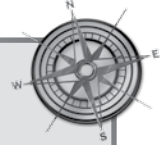
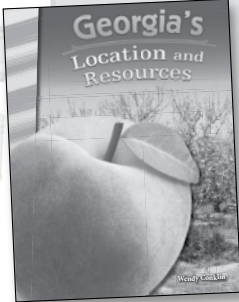


Georgia's Location and Resources



Learning Objectives



Students will:

- explain how specific images contribute to and clarify a text. (2RI7)
- write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (2W2)
- understand the connecting themes of location; production, distribution, and consumption; and scarcity. (Connecting Themes)

Materials

- *Georgia's Location and Resources* books
- copies of student activity sheets (pages 60–65)
- *Savannah Harbor* primary source (harbor.jpg)

Lesson Timeline

DAY 1

Task

Primary Source Activity
(page 55)

Summary of Student Learning Activities

Examine and annotate an 1865 newspaper illustration of Savannah harbor.

DAY 2

Task

Before Reading (page 56)

Summary of Student Learning Activities

Make predictions about the text based on images.

DAY 3

Task

During Reading (page 57)

Summary of Student Learning Activities

Identify images in the text that clarify meaning, and answer questions about the book.

DAY 4

Task

After Reading (page 58)

Summary of Student Learning Activities

Write an informative paragraph about a location on the school's campus and the resources related to the location.

DAY 5

Task

Primary Source Activity Revisit, Activities from the Book, and Assessments (page 59)

Summary of Student Learning Activities

Revisit the Primary Source Activity, write a pros and cons list about places to live, and take the assessments.

Primary Source Activity

Historical Background

In 1793, Eli Whitney invented the cotton gin. Whitney's invention quickly removed seeds from the cotton. What used to take a full day of work could be done in just one hour using the machine. The cotton gin changed the cotton industry. Cotton production greatly increased across the South. By 1860, over 700,000 bales of cotton were produced in Georgia. Cotton was the number one agricultural crop. Cotton was exported to big cities inside and outside the United States. It was typically transported using ships and trains. Rivers played a big role in moving cotton between major cities quickly and efficiently.

About the Primary Source

This 1865 wood engraving was printed in *Frank Leslie's Illustrated Newspaper*. The artist carved the picture into a block of wood. Then, ink was rolled over it and paper was placed on top of the block. Pressure was applied and only parts of the wood that touched the paper left behind ink. The engraving shows bales of cotton on a wharf being loaded onto ships at Savannah Harbor for shipment to New York.

DAY
1

Summary

Examine and annotate an 1865 newspaper illustration of Savannah harbor.



Procedures

1. Display the electronic file *Savannah Harbor*. A copy of the primary source is provided in the Digital Resources (harbor.jpg).
2. Ask students to carefully observe the primary source.
 - *What do you see in this picture?*
 - *Who do you see in the picture?*
 - *What are the people doing?*
3. Encourage students to analyze the primary source.
 - *When do you think this was made? Why?*
 - *Where do you think these people are?*
 - *Why do you think this scene is so busy?*
4. Distribute copies of the *Savannah Harbor Analysis* activity sheet (page 60) to students. Read the directions aloud. Ask students to think about the observations they made. Have them use those observations to construct questions they have about the primary source. Have students annotate the primary source by writing their questions on the activity sheet for future reference.
5. Share the historical background information with students. Tell them they will read a book to learn more about how location and resources are related.

Georgia's Location and Resources (cont.)

Vocabulary Word Bank

- crops
- factory
- products
- rural
- suburbs

DAY
2

Summary

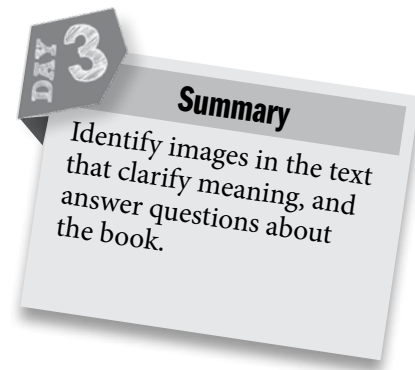
Make predictions about the text based on images.

Before Reading

1. Draw a three-column chart on the board or on chart paper. Label the columns *Word*, *Definition*, and *Illustration*. Instruct students to draw a similar chart on sheets of paper. List the vocabulary words in the Word column. Explain the meaning of each word. Work as a class to create a student-friendly definition for each word. Have students illustrate each word. Record a few student ideas on the class chart.
2. Display the *Georgia's Location and Resources* book to students. Show students the images in the book. Have students brainstorm with a partner what they think the book will be about based on the images. You may choose to highlight the following images in your discussion:
 - image of Atlanta on page 5
 - image of a granite mine on page 15
 - image of the port of Savannah on page 18
 - map on pages 22–23
 - image of the Blue Ridge Mountains on page 27
3. Ask students to share their predictions with the class. Tell them that images are used to support and clarify text in the book.
4. Ask students to find an image in the book that they would like to learn more about. Have them predict what they think the image shows based on prior knowledge. Have students share their images and predictions with the class.

During Reading

1. Distribute the *Georgia's Location and Resources* books to students. Read the book aloud as students follow along. Pause periodically to point out how specific images add to and clarify the meaning of the text. **Note:** You may choose to display the Interactiv-eBook for a more digitally enhanced reading experience.
 - The images on pages 6–7 help readers see the similarities and differences between cities, farms, and beaches.
 - The image of Vidalia onions that spans pages 10–11 help readers visualize a Vidalia onion farm.
 - The image of the granite mine on page 15 helps readers better understand where granite comes from.
 - The map on pages 22–23 helps readers visualize the distance between Texas and Georgia.
2. For the second reading, distribute copies of the *Picture That!* activity sheet (page 61) to students. Read the directions aloud. Have students read independently or in pairs. Remind them to look closely at the images and to think about why the author included them.
 - For **below-level learners** and **English language learners**, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recording can support readers to practice fluency and aid in comprehension.

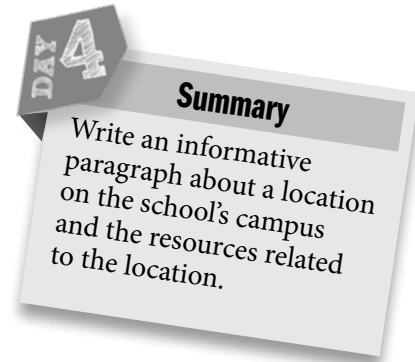


3. Allow time for students to complete the activity sheet. Then, ask volunteers to share their answers with the class.
 - Challenge **above-level learners** to design an infographic for a concept in the *Georgia's Location and Resources* book that needs more explanation. Ask students to share their infographics with the class.

Georgia's Location and Resources (cont.)

After Reading

1. Play a short game of Pictionary to review the vocabulary words. Divide the class into two teams. Choose an artist from each team. Invite them to the front of the room and show them one of the vocabulary words. Have each artist draw his or her own representation of the word on the board. Award a point to the team that guesses correctly first. You may choose to add other words from the book's glossary to make the game more challenging.
2. Distribute the *Georgia's Location and Resources* books to students. As a class, review how the images helped students understand the text. Have students point out images in the book and explain how each helped them.
 - Challenge **above-level learners** to look in other books to find examples of images. Have them share what they find with the class.
3. Explain to students that an informative paragraph introduces a topic, uses facts and details to develop points, and has a strong conclusion. Review the relationship between different locations and the resources that are available, used, and distributed from that location.
4. Distribute the *Planning a Paragraph* activity sheet (page 62) to students. Have students plan their informative paragraphs using the graphic organizer.
5. Arrange for students to visit the campus locations they are writing about to confirm their knowledge about resources that are available, used, and distributed from that location.
6. Distribute the *Informative Paragraph* activity sheet (page 63) to students. Allow time for students to use their activity sheets to help them write, edit, and publish their informative paragraphs.

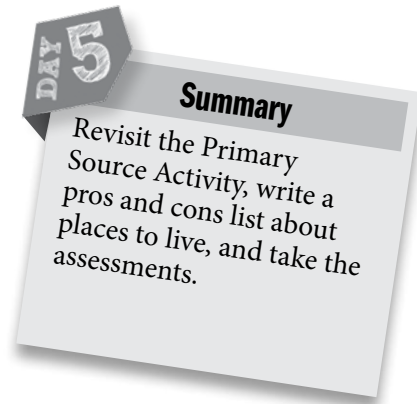


Primary Source Activity Revisit

1. Display the *Savannah Harbor* primary source. Have students review their annotated *Savannah Harbor Analysis* activity sheet from Day 1. Ask students what they learned about the relationship between location and resources in Georgia. Discuss any unanswered questions about the primary source that students may have.
2. Ask students the following reflection questions:
 - *What can you learn from examining this primary source?*
 - *If someone made this today, how would it be different? How would it be the same?*
 - *How might transportation of cotton been different in another location?*

Activities from the Book

- **Choose It! Activity**—Read the Choose It! prompt aloud from page 28 of the *Georgia's Location and Resources* book. Ask students to choose two places they might want to live in Georgia. Then, have them make a pros and cons list for each of the two places. Have them use the lists to help them choose which is the best place for them to live.
- **Your Turn! Activity**—Read the Your Turn! activity aloud from page 32 of the *Georgia's Location and Resources* book. Allow time for students to create their charts. Have students brainstorm in pairs or small groups. Then, have students use the ideas in the chart to create an advertisement for their town.



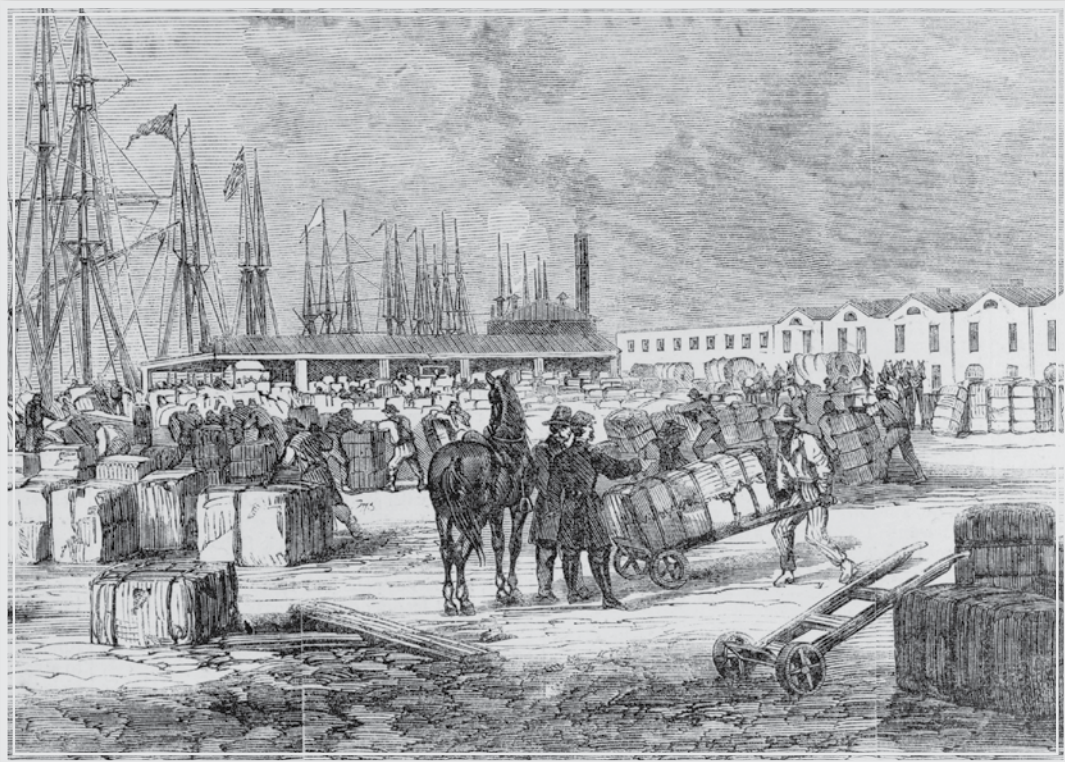
Assessments

1. A short posttest, *Georgia's Location and Resources Quiz* (page 64), is provided to assess student learning from the book.
2. A document-based assessment is also provided on page 65. This can be used to assess students' ability to analyze a primary source, or it can be used as another opportunity for instruction.
3. The Interactiv-eBook activities in the Digital Resources may also be used for assessment purposes (optional).

Name: _____ Date: _____

Savannah Harbor Analysis

Directions: Look carefully at the picture. Write questions you have in the space around the picture.



Picture That!

Directions: List three images from the book that helped you better understand the text. Write how they helped you.

Image 1

Page: _____

Image: _____

The image helped me better understand the text by

Image 2

Page: _____

Image: _____

The image helped me better understand the text by

Image 3

Page: _____

Image: _____

The image helped me better understand the text by

Name: _____ Date: _____

Informative Paragraph

Directions: Use the chart below to plan a paragraph about a location at your school such as the library or cafeteria. Include details about the resources at the location. Plan an introduction and a conclusion for your paragraph.

Introduction

Supporting Detail 1

Supporting Detail 2

Supporting Detail 3

Conclusion

Name: _____ Date: _____

Georgia's Location and Resources Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

1. Which of the following activities can you NOT do in Atlanta?
- (A) see giant pandas at Zoo Atlanta
 - (B) visit one of the biggest aquariums in the world
 - (C) play and splash in the Atlantic Ocean
 - (D) play at Piedmont Park
2. Why is there a picture of Vidalia onions on page 10?
- (A) Vidalia onions look pretty on the page.
 - (B) The author wrote about Vidalia onions in the text.
 - (C) The only important crop in Georgia is the Vidalia onion.
 - (D) Vidalia onions are the sweetest onion in the world.
3. Why might Georgia peaches cost less in Georgia than Texas peaches?
- (A) Everyone has coupons.
 - (B) The peaches don't have far to travel.
 - (C) Georgians prefer apples.
 - (D) Texas peaches are bigger
4. Why is there a picture of a boat on page 18?
- (A) It shows the reader what shipping boats look like.
 - (B) It shows that boats are better than trains.
 - (C) It shows the number of boats that go to the port each day.
 - (D) It shows the reader the water in the port of Savannah.
5. Where in Georgia are you most likely to be if you can smell the salty sea air?
- (A) on a farm
 - (B) in a big city
 - (C) in the mountains
 - (D) along the coast
6. Pine trees in Georgia help create _____.
- (A) rosin
 - (B) granite
 - (C) peaches
 - (D) soda

Fishing in Georgia

Directions: Look at the photo closely. Then, answer the questions below.

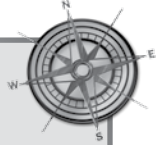


1. What do you think this person is doing?

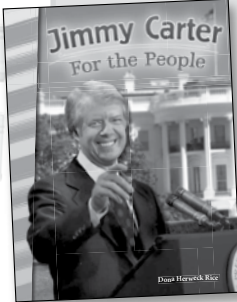
2. Where do you think this photo was taken?

3. Based on this photo, what is the main resource at this location?

Jimmy Carter: For the People



Learning Objectives



Students will:

- ask and answer such questions as who, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (2RI1)
- recall information from experiences or gather information from provided sources to answer a question. (2W8)
- describe Jimmy Carter’s contributions and positive citizenship traits, including locations significant to his life and the choices he made over time. (SS2H1, SS2G2, SS2CG2, SS2CG3)

Materials

- *Jimmy Carter: For the People* books
- copies of student activity sheets (pages 204–209)
- *Campaign Stop* primary source (campaign.jpg)
- scissors
- sticky notes

Lesson Timeline

DAY 1

Task

Primary Source Activity
(page 199)

Summary of Student Learning Activities

Examine and annotate a photograph of Jimmy Carter on the campaign trail.

DAY 2

Task

Before Reading (page 200)

Summary of Student Learning Activities

Ask questions about the book before reading.

DAY 3

Task

During Reading (page 201)

Summary of Student Learning Activities

Ask and answer questions about the text, and write a fictional interview with a person from the book.

DAY 4

Task

After Reading (page 202)

Summary of Student Learning Activities

Ask and answer questions about the text after reading.

DAY 5

Task

Primary Source Activity Revisit, Activities from the Book, and Assessments (page 203)

Summary of Student Learning Activities

Revisit the Primary Source Activity, sing “Hail to the Chief,” and take the assessments.

Primary Source Activity

Historical Background

In 1974, Jimmy Carter decided to run for president of the United States. Many people did not know the former governor of Georgia. Carter's slogan was "A Leader, for a Change." He ran against President Gerald Ford. At that time, many people did not trust the government. They were upset about the Vietnam War. They were also upset that former president Richard Nixon had been caught in a lie and had resigned. Many people liked that Jimmy Carter was not like other candidates. In the end, it was a close election, but Jimmy won. He became the 39th president of the United States.

About the Primary Source

This is a photograph of Jimmy Carter on the campaign trail. It was taken on September 10, 1976. He was visiting his brother Billy's gas station in their hometown of Plains, Georgia. Today, the gas station is a museum.



DAY 1

Summary

Examine and annotate a photograph of Jimmy Carter on the campaign trail.

Procedures

1. Display the electronic file *Campaign Stop*. A copy of the primary source is provided in the Digital Resources (campaign.jpg).
2. Ask students to carefully observe the primary source.
 - *How are the people dressed in the photo?*
 - *What are the people doing?*
 - *What objects do you see?*
3. Encourage students to analyze the primary source.
 - *Who do you think the man waving is? Why do you think so?*
 - *Why do you think the man is wearing casual clothes?*
 - *Why do you think there is a man taking a photo of the man waving?*
4. Distribute copies of the *Campaign Stop Analysis* activity sheet (page 204) to students. Read the directions aloud. Ask students to think about the observations they made. Have them use those observations to construct questions they have about the primary source. Have students annotate the primary source by writing their questions on the activity sheet for future reference.
5. Share the historical background information with students. Tell them they will read a book to learn more about Jimmy Carter.

Jimmy Carter: For the People (cont.)

Vocabulary Word Bank

- community
- governor
- human rights
- races
- segregation
- term

DAY
2

Summary

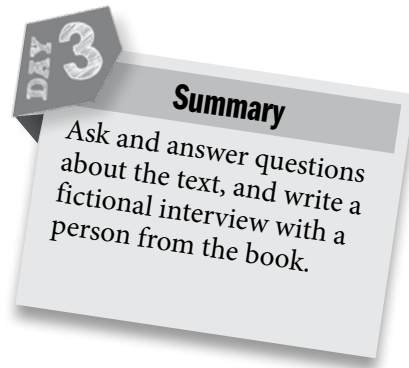
Ask questions about the book before reading.

Before Reading

1. Write the vocabulary words on the board. Read the words and their definitions aloud. Find each word in the *Jimmy Carter: For the People* book and read it in context. Help students create student-friendly definitions of each word. Write the definitions on the board or chart paper for future reference.
2. Distribute copies of the *Vocabulary Cards* activity sheet (page 205) and scissors to students. Read the directions aloud. Allow time for students to match the words to their definitions. **Note:** Have students save their words and definitions for the After Reading activity.
3. Create a chart titled *Questions About Jimmy Carter*. Remind students that good readers ask questions before, during, and after reading.
4. Display the *Jimmy Carter: For the People* book. Lead students on a text walk through the book. Ask them to describe what they see in the text features and pictures. Ask students to use those observations to construct questions about the text. Record their questions on the chart.
 - Challenge **above-level learners** to ask wondering questions that begin with *why* and *how*.

During Reading

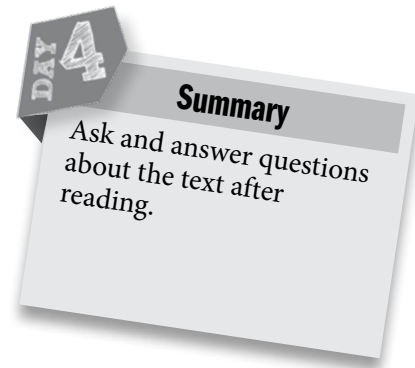
1. Distribute the *Jimmy Carter: For the People* books to students. Read the book aloud as students follow along for the first read. Pause periodically to point out answers to questions students had or to ask clarifying questions about the text.
 - You may choose to display the Interactiv-eBook for a more digitally enhanced reading experience.
2. For the second reading, distribute sticky notes to students. Have students read the book independently. Remind them that good readers ask questions while reading. Have them identify at least two new questions while they read. Ask students to write their questions on sticky notes and add them to the chart from the Before Reading activity.
 - For **below-level learners** and **English language learners**, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recording can support readers to practice fluency and aid in comprehension.
3. Distribute copies of the *Action!* activity sheet (page 206) to students. Read the directions aloud. Ask students to pretend they are television reporters interviewing a person from the book. Allow time for students to write their questions and answers.
4. Ask students to perform their interviews for the class.



Jimmy Carter: For the People (cont.)

After Reading

1. Place students in pairs. Have them play a game with their vocabulary words and definitions from the Before Reading activity. Have one student read a word and its definition aloud. Have the other student tell how that word relates to Jimmy Carter. Have students take turns until all vocabulary words have been reviewed.
2. Remind students that good readers ask questions before, during, and after reading. Revisit the chart from the Before Reading activity. As a class, determine which questions were answered by the text.
3. Distribute copies of the *Search for the Answer* activity sheet (page 207) to students. Read the directions aloud. Tell students to write two questions left unanswered by the text. Have them work in pairs or small groups to determine additional resources that could be referenced to find the answers.
4. Have students formulate a plan to find answers to their questions. Explain that a plan might include a list of topics to look for at a library or keywords to use in a search of the Internet.
5. Instruct students to write wondering questions about the book. Then, add these wondering questions to the class list.

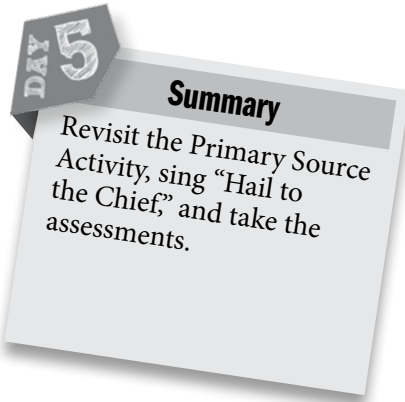


Primary Source Activity Revisit

1. Display the *Campaign Stop* primary source. Have students review their annotated *Campaign Stop Analysis* activity sheet from Day 1. Ask students what they learned about Jimmy Carter. Discuss any unanswered questions about the primary source that students may have.
2. Ask students the following reflection questions:
 - *What does the photographer most want you to notice in the photo?*
 - *Why do you think the photographer took this picture?*
 - *What does this photo tell you about Jimmy Carter?*

Activities from the Book

- **Sing It! Activity**—Read the Sing It! prompt aloud from page 28 of the *Jimmy Carter: For the People* book. Have students learn the words to “Hail to the Chief” and sing it.
- **Your Turn! Activity**—Read the Your Turn! activity aloud from page 32 of the *Jimmy Carter: For the People* book. Have students write poems and draw pictures about people who inspire them. Ask students to share their poems with the class.



Assessments

1. A short posttest, *Jimmy Carter: For the People Quiz* (page 208), is provided to assess student learning from the book.
2. A document-based assessment is also provided on page 209. This can be used to assess students’ ability to analyze a primary source, or it can be used as another opportunity for instruction.
3. The Interactiv-eBook activities in the Digital Resources may also be used for assessment purposes (optional).

Name: _____ Date: _____

Campaign Stop Analysis

Directions: Look carefully at the photo. Write questions you have in the space around the photo.



Vocabulary Cards

Directions: Cut out the words and their definitions. Match the words to their definitions.

community	basic rights that many societies believe every person should have
governor	groups of people with common ancestry
human rights	a group of people who live in the same area
races	the leader of a state or region
segregation	length of time
term	the practice of separating groups of people based on their race or religion

Name: _____ Date: _____

Action!

Directions: Choose a person from the book. Pretend you are a reporter interviewing that person. Write three questions you would ask him or her. Then, answer the questions the way you think they would.

Person from the book: _____

1. Question: _____

Answer: _____

2. Question: _____

Answer: _____

3. Question: _____

Answer: _____

Search for the Answer

Directions: Write two questions that can't be answered by the text. Write where you might find the answers. Then, write your plan for finding the answers.

1. **Question:** _____

Where to look: _____

Plan: _____

2. **Question:** _____

Where to look: _____

Plan: _____

Name: _____ Date: _____

Jimmy Carter: For the People Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

1. What question might a reader ask before reading about Jimmy Carter?
 - (A) Who was he?
 - (B) When was he born?
 - (C) What is he most remembered for?
 - (D) All of the above
2. What happened first, next, and last in Jimmy Carter's life?
 - (A) became governor; got married; became president
 - (B) joined the Navy; became governor; became president
 - (C) became senator; joined the Navy; got married
 - (D) got married; became president; joined the Navy
3. What happened in Iran while Jimmy Carter was president?
 - (A) There was an energy crisis there.
 - (B) Iran ran out of gas to sell.
 - (C) U.S. citizens were taken hostage.
 - (D) A war started in the country.
4. What wondering question might a reader ask after reading the book about Jimmy Carter?
 - (A) When was he born?
 - (B) How would the world be different without his leadership?
 - (C) Where did he live?
 - (D) Where did he go to school?
5. What did Jimmy Carter do after being president?
 - (A) He took vacations and rested.
 - (B) He had a peanut business.
 - (C) He worked on his farm.
 - (D) He worked hard to help people around the world.
6. Jimmy Carter believes in _____ and wants people around the world to be free.
 - (A) hostages
 - (B) business
 - (C) heroes
 - (D) human rights

Coming Home Stamp

Directions: Look at the stamp closely. Then, answer the questions below.



2000 U.S. postage stamp

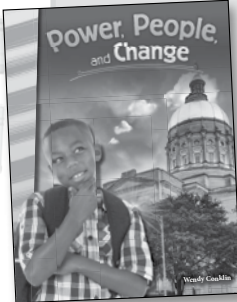
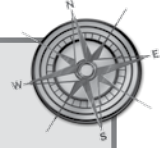
1. What do you see in the picture on this stamp?

2. What do you think this stamp is celebrating? How do you know?

3. Why do you think the United States made this stamp?

Power, People, and Change

Learning Objectives



Students will:

- know and use various text features to locate key facts or information in a text efficiently. (2RI5)
- write narratives to recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (2W3)
- understand the connecting themes of distribution of power; individuals, groups, and institutions; and time, continuity, and change. (Connecting Themes)

Materials

- *Power, People, and Change* books
- copies of student activity sheets (pages 48–53)
- *Georgia Classroom* primary source (class.jpg)
- chart paper
- sticky notes

Lesson Timeline

DAY 1

Task

Primary Source Activity
(page 43)

Summary of Student Learning Activities

Examine and annotate a 1941 photograph of an elementary school classroom in Georgia.

DAY 2

Task

Before Reading (page 44)

Summary of Student Learning Activities

Use text features in the book to make predictions.

DAY 3

Task

During Reading (page 45)

Summary of Student Learning Activities

Compare and contrast responsibilities then and now.

DAY 4

Task

After Reading (page 46)

Summary of Student Learning Activities

Use text features in the book to find examples of responsibilities, and write a narrative describing how responsibilities change over time.

DAY 5

Task

Primary Source Activity Revisit, Activities from the Book, and Assessments (page 47)

Summary of Student Learning Activities

Revisit the Primary Source Activity, write a rule for a classroom, and take the assessments.

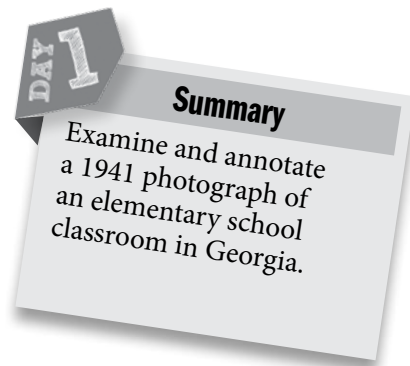
Primary Source Activity

Historical Background

The Georgia state constitution called for public education as early as 1777. But little was done to initially support public education. The public schools that were available had little funding. Schools were only open for a short time each year. Textbooks and hot lunches for students were not always available. If parents could afford it, they sent their students to private schools. For many years, African Americans had to go to separate schools. These schools had even less money. They were open for only a few months each year. In 1949, Georgia laws were passed that required schools to be open for nine months, and they had better buildings and more textbooks. By the 1970s, public schools in Georgia were no longer segregated.

About the Primary Source

This photograph shows a classroom at a segregated school in Siloam, Georgia, in 1941. In October of that year, Jack Delano photographed two schools in this town. One school was for black students. The other was for white students. Delano's job was to document what school was like at that time in history.



Procedures

1. Display the electronic file *Georgia Classroom*. A copy of the primary source is provided in the Digital Resources (class.jpg).
2. Ask students to carefully observe the primary source.
 - *Who do you see in the photo?*
 - *When and where do you think this photo was taken? How can you tell?*
3. Encourage students to analyze the primary source.
 - *How is this classroom the same as classrooms now?*
 - *How is this classroom different from classrooms now?*
 - *How might the rules and responsibilities for these students be the same or different from those that apply to you now?*
4. Distribute copies of the *Georgia Classroom Analysis* activity sheet (page 48) to students. Read the directions aloud. Ask students to think about the observations they made. Have them use those observations to construct questions they have about the primary source. Have students annotate the primary source by writing their questions on the activity sheet for future reference.
5. Share the historical background information with students. Tell them they will read a book to learn more about rules and responsibilities.

Power, People, and Change (cont.)

Vocabulary Word Bank

- citizen
- government
- laws
- respect
- responsibility
- rules

DAY
2

Summary

Use text features in the book to make predictions.

Before Reading

1. Write the vocabulary words on the board. Read each word aloud. Ask students to explain the meanings of the words. As students share, create class definitions and record on the board or chart paper for future reference.
2. Distribute copies of the *Vibrant Vocabulary* activity sheet (page 49) to students. Ask students to choose three vocabulary words they feel are the most important to their understanding of the text. Have students write those words in the ovals. Tell students there are no wrong answers. Have students think of words or ideas that help explain the vocabulary words and write those on the lines. For example, students might write synonyms, antonyms, or adjectives. **Note:** Have students save their activity sheets to use later in the lesson.
 - You may choose to have **below-level learners** and **English language learners** draw pictures to illustrate the vocabulary words.
 - Challenge **above-level learners** to draw scenes that illustrate all of the vocabulary words as one picture.
3. Explain that nonfiction books often have text features that help the reader better understand the text. Create a text-feature anchor chart on a sheet of chart paper. List *caption*, *picture*, *bold word*, *glossary*, and *index*. Write the purpose of each text feature and where each can typically be found in a nonfiction book. Have students help you find examples of each text feature in the book.
4. Distribute sticky notes and the *Power, People and Change* books to students. Ask students to flip through the books and find two text features. Have them flag the text features with the sticky notes. Then, ask students to write sentences in which they predict or infer what the book will be about based on the text features they flagged.
5. Ask students to share their predictions with the class. Have them explain which text features they used to make their predictions.

During Reading

1. Distribute the *Power, People, and Change* books to students. For the first reading, have groups of students choral read sections of the book. For example, you might have boys read one section, girls read the next section, and students wearing blue read the next. Point out various text features (sidebars, image captions, chapter titles or headings, subheadings, and bold words) as the text is read aloud.
 - You may choose to display the Interactiv-eBook for a more digitally enhanced reading experience.
2. For the second reading, have students read the book in small groups. Ask students to take turns reading pages aloud. Have them discuss which text features helped them better understand the text.
 - For **below-level learners** and **English language learners**, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recording can support readers to practice fluency and aid in comprehension.
3. Distribute copies of the *Being Responsible* activity sheet (page 50) to students. Read the directions aloud. Have students work in pairs or small groups to answer the first three questions on the activity sheet. Then, have them work independently to complete the remainder of the activity sheet.



Power, People, and Change (cont.)

After Reading

1. Place students in pairs. Have students refer back to their *Vibrant Vocabulary* activity sheets from the Before Reading section. Tell students that they will take turns reading the words they wrote on the outside lines while the other partner guesses the related vocabulary word. Have students repeat this for all three words. Then, have student pairs switch roles.
2. Ask students to think of a time when their responsibilities changed. For example, students may say that their responsibilities were minimal when they were younger and now they can help around the house and even help with younger siblings or family members. Encourage students to share their responses with a small group.
3. Distribute copies of the *Compare and Contrast Responsibilities* activity sheet (page 51) to students. Read the directions aloud. Instruct students to write responsibilities they had when they were younger on the left. Have them write responsibilities they have now on the right. Have them write responsibilities that have stayed the same in the middle.
 - Challenge **above-level learners** to brainstorm how their responsibilities might change in the future.
4. Ask students to use the Venn diagram to write a narratives about times when their responsibilities changed. Have students publish their work by writing the final version in a book format. Ask students to include drawings and text features to help readers better understand the narrative.
 - You may choose to have **below-level learners** and **English language learners** exchange narratives with a partner and whisper read the narratives to check for errors.

DAY
4

Summary

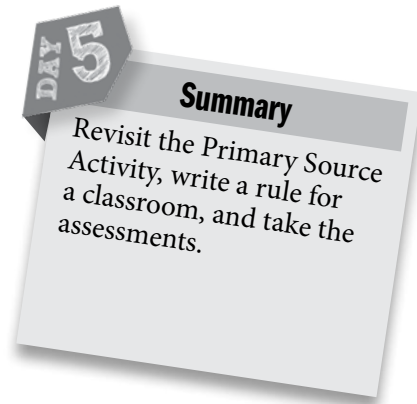
Use text features in the book to find examples of responsibilities, and write a narrative describing how responsibilities change over time.

Primary Source Activity Revisit

1. Display the *Georgia Classroom* primary source. Have students review their annotated *Georgia Classroom Analysis* activity sheet from Day 1. Ask students what they learned about rules and responsibilities. Discuss any unanswered questions about the primary source that students may have.
2. Ask students the following reflection questions:
 - *What rules do you think these students are following?*
 - *Are these students being responsible? How do you know?*
 - *How are these students being good citizens?*

Activities from the Book

- **Decide It! Activity**—Read the Decide It! prompt aloud from page 28 of the *Power, People, and Change* book. Ask students to create a classroom rule and draw a picture that shows how this rule will help students be good classroom citizens.
- **Your Turn! Activity**—Read the Your Turn! activity aloud from page 32 of the *Power, People, and Change* book. Explain to students that responsibilities change as you get older, but they also change over time. For instance, new technology in the classroom brings new responsibilities that didn't exist long ago. Draw a Venn diagram on the board. As a class, complete the Venn diagram by comparing the classroom in the photo with your classroom.



Assessments

1. A short posttest, *Power, People, and Change Quiz* (page 52), is provided to assess student learning from the book.
2. A document-based assessment is provided on page 53. This can be used to assess students' ability to analyze a primary source, or it can be used as another opportunity for instruction.
3. The Interactiv-eBook activities in the Digital Resources may also be used for assessment purposes (optional).

Name: _____ Date: _____

Georgia Classroom Analysis

Directions: Look carefully at the photo. Write questions you have in the space around the photo.



Vibrant Vocabulary

Directions: Write a vocabulary word in each oval. Then, write words or ideas that explain the vocabulary words on the outside lines.

A diagram consisting of a central oval with a horizontal line inside. Four lines extend from the corners of the oval to four horizontal lines, one on each side, providing space for writing.

A diagram consisting of a central oval with a horizontal line inside. Four lines extend from the corners of the oval to four horizontal lines, one on each side, providing space for writing.

A diagram consisting of a central oval with a horizontal line inside. Four lines extend from the corners of the oval to four horizontal lines, one on each side, providing space for writing.

Name: _____ Date: _____

Being Responsible

Directions: Use the text and your own experiences to answer the questions.

1. Write a responsibility that is shown in the text.

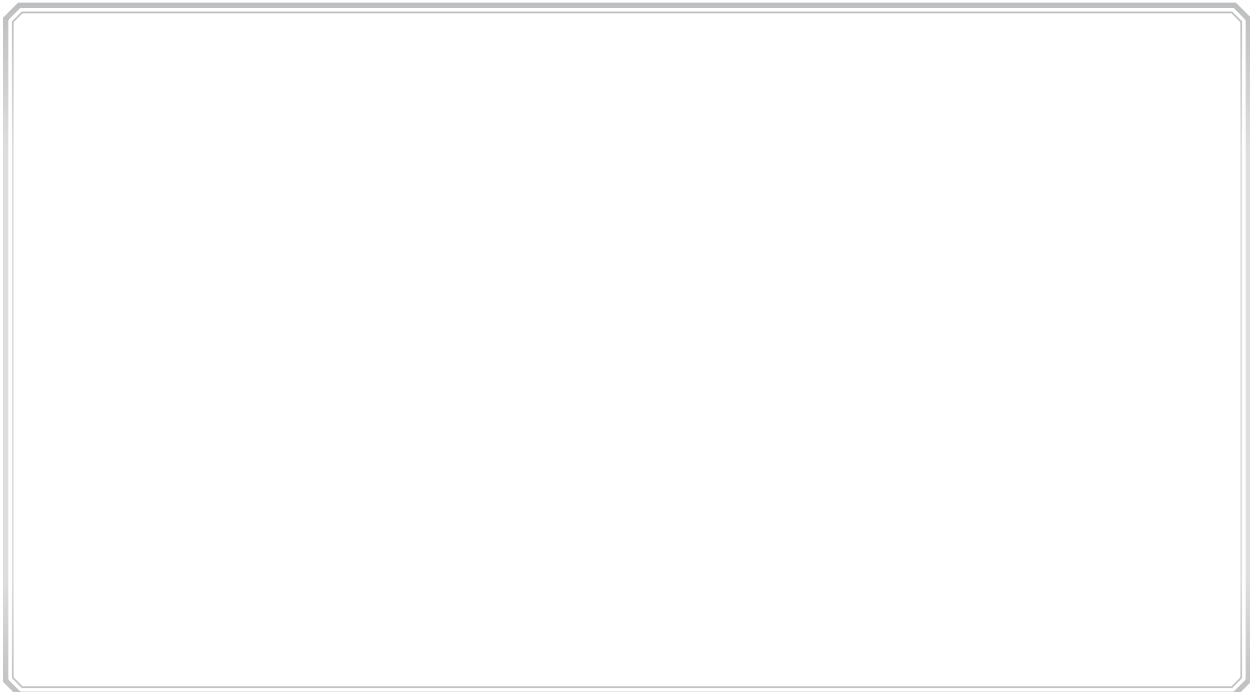
2. On what page did you find your answer to question #1?

3. What text feature did you use to find your answer to question #1?

4. What is a responsibility you have now?

5. What is a responsibility you will have when you grow up?

6. Draw a picture that shows why it is important to be responsible.

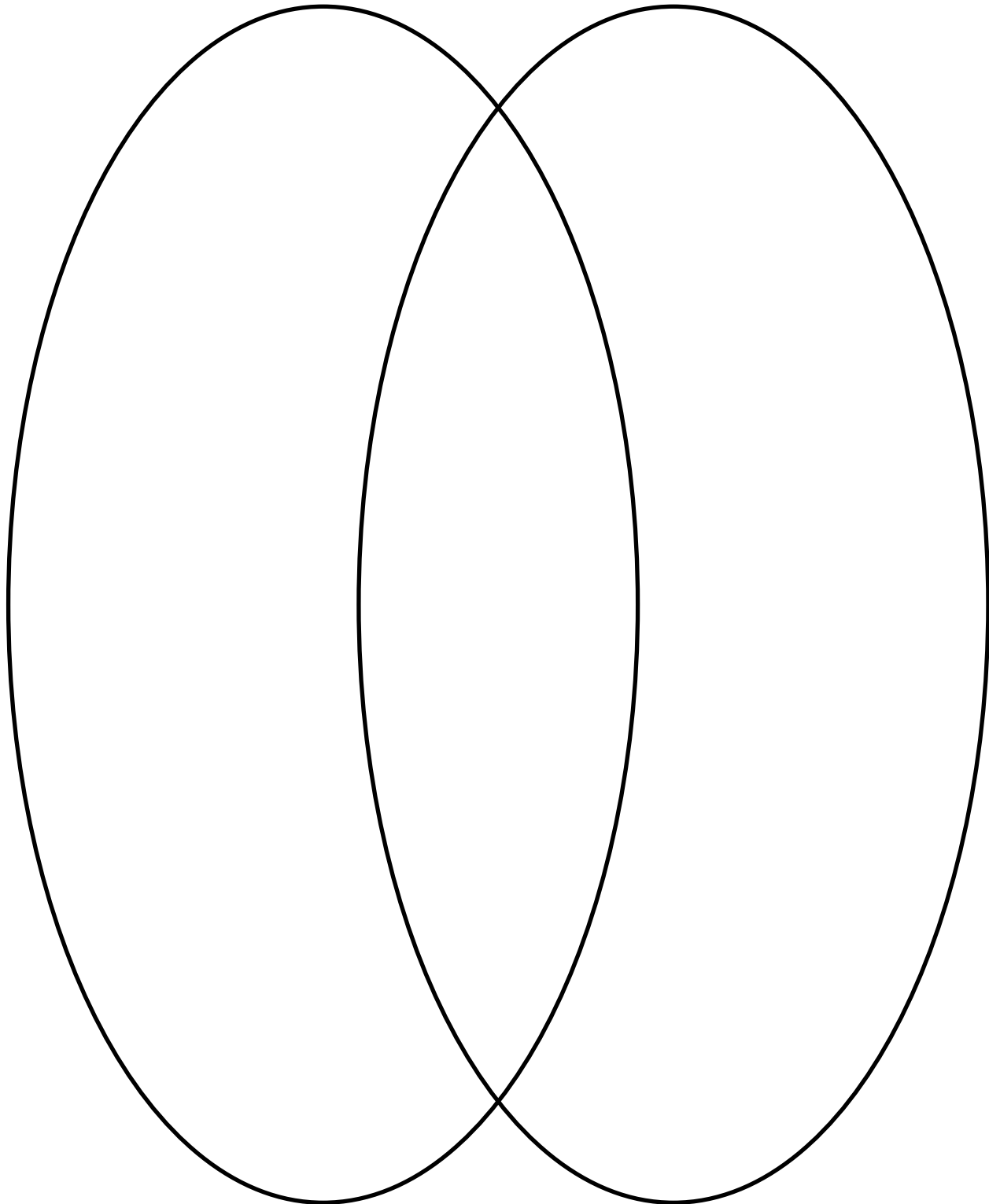


Compare and Contrast Responsibilities

Directions: Compare and contrast responsibilities you had when you were younger with those you have now.

Then

Now



Name: _____ Date: _____

Power, People, and Change Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

- Why did the author include the sidebar on page 11?
 - to show that principals are not leaders
 - to help the reader understand the role of a mayor and a governor
 - so the reader knows the names of leaders
 - to distract from the text
- What can you learn from the caption on page 16?
 - Dogs are cute.
 - People with pets have lots of chores.
 - Feeding a pet is a chore.
 - Dogs are better than cats.
- What rules are made by a government?
 - chores
 - responsibilities
 - jobs
 - laws
- What can you learn about jobs at school from the image on page 19?
 - Jobs at school don't make you responsible.
 - Teachers do all the jobs at school.
 - Classroom jobs have changed over time.
 - Classroom jobs don't teach you anything.
- Which responsibility does not change when you become an adult?
 - doing homework
 - doing chores
 - babysitting
 - showing respect
- Read the sentence below. Choose the best word to fill in the blank. Images in the book _____.
 - keep the reader from reading the text
 - give the reader more information about the topic
 - give the reader unnecessary information.
 - none of the above

Playground Rules

Directions: Look at the photo closely. Then, answer the questions below.



1. What do you see in this photo?

2. What is the purpose of the sign?

3. Why are rules important at a playground?
