“It’s Not About the Bike”

BY LANCE ARMSTRONG
Materials

1. Textbook open to page 814
2. Spiral open to a blank space
GIST Summary

After analyzing the text, compose a twenty word summary.

Example
Arrogant, wealthy officials insult the courage of women; however, a lion-hearted dame saves the party from a lethal, hissing cobra.
Text Illustration Four Corners Activity

**Step One:** Based on your evidence, determine which portion of the text engages the reader most effectively. Within thirty seconds, relocate to that section of the room.

**Step Two:** Within your new group, determine why you believe that portion of the text best engages readers.

Central Idea

Author’s Purpose

Text Structure

Cause and Effect
Step 1: As a class, we will number ourselves from 1 to 5. Record your number within your notes.

Step 2: According to your number, relocate to the following desks:
Informational Text Graphic Organizer

Step 3: Within your group, complete the indicated sections of the chart:

Central Idea
Author’s Purpose
Text Structure
Cause and Effect
GIST Summary
Analyze and evaluate each component of the Informational Text Graphic Organizer. For each section, provide your claim alongside textual evidence and line numbers.

Example:

<table>
<thead>
<tr>
<th>Claim</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Idea</td>
<td>The Black Death ventured across Eurasia via trade routes and infected rats.</td>
</tr>
<tr>
<td></td>
<td>“When rats died of the plague, their fleas hunted for new hosts. Since rats nested in the adobe (sun-dried brick) walls and thatched roofs of medieval houses, the next meal for these fleas often came from people” (23-25).</td>
</tr>
</tbody>
</table>
Informational Text Graphic Organizer

Step 5: Now, by taking turns, each group member will teach his or her section of the graphic organizer to the group members.

Teachers
Please read your response verbatim.

Learners
Record brief notes on the “teacher's” response.

Currently Teaching
Central idea
Author’s purpose
Text structure
Cause and effect
GIST summary
## Informational Text Graphic Organizer

### Four Corners Activity

**Step One:** Based on your evidence, determine the element of the text which engages the reader most effectively. Within thirty seconds, relocate to that section of the room.

**Step Two:** Within your new group, determine why you believed that portion of the text best engages readers.

<table>
<thead>
<tr>
<th>Central Idea</th>
<th>Author’s Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Cause and Effect</td>
</tr>
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</table>
Informational Text Graphic Organizer
Mini-Jigsaw

Step 1: Within your group, complete the indicated sections of the chart:

- Central Idea
- Author’s Purpose
- Text Structure
- GIST Summary
- Cause and Effect
Informational Text Graphic Organizer
Mini-Jigsaw

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Informational Text Graphic Organizer
Four Corners Activity

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- Central Idea
- Author’s Purpose
- Text Structure
- Cause and Effect
Central Idea Notes

A central idea proves to be the most important idea or topic an author conveys.

Supporting details are sentences which elaborate and enhance (build) the central idea.

Example: A Christmas Carol by Ebenezer Scrooge
The central idea is greed's power to corrupt and condemn the wealthy, which results in greater suffering for the poor.
Multiple-Choice Analysis: Central Idea

Directions: Select the letter of the response that best answers the following question:

1. Which best states the central idea of the article?
   a. Throughout his cancer treatment, Armstrong develops a caring bond with his nurse, LaTrice, sharing intimate details of his biking career.
   b. While usually shy, Armstrong discusses the joys of biking with his nurse.
   c. LaTrice tells Lance she hopes to nurse him in his time of need but wishes to never see him again.
   d. Lance Armstrong decides LaTrice Henry is an angel based upon the care she provided him.
Multiple-Select Analysis: Central Idea

Directions: Select the letters of the responses that best answer the following question:

2. Which two of the following lines best develop the central idea that LaTrice Haney was an angel to Armstrong?

a. “I confided that I was worried about my sponsor, Cofidis, and explained the difficulty I was having with them” (32-33).

b. “I explained that a bike has to fit your body, and that at times I felt melded to it. The lighter the frame, the more responsive it is, and my racing bike weighed just 18 pounds” (43-45).

c. “It is one of the single loveliest things anyone has ever said to me. And I will always remember every blessed word” (89-90).

d. “She struck me as a woman utterly lacking in ordinary resentments, sure of her responsibilities and blessings and unwavering in her administering of care, and if that wasn’t angelic behavior, I didn’t know what was” (7-10).
TIDE Response: Central Idea

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt
Write a paragraph which analyzes how the passage addresses the central idea of LaTrice Haney as an angel. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate the question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate the question].
Claim: Central Idea

Based upon the prompt below, compose a well-structured claim. Moreover, include three main points within your assertion.

Prompt
Write a claim analyzing how the passage addresses the central idea of LaTrice Haney as an angel. Develop your claim by providing textual evidence from the passage.

Claim Model
[restate question] because [insert point one], [insert point two], and [insert point three].
Author’s Purpose Notes

An author's purpose includes the reason the author creates the text. Typically, authors write texts in order to express thoughts, persuade, inform, explain, or entertain.

Example

Within *A Christmas Carol* by Charles Dickens, the author intends to persuade readers to be charitable to those who are less fortunate than themselves.
Multiple-Choice Analysis: Author’s Purpose

Directions: Select the letter of the response that best answers the following question:

1. Which of the following could be argued as the author's purpose of writing the passage?
   a. To entertain the reader with a fictional account of a famous athlete
   b. To describe the specifics of a professional's bicycle
   c. To propose higher wages for personable medical professionals
   d. To inform the reader of a positive experience between patient and nurse
Directions: Select the letters of the responses that best answer the following question:

2. Which could not be argued as a reason for the author including Armstrong's relationship with LaTrice Haney in the passage?

a. To cause the reader to have sympathy for Armstrong
b. To highlight the determination of Latrice's coworkers to keep her mentally strong
c. To showcase Armstrong's vulnerability during his time of illness
d. To allow the reader a close look at Haney’s caring demeanor
TIDE Response: Author’s Purpose

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes how the author’s purpose addresses the idea bravery occurs in perilous situations. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate the question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate the question].
Cause and Effect Notes

Authors use **cause and effect** structure to show how two events are linked.

A **cause** is the reason why something happens.

An **effect** is a result.

**Examples**

*Observing his corpse being robbed* causes **Scrooge to become more charitable**.

*When the rats perished, the fleas found new hosts: humans.*
Multiple-Choice Analysis: Cause and Effect

Directions: Select the letter of the response that best answers the following question:

1. Which line of text supports Lance Armstrong’s concern for his survival?
   a. “‘You’re just out there, free’” (70).
   b. “‘What do you think LaTrice?’ I asked, whispering. ‘Am I going to pull through this?’” (78-79).
   c. “‘I hope someday to be just a figment of your imagination’” (83-84).
   d. “‘I hope to help you at the time you need me, and then I hope I’ll be gone’” (85-86).
Multiple-Select Analysis: Cause and Effect

Directions: Select the letters of the responses that best answer the following question:

1. After Lance Armstrong’s diagnosis he became reclusive and shy, what two lines reveal the cause of him opening up to speak with LaTrice?

   a. “She struck me a woman utterly lacking in ordinary resentments” (7-8).
   b. “I talked about my various teammates over the years” (24).
   c. “She was so gentle-spoken and expressive herself” (14).
   d. “I told her that cycling had given me, the tours of Europe and the extraordinary education, and the wealth” (27-28).
TIDE Response: Cause and Effect

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes how the article addresses the causes and effects that led to a friendship between Armstrong and Haney. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate the question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate the question].
Claim: Essential Question

Based upon the prompt below, compose a well-structured claim concerning the essential question. Moreover, include three main points within your assertion.

Prompt
Write a claim which analyzes how the passage addresses the theme bravery occurs in uncomfortable, perilous situations. Develop your claim by providing textual evidence from the passage.

Claim Model
[restate question] because [insert point one], [insert point two], and [insert point three].
TIDE Response: Essential Question

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and text title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes how the passage addresses the theme bravery occurs in uncomfortable, perilous situations. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate the question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate the question].
Four Corners TIDE Activity

Step One: Within thirty seconds, examine your TIDE paragraph and determine your most effective sentence. Then, relocate to the appropriate section of the room for that TIDE sentence.

Step Two: Within your new group, determine why you believe this sentence proved engaging.

- Topic Sentence
- Important Evidence
- Detailed Analysis
- Point of View
Paideia Seminar Graphic Organizer

Directions: Analyze and evaluate each component of the Paideia Seminar Graphic Organizer. For each section, provide your claim alongside textual evidence and line numbers.

Essential Statement Example:

**Statement:** Bravery always occurs in uncomfortable, perilous situations.

**because**

<table>
<thead>
<tr>
<th>Claim</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point 1</strong> Every person will strive to defend himself or herself in a conflict.</td>
<td>“Darzee’s wife knew better than to do that, for a bird who looks at a snake’s eyes gets so frightened that she cannot move” (352-353).</td>
</tr>
</tbody>
</table>
Paideia Seminar Questions

Directions: Analyze and evaluate the each portion of the Paideia Seminar Graphic Organizer. Provide your claim alongside textual evidence and line numbers.

Opening Question:
What would be another good title for this piece?

Essential Statement: (Agree or disagree)
Bravery always occurs in uncomfortable, perilous situations.

Closing Question
Why is this text important?
Essential Statement Agree/Disagree Activity

Step One: Based on your analysis, determine whether you agree or disagree with the essential question (statement). Within thirty seconds, relocate to that section of the room.

Step Two: Within your new group, determine why you believe that portion of the text best engages readers.

Essential Statement
Bravery always occurs in uncomfortable, perilous situations.

Agree

Disagree
Claim

A claim is a short, concise sentence which establishes an argument.
Claim

Based upon today’s discussion, compose a well-structured claim concerning the essential question. Moreover, include three main points within your assertion.

Essential Statement

Bravery always occurs in uncomfortable, perilous situations.

Claim Model

[restate question] because [insert point one], [insert point two], and [insert point three].
Four Corners Claim Activity

Step One: Within thirty seconds, examine your claim and determine your most effective point. Then, relocate to the appropriate section of the room for that point.

Step Two: Explain why you believe this sentence proved engaging.
Items in a Series Notes

- **Series (lists)** containing 3 or more items are separated by commas.
- Usually, place the word **and** before the final item in the series.
- The **series** must be parallel (beginning with the same part of speech).
- If the **series** occurs in an introductory phrase, a comma is needed at the end of the list.

**Example**

Rikki-tikki-tavi dashed through the kitchen, barreled into the bathroom, and clamped his fangs into Nag.

After viewing the ghosts of Christmas **past, present, and future**, Scrooge ultimately changes his miserly ways.
I told her what cycling had given me, (1) the tours of Europe the extraordinary education, the wealth. I showed her a picture of my house, with pride, and invited her to come visit, and I showed her snapshots of my cycling career. She leafed through images of me racing across the (2) backdrops of France, Italy, and Spain.

Because you have to wear them in weather that ranges (3) from hot to rain to hail the clothes are flimsy for a reason: to mold to the body. Basically, they’re a second skin. The shorts have a chamois padded seat, and the stitches are recessed to avoid rash. When I had nothing left to tell LaTrice about the bike, I told her about the wind. I described how it felt in my face and in my hair. I told her about being (4) in the open air, the views, of soaring Alps, and the glimmer, of valley lakes in the distance. (5) Sometimes the wind blew as if it were my personal friend, sometimes as if it were my bitter enemy, sometimes as if it were the hand of God pushing me along.