

The Brooklyn Bridge

The bridge remained a subject of endless fascination for almost everybody who saw it. For the millions of immigrants arriving in New York through the 1880s and 1890s and on into the new century, it was one of the first things to be seen of the New World as they came up the bay. It was one of the landmarks they all looked for, the great world-famous symbol of the faith that was literally moving mountains. And the fact that it had been designed by an immigrant and built largely by immigrant workers did much naturally to enhance its appeal.

In truth there is really no end to the number of things the bridge meant to people. For whole generations growing up in New York and Brooklyn it was simply a large, dominant, and generally beloved part of the natural order of things.

The Brooklyn Bridge

fascination

immigrants

century

symbol

literally

designed

enhance

appeal

generations

dominant

beloved

Eureka!

The classical world of the Greeks and the Romans continues to live in our own culture in a variety of surprising ways, as the history of the exclamation *eureka* illustrates. The story is told that Hiero II, the ruler of the rich Greek city of Syracuse in Sicily, asked the great scientist Archimedes to determine if a certain crown had silver or another cheaper metal mixed in with the gold. Shortly afterward, Archimedes stepped into his bath, which was full of water, and slopped water onto the floor. Therefore, he concluded, a body displaces its own volume when immersed in water. Archimedes knew that gold is denser than silver—a given weight of silver would be bulkier than a given weight of gold and would displace more water. He leapt from his bath crying “*Heurēka!*”, which in Greek means “I have found it!” Not stopping to clothe himself, Archimedes dashed home to test his conclusion and soon discovered that the crown was not pure gold. We do not know what the unhappy Hiero exclaimed when he heard the news.



The Brooklyn Bridge

The bridge remained a subject of endless fascination for almost everybody who saw it. For the millions of immigrants arriving in New York through the 1880s and 1890s and on into the new century, it was one of the first things to be seen of the New World as they came up the bay. It was one of the landmarks they all looked for, the great world-famous symbol of the faith that was literally moving mountains. And the fact that it had been designed by an immigrant and built largely by immigrant workers did much naturally to enhance its appeal.

In truth there is really no end to the number of things the bridge meant to people. For whole generations growing up in New York and Brooklyn it was simply a large, dominant, and generally beloved part of the natural order of things.

The Brooklyn Bridge

fascination

immigrants

century

symbol

literally

designed

enhance

appeal

generations

dominant

beloved





Eureka!

The classical world of the Greeks and the Romans continues to live in our own culture in a variety of surprising ways, as the history of the exclamation *eureka* illustrates. The story is told that Hiero II, the ruler of the rich Greek city of Syracuse in Sicily, asked the great scientist Archimedes to determine if a certain crown had silver or another cheaper metal mixed in with the gold. Shortly afterward, Archimedes stepped into his bath, which was full of water, and stopped water onto the floor. Therefore, he concluded, a body displaces its own volume when immersed in water. Archimedes knew that gold is denser than silver—a given weight of silver would be bulkier than a given weight of gold and would displace more water. He leapt from his bath crying “*Heureka!*”, which in Greek means “I have found it!” Not stopping to clothe himself, Archimedes dashed home to test his conclusion and soon discovered that the crown was not pure gold. We do not know what the unhappy Hiero exclaimed when he heard the news.

Excerpt adapted from *Word Histories and Mysteries: From Abracadabra to Zeus* from the Editors of American Heritage® Dictionaries. Copyright © 2004 by Houghton Mifflin Company. Reprinted with permission.

DAR-TTS.com, © 2006 by PRO-ED, Inc. All rights reserved.
Portions of the Trial Teaching Strategies contain copyrighted material that was obtained from other sources and are limited for use by the Licensee solely.



DAR Levels 0-9/10

Strategies: Teacher AND Student Identification of Difficult Words

Student: _____ Grade: _____ Date: _____

1st Passage Title: _____ 1st Passage Level: _____

2nd Passage Title: _____ 2nd Passage Level: _____

Did previewing the words on the list improve the student's accuracy in oral reading? Y or N
Explain:

Was the student able to predict which words would be difficult? Y or N
Explain:

Did one of these strategies result in more difficult words being read correctly by the student? Y or N
If Y, which strategy? Teacher Identification or Student Identification
Explain:

Table with 2 columns: 'During this activity, the student seemed:' and 'Additional Comments:'. The first column contains a list of checkboxes for student engagement levels: 'Actively engaged', 'Somewhat engaged', 'Passively cooperative', 'Not interested', and 'Other: _____'.