

Lake Erie's Struggle to Survive

America and Canada share an important natural resource called the Great Lakes, which hold one-fifth of the world's freshwater. These five lakes are so large that they can be seen from outer space.

Polluting Lake Erie

From the mid-1800s to the mid-1900s, cities and farms dumped untreated waste into the lake. The people believed that the lake was so big that all of the waste and chemicals would be diluted into insignificance. Although all of the Great Lakes suffered from pollution, Lake Erie received the most damage because of its warm temperature and shallow depth. By the late 1960s, the lake was so foul that most of its fish had died. The high bacteria count made the water unsafe for swimming. The lake stunk from algae overgrowth. Mats of green slime floated on its surface. Its condition was so bad that scientists called Lake Erie “dead.”

Saving Lake Erie

In 1972, the Canadian and American governments agreed to clean up the lake. After they found that the lake's worst enemy was the phosphate in laundry soap, people protested until the soap makers removed this chemical. New laws required waste to go through a treatment plant before entering the lake. The two nations spent eight billion dollars to help clean Lake Erie.

After 10 years, the quality of Lake Erie's water had improved so much that it could be restocked with fish, and people could once again swim in the lake. Even so, more must be done to protect the lake and keep its water clean. Recently, scientists were alarmed to discover a “dead zone” in the lake. In this dead zone, the lake has low levels of oxygen and no living things—except for algae. Even outside the dead zone, more than 300 chemicals still pollute the lake to some degree. This causes problems for wildlife. For example, ospreys have such thin eggshells that few of their young hatch. Male whitefish do not develop normally. Scientists are doing research to determine how to solve these problems and make the lake as nature intended it.



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Typeface



PART 1

Directions: Explain how the different kinds of typeface found in this passage help a reader looking at the page for the first time.



PART 2

Directions: You are learning about typeface. Write what you know about Lake Erie just by looking at the typeface on the page.



PART 3

Directions: Typeface can give the reader a clue about the main idea of the text. Write the main idea of this text below.

Name _____

Typeface *(cont.)*

PART 4

Directions: Find three examples of typeface that grab your attention. Fill in the chart below.

	Typeface Example #1	Typeface Example #2	Typeface Example #3
What the text says			
A sketch of the text			
Why did this typeface get your attention?			
How could this typeface help you determine the main idea or locate information?			

PART 5

Directions: Use the passage to answer the questions below.

1. How could the typeface be improved to help you understand the topic?

2. Based on the typeface, what does the author want you to know about the topic?

Comprehension Review

Directions: Fill in the best answer for each question.

1 The typeface tells you that this passage is **mostly** about

- (A) Lake Erie.
- (B) maps.
- (C) the Great Lakes.
- (D) an osprey.

4 What is an ecosystem?

- (A) a system that exists in lakes and oceans
- (B) a complex group of organisms and their environment
- (C) an ecological group
- (D) an explanation of how plants and animals work together

2 Why is the title in a large typeface?

- (A) It is the least important thing.
- (B) It comes first.
- (C) It tells the main idea of the passage.
- (D) It is the name of a place.

5 *Recently, scientists were alarmed to discover a “dead zone” in the lake.*

What is a dead zone?

- (A) an area where only dead animals are found
- (B) an area with no algae
- (C) an area with low levels of oxygen and no living things
- (D) an area with few living things

3 The typefaces help you to

- (A) learn more about lakes.
- (B) learn how the Great Lakes formed.
- (C) find out how Lake Erie solved its problem.
- (D) understand the important ideas.

6 Which topic would probably come **next**?

- (A) Wonders of the World
- (B) Lakes of the Northwest
- (C) A Look at the Great Lakes
- (D) The Future of Lake Erie

Name _____

Written Response

Directions: Design a flyer telling people how they can help save Lake Erie. Remember to use different sizes and styles of writing to highlight important information.

