



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 2: Lesson 7

Using Quotes to Explain Relationships: How the Invention of Television Changed People's Lives



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using quotes from the text. (RI.5.1)

I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text based on specific information in the text. (RI.5.3)

Supporting Learning Targets

- I can explain how television changed people’s lives, using paraphrased details from the video and quotes from the text.
- I can identify the role of television in people’s lives, based on information from the video and article.

Ongoing Assessment

- How Television Changed People’s Lives note-catcher
- Text-Dependent Questions: The Role of Television in People’s Lives
- Vocabulary defined (in journal)
- Fluency self-assessment
- Independent Reading Choice Board response
- Group Norms Checklist (teacher assessment)



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Homework Review and Engaging the Reader (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Determining the Gist of a Video Clip and Article: “Television Takes the World by Storm” and “How Do Inventions Affect the Way We Live?” (15 minutes) B. Second View and Read: How Television Changed People’s Lives (25 minutes) C. Text-Dependent Questions: The Role of Television in People’s Lives (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Review of Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread <i>The Boy Who Invented TV</i>, pages 1–28 and write a response to this question: “In what ways did Philo hope television would make people’s lives better?” 	<ul style="list-style-type: none"> • In this lesson, students view and listen to a short excerpt from the video “Television Takes the World by Storm” and read an article titled “How Do Inventions Affect the Way We Live?” to build their understanding about how the invention of television changed people’s lives. Note that “Television Takes the World by Storm” may have an advertisement at the beginning. Please preview this advertisement, or set-up the video in advance to ensure the content is appropriate for students. Note that the article is above grade-level with a Lexile level of 1130 (some students may need additional support to access ideas presented in the text.) • Consider conducting an informal assessment of students’ fluency as they work together to read aloud the article “How Do Inventions Affect the Way We Live?” during Work Time A. Base the assessment on criteria described in the fluency self-assessment or on their ability to meet the criteria of standard SL.5.1 using the Group Norms Checklist. The self-assessment is part of the larger, stand-alone Fluency Packet resource. • During Work Time B, students are asked to paraphrase details from the video and quote information from the article, recording the information in separate charts on the How Television Changed People’s Lives note-catcher. Asking students to use both strategies helps to reinforce their ability and eventual mastery of note-taking skills they have been working on in Unit 1 and in the first half of this unit. It also allows an opportunity for students to once again consider when it is best to paraphrase information versus using quotes directly from the text. As in Lesson 6, students complete their notes and write an explanation about how television changed people’s lives. • As in Unit 1, Lesson 7, in the last part of this lesson’s Work Time, students look back to the text, their notes, and key terms to answer three text-dependent questions about the relationship between people and television. To meet the demands of RI.5.3, students must be able to recognize the relationships between people and ideas. Therefore, for the first two questions, students are asked to identify more than one possible correct answer. This format is not typical of the question and response format students will encounter on state assessments. Rather, it gives them an opportunity to think about how they can locate more than one piece of information within a text that supports their understanding of the ideas presented.



	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Prepare technology to view and hear the video “Television Takes the World by Storm” (http://www.history.com/shows/modern-marvels/videos/television-takes-the-world-by-storm#television-takes-the-world-by-storm)– Display the Quote/Paraphrase anchor chart (from Unit 1, Lesson 2).– Review the Stretch-o-Meter protocol described in Work Time A (introduced in Unit 1, Lesson 2.) Briefly describe this protocol to any students who might be physically restricted and unable to participate. Preview the three options in the Meeting Students’ Needs column and ask them to consider which they would prefer when it’s time.– Consider displaying key vocabulary from the text to save time during Work Time B.– Review Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
<p>explain, changed, paraphrased, quotes, identify, information; compound; downside, regardless (video), inauguration, medium, commercial, networks, (social) fabric, address (article)</p>	<ul style="list-style-type: none">• Journals (begun in Unit 1, Lesson 1; one per student)• Video: “Television Takes the World by Storm” (1:07-3:02)• Computer, LCD projector, and speakers (to play video)• “How Do Inventions Affect the Way We Live?” (one per student)• Fluency self-assessment (from Unit 1; see stand-alone Fluency Packet; one per student)• Group Norms Checklist (from Lesson 1; one per student for teacher use)• Explanation Task Card: How Television Changed People's Lives (one per student)• How Television Changed People's Lives note-catcher (one per student)• Document camera• How Television Changed People's Lives note-catcher (answers, for teacher reference)• Quote/Paraphrase anchor chart (from Unit 1, Lesson 2)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 2)• Tape, glue or staplers (enough to allow each student access)• Text-Dependent Questions: The Role of Television in People's Lives (one per student)• Text-Dependent Questions: The Role of Television in People's Lives (answers, for teacher reference)• Independent Reading Choice Board (from Lesson 4)• Index cards (one per student)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their Written response from their Lesson 6 homework.• Tell students they will use the Stretch-o-Meter protocol to indicate how much they think the invention of television changed the lives of people living during the 1920s.• Clarify directions and model if needed. (You might stretch as tall as you can, fingers almost touching the sky, and explain that this would mean you think television changed people's lives a lot, or sit on the floor and explain this would mean they think television changed people's lives very little.)• Invite students to "stretch."• Once all students have "stretched," ask them to turn to a partner and discuss:<ul style="list-style-type: none">* "Why do you believe that television changed people's lives a little/somewhat/a lot?"• After 1 or 2 minutes, invite a few students to share their thinking whole group. Listen for students to share ideas such as:<ul style="list-style-type: none">– "I think television changed people's lives a lot in the 1920s because it provided a new type of entertainment."– "I think it changed people's lives somewhat because they were excited about a new invention, but Philo's invention didn't have much to show at first."– "I think it didn't change people's lives much at all because it seemed to take a long time for Philo and Pem to build one television, so I don't think many people were able to get them."• Invite a student to read the guiding question aloud:<ul style="list-style-type: none">* "How do new or improved technologies meet societal needs?"• Frame the lesson, telling students that they will watch a video clip and read an article about how the invention of television changed people's lives. Encourage them to keep this guiding question in mind.	<ul style="list-style-type: none">• Students who use a wheelchair or are otherwise physically restricted from participating in this protocol can stretch just their arms or use just their pointer finger, or you or an aide can be a proxy.



Work Time	Meeting Students’ Needs
<p>A. Determining the Gist of a Video Clip and Article: “Television Takes the World by Storm” and “How Do Inventions Affect the Way We Live?” (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to gather their journals and join their regular groups. • Tell them that they will watch just under 2 minutes of a video titled “Television Takes the World by Storm” to determine the gist. Start the video at 1:07 and run to the end at 3:02. • Once the video ends, ask students to think about, then discuss in groups: <ul style="list-style-type: none"> * “What is the gist of the video clip?” • After 2 minutes, cold call members from each group to share their gist statements aloud. Listen for ideas such as: <ul style="list-style-type: none"> – “This video is about how TV works.” – “The video is about how television allowed people to see things they had never seen before.” – “It’s about how sometimes people will just watch anything that’s on the television, which could be a downside.” • Direct students to record the gist of the video on a new page in their journals. • Distribute the article “How Do Inventions Affect the Way We Live?” and give students these instructions: <ul style="list-style-type: none"> – With group members, take turns reading each paragraph of the article aloud. – Think about, then discuss what you think is the gist of the article. – Record the gist of “How Do Inventions Affect the Way We Live?” on the same page in your journal where you recorded the gist of the video. • Give students 6 to 7 minutes to complete their work. Circulate to offer guidance and support as needed. Consider using this as an opportunity to informally assess individual students’ fluency based on criteria from the fluency self-assessment or the Group Norms Checklist. • After 6 or 7 minutes, invite students from each group to share out the gist of the article “How Do Inventions Affect the Way We Live?” Listen for: <ul style="list-style-type: none"> – “This article is about how people were able to see, not just listen, to events once the television was invented.” – “It’s about how people started to enjoy and watch television more than they listened to the radio.” – “The article is about how people in rural areas became connected with people in the cities, through TV,” and similar ideas. 	<ul style="list-style-type: none"> • Students who need more processing time may benefit from watching the video more than once to effectively determine the gist. Consider providing opportunities for students to see the clip as a center activity before this lesson to provide another exposure. • Offer a choice to read aloud in their small groups or read aloud into a phonics phone to reduce the anxiety of reluctant readers. • Consider modifying the amount of text assigned to struggling readers. Be sure to choose the selection carefully so they are still prepared to contribute meaningfully to the group discussion about the gist. • Remind students that it’s okay to find the gist in “baby steps” to make it easier to determine the gist at the end. • Some students may need guided support in determining the gist in “baby steps” to be ready to contribute to their group conversation.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> Tell students that during the next part of Work Time, they will be able to view and read each text more closely to better understand and explain how the invention of television changed people’s lives. 	
<p>B. Second View and Read: How Television Changed People’s Lives (25 minutes)</p> <ul style="list-style-type: none"> Ask a student to read the first learning target aloud: <ul style="list-style-type: none"> * “I can explain how television changed people’s lives, using paraphrased details from the video and quotes from the text.” Point out the terms in this target students are familiar with from previous lessons: <i>explain, changed, paraphrased, and quotes</i>. Then ask them to think about and briefly discuss in groups how they could restate the target in their own words. Invite a few students to share out their ideas whole group. Distribute the Explanation Task Card: How Television Changed People’s Lives and How Television Changed People’s Lives note-catcher to each student. Using a document camera, display the task card then ask students to read along silently as you read each of the directions aloud. After reading Step 2, ask students to refer to the Quote/Paraphrase anchor chart as a reminder of the difference between paraphrased details and direct quotes. Say something like: <ul style="list-style-type: none"> * “You will paraphrase details from the video on the first chart of your note-catcher to answer the focus question: ‘How did the invention of television change people’s lives?’ It is oftentimes easier to paraphrase the ideas from a video because it can be difficult to catch every word the speaker says and quote accurately. Therefore, because we are able to understand mostly but perhaps not exactly what the speakers say, it is better to simply restate the ideas in our own words. You will have the opportunity to listen to an excerpt from the video multiple times.” Play the clip “Television Takes the World by Storm” from 2:07–3:02 once, and then pause to allow students to discuss with group members the information they saw and heard that helped to answer the focus question. After 2 minutes, ask them to write their paraphrased ideas on the first chart of their note-catchers. Play the same segment of the video a second time. Once again, ask students to discuss in groups what they saw and heard that helped them to answer the focus question, then record additional paraphrased details on their note-catchers. Cold call students from each group to share a paraphrased detail they recorded. See How Television Changed People’s Lives note-catcher (answers, for teacher reference) for possible responses. 	<ul style="list-style-type: none"> To support struggling readers and promote fluency, when reading aloud the directions for the Explanation Task Card: How Television Changed People’s Lives, consider displaying the text under the document camera and tracking with your finger as you read. To promote a balance of airtime throughout this lesson, consider asking students to use “tokens” or tally marks to track the number of times they contribute to a discussion after a question is posed. Give students a target number to aim for (e.g., at least five times, no more than 10). Consider providing access to a word processor or a scribe for students who struggle with the physical act of writing to complete the How Television Changed People’s Lives note catcher.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Before moving on to Part II of the task, focus students’ attention on some key terms from the video: <i>downside</i>, and <i>regardless</i>. • Point out that the word <i>downside</i> is a compound word made up of two familiar words. Ask students to identify and share out the meaning of each part of the word <i>downside</i>. Listen for: <ul style="list-style-type: none"> – “<i>Down</i> is the first part of this word, and the way it’s used it likely means ‘low(er), negative.’” – “<i>Side</i> is the second part of this word, and as it’s used it probably means ‘part, quality, feature.’” • If students are unable to identify or define each part of the word <i>downside</i>, provide assistance. • Ask groups to discuss what they think the word <i>downside</i> means based on the meanings of parts of the word. After a moment, invite a few students to share their thinking whole group. Listen for suggestions like: <ul style="list-style-type: none"> – “A downside is a negative side, aspect, quality.” • Ask students to then discuss what they think the word <i>regard</i> means. • After 1 or 2 minutes, invite a few students to share out. Listen for: <ul style="list-style-type: none"> – “Regard means consider, think about.” • If students do not know the meaning of <i>regard</i>, define it for them. • Ask students to discuss what the suffix <i>-less</i> means and then to try to determine the meaning of <i>regardless</i>” • After 1 or 2 minutes, cold call a few students to share out whole group. Listen for ideas such as: <ul style="list-style-type: none"> – “<i>Less</i> means ‘without,’ so I think <i>regardless</i> means doing something without thinking about it.” • Play the video segment from 2:07–3:02 a third time and direct students to listen for these two key terms to help them add to or revise the paraphrased details in the first chart on their note-catchers. • Next, focus students on the Part II task card directions. Read each of the directions aloud as they follow along silently. Ask: <ul style="list-style-type: none"> * “What do you notice is the main difference between notes from the video and notes you will take about the article?” • Give students a moment to discuss, then invite one or two to share out. Listen for: <ul style="list-style-type: none"> – “We are supposed to record quotes from the article to answer the focus question, rather than paraphrasing details.” • Clarify any directions as necessary, and then ask students to begin their work. Circulate to support. • After 8 to 10 minutes, cold call students to share out the quotes they recorded on the second chart of their note-catchers to help them answer the focus question (see the teacher reference note-catcher for possible quotes). 	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Display and focus students’ attention on key words from the article: <i>inauguration, medium, commercial, networks, (social) fabric, and address.</i> • Give groups these directions: <ul style="list-style-type: none"> – Independently, locate and circle each of the key terms in the article “How Do Inventions Affect the Way We Live?” – Refer to the Vocabulary Strategies anchor chart as needed to refresh your memory about various strategies you can use to determine the meaning of these words. – With group members, discuss your thinking about the meaning of each word. – Either above the word or in the margin of the article, write a synonym or short definition for each word. • After 4 or 5 minutes, cold call students to share out the synonym or definition they recorded for each term, as well as the strategy they used to determine the meaning. Strategies will vary, but definitions should include that an <i>inauguration</i> is a ceremony or event that takes place when there is a new American president, <i>medium</i> is a way of communicating,” <i>commercial</i> refers to business, <i>networks</i> are television companies, <i>(social) fabric</i> in this context means something that connects people, and <i>address</i> means “speak to.” • Give students 2 minutes to revise or add to the quotes on their note-catcher, based on new understandings about vocabulary from the article. • Invite a few students to share out their additions and revisions as well as explain how understanding key terms helped them refine their notes. • Focus students’ attention on Part III of the task card directions. Read the directions aloud. Tell students this is similar to the work they did in Lesson 6 to synthesize thinking about why Philo Farnsworth wanted to invent television. Say: <ul style="list-style-type: none"> * “Remember to refer to and synthesize the paraphrased details and quotes you recorded to craft a short paragraph that explains how television changed people’s lives.” • Provide clarification as needed, then circulate to offer support. • After 4 or 5 minutes, invite members from each group to share their paragraphs aloud. Recognize and point out those that restate the focus question and incorporate key details from both the video and the article. • Ask students to tape, glue, or staple their note-catchers on the next blank page in their journals. • Say that in Work Time C, they are going to revisit the paraphrased details, quotes, and paragraph they recorded on their note-catchers, as well as the video and article, to answer questions about the role of television in people’s lives. 	



Work Time (continued)	Meeting Students' Needs
<p>C. Text-Dependent Questions: The Role of Television in People's Lives (10 minutes)</p> <ul style="list-style-type: none">• Ask a student to read the second learning target aloud:<ul style="list-style-type: none">* "I can identify the role of television in people's lives, based on information from the video and article."• Focus students' attention on the word <i>role</i> in this target. Ask them to think about and then briefly discuss with group members what this word means in the context of the target.• After 1 minute, invite a few students to share their thinking whole group. Listen for:<ul style="list-style-type: none">– "<i>Role</i> in this context means 'the part television plays in people's lives,' 'function.'"• Then, underline the key terms in this target that students are familiar with from previous lessons: <i>identify</i> and <i>information</i>. Ask them to think about the meaning of these familiar words as well as the meaning of the word <i>role</i> to help them restate the target in their own words. Invite a few students to share out their thinking.• Next, display and distribute Text-Dependent Questions: The Role of Television in People's Lives. Read the directions and each question aloud to students. Reiterate that there can be more than one correct response to each question, so they should carefully review the article and their notes to help them identify all correct answers. Answer clarifying questions as necessary, then ask students to begin working with group members to complete the three text-dependent questions.• Circulate to offer guidance and support as needed.• After 6 or 7 minutes, cold call members from each group to share their responses to each question. See Text-Dependent Questions: The Role of Television in People's Lives (answers for teacher reference) for possible responses.• Ask students to tape, glue, or staple the text-dependent questions on the next blank page in their journals.	<ul style="list-style-type: none">• During this Work Time, you may want to pull a small group of students to model strategies for responding to text-dependent questions, such as restating the question in your own words to ensure you understand it; reading through each of the possible responses carefully to evaluate whether each is a possible/accurate response to the question; checking your thinking against the text (video and article) as well as notes; discussing ideas with peers by referring directly to quotes and paraphrased details from the text, etc.• For students who have difficulty processing auditory information, consider replaying the video at least one or two more times.



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Gather students whole group. Recap the lesson, and then invite them to think about what they learned today from the video and article to revise their inference about how much television changed people’s lives in the 1920s. • Ask students to briefly discuss their thinking with a nearby partner and then use the Stretch-o-Meter protocol to indicate to what degree they believe television changed the lives of people in the 1920s. • Once all students have “stretched,” invite a few to share their thinking whole group. Listen for comments like: <ul style="list-style-type: none"> – “During the Opening, I stretched tall because I thought television probably changed people’s lives in the 1920s a lot. But this time I sat on the ground because I read that many people didn’t have access to television until the 1950s.” • Read both learning targets aloud and ask students to use the Glass, Bugs, Mud Checking for Understanding technique to demonstrate their level of mastery toward each target. Note those who show bugs or mud, as they may need more support identifying, paraphrasing, or quoting key details that help them respond to a focus question. • Distribute one index card to each student for the homework assignment. 	<ul style="list-style-type: none"> • Students who use a wheelchair or are otherwise physically restricted from participating in this protocol can stretch just their arms or use just their pointer finger, or you or an aide can be a proxy.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • Reread <i>The Boy Who Invented TV</i>, pages 1–28. Think about and respond to this question on your index card, based on evidence from the text: “In what ways did Philo hope television would make people’s lives better?” 	<ul style="list-style-type: none"> • Consider providing an audio version of pages 1–28 to support struggling readers or to promote fluency. • Allow struggling writers to dictate their response to someone at home who can write it on the index card for them.



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Supporting Materials



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“How Do Inventions Affect the Way We Live?”



It was calculated that almost 38 million people across the world watched the inauguration of President Obama on a television set in their homes in 2009. It's not easy for us in the 21st century to imagine, but there was a time when so many people would not have been able to see an historic event such as the swearing in of the first African American president in the United States. There was a time when there was no television, no medium that would allow people all over the world to experience the same event, at the same time.

What is common to us today was once new and magical. Not so long ago was the time when a comedy show was heard but not seen. In the 1800's and into the 1900's, the radio carried news and entertainment over a wire and into a box in your home. Families would gather around the radio and listen together. You could hear the action, hear the jokes, but there was no picture. When the Japanese bombed an American Navy base in Pearl Harbor, Hawaii, people all over the country listened in horror – but they couldn't see the event that would send the United States into World War II, only hear about it.

Then came television. In 1939 it was showcased at the World Fair in New York. In the 1940's, commercial television broadcasting—using the television as a medium to tell us things, show us things, and sell us things, had begun to take hold. The NBC, CBS, and ABC networks that we know today were building television stations to carry signals into homes in cities such as New York, Los Angeles, Chicago and Philadelphia. From its start in big cities, television quickly spread to the rest of the country.

The first people in a town that were able to get a television invited neighbors to watch with them. The television became the main news source above newspapers and radios, and part of the social fabric of communities. In 1947, President Harry Truman's State of the Union address was televised. People all over the United States could hear and see their president as he gave his message to the union—to them. In that same year, the World Series of baseball was also televised. Imagine the magic of having only heard things through the radio to watching something on the television screen, even if it was a small screen, even if it was black and white and terribly snowy.

Americans were hooked. And because we were hooked, buying televisions and buying the products advertised on the television, the stations were built in more and more parts of the United States. The numbers of people watching a television in their homes rose from 6,000 in 1946 to 12 million by 1951. One source says, “No new invention entered American homes faster than black and white television sets; by 1955 half of US homes had one (Stephens, no date).” The distance between cities and rural areas remained geographically, but because they both had televisions, the people of rural areas, farmers and cattle ranchers, knew what the peoples of cities knew and saw what the people of the cities saw. All parts of the country had that connection.

With so many people watching television, sharing in events, the world was becoming smaller as people grew together with shared experiences around the television set in the living room. Yes, everyone watched the same show, at the same time, in one room, together. Just like the internet we now know and on which we rely for our news, our entertainment, as a source of social connections, the television is one of those inventions that changed the world in its time.



Quinn, Susan. "How Do Inventions Affect the Way We Live." *American Reading Company*. 2014: Print.

Explanation Task Card:
How Television Changed People's Lives

Focus question: How has television changed people's lives?

Part I:

1. With group members, review the video "Television Takes the World by Storm" (2:07–3:02) to listen for two or three pieces of information that help you answer the focus question.
2. Record two or three **paraphrased** details on the first chart of your How Television Changed People's Lives note-catcher.

Part II:

1. With group members, reread the article "How Do Inventions Affect the Way We Live?" to locate two or three quotes that help you answer the focus question."
2. Record each of the **quotes** on the second chart of your note-catcher.

Part III:

1. Refer to the paraphrased details and quotes from both charts to help you think about how you could respond to the focus question, and then discuss your thinking with group members.
2. In the Explanation box of your note-catcher, synthesize the paraphrased details and quotes to explain in your own words how television changed people's lives. Remember to use key words from the focus question in your response.



How Television Changed People's Lives Note-catcher

Focus question: How has television changed people's lives?

Paraphrase and Quote Charts

<i>Paraphrased</i> details from the video "Television Takes the World by Storm"
<i>Detail 1:</i>
<i>Detail 2:</i>
<i>Detail 3:</i>
<i>Quotes</i> from the article "How Do Inventions Affect the Way We Live?"
<i>Quote 1:</i>
<i>Quote 2:</i>
<i>Quote 3:</i>

Synthesize!

Explain how television changed people's lives (use key words from the focus question in your response).



How Television Changed People’s Lives Note-catcher
(Answers, for Teacher Reference)

Focus question: How has television changed people’s lives?

Paraphrase and Quote Charts

<i>Paraphrased details from the video “Television Takes the World by Storm”</i>
<i>Detail 1:</i> People could watch important events as they happened.
<i>Detail 2:</i> By the 1950s, more than 30 million homes had a TV.
<i>Detail 3:</i> We can see people land on the moon.
<i>Detail 4:</i> The downside is that people will sit in front of the TV without actually caring about what they watch.
<i>Quotes from the article “How Do Inventions Affect the Way We Live?”</i>
<i>Quote 1:</i> “...there was a time when so many people would not have been able to see an historic event such as the swearing in of the first African American president in the United States .”
<i>Quote 2:</i> “...using the television as a medium to tell us things, show us things, and sell us things...”
<i>Quote 3:</i> “The numbers of people watching a television in their homes rose from 6,000 in 1946 to 12 million by 1951.”
<i>Quote 4:</i> “With so many people watching television, sharing in events, the world was becoming smaller as people grew together with shared experiences around the television set in the living room.”

Synthesize!

Explain how television changed people’s lives (use key words from the focus question in your response.)

Television affected people’s lives in many ways. The invention of TV allowed people to watch important events as they happened, and by the 1950s more than 30 million people had a television in their home. TV was used to tell people things, show them things, and sell them things. It also allowed people to share important events and become connected.

Text-Dependent Questions:
The Role of Television in People's Lives

.....
Name:
.....

Date:
.....

Refer to the video “Television Takes the World by Storm,” the article “How Do Inventions Affect the Way We Live?” and the details and quotes you recorded on your note-catcher to help you respond to these questions.

1. According to the article and video, what did the invention of television allow people to do that they could not do before? Circle all correct responses.

- Witness historic events as they happened.
- Learn about local events taking place.
- Watch the president’s State of the Union address and sporting events such as the World Series.
- See people land on the moon.

2. How are people’s needs met through television? Circle all correct responses.

- They are able to sit around and watch shows all day.
- Television connects people living in rural areas to cities and the rest of the world.
- Television serves as a communications medium.
- Television provides opportunities for people to socialize, allowing friends and family to watch programs together.

3. According to the video, what is a possible downside to television? Choose one.

- a. It uses a lot of electricity.
- b. Televisions cost a lot of money.
- c. Televisions are difficult to build.
- d. People watch television regardless of what is on.

Text-Dependent Questions:
The Role of Television in People's Lives
(Answers, for Teacher Reference)

Answers are in **bold**.

1. According to the article and video, what did the invention of television allow people to do that they could not do before? Circle all correct responses.

- **Witness historic events as they happened.**
- Learn about local events taking place.
- **Watch the president's State of the Union address and sporting events such as the World Series.**
- See people land on the moon.

2. How are people's needs met through television? Circle all correct responses.

- They are able to sit around and watch shows all day.
- **Television connects people living in rural areas to cities and the rest of the world.**
- **Television serves as a communications medium.**
- **Television provides opportunities for people to socialize, allowing friends and family to watch programs together.**

3. According to the video, what is a possible downside to television? Choose one.

- a. It uses a lot of electricity.
- b. Televisions cost a lot of money.
- c. Televisions are difficult to build.
- d. People watch television regardless of what is on.**