Reading Comprehension and The Idaho Cut

Lesson Plan for Grade 4, Reading

# OVERVIEW & PURPOSE

The purpose of this lesson is for students to learn about the Idaho Cut while also working on their comprehension skills.

# EDUCATION STANDARDS

1. [Standard 4: Civics and Government](https://www.sde.idaho.gov/academic/shared/social-studies/ICS-Social-Studies.pdf)

Students in Grade 4 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

1. [4.SS.4.1.1](https://www.sde.idaho.gov/academic/shared/social-studies/ICS-Social-Studies.pdf) Identify the people and groups who make, apply, and enforce laws within state, local, and tribal governments.
2. [4.SS.4.2.1](https://www.sde.idaho.gov/academic/shared/social-studies/ICS-Social-Studies.pdf)

Explain the significance of Idaho symbols and the unique tribal seal of each federally recognized tribe in Idaho.

1. [L.4.6](https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf)

Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

1. [RI.4.1](https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

# OBJECTIVES

1. I can explain why the Idaho State cut is significant as a symbol.
2. I can understand that there are different branches in the state government that vote to make a law.
3. I can look up vocabulary words and use a passage to learn what they mean.
4. I can use what I’ve read to make inferences and answer questions accurately.

MATERIALS NEEDED

1. Pencil and Student Worksheet
2. Highlighter/crayon/colored pencil (optional)

# 

# ACTIVITY

1. *Show the image of the Idaho Cut. Briefly explain to them that it is the state facet, and a facet is a way of cutting a gem.*
2. *Have students look up key vocabulary words.*
3. *Have students mark the text by numbering paragraphs as a class.*
4. *Read the article. This could be done aloud as a class, in partners/groups, or individually. This passage has a Lexile range of 1010L-1200L.*
5. *Pause along the way to talk about vocabulary words*
   1. *Potentially have students highlight words in the text that are listed as vocab.*
6. *Following the article, students will answer questions based on their reading.*
   1. *If this is a difficult passage for the age group, consider highlighting difficult and important information and discussing it as a class, in groups, or as partners, and then letting students answer questions.*

**The Idaho Cut-Student Worksheet**

Use the space below to record what each word means. Then, read the passage and answer the questions that follow.

**Key Vocabulary:**

Poverty-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Facet-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gems- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Infinite-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Senate-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

House of Congress-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bill-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Law-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Read the passage about the Idaho Cut.*

The Idaho Cut

The Idaho Cut was invented by Quincy Douglas Howell. He was born into a very poor family in 1908. Quincy was in the Army Air Corps and moved around the world while he served our country. He lived through World War I and the Great Depression and served in World War II. While he traveled the world for the Army Air Corps he learned to facet gems. Since he liked to experiment and paid close attention to detail, it was the perfect form of art for Quincy.

What is faceting you ask? Well, it’s basically the cutting of a gem to make it look beautiful. Think of different rings or necklaces you’ve seen. Each of them probably has a gem that has been faceted so that they catch the light and look really pretty. Quincy invented and named many unique cuts. Quincy believed that it is the artist’s job to arrange the facets in the most beautiful way possible. He faceted for over 30 years and cut over 6,500 stones. Over time he got better and better. He won the Faceting National Championship in 1970, was in National Geographic magazine in 1974, and was considered one of the top five experts in the faceting world.

So what does this all have to do with Idaho History? After inventing the Idaho Cut, Quincy decided to name it the Idaho Cut since he thought it was just as beautiful as Idaho, his favorite state. Quincy’s family has lived in Idaho for generations and thought that because Idaho is the Gem State, it is only fitting that the Star Garnet receive a little company. So, in 2022 the family of Quincy went in front of Idaho’s Senate State Affairs Committee and asked to make the Idaho Cut the official cut of Idaho. They presented the cut to the committee and the committee voted “yea” to bring the cut in front of the Senate Floor. There, all 32 members present also voted “yea” and the bill was passed to the House for their vote.

When the House State Affairs Committee got the bill, they voted “yea” and then the wait was on. The House Floor got to vote on whether to add the Idaho Cut as an official cut of Idaho or not. Since the house has more people, the family wondered if the vote would pass or not. On March 21st, 2022, sixty-nine members of the House voted. Sixty-eight of them voted “yea” and one voted “nay”. With that, it was finally off to the Governor of Idaho, Brad Little, who signed the bill into law on March 24th, 2022. Now that the Idaho Cut is the official cut for faceted gemstones for the State of Idaho, it provides a pattern of beauty for all Idahoans to enjoy.

Questions:

1. What is the Idaho Cut? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Why are we learning about the Idaho Cut?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How many times was the Idaho Cut bill voted on before it became a law?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What day did the Idaho Cut officially become Idaho’s official cut for gemstones?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Why did Quincy name this facet the Idaho Cut?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Key Vocabulary:** Teacher Key

Poverty- the state of being poor: lack of money or possessions\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Facet- a small plane surface (as on a cut gem)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gems- a precious or sometimes semiprecious stone cut and polished for ornament

Infinite- extending indefinitely: [**endless**](https://www.merriam-webster.com/dictionary/endless)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Senate- an assembly or council usually possessing high deliberative and legislative functions\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

House- a legislative, deliberative, or consultative assembly\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bill- a draft of a law presented to a legislature for enactment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Law-a binding custom or practice of a community: a rule of conduct or action prescribed or formally recognized as binding or enforced by a controlling authority\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Questions:** Teacher Key

1. What is the Idaho Cut?

Example Answer:\_The Idaho Cut is a bunch of different cuts in a stone to make it look beautiful.

1. Why are we learning about the Idaho Cut?

Answers will vary. Example answer: \_\_\_In 4th grade we learn about Idaho symbols and this is one of the new symbols for our state.

1. How many times was the Idaho Cut bill voted on before it became a law?

According to paragraph 4, there were 5 different votes before the Idaho Cut was passed into law.

1. What day did the Idaho Cut officially become Idaho’s official cut for gemstones?

In paragraph four it says that the Idaho Cut officially became Idaho’s cut for gemstones on March 24th, 2022.

1. Why did Quincy name this facet the Idaho Cut?

Paragraph 3 tells us that Quincy named this facet the Idaho Cut because he thought it was the most beautiful cut and he loved Idaho and thought Idaho was also beautiful.