of the following three groups of people in Rupert's Land lived:

<table>
<thead>
<tr>
<th>Rupert's Land Inhabitants</th>
<th>Groups of People</th>
<th>How They Lived</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) First Nations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Métis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Red River Settlers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Look at the political cartoon on p. 156.

a) What are the choices facing the Red River Settlement?

b) What impression of the Red River Settlement does the cartoonist present to the viewer?

17. Explain why the Canadian government wanted to gain control of Rupert's Land.

18. Why did the Métis people feel threatened by the action of the Canadian government regarding Rupert's Land?

19. Identify the issue debated on p. 157. Relate it to the Canadian government's purchase of Rupert's Land.
In the chart below, in the first column, summarize the different points of view listed on p. 157. In the second column, indicate whether you agree or disagree with each point of view. Explain why and give reasons for your answer. In the third column, predict some problems that may have resulted because of the points of view expressed.

<table>
<thead>
<tr>
<th>Points of View</th>
<th>Agree or Disagree because...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian Government</td>
<td></td>
</tr>
<tr>
<td>British Government</td>
<td></td>
</tr>
<tr>
<td>Hudson's Bay Company</td>
<td></td>
</tr>
<tr>
<td>Métis</td>
<td>Mètes</td>
</tr>
<tr>
<td>Settlers</td>
<td></td>
</tr>
</tbody>
</table>

21. Why is it important to look at an issue from various points of view? __________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
Read Red River Resistance on pp. 158-162. For each section, answer the 5 W’s (i.e., who, what, when, where, why) using point form.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Red River Resistance</td>
<td>Government Surveys (p. 158)</td>
<td>Upper Fort Garry Seized (p. 159)</td>
<td>Provisional Government (p. 159)</td>
<td>Louis Riel (p. 159)</td>
<td>William McDougall (p. 159)</td>
</tr>
<tr>
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<td>------</td>
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<td>------</td>
</tr>
<tr>
<td>Red River Resistance</td>
<td>Wolseley in</td>
<td>The Bill of Rights</td>
<td>(p. 162)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Métis Bill of Rights</td>
<td>(p. 161)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Manitoba Act, 1870</td>
<td>(p. 161)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thomas Scott</td>
<td></td>
<td>(p. 161)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Métis Bill of Rights</td>
<td>(p. 160)</td>
<td>Included these rights</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(p. 160)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


23. Fill in the Vocabulary Chart on p. 23 for #7-9.

24. Fill in the cause and effect chart below.

**RED RIVER RESISTANCE**

1868
HBC sells Rupert’s Land to Canada.

Canadian government survey crew sent to Red River (1868, 1869).

Canadian government appoints William McDougall as lieutenant-governor of the NWT.

On Dec. 1, 1869 two events happened:
1. 
   [Blank]
2. 
   [Blank]

Nov. 16, 1869
Riel met with ______
and ______
to ______

Nov. 2, 1869
Upper Fort Garry seized by Metis National Committee.

On Dec. 7, 1869 Riel and the Metis ______

On Dec. 8, 1869, Riel and his followers set up a ______
and drew up a Metis Bill of Rights. Some key points were:
_______
_______

Aug. 23, 1870
Prime Minister Macdonald sends troops led by Colonel Wolseley to Manitoba. Riel flees to the USA.

July 15, 1870
The Manitoba Act went into effect. Manitoba became the ______ province in the Dominion of Canada.

Metis Reaction
1. ______
2. ______

Donald Smith, a representative of the Canadian government spoke to the people about ______
_______

Riel and his followers drew up a revised Bill of Rights and travelled to ______
_______

to present them to the Canadian government.
25. What was the result of Scott's execution?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

26. Why did Prime Minister Macdonald send troops to Manitoba?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

27. Reread *The Métis Bill of Rights* on p. 160. Analyze each item from the point of view of the Canadian government. Would you accept the Métis's terms or discard them? Fill in the chart below and give reasons for your choice.

<table>
<thead>
<tr>
<th>The Métis Bill of Rights</th>
<th>Check ✓ one below</th>
<th>Reasons for My Choice (from the Canadian Government’s Point of View)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Accept?</td>
<td>Discard?</td>
</tr>
<tr>
<td>that the territories of Rupert's Land and the North-West enter the Dominion of Canada as a province</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>the right to elect their own Legislative Assembly, with the power to pass all local laws</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>the right to appreciate or reject any federal government laws affecting the Red River area</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>the right to elect local officials such as sheriffs and constables</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Check one below</td>
<td>Reasons for My Choice (from the Canadian Government`s Point of View)</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>the right to have land set aside for schools, roads, and public buildings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the right to have Fort Garry connected by railway to Lake Superior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that the federal government pay all expenses involved in governing the new province for the first four years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that any military forces stationed in the Red River area be made up of Red River residents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that treaties be signed between the federal government and First Nations in the area (see pp. 178, 207-208)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that both French and English be used in the provincial legislature and courts, and in all provincial government documents and acts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that every male householder aged 21 or over be entitled to vote</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that all existing customs, rights, and privileges remain after joining Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that amnesty be granted for actions occurring during the Resistance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
28. Compare your list of accepted items with the Métis Bill of Rights. Why would the Métis and Canadian government have different ideas about the rights of the people of Assiniboia? See pp. 209, 211-212 for further information.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

29. If you were a Métis living in Red River at this time, would you have added any other points to the Bill of Rights? If yes, what would you add and why? If no, why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

30. Fill in ①, ②, ③, and ④ on A Model to Meet Challenges on p. 2 of this handout.

31. Read An Exercise in Decision-Making on p. 163.

a) Identify the issue debated on this page.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
b) With which points of view do you agree? Give reasons for your answer.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

c) Why is it important to look at an issue from various points of view?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
After Reading

32. Read the questions you asked about this chapter in the Prediction Chart on p. 1 of this handout. Use what you learned from reading this chapter to answer your questions.

33. Consider what challenges the new Dominion of Canada faced under the leadership of John A. Macdonald. Fill in 6 on A Model to Meet Challenges on p. 2 of this handout.

34. Were the Métis justified in seizing Upper Fort Garry (pp. 158-159)? Write two paragraphs – one describing the event from the Métis point of view, and one describing the event from the Canadian government's point of view.

Before writing the paragraphs, fill in the chart below to identify the perspectives of the Métis and the Canadian government. What are the reasons for their perspectives? How did their points of view affect their decision-making? Use information from the textbook and Louis Riel.

<table>
<thead>
<tr>
<th>Upper Fort Garry Seized</th>
<th>Incident from the Métis Perspective</th>
<th>Incident from the Canadian Government Perspective</th>
</tr>
</thead>
</table>

Before drafting the paragraphs, read and use the checklist below to ensure that you meet criteria. You will also be revising the paragraphs and submitting a typed, final draft.

Criteria for Writing Using a Different Point of View (Other Than Your Own)

- Wrote in the first person
- Used correct dates
- Referred to historical figures in role for facts
- Use specific events to demonstrate understanding of the situation
- Understood and wrote about the methods of protest used by the Métis
- Defended the Métis action using solid facts
- Understood the term provisional government and wrote an opinion about it

When writing a paragraph, use the following structure:

- **Topic Sentence**: clearly state your opinion on the issue
- **Supporting Details**: state reasons for your opinion (one sentence per reason)
- **Conclusion Sentence**: restate opinion on the issue.
Métis Point of View (Draft)

The Canadian Government Point of View (Draft)
35. Read Louis Riel's biography on p. 162. Using this profile of Louis Riel as well as the information provided on p. 163 and in Louis Riel: A Comic-Strip Biography, do you think Louis Riel should be considered a Father of Confederation? Write a draft of a paragraph giving your position. You will also be revising this paragraph and submitting a typed, final draft.

Note: You are expected to write down any relevant notes from Louis Riel (Parts 2-4) pp. 89-239 in the space below. Information on the North-West Resistance of 1885 is provided on pp. 233-240 of your textbook. You may also conduct any additional research from other sources (e.g., Dictionary of Canadian Biography, The Canadian Encyclopedia).

<table>
<thead>
<tr>
<th>Additional Research Points About Louis Riel (Louis Riel pp. 89-239, Canada Revisited 8 pp. 233-240)</th>
</tr>
</thead>
</table>

When writing a paragraph, use the following structure:

- **Topic Sentence**: clearly state your opinion on the issue
- **Supporting Details**: state reasons for your opinion (one sentence per reason)
- **Conclusion Sentence**: restate opinion on the issue.

**Should Louis Riel be considered a Father of Confederation? (Draft)**
6+1 Traits of Writing Checklist (for Revising Questions #34-35)

History Content
- Information from the textbook AND other sources is included to support thoughts and opinions.
- Facts are accurate.
- Appropriate historical terminology/vocabulary is used.

Ideas
- The topic is narrow and manageable.
- The theme/main message is clear.
- Details provided give the reader important information that goes beyond the obvious or predictable.
- Details are on topic and support the main idea.
- Details are specific; they anticipate and answer the reader's questions.

Organization
- The writing is easy to follow, like a good map. The reader is not lost or confused.
- Ideas and details are connected with appropriate transition or "bridge" words.
- The details are sequenced in a logical order, suitable to the purpose and audience.
- Each paragraph has a main idea and supporting details.
- There is a clear beginning, middle, and end (or introduction, body, conclusion). The beginning or introduction draws the reader in; the ending or conclusions provides a sense of closure and resolution.

Sentence Fluency
- The writing flows smoothly from sentence to sentence when it is read (it is not choppy).
- Both long and short sentences are used.
- Many sentences have different beginnings.
- If dialogue is used, it sounds like real people talking.
- If sentence structures are repeated or are incomplete, this is done for effect.

Word Choice
- Words used are specific and accurate.
- The choice of words creates pictures in the reader's mind.
- A broad range of words is used. One word is not used too many times and overused words are avoided.
- The language used sounds natural and is appropriate for the audience's age/reading level. Big words are not used just to "show off".

Voice
- The writer "talks" to the reader in the writing. The writing sounds like the author.
- The writer is knowledgeable and passionate about the topic.
- A tone or mood is used which adds interest and flavour to the message.

Conventions
- The writing has been proofread for proper:
  - spelling
  - punctuation (e.g., periods/question marks/exclamation marks, commas, apostrophes, quotation marks)
  - capitalization
  - grammar (e.g., subjects and verbs agree, tenses are used correctly)
- Paragraphs are indented.

Presentation
- The handwriting is easy to read. If typed, the font is readable.
- The spacing and margins allow the reader to focus on the text and message without distractions.
- When used, the visuals support the text.
- When used, the use of a title, side headings, page numbering, bullets allow the reader to find information easily.
- The layout of the text and visuals (if needed) is organized; there is the right amount of balance of space and each section has an appropriate amount of visual emphasis.
<table>
<thead>
<tr>
<th><strong>Word Choice</strong></th>
<th><strong>Organization</strong></th>
<th><strong>Sentence Fluency</strong></th>
<th><strong>Presentation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Appropriate histori</em></td>
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</tbody>
</table>

**6+1 Traits of Writing Rubric**

Your final, typed paragraphs for Questions #34-55 will be evaluated using the following criteria:

**Level 1**
- Poor
- Needs significant improvement

**Level 2**
- Fair
- Needs moderate improvement

**Level 3**
- Good
- Needs minor improvement

**Level 4**
- Excellent
- Ready to publish

**Level 5**
- Outstanding
- Ready to publish with minor touch-ups

**Level 6**
- Outstanding
- Ready to publish with minimal revisions

**Level 7**
- Outstanding
- Ready to publish with no revisions

**Level 8**
- Outstanding
- Ready to publish with no revisions

**Level 9**
- Outstanding
- Ready to publish with no revisions

**Level 10**
- Outstanding
- Ready to publish with no revisions
### Vocabulary: Creating a Personal Glossary

As you encounter each vocabulary term, write the definition in your own words, provide an example from the textbook or your own life to show how the word is used, and draw a simple sketch to help you remember its meaning. Note: Some of these words are not in bold in the text.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Found On…</th>
<th>Definition in My Own Words</th>
<th>Example from the Textbook or My Life</th>
<th>Simple Sketch</th>
</tr>
</thead>
<tbody>
<tr>
<td>separate schools</td>
<td>p. 150</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>obituary</td>
<td>p. 150</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>effigy</td>
<td>p. 151</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>compromise</td>
<td>p. 151</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>separatist</td>
<td>p. 151</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>land speculator</td>
<td>p. 155</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>amnesty</td>
<td>p. 160</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>crown lands</td>
<td>p. 161</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pemmican</td>
<td>p. 61</td>
<td></td>
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</tbody>
</table>

Louis Riel
CSR Cue Sheet: History

L: [Read the first assigned History question. If it asks you to read, say the following…] Announcer, please call on someone to read the next section.

A/E: [Call on a person to read one of the paragraphs in the section.]

CE: [After each paragraph] Does anyone have a clunk?

[If yes, follow the strategies below IN ORDER for figuring out a clunk.]

1. Call on a group member to explain the clunk.
2. Reread the sentence with the clunk and look for key ideas to help you figure out the word. Think about what makes sense.
3. Reread the sentences before and after the clunk looking for clues.
4. Look for a prefix or suffix in the word that might help.
5. Break the word apart and look for smaller words that you know.
6. Ask the teacher for help.

GE: What is the gist of this paragraph?

[GE calls on someone to summarize the section orally]

REPEAT THE ABOVE STEPS UNTIL YOU HAVE READ ALL THE PARAGRAPHS IN THE SECTION.

L: Now we will answer the questions. [Read a question.]

A/E: [Call on someone to answer the question. Say something specific and positive after a person shares an answer.]

WORK TOGETHER TO ANSWER THE QUESTIONS. YOU MAY DISCUSS THE ANSWERS, BUT EVERYONE MUST WRITE THE ANSWERS IN HIS OR HER OWN WORDS.

REPEAT STEPS FOR EACH SECTION.

Note: L = Leader, A = Announcer, E = Encourager, CE = Clunk Expert, GE = Gist Expert