## Author’s Perspective

### Author’s Point of View

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**STEP 1: DIRECT/EXPLICIT INSTRUCTION**

1. Introduce students to the concept of author’s point of view.

2. Prompt students for a definition of author’s point of view. Chart student responses on the board and narrow the definition into one student-friendly definition.
   - **Sample definition:** Author’s point of view is the perspective (opinions and beliefs) that an author shares with the reader through the text.
   - Have students copy this definition into their accompanying student handouts.

3. Explain to students that in order to understand author’s point of view they have to become skilled at identifying and/or inferring the author’s beliefs. They also need to be able to separate opinions from facts.

4. Share an interesting personal story that includes beliefs and/or opinions throughout. After you share the story, note how the opinions can be used to determine point of view.
   - **Sample teacher talk:**
     
     Every day we express our opinions about many different things. If you think you should be allowed to have a few friends over when your parents go out of town for the weekend, that’s your opinion, and it’s also your point of view on that topic. Authors do the same thing when they write, especially when writing informational text.

**STEP 2: MODEL STRATEGY**

1. Remind students that the focus of these mini-lessons is on author’s point of view.
   - Refer students to the student-friendly definition and the example you discussed in Step 1. Then explain that you are going to model how to identify author’s point of view using the **Determining Author’s Point of View (POV)** graphic organizer.

2. Have students turn to “Eleanor Roosevelt” on page 2 of their accompanying student handouts. You might also place a copy of the text on your overhead or other projection device.
STEP 2: Model Strategy (continued)

3. Tell students you are going to model how to identify key words and phrases that show the author’s opinion or point of view.

   • **Sample think aloud for the process:** Author’s point of view is the perspective (opinion) that the author is sharing with the reader through the text. In the lessons that follow, you’ll be gathering details from texts that you’ll use to infer the author’s point of view. We’ll look at four categories of details that we’ll use to infer point of view using the Determining Author’s Point of View (POV) graphic organizer.

4. Conduct a shared read aloud of the text, underlining key words and phrases as you read.

   • **Sample think aloud for the text:** In the text, we learn about Eleanor Roosevelt, wife of Franklin D. Roosevelt and First Lady of the United States. The issue being discussed is what Eleanor Roosevelt accomplished in her lifetime. Let’s look at the four components of the graphic organizer to find out the author’s point of view on that question. First, is there any language in the text that helps lead us to the author’s opinion? I see the line “helped her to transform the role of First Lady.” which seems very positive. What actions could we use to help find the author’s opinion? I see that Eleanor was a “champion of domestic social reform, economic justice, and human rights” and “she was a civil rights activist ahead of her time.” Who are the characters in the story? Only Eleanor is discussed in detail, but her husband Franklin D. Roosevelt and John F. Kennedy are also mentioned. Lastly, is there any conflict we should be aware of? Here I see the phrase “she remains today probably the most dynamic, broadly effective, and controversial First Lady in American history.”

   • Refer to the completed organizer and help students follow along to fill in the different boxes.
5. After reading the text and completing the graphic organizer, review the information with students and have them tell you in their own words what they think the author’s point of view is for this passage.
1. Remind students that the focus of these mini-lessons is on determining author's point of view. Explain that today they are going to start practicing the strategy as a whole group.

2. Check for student comprehension by doing the following:
   - Ask students to provide you with a definition of author’s point of view in their own words. If necessary, refer students to the definition they recorded during Step 1.
   - Ask students to share examples of author's point of view they’ve encountered since you last met with them.
     » Sample teacher talk: Who can give an example of author's point of view from something you have read since we last met? First, tell us the conflict that showed the author's point of view. Next, tell us the language, any actions, and the character(s) who showed the author's opinion.
   - Ask students to explain how finding opinions in the text can help readers understand the author's point of view.

3. Have students turn to “For the Birds” on page 4 of their accompanying student handouts. You might also place a copy of the text on your overhead or other projection device.

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**For the Birds**

**Backyard Bird Feeding**

Getting Started

When you want to attract a particular bird species and keep it coming back to your backyard, what you do will be determined by where you live, and the time of year. For example, on any winter day, you are likely to see a cardinal at a sunflower feeder in Virginia, a goldfinch at a thistle feeder in Massachusetts and hummingbirds at a nectar feeder in southern California.

A bird field identification book has pictures of different birds and will help you find the names for the birds you’re likely to see and the time of year you’re most likely to see them. So, first determine what birds are likely to occur in your area.

Feeder Selection

When the ground is covered with snow and ice, it’s hard to resist just tossing seed out the door. But it’s healthier for the birds to get the their handouts at a feeding station, rather than off the ground. Regardless of the season, food that sits on the ground for even a short time is exposed to contamination by dampness, mold, bacteria, animal droppings, lawn fertilizers and pesticides.

You can start simply with a piece of scrap wood elevated a few inches above the ground. Add a few holes for drainage and you’ve built a platform feeder. It won’t be long before the birds find it.

*For the Birds* excerpt © U.S. General Services Administration. All rights reserved. [http://www.pueblo.gsa.gov/cis_text/misc/forbirds/forbird.htm](http://www.pueblo.gsa.gov/cis_text/misc/forbirds/forbird.htm)
4. Tell students that they are going to work as a class to identify key words and phrases that can be used to find the author's point of view.

5. Read the text aloud. As you read, model the activity for students by asking them questions about the text to help them fill out the graphic organizer.

   - **Sample teacher talk:**
     
     *Looking at the excerpt, let's focus on the four categories from our graphic organizer that help us identify the author's point of view. Using your Determining Author's Point of View graphic organizer, let's fill in the four boxes.*

     *First, are there any actions that show the author's point of view in this excerpt?*
     Students may respond that the article mentions discovering songbirds in the backyard and "improving the 'habitat' in your backyard so that more birds will visit your property."

     *Next, what specific language can we add that shows the author's point of view?*
     Students may respond with several examples, including any of the following: "stimulate a lifelong interest in nature"; "learn to enjoy the beauty of birdlife around your home"; "convenient way to enjoy wildlife."

     *So, what characters showed the author's point of view?*
     Students will likely respond that the only "character" in the article is the author.

     *Finally, what conflict was present within the article?*
     Students may state that the article suggests against simply throwing seed on the ground, and instead wants people to elevate the feeder off the ground for health reasons.

6. When you have finished, ask students to work with a partner to write the author's point of view for the text. Allow approximately 2–3 minutes.

7. Ask students to share their author's point of view. Choose one and have students write it below the graphic organizer.
1. Remind students that the focus of these mini-lessons is on author’s point of view. Explain that today they are going to practice the strategy while working in small groups or with a partner.

2. Check for student comprehension by doing the following:
   - Ask students to provide you with a definition of author’s point of view in their own words. If necessary, refer students to the definition they recorded during Step 1.
   - Ask students to explain how figuring out an author’s opinions and beliefs can help readers understand the author’s point of view.

3. Review the lesson from Step 3, pointing out actions, language, characters, and conflict that helped students come up with the author’s point of view.

4. Have students turn to “Save Energy and Money Today” on page 6 of their accompanying student handouts. You might also place a copy of the text on your overhead or other projection device.

www.energysavers.gov

Save Energy and Money Today

Did you know that the typical U.S. family spends about $1,900 a year on home utility bills? Unfortunately, a large portion of that energy is wasted. And each year, electricity generated by fossil fuels for a single home puts more carbon dioxide into the air than two average cars. And as for the road, transportation accounts for 67% of all U.S. oil consumption. The good news is that there is a lot you can do to save energy and money at home and in your car. Start making small changes today (see sidebar). To cut your energy use up to 25%, see the Long-Term Savings Tips throughout this booklet.

The key to achieving these savings in your home is a whole-house energy efficiency plan. To take a whole-house approach, view your home as an energy system with interdependent parts. For example, your heating system is not just a furnace—it’s a heat-delivery system that starts at the furnace and delivers heat throughout your home using a network of ducts. Even a top-of-the-line, energy-efficient furnace will waste a lot of fuel if the ducts, walls, attic, windows, and doors are not properly sealed and insulated. Taking a whole-house approach to saving energy ensures that dollars you invest to save energy are spent wisely.

Energy-efficient improvements not only make your home more comfortable, they can yield long-term financial rewards. Reduced utility bills more than make up for the higher price of energy-efficient appliances and improvements over their lifetimes. In addition, your home could bring in a higher price when you sell.

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http://www.energysavers.gov/tips/save_energy.cfm

Tips to Save Energy Today

Easy low-cost and no-cost ways to save energy.

- Install a programmable thermostat to keep your house comfortably warm in the winter and comfortably cool in the summer.
- Use compact fluorescent light bulbs with the ENERGY STAR® label.
- Air dry dishes instead of using your dishwasher’s drying cycle.
- Turn off your computer and monitor when not in use.
- Plug home electronics, such as TVs and DVD players, into power strips; turn the power strips off when the equipment is not in use (TVs and DVDs in standby mode still use several watts of power).
- Lower the thermostat on your hot water heater to 120°F.
- Take short showers instead of baths.
- Wash only full loads of dishes and clothes.
- Drive sensibly. Aggressive driving (speeding, rapid acceleration and braking) wastes gasoline.
- Look for the ENERGY STAR label on home appliances and products. ENERGY STAR products meet strict efficiency guidelines set by the U.S. Department of Energy and the Environmental Protection Agency.

Visit http://www.energysavers.gov/ for more energy-saving ideas.
AUTHOR’S PERSPECTIVE: AUTHOR’S POINT OF VIEW

STEP 4: Guided Practice—Small Group

5. Place students in groups of 3–4 or have them work with a partner. Have them read the passage, then complete the graphic organizer, filling in the four different categories. Note: this might be a good time to announce that you will be calling on individual groups to provide examples.
   • Move around the room, monitoring student understanding and application of the strategy and providing instruction and guidance as needed. Allow approximately 5 minutes.

6. When students have completed the activity, place the text excerpt on your overhead or other projection device. Solicit responses from the groups to complete the graphic organizer and determine the author’s point of view in the passage.
1. Remind students that the focus of these mini-lessons is on determining author’s point of view. Explain that today they are going to independently practice the strategy.

2. Check for student comprehension by doing the following:
   - Review the lesson from Step 4, pointing out actions, language, characters, and conflict that helped students come up with the author’s point of view.
   - Ask students to explain how figuring out an author’s opinions and beliefs can help readers understand the author’s point of view in a passage.

3. Have students turn to “Ocean & Earth System” on page 8 of their accompanying student handouts. You might also place a copy of the text on your overhead or other projection device.

4. Ask students to independently read the passage and complete the Determining Author’s Point of View graphic organizer. Move around the room to provide assistance as needed. Allow approximately 5 minutes.

5. When students have completed the activity, place the text excerpt on your overhead or other projection device. Have students share their responses on the graphic organizer and determine the author’s point of view in the passage.
   - Take time to clarify any misconceptions.

Ocean & Earth System

Just by looking at images of Earth from space, it’s clear that the ocean is a significant piece of the Earth’s story. In fact, the ocean represents over 70% of the Earth’s surface and contains 97% of all water on Earth. The ocean stores heat like a “fly wheel” for climate. Its huge capacity as a heat and water reservoir moderates the climate of Earth. Within this Earth system, both the physical and biological processes of the ocean play a key role in the water cycle, the carbon cycle, and climate variability.

Even if you live nowhere near the ocean, you will still experience the ocean’s influence in our Earth system. Most of the rain that falls on land comes from the tropical ocean. The ocean is the primary driver of weather and climate and can give us clues to global phenomenon such as El Niño. The phytoplankton (microscopic plants) that live in the ocean are responsible for almost half the oxygen you inhale and play a vital role in the carbon cycle. Far inland from the ocean, fields of crops enjoy rainwater that traveled through the water cycle and spent a few days or perhaps thousands of years cycling through the ocean.

*Ocean & Earth System* © http://science.nasa.gov. All rights reserved. [http://science.nasa.gov/earth-science/oceanography/ocean-earth-system/](http://science.nasa.gov/earth-science/oceanography/ocean-earth-system/)
1. Remind students that the focus of these mini-lessons is on author’s point of view.

2. Check for student comprehension by doing the following:
   - Have students review the previous lesson with a partner and explain how the actions, language, characters, and conflict helped them come up with the author’s point of view.

3. Explain that today they are going to respond to comprehension questions similar to those that appear on standardized tests.
   - **Sample think aloud for the process:**
   
   As you read, take time to underline the author’s opinions and beliefs in the passage and make notes for the actions, language, characters, and conflict that show the author’s point of view. Once you get to the questions, read each choice carefully to determine whether it includes specific references to the question and then take time to determine the best answer.

4. Have students reread “Ocean & Earth System” on page 8 of their student handouts.

5. After reading, have students answer the comprehension questions on page 10 of their student handouts. Allow approximately 5 minutes for students to read and answer questions.

1. Which statement best expresses the author’s point of view?
   - a. The ocean plays a vital role in life on earth.
   - b. The ocean is only a minor part of the life cycle on earth.
   - c. The ocean only influences the lives of people living near it.
   - d. The ocean plays no part in the earth’s climate.

2. How does the inclusion of statistics in the first paragraph affect the reader?
   - a. They add unnecessary details and get in the way of the main story.
   - b. These are no statistics in the first paragraph.
   - c. They help make the author’s point about the ocean’s vast size and role.
   - d. They show that the author did research on the subject before writing the article.

3. With which of these statements would the author be most likely to agree?
   - a. There is no value in studying the ocean.
   - b. Nothing humans do has an effect on the ocean.
   - c. The condition of the ocean is irrelevant.
   - d. The ocean is worth preserving.
6. Place the questions on your overhead or other projection device, then review the answers with students, clarifying any confusion.

- **Sample think aloud for answers:**

  1. The first question asks us to identify the author’s point of view. Answer B contradicts statements made in the article about the role of the ocean so it is not the correct choice. Answer C is also the opposite of what the article says, so it too is incorrect. The same is true of answer D. That makes answer A the correct choice. In the author’s opinion, the ocean plays a vital role in life on earth.

  2. This question asks us to explain the author’s use of statistics. Answer A says that they get in the way and are meaningless to the story, but this is not the case. Answer B says there aren’t any statistics in the first paragraph, so it is clearly the wrong choice as well. Answer D suggests they are only there to show that the author did research, but this is not the best choice either. So the correct answer is C. Adding the statistics helps back up the author’s opinion that the ocean is indeed vast and that it plays a vital role in life on earth.

  3. The final question asks us to pick out the statement the author would most likely agree with. The first choice, answer A, contradicts what the entire article is telling us, so it is not the correct choice. The author may agree with the statement in answer B but there is nothing in the article about this, so this is not the best choice. Answer C is also incorrect. Although there is nothing specific about the condition of the ocean being important, it is implied throughout the article. That leaves answer D as the correct choice.

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**STEP 7: ASSESSMENT**

1. Check for student comprehension by doing the following:

   - Ask students to provide you with a definition of author’s point of view in their own words. If necessary, refer students to the definition they recorded in their student handouts in Step 1.
   - Ask students to explain how looking at the actions, language, characters, and conflicts of a text can help readers understand the author’s point of view.

2. Explain that today they are going to demonstrate their understanding of the strategy, apply it to a new piece of text, and answer comprehension questions on their own.

3. Have students turn to “Art Crime” (“A Team Approach, Part 1” excerpt) on pages 11–12 of their student handouts. You might also place a copy of the text on your overhead or other projection device.
A Team Approach, Part 1

The Sotheby’s auctioneer scanned the room as the bidding continued for a first-century Roman bronze sculpture of the goddess Aphrodite. When the gavel finally came down and the sale price was recorded at more than $530,000, members of our art crime team observing the action were reminded once again that when it comes to the world of art, the stakes can be very high.

With so much money changing hands, is it any wonder that thieves and scammers steal valuable works and pass off fakes as originals?

The ability to deal with such crimes is one of the reasons the art crime team—made up of 13 agents from around the country and three special prosecutors from the Department of Justice—was established in 2004. It’s also why the team, which celebrated its fifth anniversary last October, recently gathered for a week-long training seminar in the art capital of the world, New York City.

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Since the team’s inception, more than 2,400 objects of cultural property valued at more than $142 million have been recovered. A number of art criminals have been sent to jail, and many of the recovered items have been returned or repatriated. Even so, said Bonnie Magness-Gardiner, who manages our Art Theft Program, “We are seeing an increase in these types of crimes.” Some estimates place the total losses due to art and cultural property crimes at $8 billion per year.

The training is an annual event that brings team members together to talk about their cases, to share investigative techniques, and to hear from experts in the field. Agents on the team must know how to investigate art crimes, but they also need to interact with art specialists, research a work’s provenance (history of ownership), and understand how to store and conserve seized works that may be worth millions of dollars.

A focus of this year’s training was on authentication—how to determine if a work is real or fake. Experts participating in panel discussions spoke of identifying forgeries using time-tested methods of scholarship and experience. One physicist discussed his use of cutting-edge technology to identify a work’s “image DNA.”

Consider the ramifications of a fake work being taken as an original: A fraudster bought a $100 unsigned painting, forged the signature of the artist Juan Gris, and sold it to a dealer for $65,000. The dealer then sold it to a collector for $135,000.

“The first buyer may know it’s a fake, but the second buyer doesn’t,” Gardiner said. “And then it’s in the marketplace.”

Continued on the following page
4. After reading, have students answer the comprehension questions that follow. Allow 5–7 minutes for students to read the passage and answer questions.
AUTHOR’S PERSPECTIVE: AUTHOR’S POINT OF VIEW

STEP 7: Assessment

• Comprehension Questions:

1. Which statement most closely resembles the author’s point of view?
   a. Selling forgeries is not very profitable.
   b. Art crime is not a very common problem.
   c. Art crime is a serious problem.
   d. Selling forgeries is good for the art world.

2. Which of these phrases is the best clue to the author’s point of view?
   a. “The problem with fakes is significant.”
   b. “A focus of this year’s training was on authentication …”
   c. “When it comes to the world of art, the stakes can be very high.”
   d. “We are seeing an increase in these types of crimes.”

3. How do you as the reader know that the author’s opinion can be trusted?
   a. He tells an insider’s joke.
   b. He includes details and quotes that can be verified elsewhere.
   c. He knows who is on the art crime team and when it was started.
   d. He mentions two specific artists by name.

4. From the author’s point of view, which type of art crime is the most significant?
   a. provenance
   b. theft
   c. forgery
   d. repatriation

5. After reading the article, what do you think is the author’s opinion about the crime team?
   a. It is not doing anything productive.
   b. It is more expensive to run than it is worth.
   c. It does not have enough authority to really do its job.
   d. It is doing a good job and should be kept active.

   Assessment Key: 1. c  2. a  3. b  4. c  5. d

5. Review students’ assessments to determine the need for reteaching. Determine where understanding is breaking down for individual students and provide guidance.
1. Review the answers to the assessment questions from Step 7 with the whole class.

2. Students performing at 80% or above should work in small groups applying the strategy to increasingly complex leveled text.

3. Students performing below 80% should repeat earlier steps as necessary using leveled texts. Continue to monitor for understanding of the strategy and the ability to apply it successfully.

4. When students are ready for reassessment, repeat the process outlined in Step 7 using your own leveled text or the suggested text provided below, which can be found on pages 14–15 of the student handout.

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**News • Stories • 2010 • February**

### Art Crime

#### A Team Approach, Part 2

When the Baghdad Museum in Iraq was looted in 2003 and ancient, priceless antiquities from the cradle of civilization went missing—some, perhaps never to be seen again—it was a sobering moment for the art world and for law enforcement.

“We realized then that we needed a group of agents who were specially trained in the area of stolen and looted art,” said Bonnie Magness-Gardiner, who manages our Art Theft Program.

So in 2004, we established an art crime team, which has since recovered—and returned—millions of dollars’ worth of objects and cultural property. The 13 agents on the team investigate a variety of art crimes, from high-profile heists to insurance frauds, forgeries, and the looting and sale of religious and historical antiquities that have cultural significance far beyond their dollar value.

Here’s a look at a few members of the team and some of their cases:

- For the past eight years, Special Agent Geoff Kelly in our Boston office has been the lead investigator on the 1990 Isabella Stewart Gardner Museum theft, the largest property crime in U.S. history. The two men who robbed the museum gained access to the building dressed as police officers. Once inside, they overpowered security guards, tied them up with duct tape, and proceeded to steal 13 objects valued at $500 million. In addition to Degas sketches and Rembrandt works, they took a Vermeer painting that was one of only 35 in existence. Leads come in on a weekly basis, and Kelly is confident that one day the case will be solved. “The theft captured the public’s imagination because it was daring,” he said. “But in the end, it’s still a theft, and the criminals need to be held accountable.”

- Special Agent David Kice in our Santa Fe office joined the Bureau nearly 15 years ago. Because of his prior training as an archaeologist, he was able to provide invaluable assistance on a recent major case. Last June, agents working in conjunction with the Bureau of Land Management arrested more than 20 people in Utah, Arizona, Colorado, and New Mexico on charges of illegal trading of Native American antiquities. The result of the two-year undercover operation? “Literally thousands of Southwestern and Native American artifacts were seized and recovered,” Kice said. “We hope this case puts a dent in the illicit trade in Native American antiquities in the Southwest.”

*Continued on the following page*
• Special Agent James Wynne is one of the most experienced and respected members of the team. Working out of our New York office, Wynne has solved dozens of art crime cases during his career, and along the way developed extensive contacts throughout the art world. His most recent case involved an Andy Warhol work—a silkscreen on a wooden crate mimicking a case of Heinz ketchup—valued at $220,000. Last November, the former employee of an art collector was charged with selling the stolen work. The employee told the buyer the piece had been a gift from his uncle. “With so much money at stake in these cases,” Wynne explained, “there is no end to fraud.”

Which is why the art crime team is busier than ever. “We’ve had many successes in our first five years,” Magness-Gardiner said, “and we’ll continue to do this important work in conjunction with our partners.”
• Comprehension Questions:

1. Which statement most closely resembles the author’s point of view about the crime team?
   a. The right people are on the job.
   b. The team is wasting its time.
   c. The team needs more experienced members.
   d. The team will never solve all the crimes.

2. In the author’s opinion, why is David Kice a member of the team?
   a. He has experience with forgeries.
   b. He has connections in the art world.
   c. He has a background in archaeology.
   d. He was an antiquities dealer.

3. Why did the author use the phrase “it was a sobering moment” in the first paragraph?
   a. It serves no real purpose—the author was just being overly dramatic.
   b. It makes it immediately clear to the reader that the author has a strong opinion about the subject.
   c. It makes it immediately clear to the reader that the author does not care about the subject.
   d. The author wanted to make sure the reader knew it was a large theft.

4. With which of these statements would the author most likely agree?
   a. Art crimes are no different than other crimes and the criminals need to be punished.
   b. Art crimes are not like any other crimes and the criminals need to be treated differently.
   c. Only the most serious art crimes should be investigated.
   d. If an art crime is not solved right away the team should give up.

5. Which statement best indicates the author’s opinion about the team’s future?
   a. “The 13 agents on the team investigate a variety of art crimes …”
   b. “Which has since recovered—and returned—millions of dollars worth of objects …”
   c. “Which is why the art crime team is busier than ever.”
   d. “There is no end to fraud.”
1. After completing Step 8, if additional instruction and assessment are still needed, repeat steps as necessary using leveled text or the suggested text below, which can be found on page 17 of the student handout. If immediate assessment is not needed, use the assessment below to test retention at a later date.

**John Dillinger**

During the 1930s Depression, many Americans, nearly helpless against forces they didn’t understand, made heroes of outlaws who took what they wanted at gunpoint. Of all the lurid desperadoes, one man, John Herbert Dillinger, came to evoke this Gangster Era and stirred mass emotion to a degree rarely seen in this country.

Dillinger, whose name once dominated the headlines, was a notorious and vicious thief. From September 1933 until July 1934, he and his violent gang terrorized the Midwest, killing 10 men, wounding 7 others, robbing banks and police arsenals, and staging 3 jail breaks—killing a sheriff during one and wounding 2 guards in another.

John Herbert Dillinger was born on June 22, 1903 in the Oak Hill section of Indianapolis, a middle-class residential neighborhood. His father, a hardworking grocer, raised him in an atmosphere of disciplinary extremes, harsh and repressive on some occasions, but generous and permissive on others. John’s mother died when he was three, and when his father remarried six years later, John resented his stepmother.

In adolescence, the flaws in his bewildering personality became evident, and he was frequently in trouble. Finally, he quit school and got a job in a machine shop in Indianapolis. Although intelligent and a good worker, he soon became bored and often stayed out all night. His father, worried that the temptations of the city were corrupting his teenage son, sold his property in Indianapolis and moved his family to a farm near Mooresville, Indiana. However, John reacted no better to rural life than he had to that in the city and soon began to run wild again.

A break with his father and trouble with the law (auto theft) led him to enlist in the Navy. There he soon got into trouble and deserted his ship when it docked in Boston. Returning to Mooresville, he married 16-year-old Beryl Hovius in 1924. A dazzling dream of bright lights and excitement led the newlyweds to Indianapolis. Dillinger had no luck finding work in the city and joined the town pool shark, Ed Singleton, in his search for easy money. In their first attempt, they tried to rob a Mooresville grocer, but were quickly apprehended. Singleton pleaded not guilty, stood trial, and was sentenced to two years in prison. Dillinger, following his father’s advice, confessed, was convicted of assault and battery with intent to rob and conspiracy to commit a felony, and received joint sentences of two to 14 years and 10 to 20 years in the Indiana State Prison. Stunned by the harsh sentence, Dillinger became a tortured, bitter man in prison.

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• Comprehension Questions:

1. Which statement best expresses the author's point of view?
   a. John Dillinger was not really a criminal at all, but a hero.
   b. John Dillinger was only one of many terrible criminals of the Gangster Era.
   c. John Dillinger was the worst of the criminals of the Gangster Era.
   d. John Dillinger was not worthy of all of the attention he received.

2. Which set of words has the greatest impact on the reader's interpretation of the article?
   a. desperadoes, vicious, violent
   b. desperadoes, gang, flaws
   c. vicious, felony, bewildering
   d. violent, gang, felony

3. Based on the first paragraph alone, which of these statements is true?
   a. The author blames the Depression for creating heroes like Dillinger.
   b. The author agrees with the public's opinion that people like Dillinger were heroes.
   c. The author feels the public was misled about people like Dillinger and so turned them into heroes.
   d. The author does not think the public should have turned people like Dillinger into heroes.

4. With which of these statements would the author most likely agree?
   a. John Dillinger was a victim of circumstances.
   b. John Dillinger created his fate through his own actions.
   c. John Dillinger was a victim of his father's abuse.
   d. John Dillinger was misunderstood by the public.

5. Which of these details is most important in understanding the author's point of view?
   a. Dillinger's birth and marriage dates
   b. Dillinger's list of crimes
   c. Dillinger's places of residence
   d. Dillinger's father's treatment of him

Assessment Key: 1. c  2. a  3. d  4. b  5. b