

Lesson 3

Using Details to Support Inferences



Learning Target



When you make an inference about a text, you can support it with quotes from that text.

- ▶ **Read** When you read, you can look for what an author says directly. You can also use what you already know and details from the text to come up with your own ideas about what the author is saying. This process is called making **inferences**.

You should always be able to support an inference with **evidence**.

Quotes from the text are a strong form of evidence.

Look at the picture below. Make an inference about what just happened. Then circle any evidence in the picture that supports your inference.



► **Think** What have you learned about making inferences? Use the chart below to help you develop and support an inference about what happened to the boy's steak.

What's in the Image (Evidence)	What I Know (Experience)	My Inference

► **Talk** Share your chart with a partner.

- Did you both make the same inference?
- Did you both select the same evidence in column one?
- What information did you each add to column two?



Academic Talk

Use these words to talk about the text.

- inferences
- evidence
- quotes

Zheng He

by Marcus Lim

- 1 The year is 1405. The place is China, where the Yangtze River empties into the Pacific Ocean. Floating on the river is the mightiest fleet the world has ever seen—more than 300 boats with nearly 30,000 sailors. The largest ships, called Treasure Ships, are more than 400 feet long—far larger than the greatest European boats of the day. The ships will sail the Indian Ocean, visiting ports along the lands we know as Indonesia, India, and Africa. Who commands this fleet? Admiral Zheng He.
- 2 Born in 1371, Zheng He (pronounced Jung Huh) was forced to join the Chinese army at age 10. He became not just a soldier and sailor but also a diplomat¹, speaking with foreigners on behalf of the Chinese government. That is why Zheng He was made leader of the fleet. Not only could he represent his government politely—he could also back up his politeness with force.
- 3 So why did China send Zheng He and his fleet to sea? In the early 1400s, China was growing rich and hungered for goods from faraway lands. To feed that hunger, the government built its fleet. But although Zheng He was a military man, his fleet came to trade, not to conquer. When they left Chinese shores, the Treasure Boats were heavy with silk and porcelain and jade. They returned laden with foreign goods: wood, gold, spices, and medicines. They even brought back odd animals—what we now call ostriches, zebras, camels, and giraffes. Zheng He took China out into the world, and he brought the world back to China.
- 4 Zheng He died in 1433 during his seventh voyage. For reasons not fully clear, a new emperor stopped the trading expeditions and ordered records of Zheng He's travels destroyed. But enough information remains to make one fact clear: Zheng He was one of the most marvelous sailors of his age.

Close Reader Habits

When you reread the biography, **circle** words that tell the roles Zheng He played, and **underline** evidence of how his travels might have changed the world.

¹ **diplomat**: a person who travels abroad on behalf of a government

Explore

What inference can you make about how Zheng He affected the world's knowledge of China?



For the "What I Know" column, think about the roles leaders, diplomats, and traders play in the world.

Think

- 1 Complete the chart below with quotes and details from the text. It will help you support your inferences with textual evidence.

What's in the Text (Evidence)	What I Know (Experience)	My Inference

Talk

- 2 Share your charts. Did your partner provide evidence in "What I Know" that you didn't? If so, what was it? Add details to your chart if needed.


Write

- 3 **Short Response** What inference can be drawn about how Zheng He affected the world's knowledge about China? Support your answer with quotes from the passage. Use the space provided on page 44 to write your answer.

HINT First, state your inference. Then provide quotes from the text to support it.

FIRSTS *in* FLIGHT

by Edward Castillo

- 1 People have dreamed of flying since the beginning of time. An ancient Greek myth tells of a boy and his father who flew with wings made of wax and feathers. But the invention of the kite marks the true beginning of flight history. Kites were first flown in China around 400 B.C.E. Around that time, people began to study the science of flight.
- 2 For centuries, inventors built mechanical wings, attaching them to their arms. These efforts failed, but people still searched for ways to fly. During the 1480s, Leonardo da Vinci made more than 100 sketches of flying machines, which would later influence other inventors.
- 3 In 1783, the Montgolfier brothers built the first hot-air balloon. The balloon's passengers were a sheep, a rooster, and a duck. The brothers solved the problem of lift, but the balloon did not allow riders to move forward or steer.
- 4 In the 1850s, George Cayley hoped to achieve controlled flight. His glider designs shaped the work of Otto Lilienthal. In 1891, Lilienthal became the first person to launch a manned glider. He wrote a book about his experiments, which inspired two brothers from Ohio, Orville and Wilbur Wright.
- 5 The Wright brothers tested many flight theories with balloons and kites. Their 1902 *Wright Glider* could be controlled with a movable tail. But their greatest accomplishment was adding an engine to lift their glider into the air.
- 6 On December 17, 1903, at Kill Devil Hills in North Carolina, the *Wright Flyer* first flew. Orville Wright was the first to successfully pilot a motorized flight.



Close Reader Habits

Do the ideas and actions of inventors influence other, later inventors?
Reread the article.

Underline details that tell how some inventors influence other inventors.



Use quotes to support your inferences. Otherwise, your inferences will seem like guesses.

Think Use what you learned from reading the history article to respond to the following questions.

- 1** This question has two parts. Answer Part A. Then answer Part B.

Part A

Which inference is **best** supported by the passage?

- A** Inventors learn from the work of others.
- B** Inventing is much easier than it used to be.
- C** Most inventors try to keep their ideas from being stolen.
- D** Some inventors are geniuses who don't need help from others.

Part B

Which **two** sentences from the text **best** illustrate the inference in Part A?

- A** "People have dreamed of flying since the beginning of time."
- B** "In 1783, the Montgolfier brothers built the first hot-air balloon."
- C** "His glider designs shaped the work of Otto Lilienthal."
- D** "In 1891, Lilienthal became the first person to launch a manned glider."
- E** "He wrote a book about his experiments, which inspired two brothers from Ohio, Orville and Wilbur Wright."
- F** "Orville Wright was the first to successfully pilot a motorized flight."

Talk

- 2** The technology of flight improved greatly in less than 150 years. What evidence from the passage supports this idea? Use the chart on page 45 to collect quotes from the passage and organize your thinking.

Write

- 3 Short Response** What evidence from the passage supports the idea that the technology of flight improved greatly in less than 150 years? Use quotes from the passage in your response. Use the space provided on page 45 to write your answer.

HINT First, restate the idea from the question. Then provide the evidence supporting that idea.

FIRSTS *in* FLIGHT

2 Use the chart below to organize your ideas and your evidence.

What's in the Text (Evidence)	What I Know (Experience)	My Inference



Write Use the space below to write your answer to the question on page 43.

3 Short Response What evidence from the passage supports the idea that the technology of flight improved greatly in less than 150 years? Use quotes from the passage in your response.

HINT First, restate the idea from the question. Then provide the evidence supporting that idea.

from
TREASURES
 of the **TOMB**

by Sean Price, *National Geographic Kids*

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **annex**
- **disorder**
- **feeble**


DISCOVERING KING TUT'S INCREDIBLE RICHES

- 1 It's pitch black. His hands trembling, British archaeologist Howard Carter makes a small hole in the tomb's second door. He inserts a candle. Next to him, Lord Carnarvon blurts out, "Can you see anything?" After a moment of stunned silence, Carter replies, "Yes, wonderful things."
- 2 What Carter sees looks like the inside of a giant treasure chest. Gold gleams everywhere! There are glittering statues, a throne, and fabulous golden beds with posts shaped like the heads of wild animals. Precious items are heaped all over the room. A mound of chariot parts fills one corner.
- 3 It has taken five years of digging in Egypt's Valley of the Kings—a graveyard for ancient Egypt's richest kings—and \$500,000 (in today's money) of British millionaire Lord Carnarvon's cash, but Carter has hit the jackpot. He has discovered the tomb of Tutankhamun (often called Tut for short). Tut had become pharaoh at age nine and died just ten years later around 1323 B.C.

This photograph shows Lord Carnarvon (left) and Howard Carter (right). Lord Carnarvon provided much of the money that supported Carter's searches, one of which led to the discovery of Tutankhamun's tomb.

4 Carter, Lord Carnarvon, and two others enter the cluttered first room, which they call the antechamber. Under a bed with posts in the shape of hippopotamus heads, Lord Carnarvon finds the entrance to another room. Soon known as the annex, this tiny chamber holds more than 2,000 everyday objects. They include boomerangs, shields, a box containing eye makeup, and 116 baskets of food. Some of the piles reach nearly six feet high! When Carter clears the annex out later, his workers are suspended by ropes at first to keep from stepping on things.

5 The disorder in the annex indicates ancient grave robbers had looted the tomb. They left behind footprints and a bundle of Tut's gold finger-rings hurriedly wrapped in cloth. Luckily, they'd been caught and the tomb resealed. That was more than 3,000 years ago.

6 The explorers are fascinated by two tall statues in the antechamber showing Tut dressed in gold. The figures seem to be guarding yet another room. Sweltering in the heat, the group crawls through a hole created by the ancient robbers. Before them stands a huge wooden box, or shrine, that glitters with a layer of gold. This room must be Tut's burial chamber! At the very center of the shrine is a carved sarcophagus, or stone coffin. Inside it are three nested coffins, each one more richly decorated than the one before. Inside the last coffin, made of solid gold, lies the mummy of Tutankhamun. A 22-pound gold mask covers its head and shoulders. A collar made from 171 separate gold pieces rests on the mummy's chest. It wears gold sandals on its feet.

7 On one side of the burial chamber is an open doorway. It reveals the fourth room of the tomb, this one so full of riches that Carter dubs it the treasury. Towering over the other objects is a gold-covered shrine protected by statues of goddesses. The shrine holds Tut's liver, lungs, stomach, and intestines. Each vital organ is preserved, wrapped in linen, and placed in its very own small coffin.

8 Today about 2.5 million people visit Egypt's Cairo Museum each year to see Tut's treasures on display. The ancient Egyptians believed that "to speak the name of the dead is to make them live again." If that is true, Tutankhamun certainly lives on.

This mask made of gold and gems covered the head and shoulders of the mummy of Tutankhamun.





This photo shows the city of Cairo as it appeared around the time of Lord Carnarvon's unexpected death. Because he died shortly after the opening of Tutankhamun's tomb, some newspapers claimed that a curse caused Carnarvon's death.

CURSE OF THE MUMMY

- 9 On April 5, 1923, Lord Carnarvon died suddenly in Egypt. At that same moment, lights went out all over Cairo. In England, Lord Carnarvon's dog, Susie, howled and died.
- 10 Newspapers claimed that these events were caused by King Tut's "curse." According to the newspapers, Tut's burial chamber contained a warning: "Death shall come on swift wings to him that toucheth the tomb of the Pharaoh."
- 11 It was a chilling story. But was it true? Actually, there was no warning in Tut's tomb. The papers made up that part. Skeptics¹ say the events have other explanations. Lord Carnarvon had been in poor health for years. Cairo's feeble electric system caused lights to wink out all the time. And dogs sometimes do die unexpectedly.
- 12 Only 6 of the 26 people who saw the opening of Tut's burial chamber died within the next ten years. Howard Carter, who should have been the most cursed of all, lived until 1939—17 years after coming face-to-face with Tutankhamun's mummy.

¹ **Skeptics:** people who doubt and have disbelief

Think Use what you learned from reading the history article to respond to the following questions.

- 1** Which sentence from the article **best** supports the inference that one custom of the ancient Egyptians was to preserve bodies after death?
- A** "A mound of chariot parts fills one corner."
 - B** "Soon known as the annex, this tiny chamber holds more than 2,000 everyday objects."
 - C** "A collar made from 171 separate gold pieces rests on the mummy's chest."
 - D** "The shrine holds Tut's liver, lungs, stomach, and intestines."

- 2** This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of suspended as it is used in paragraph 4 of the article?

- A** floated
- B** swung
- C** carried
- D** waited

Part B

Which phrase from paragraph 4 helps the reader understand the meaning of suspended?

- A** "... Carter clears the annex out later, ..."
- B** "... by ropes. ..."
- C** "... which they call the antechamber."
- D** "... a box containing eye makeup, and 116 baskets of food."

- 3** Which paragraph **best** supports the idea that finding King Tutankhamun's tomb required a lot of time and money?
- A** paragraph 3
 - B** paragraph 5
 - C** paragraph 9
 - D** paragraph 12

- 4** This question has two parts. First, answer Part A. Then answer Part B.

Part A

What can you infer about the author’s point of view regarding the events of April 5, 1923, described in paragraph 9?

- A** The events prove that King Tut’s “curse” was real.
- B** The events probably were a coincidence.
- C** The events served as a warning about entering the tomb.
- D** The events should have been investigated as crimes.

Part B

Which **two** sentences from the article **best** illustrate the inference you made in Part A?

- A** “On April 5, 1923, Lord Carnarvon died suddenly in Egypt.”
- B** “Lord Carnarvon had been in poor health for years.”
- C** “Newspapers claimed that these events were caused by King Tut’s ‘curse.’”
- D** “It was a chilling story.”
- E** “In England, Lord Carnarvon’s dog, Susie, howled and died.”
- F** “Actually, there was no warning in Tut’s tomb.”

- 5** Read the sentence and the directions that follow.

The ancient Egyptians believed they could take the things they used in their daily lives with them to the grave.

Underline the sentence from the paragraph below that **best** shows this idea.

Carter, Lord Carnarvon, and two others enter the cluttered first room, which they call the antechamber. Under a bed with posts in the shape of hippopotamus heads, Lord Carnarvon finds the entrance to another room. Soon known as the annex, this tiny chamber holds more than 2,000 everyday objects. They include boomerangs, shields, a box containing eye makeup, and 116 baskets of food. Some of the piles reach nearly six feet high! When Carter clears the annex out later, his workers are suspended by ropes at first to keep from stepping on things.

**Write**

- 6 Short Response** What inference can be drawn about how ancient Egyptians felt about the bodies and belongings of their dead pharaohs? Support your answer with evidence from the text.

**Learning Target**

In this lesson, you practiced making inferences and supporting them with quotes from the text. Explain how these skills can help you develop a better understanding of any informational text you read.
