

Lesson
16

Integrate Information from Multiple Sources

Getting the Idea

Key Words

source
integrate
information

Using Multiple Sources

When you want to know more about a topic, you should read multiple print and digital sources on it. A **source** is a reliable book, website, scientific paper, historical account, or other reference material. When you consult multiple sources, you get different details and points of view on the same topic and can make connections between ideas.

Integrating Information

Making connections among multiple sources is called **integrating information**. Start by identifying the main ideas and details in each source. Next, ask yourself which details appear in both sources, as that information is probably central to the topic. Then ask yourself how the sources are alike and different. What text structure do they use? What is each author's point of view and purpose for writing?

Integrating information may help you answer a question or solve a problem. It will also expand your knowledge of the topic.

Read the passages from two different sources. Then follow the steps.

Passage 1

In 1854, London experienced an outbreak of cholera, a dangerous and sometimes fatal disease. About six hundred people died. At that time, people didn't have running water or toilets; they got their water from public wells. People dumped sewage into the river, which contaminated the well water and made people sick.

Passage 2

Most doctors at the time believed cholera was spread through bad air. John Snow, a London doctor, was the first to recognize that cholera was transmitted via contaminated water. In 1854, there was a serious outbreak of cholera in London. Snow traced the cases to a public water pump whose water supply had been contaminated by sewage.

Step 1 Underline the most important idea in each passage. Write it below.

Passage 1: _____

Passage 2: _____

Step 2 Think about the purpose of each passage, and write it below.

Passage 1: _____

Passage 2: _____

Step 3 What information is common to both texts? Circle what is alike in both texts. Now think about what is unique to each text.

Step 4 Integrate the information from both sources to solve the problem below. Write phrases and ideas that would help you write complete sentences later.

If you were in city government, how might you use information about a disease such as cholera to help protect people's health?

Coached Example

Read the passages. Circle the most important ideas, and underline the details that are alike in each passage.

J.R. Mead was a pioneer, businessman, and elected representative during the early years of Kansas's statehood. He was also one of the founders of the city of Wichita, Kansas. Mead wrote this letter to the editor of a local newspaper to explain the work of his friend and business associate Jesse Chisholm. Chisholm had been a prominent trader whose travels led to the establishment of a route along which Texas's cattle ranchers drove their herds north, where the cattle were shipped by railroad to markets in the East.

Letter to the Editor of the *Wichita Eagle*

by J.R. Mead

March 26, 1900

To the Editor "Eagle":

Your correspondent¹ did not lay out the trail from Wichita to the vicinity of Fort Cobb² on the Wichita³ in 1868 as there already existed a trail and . . . road as plan⁴ as the road is marked from the mouth of the little Arkansas south to the vicinity of Fort Cobb made in fall of 1864 by . . . Jesse Chisholm, and two heavy fair mule niggers⁵ loaded by the writer⁶ . . . and which road was known as the Chisholm Trail and was a great highway of travel at the first settling of Wichita. The writer bought a herd of 400 head of cattle which were driven over that trail from the Washita and Canadian Rivers in spring of 1865 by Jesse Chisholm . . .

Very hastily,
J.R. Mead

¹Your correspondent: Mead is referring to himself.

²Fort Cobb: a town and former army post in Oklahoma

³the Wichita: Mead's misspelling of "the Washita"

⁴plan: plain

⁵niggers: animals that are old or in poor condition

⁶the writer: Mead refers to himself in the third person.

Jesse Chisholm's Trail

1 It's an image made famous in movies, paintings, and songs about the American West: cowboys on horseback driving herds of longhorn cattle along the Chisholm Trail.

2 The trail got its name from a man named Jesse Chisholm. Chisholm was neither a cowboy nor a rancher. The son of a Scottish father and Cherokee mother, Chisholm was an interpreter—someone who translates spoken language—and a trader with the Native Americans who lived in the territory that is now Oklahoma. In 1865, Chisholm loaded up wagons at Fort Leavenworth, Kansas, with goods provided by his partner, James R. Mead. Chisholm intended to set up a trading post in Oklahoma. But because there were no established trails across Oklahoma, Chisholm had to blaze his own.

3 Around that same time, ranchers in Texas were looking for ways to get their cattle to markets in Abilene, Kansas. In 1867, a rancher named O.W. Wheeler departed San Antonio, Texas, with a large herd. When Wheeler reached Oklahoma, he found wagon tracks left behind by Chisholm, which he followed to Kansas.

4 Other ranchers began using the same route. At first it was simply called the Kansas Trail or the Abilene Trail. By 1870, people were calling it the Chisholm Trail. Between 1867 and 1884, an estimated five to six million cattle were driven along the Chisholm Trail.

5 A typical cattle drive moved 2,500 longhorns and lasted three months. About a dozen cowboys, including a trail boss, guided the herd. A cook drove a wagon called a chuck wagon that contained food and cooking gear. Life on the trail had two extremes: monotony or extreme danger. Cowboys traveled ten to twelve miles a day in the saddle. They endured lightning storms, hail, river crossings, and cattle stampedes.

6 James R. Mead, Jesse Chisholm's partner, kept journals of his adventures in the West throughout his life. Though Mead died in 1910, a book of his writings, *Hunting and Trading on the Great Plains, 1859–1875*, was published in 1986.

7 Jesse Chisholm died of food poisoning in 1868 after eating spoiled bear meat. He never knew his name would go down in history as a trailblazer.

Answer the following questions.

- 1** Which sentence **best** states what the topics of the passages have in common?
- A. They are both mostly about cattle drives.
 - B. They are both mostly about the Chisholm Trail.
 - C. They are both mostly about Wichita, Kansas.
 - D. They are both mostly about Chisholm's life.

Hint Look at the most important idea of each passage. What is each passage about?

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

Part A

Which statement about the Chisholm Trail is supported by **both** texts?

- A. Chisholm and Mead traveled together in 1864 to create the Chisholm Trail.
- B. A Texas rancher followed the trail Chisholm had made when driving cattle to Kansas.
- C. Chisholm drove Mead's herd of cattle along the Chisholm Trail in 1865.
- D. The Chisholm Trail, created by Jesse Chisholm, became an important travel route.

Hint Look back at the most important ideas you marked in each source. Ask yourself, "What information is similar?"

Part B

Which excerpts from the texts **best** support the answer in Part A? Select **one** answer from **each** passage.

- A. Passage 1: "Your correspondent did not lay out the trail from Wichita to the vicinity of Fort Cobb."
- B. Passage 1: "There already existed a trail . . . made in fall of 1864 by . . . Jesse Chisholm, . . . and which road . . . was a great highway of travel."
- C. Passage 2: "When Wheeler reached Oklahoma, he found wagon tracks left behind by Chisholm, which he followed to Kansas."
- D. Passage 2: "The trail got its name from a man named Jesse Chisholm. . . . An estimated five to six million cattle were driven along the Chisholm Trail."

- 3 Read this excerpt from "Letter to the Editor of the *Wichita Eagle*." Underline details that appear in this passage but do **not** appear in "Jesse Chisholm's Trail."

The writer bought a herd of 400 head of cattle which were driven over that trail from the Washita and Canadian Rivers in spring of 1865 by Jesse Chisholm. . . .

Hint: Look back at what you underlined in the sources. Which details are the same in both passages? What is different?

- 4 Which sentence **best** states the purposes of the two passages?

- A. The letter was written to correct an error in the newspaper; the article was written to entertain readers with a story about a cattle drive.
- B. The letter was written to explain a fact about Jesse Chisholm; the article was written to provide information about the Chisholm Trail.
- C. The letter was written to explain who Jesse Chisholm was; the article was written to identify the location of the Chisholm Trail.
- D. The letter was written to identify the location of Fort Cobb; the article was written to honor James R. Mead.

Hint: Ask yourself about each source, "Why did the author write this text?"

- 5 Explain which information from both passages you could use if you wanted to write an essay about the Chisholm Trail. Support your answer with evidence from both passages.

Hint: Remember to make connections between details in both texts and to compare and contrast information. How do both add to your knowledge of the topic?

Practice 1

Read the two passages. Use the Reading Guide to help you compare and integrate the information in both texts to answer questions.

Reading Guide

Think about the key details in each passage. Ask yourself what each author's purpose is. Think about how you can use the information in both texts to get a broader understanding of the topic as a whole. Circle the most important idea in each passage. Then underline information that is alike in both passages.

Sniffing Out Trouble

- 1 Imagine that someone moves into your house uninvited. Your guest is new to the area but not at all shy. In fact, this guest eats your food and then takes over your room. Before you know it, the invader has taken over your house, and you're forced to move out.
- 2 This scenario describes what can happen when an exotic plant or animal enters an ecosystem. Every ecosystem has native species¹ that have lived there for a long time. When a new species arrives, it may disrupt the ecosystem. It may become an invasive species.²
- 3 Many invasive species arrive by accident, often traveling on boats, in packages, or even in luggage. One example is the tiny zebra mussel. It's one of the most invasive aquatic species in the Great Lakes region. The zebra mussel most likely arrived in the Great Lakes on ships traveling from the ocean. Now the mussel clogs pipes in factories, power plants, and water treatment plants.
- 4 Kudzu is another invasive species. In the 1930s, people imported this vine to the southeastern United States from Japan, planting it along roadsides to hold soil in place. The kudzu thrived, and within a few decades, it was everywhere.

¹native species: a group of organisms that naturally belong in a particular location

²invasive species: non-native organisms whose introduction to a location may cause harm

5 When invasive plant species become established, they're tough to control. Some environmentalists are getting help from dogs specially trained by Working Dogs for Conservation (WD4C). When humans search for invasives, they do so by sight. When dogs search for invasives, they do so by smell. As a result, they can find even the youngest plants before they mature and produce seed. This helps conservationists get ahead of invaders and restore the ecosystem to its original state.

Canines Helping Canines

1 Humans have about five to six million scent receptors¹ in their noses. That sounds like a lot, doesn't it? But dogs have us beat. Dogs have from 220 to 300 million scent receptors. That explains why their sense of smell is so incredible. Today, the U.S. government is taking advantage of dogs' amazing sniffers to help canines² of another kind.

2 The San Joaquin kit fox is an endangered canine living in California. This small fox has lost much of its habitat to humans. People have built homes, offices, and factories in places where the fox once made dens and hunted food. Because the fox has less and less land to call home, its numbers have started to shrink. To help save the fox population, the U.S. government is making efforts to preserve parts of its habitat, making sure people don't build on it.

3 This is where dogs and their sniffing powers come in. A group called Working Dogs for Conservation (WD4C) is helping the foxes. The group's extremely sensitive sniffer dogs look for the San Joaquin kit fox's scat, or droppings. The droppings may be barely large enough to see, but the dogs detect them with their amazing noses. When the dogs find the scat, scientists examine it in their labs. Scat can tell scientists many things. It can reveal what a fox ate, whether it gets the nutrients it needs, and what environmental conditions it lives in. This helps scientists understand which areas make the best habitats for the fox. The work of WD4C dogs will help the San Joaquin kit fox thrive in the wild once again.

¹**scent receptors:** cells that detect odor molecules and send messages to the brain

²**canines:** a group of related animals that includes wolves, foxes, coyotes, and domestic dogs

Answer the following questions.

1. What topic do **both** passages share?
- A. exotic plants and animals
 - B. dogs that help scientists
 - C. invasive species
 - D. endangered foxes
2. What information is important to **both** passages? Select **two** that apply.
- A. Some invasive species are brought into an area by accident.
 - B. Plant and animal ecosystems can be disrupted.
 - C. Dogs help environmentalists protect species.
 - D. Dogs have from 220 to 300 million scent receptors.
 - E. Habitats are shrinking for many plants and animals.

3. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which statement about sniffer dogs is **best** supported by **both** passages?

- A. Sniffer dogs use their noses to detect invasive plants in a habitat.
- B. Sniffer dogs have an amazing number of scent receptors compared to people.
- C. Sniffer dogs can help scientists understand the habitats of endangered animals.
- D. Sniffer dogs are being used to protect the habitats of plants and animals.

Part B

Which details from both passages **best** support the answer in Part A?

Select **one** answer from **each** passage.

- A. Passage 1: "Before you know it, the invader has taken over your house, and you're forced to move out."
- B. Passage 1: "When a new species arrives, it may disrupt the ecosystem."
- C. Passage 1: "Some environmentalists are getting help from dogs specially trained by Working Dogs for Conservation (WD4C)."
- D. Passage 2: "Dogs have from 220 to 300 million scent receptors. That explains why their sense of smell is so incredible."
- E. Passage 2: "A group called Working Dogs for Conservation (WD4C) is helping the foxes."
- F. Passage 2: "It can reveal what a fox ate, whether it gets the nutrients it needs, and what environmental conditions it lives in."

4

Read this excerpt from paragraph 5 of "Sniffing Out Trouble." Underline **two** details you **don't** learn from "Canines Helping Canines."

When invasive plant species become established, they're tough to control. Some environmentalists are getting help from dogs specially trained by Working Dogs for Conservation (WD4C). When humans search for invasives, they do so by sight. When dogs search for invasives, they do so by smell.

5

On the lines below, explain how you could use details from both passages to answer the following question: *In what ways are sniffer dogs helping the environment?*

Details from "Sniffing Out Trouble": _____

Details from "Canines Helping Canines": _____
