



DOWNTON ABBEY
— THE EXHIBITION —



EDUCATOR GUIDE

DOWNTON ABBEY EDUCATOR GUIDE

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INTRODUCTION

Students will step back in time to embark on an extraordinary journey through the venerable home of Downton Abbey. From the dramatically elegant state rooms to Mrs. Patmore's hectic, gossip-fueled kitchen, the exhibition peers into the world of the Crawleys and their downstairs staff. Students will view the show's official costumes worn by their favourite characters including Michelle Dockery's Lady Mary, Hugh Bonneville's Lord Grantham, and Dame Maggie Smith's Dowager Countess of Grantham.

In addition to experiencing the intrigue of the house and its inhabitants, students will gain an in-depth insight into the remarkable time period in which the show is set—from World War I and the post-war years to the Roaring Twenties. Visitors will learn about British society, culture, fashion, and the historical events of the era which shaped the modern world. Visit www.downtonexhibition.com for more information.

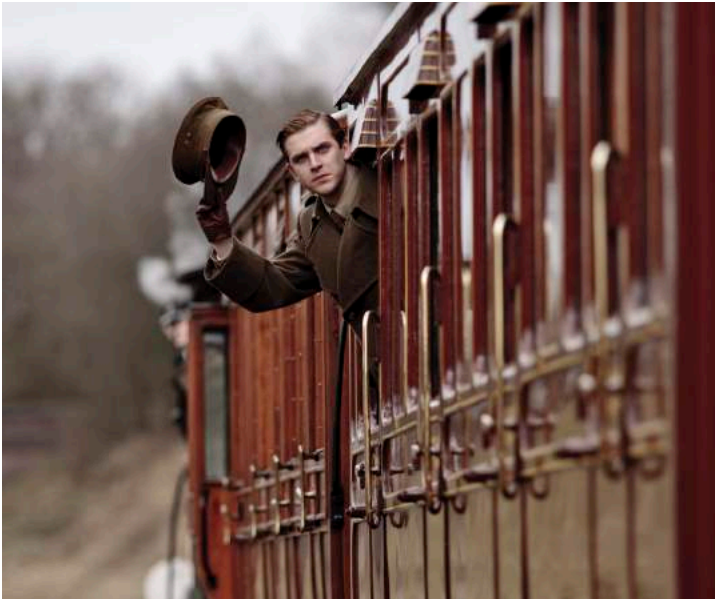
EDUCATOR GUIDE OVERVIEW

To engage with the exhibition, teachers can choose what will best fit their students' needs and interests.

THIS GUIDE CONTAINS:

- 📖 Eight lesson plans with hands-on activities, many of which can be completed at school or while visiting the exhibition. Each lesson includes:
 - 👉 Learning objectives to identify the appropriate content
 - 👉 Essential questions for students to discuss while touring the exhibition
 - 👉 Debriefing questions to help students reflect on the lessons
 - 👉 Grade-level adaptations that allow teachers to modify activities to all levels





ESSENTIAL QUESTIONS

- How does Downton Abbey: The Exhibition demonstrate the changing times of the late 19th and early 20th centuries?
- What are the central themes of Downton Abbey: The Exhibition?
- How did the Industrial Revolution influence Downton Abbey?

ACTIVITY NAME

DOWNTON ABBEY TRIVIA GAME

LEARNING OBJECTIVE

Identify the social and economic changes that occurred in the late 1800s and early 1900s in Britain.

OVERVIEW

In this trivia game, students explore all of Downton Abbey: The Exhibition and look for themes and trends. This is a great way to encourage a focused exploration of the exhibition. It will also help prepare students for many of the activities included in this Educator Guide.

MATERIALS LIST

r Downton Abbey Trivia Game handout

PROCEDURE

1. Tell students that while they tour Downton Abbey: The Exhibition, they are going to complete a trivia game. Tell them it's not a race, but the goal is to finish before they leave.
2. Pass out the Downton Abbey Trivia Game handout. Before entering the exhibition, have students fill in the "Pre-think" box. Have students share their responses with the class.
3. Put students in pairs. Have them tour the exhibition and try to answer all the questions on the trivia game. If you do not have much time, turn the trivia game into a game of Bingo where students get the answers of five boxes in a row.
4. Before leaving the exhibition, have students regroup as a class to share their findings.

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DEBRIEF

- n Ask students to discuss which questions were the hardest to answer and why.
- n Have students compare their answers and look for differences. Discuss why there can be multiple correct answers to the same questions.

GRADE-LEVEL ADAPTATIONS

MORE ADVANCED

After students have completed this activity, have them make their own trivia game. Give them a blank 5 x 5 table and have them research and create their own questions.

LESS ADVANCED

Have each chaperone lead a group of students through the trivia game. Have the adult help with the terms.



DOWNTON ABBEY TRIVIA GAME | HANDOUT



NAME: _____

DATE: _____

DIRECTIONS:

While touring Downton Abbey: The Exhibition, answer the questions in the boxes below.

<p>Pre-think: What do you expect to see in the exhibition? What has given you those expectations?</p>	<p>1900s: Identify one object from the 1900s that appears in the exhibition and would not be relevant today.</p>	<p>Silver Safe: Where is the silver safe kept? Why is it kept there?</p>	<p>Modern World: Describe one way that Downton Abbey had to evolve after the war.</p>	<p>Hats: Draw one of the hats worn in the exhibition.</p>
<p>Roles: Choose one of the servants and describe his or her role.</p>	<p>The Bedroom: Other than sleeping, what is the main purpose of women's bedrooms?</p>	<p>Rules: List one rule all servants must follow.</p>	<p>Art: Describe a piece of artwork displayed in the Abbey.</p>	<p>Costume: Draw your favorite costume in the exhibition.</p>
<p>Earl of Grantham: Who is the Earl of Grantham?</p>	<p>Fashion: What style of dress do the characters in Downton Abbey wear?</p>	<p>The War: Identify one object or image from World War I.</p>	<p>Mirror Mirror: Describe what you see in Mary's mirror.</p>	<p>Downton Style: Describe how to set a table "Downton Style."</p>



<p>1900s: Is there any technology from the 1900s in the exhibition that has evolved?</p>	<p>The American Heiress: Name a real American heiress.</p>	<p>Different Lifestyles: Identify one difference between living upstairs and living downstairs at the Abbey.</p>	<p>Industrial Revolution: List one clear sign of the Industrial Revolution in the exhibition.</p>	<p>Pre-Show: Which character welcomes guests in the opening video?</p>
<p>The Center: What room is the main gathering place in Downton Abbey?</p>	<p>Noble Ranks: In the English Noble Ranks, what is one step below Baron?</p>	<p>Family Tree: List members from three generations of the Crawley family.</p>	<p>Ties: What color ties did the men wear to dinner? Why?</p>	<p>The Kitchen: Describe three differences between the kitchen in Downton Abbey and your kitchen.</p>





ESSENTIAL QUESTIONS

- How did life change in Britain and in other places around the globe after World War I?
- Why did Britain enter the “modern era” after World War I?
- How did the rights of women and the poor improve in the 20th century? What caused this change?

ACTIVITY NAME

MODERN ERA

LEARNING OBJECTIVE

Describe the changes to people’s lives during the modern era.

OVERVIEW

Downton Abbey depicts English life around the turn of the century and after World War I. One of the central themes of Downton Abbey is exploring how people and industries adapted to the modern era, post-World War I. Jobs were changing. Technology was changing. The role of women was changing. Everything was changing, and to survive, people and industries needed to evolve. In this activity, students research what different aspects of life were like in Britain and around the world before and after World War I. Students will create a visual display of the changes.

MATERIALS LIST

r Internet access r Art supplies

PROCEDURE

1. Ask students to describe the entrance hall in Downton Abbey: The Exhibition (Teachers note: Zone 8 in the exhibition). Remind them that entrance hall was the first room upstairs visitors saw when they came to visit Downton Abbey and that it set the tone for how they felt about the estate. During the turn of the century, this room and many rooms like this in England and all over the world evolved as England moved from the Victorian Era to the Edwardian Era then to World War I up to the modern era.
2. Put students in groups and have them focus on either England or the US.

(Continued on page 9)

3. Ask students to brainstorm ways in which life in the 1800s was different from life in the 1900s. List their ideas on the board. Some suggested topics:

- a. Class prejudice
- b. Women's rights and roles
- c. Types of jobs
- d. Poverty levels
- e. Housing types
- f. Types of food
- g. Fashion
- h. Tools and machines

4. Have each group pick four topics on the board to investigate. Each member of the group researches one of the topics and describes how it was different in their country before and after the War. After conducting their research, groups come back together and share what they learned.

5. Have each group create an image of life in in their country before and after World War I. Students can draw images, create a comic, paint a mural, make a collage, or design something digitally. They can use whatever medium they want to show the differences before and after the war.

6. Have each group present their project and explain the why they included specific images.



DEBRIEF

- n Ask students to compare all the England images. What are the similarities and differences?
- n Ask students to compare all the US images. What are the similarities and differences? Are there common themes seen throughout all the groups' images?
- n Ask students to discuss the biggest changes in the 20th century. Were they seen everywhere? Ask students why life changed so dramatically at that time. What was the cause?
- n Have students compare what was happening in America to what was happening in England before and after the war. What were the reasons for the similarities and differences?

GRADE-LEVEL ADAPTATIONS

MORE ADVANCED

Have students work on the project individually and have them select three of the topics to research. Before asking them to share their projects with the class, put students into groups to look for similarities and differences in their findings.

LESS ADVANCED

Do the research as a class so everyone has the same information then put students into groups and have them discuss ideas and create their images.



ESSENTIAL QUESTIONS

- How can a space influence how you feel?
- What are some design features that make you feel welcome? What features make you feel unwanted or intimidated?

ACTIVITY NAME

SETTING THE TONE

LEARNING OBJECTIVES

- Identify design elements of a room.
- Design a room to convey specific emotions.

OVERVIEW

In this activity done at the exhibition, students observe the design and decoration of the Great Hall and hypothesize about why it was designed that way. Students focus on a handful of objects in the Great Hall and brainstorm ideas for why those objects were put there and how those objects make them feel. Students then look at images of several other gathering places and describe how those places make them feel. Students identify what about the room causes them to experience these emotions. Students attempt to design a room that conveys a specific emotion.

MATERIALS LIST

r Setting the Tone handout r Markers or colored pencils r Blank sheet of paper

PROCEDURE

1. When entering the Great Hall of Downton Abbey: The Exhibition, ask students to describe how the room makes them feel. Ask them if the room is welcoming or intimidating, if it's warm or cold, if it's formal or informal. Ask students about the colors that are used. How do the colors impact their emotional response? Ask students to describe why they gave the answers they did. What are the specific features in the room that gives them these feelings?

(Continued on page 11)

2. Pass out the Setting the Tone handout, and have students complete Section 1 in groups. Have them choose three objects in the room to investigate. Have groups answer questions about the objects on their handout.
3. Have students share their findings with the class.
4. Tell students to complete Section 2 of the handout by looking at the pictures of various rooms around the world and describing the tone they set. After groups are done, discuss the findings as a class. Find common themes.
5. Tell students that they are now going to design their own rooms. Have students complete Section 3 of the handout, and after all students have completed the assignment, have them display their drawings.
6. Have students do a gallery walk to observe each other's work. On each of their classmates' drawings, have students write an emotion that they feel each room most conveys.



DEBRIEF

- n Have students collect their drawings and review the emotions students wrote about their rooms.
- n Ask students to reflect on whether or not their rooms conveyed the response they wanted or not and ask why. Ask students to compare the rooms that were able to convey the desired response with those that were not. Ask why some rooms might have been more successful than others.
- n As a class, brainstorm some design features that could make the classroom feel more warm and inviting. Add the design features to your class to see if they accomplish the desired effect.

GRADE-LEVEL ADAPTATIONS

MORE ADVANCED

Have students research the design features of specific places in their lives (government buildings, churches, hospitals, and shops). Have students suggest improvements to these places to enhance the response they get from visitors.

LESS ADVANCED

While in the Great Hall, look at the design features as a class. Together, go over how the colors and objects influence the room. Review the images of the room together. Model for students how to describe how an object causes an emotional response.



NAME: _____

DATE: _____

SECTION 1: THE GREAT HALL

DIRECTIONS:

While you are in the Great Hall of Downton Abbey: The Exhibition, take a few minutes to answer the following:

1. How does the room make you feel? List the three emotions that most come to mind.
 - a.
 - b.
 - c.
2. Choose three items in the Great Hall to investigate. Answer the questions about each. The objects can be anything in the room.

<p>Object: Color: Material: Description:</p> <p>How does the object make you feel?</p> <p>Notes about the object:</p>	<p>Object: Color: Material: Description:</p> <p>How does the object make you feel?</p> <p>Notes about the object:</p>	<p>Object: Color: Material: Description:</p> <p>How does the object make you feel?</p> <p>Notes about the object:</p>
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SECTION 2: OTHER GATHERING SPACES

DIRECTIONS:

Look at the four rooms below, and answer the questions about each.



How does this room make you feel?

What do you think this room is used for?

What specific design features do you notice? What is their impact?

What else do you notice about the room (color, lighting, shape, size, etc.)?



How does this room make you feel?

What do you think this room is used for?

What specific design features do you notice? What is their impact?

What else do you notice about the room (color, lighting, shape, size, etc.)?



How does this room make you feel?

What do you think this room is used for?

What specific design features do you notice? What is their impact?

What else do you notice about the room (color, lighting, shape, size, etc.)?



How does this room make you feel?

What do you think this room is used for?

What specific design features do you notice? What is their impact?

What else do you notice about the room (color, lighting, shape, size, etc.)?

SECTION 3: DESIGN YOUR OWN ROOM.

DIRECTIONS:

Now that you have spent some time looking at the design features of a variety of rooms, it's time to design your own!

Before drawing your room, answer the questions below. Once you have answered all the questions, draw your room on a separate sheet of paper. You will display your room to see how your classmates respond to your design.

QUESTIONS:

1. What type of room do you want to design?
2. What is the purpose of the room you're designing?
3. What's the main emotion you want people to feel when they enter your room?
4. What colors and lighting will you use?
5. What types of objects will you put in the room? Why did you choose these?





ESSENTIAL QUESTIONS

- How did the pay, roles, and responsibilities differ among the domestic workers in England around the turn of the century?
- How were roles of domestic workers assigned?
- How have the roles or hierarchy of domestic workers evolved over the past century?

ACTIVITY NAME

KNOW YOUR ROLE

LEARNING OBJECTIVE

Understand the hierarchy of domestic servants in Edwardian Britain.

OVERVIEW

In this activity, students will learn about the hierarchy of domestic servants during the Edwardian Age. Students will be randomly assigned a position in Downton Abbey and will research all aspects of that position. Students will compare their roles, discuss fairness, and identify equivalent roles in modern-day society.

MATERIALS LIST

r Internet access r Know Your Role handout r Coins

PROCEDURE

1. Either during or after your visit to the Below Stairs section of Downton Abbey: The Exhibition, discuss how the setting changed when going from the upstairs to the downstairs. Ask students to share what they noticed and to explain why there is such a difference.
2. Discuss with students that in England, during the turn of the century, over a million people were employed as domestic servants. These workers lived with and catered to the whims of their employers every hour of the day. They lived on the grounds and were expected to be on call 24 hours a day.
3. Discuss the social hierarchy of those who lived upstairs versus those who lived downstairs. How were they treated differently? Why did some people get to live upstairs as opposed to downstairs? Is this fair?
4. Ask students if they thought everyone who lived downstairs was treated the same or if a hierarchy existed among the servants.

(Continued on page 16)

5. Tell students that they are going to flip coins to decide what job they will have in Downton Abbey. Put students in pairs, and pass out the Know Your Role handout. Have students follow the directions to identify their careers.
6. Put students in groups by position (each group is made of people in the same position) and give them 15-20 minutes to further research their jobs and describe the roles and responsibilities of the position. Have groups share findings with class and discuss how the pay and roles are different among the jobs.
7. Role play: Have the students role play by first having them identify who would say the following lines and who would act them out. Try to encourage as much participation as possible. For example, when you have the Butler say, “Go fetch the Lord’s coat,” have the Footman go get a coat.
 - i. “Go fetch the Lord’s coat” -Butler
 - ii. “I just can’t seem to get this chamber pot clean!” -Page
 - iii. “Why is the counter so messy? Clean it at once!” -Cook
 - iv. “My Lord, can I assist you with your jacket?” -Footman
 - v. “Everyone come here now. It’s time for a group meeting” -Butler
 - vi. “Run to the store, and grab some eggs and carrots” -Cook
 - vii. “Make the beds!” -Housekeeper
 - viii. Write your own, or have students come up with their own statements.
8. Have students discuss how they like being servants. Have them describe the hierarchy among the servants.



DEBRIEF

- n Ask students to talk about the stratification of roles. Ask students if they thought it was fair or not that there was a hierarchy among the servants. Ask students if they thought there was a way to move up or down the hierarchy.
- n Discuss with students the modern world. Most of the positions they learned about in this activity no longer exist in England. What have these positions evolved into? Do these same types of work hierarchies still exist or not?

GRADE-LEVEL ADAPTATIONS

MORE ADVANCED

Start the lesson by having students research all the various jobs of domestic servants in the Great Houses. Then, as they flip the coin to determine pay, gender, and level of responsibility, have students determine which positions best match those categories (don’t use the handout).

LESS ADVANCED

Do the activity as a class. Bring a handful of students to the front of the room and have them go through all the steps of the lesson.

KNOW YOUR ROLE | HANDOUT



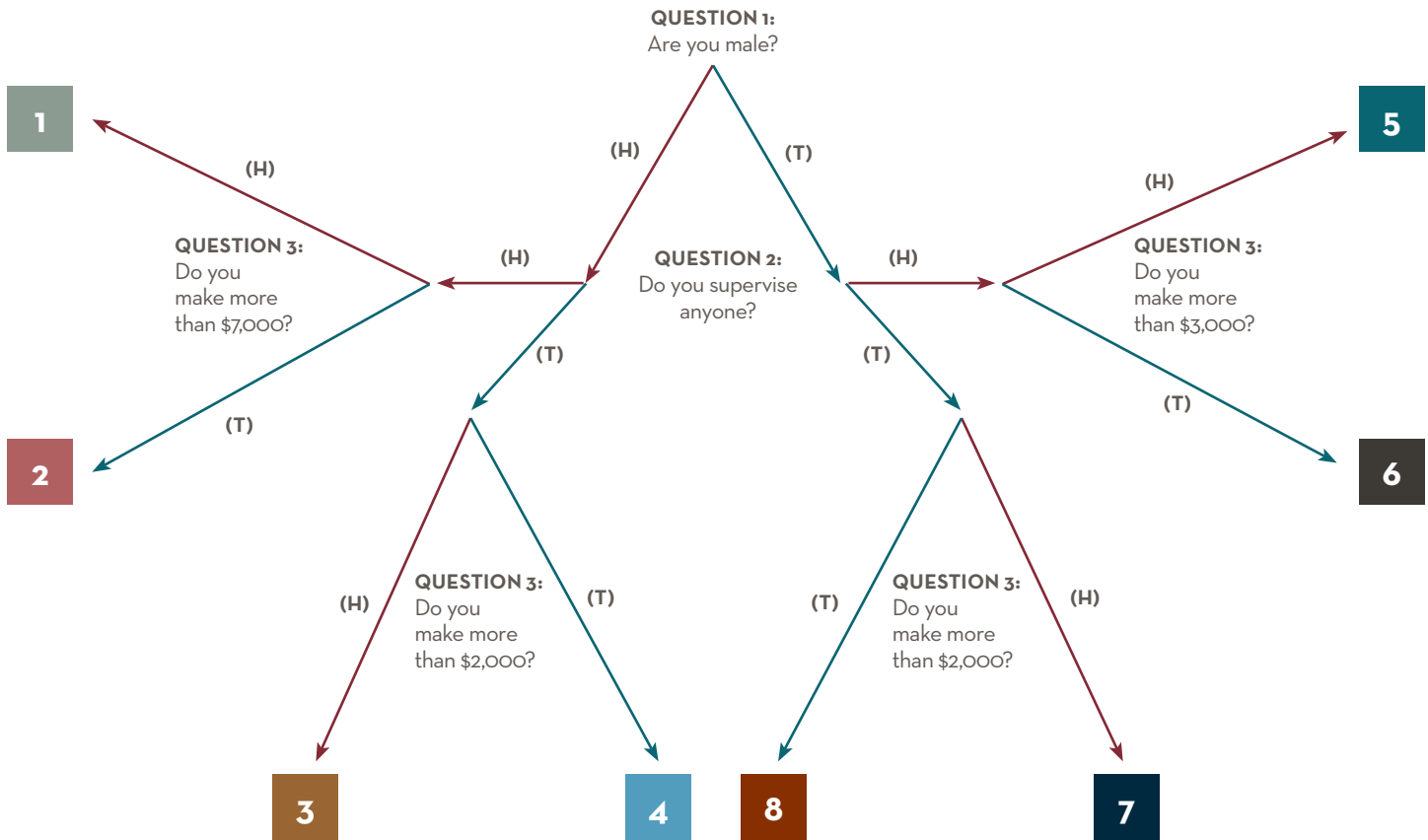
NAME: _____

DATE: _____

DIRECTIONS:

Flip a coin to find your answer to each of the three questions below. When you are done, circle your job!

HEADS (H) = YES | **TAILS (T) = NO**



YOU'RE A COOK
Pay: ~\$10,000/year **1**

Job Description:
 Runs the kitchen and prepares meals for upstairs. A very prominent role because of the importance of food in entertaining guests.

YOU'RE A BUTLER
Pay: ~\$5,500/year **2**

Job Description:
 Runs the entire house and is highest ranking servant. Manager of all male servants.

YOU'RE A FOOTMAN
Pay: ~\$2,200/year **3**

Job Description:
 Opens doors, waits tables, and assists gentlemen and accompanying ladies as needed.

YOU'RE A PAGE
Pay: ~\$1,200/year **4**

Job Description:
 Lowest ranking servant. Never goes upstairs and does chores such as cleaning chamber pots and cleaning boots of other servants.

YOU'RE A HOUSEKEEPER
Pay: ~\$5,000/year **5**

Job Description:
 Responsible for the female staff and maintaining the house's furnishings.

YOU'RE A HEAD NURSE (NANNY)
Pay: ~\$2,700/year **6**

Job Description:
 In charge of the nursery staff in houses with several nurses (nannies). They are charged with watching over young children.

YOU'RE A HOUSE MAID
Pay: ~\$2,700/year **7**

Job Description:
 Responsible for cleaning bedrooms.

YOU'RE A KITCHEN MAID
Pay: ~\$1,600/year **8**

Job Description:
 Cleans kitchen, prepares food, and answers to the demands of the cook.



ESSENTIAL QUESTIONS

- How and why did the world change during the Industrial Revolution?
- How did people adapt from working in an agricultural society to an industrial society? How did their lives change?
- How did the landscape change between 1600 and 1900?

ACTIVITY NAME

THE TIMES ARE CHANGING

LEARNING OBJECTIVES

- Describe the impact of the Industrial Revolution on England.
- Explain how the Industrial Revolution changed the English economy.

OVERVIEW

In this activity, students will create a typical map of the English countryside in the 1700s that emphasizes the agricultural focus of the time. Students will be given cards that highlight some of the major events of the Industrial Revolution and will update their maps to reflect the changes in society and in the landscape. As students learn about the major events of the 1600s, 1700s, and 1800s, they will discuss the impact those changes had on the ecosystem, economy, and people's way of life. Students will also have the opportunity to juxtapose the development of England and that of the United States.

MATERIALS LIST

r Butcher paper or other large paper r Drawing materials

PROCEDURE

1. Ask students what the Industrial Revolution was. Have students describe what they think life was like for an average person before and after the Industrial Revolution in Britain. Ask students how the landscape changed after the Industrial Revolution. Have students think back to their visit to Downton Abbey: The Exhibition and how the Abbey evolved after the war. Make a list of students' comments on the board.
2. Tell students that today they are going to model Britain's changing landscape from 1700-1900.

(Continued on page 19)

3. Put students in groups, and pass out a large sheet of paper and colored pencils to each student. The paper should be as large as possible. Tell students they are each going to make a living map of a typical English countryside. The map will begin in the year 1700, during the very early stages of the Industrial Revolution.
4. Pass out the card labeled “1700” to each group. Each group should read and discuss the card then each individual student should create a map based on the information on the card and the group discussion. When students are done, have groups look at each other’s maps and discuss the similarities and differences.
5. Pass out the card labeled “1760” and have each group update their maps based on the information on the card. When students are done, have groups look at each other’s maps and discuss the similarities and differences. Repeat this step for the last three cards labeled 1785, 1820, and 1850.
6. Post all of the maps around the room, and ask students to describe how their maps evolved throughout this activity.



DEBRIEF

- n Describe how life has changed for common people over the 150 years covered in this activity.
- n How did the changes in America differ from the changes in England? Why? What were the primary reasons for the differences?
- n Describe how the economy changed from the beginning to the end of this time period. Was it different in America versus England?
- n Explain how and why the tools people used changed during this time period.

GRADE-LEVEL ADAPTATIONS

MORE ADVANCED

Have groups make the initial map together as a class and then give each group a time period to research and create their informational card. Each group needs to research the population size and the technological advancements that took place during their time period. Collect all the informational cards, and do this assignment based off of the student’s research.

ADDITIONAL MORE ADVANCED

Have students create their maps based on the information about what was happening in America. These would be maps of all of America and would show its tremendous transformation during this time.

LESS ADVANCED

Do the assignment as a class. Before students put anything on their maps, discuss with them how and why things are happening.

Print one copy of these for each group. Cut out the cards, and pass them to groups one at a time as the procedure indicates.

1700

England is slowly moving into the Industrial Era, but things are pretty much as they have been for hundreds of years. Most of the population are farmers who live and work on small family farms. There is one large estate that owns a huge chunk of land, but for the most part, the country is covered with small plots of farmland. Most villages have a coal mine. Coal is used for cooking and heating houses. There is a huge “commons” area that is shared by everyone. This is land from which anyone can hunt, fish, and gather wood.

Begin your map based on the information above. Be sure to include the following:

10 people • 5 houses • the commons • 1 estate • 1 mine

MEANWHILE IN AMERICA....

America is still an English colony with Spain controlling Florida, the Dutch controlling the New York area, and the French controlling parts of Canada. The west hasn't been explored. The average American is a farmer on a farmstead, and while cities are developing, America is still mostly an agricultural society run by men. There are constant clashes with Native Americans.

1760

Around this time, there are a lot of innovations in machinery and farming practices. People learn about fertilizers and crop rotation. Jethro Tull's seed drill and the invention of the horse-drawn cultivator boost food production. Farmers become more efficient and can grow more crops, but there is not more land available to them. Therefore, the government decides to start selling the commons, and they are divided up into farm patches. This is the beginning of the rich getting richer as only wealthy farmers can afford to buy land. As crop production increases, population booms. Canals are built to speed up the transportation of goods and materials.

Update your map based on the information above. Be sure to also include the following:

16 people • 8 houses • 2 estates • 2 mines • canals

MEANWHILE IN AMERICA....

Though still a colony, Americans are becoming more and more independent and losing some of the cultural connections and similarities to their parent countries. England has taken over all of the East Coast except for Florida, and they are constantly increasing taxes on the colonies. Americans are exploring more areas and improving their infrastructure. More schools, roads, factories, and farms are being built.

1800

In the end of the 1700s, American James Watt invents the steam engine. The steam engine revolutionizes factories because now they can be powered by coal and do not need to be located on a river for power. The steam engine, coupled with the new discovery of using coal as the energy source for iron production, propels England into the Heavy Industrial Age. Factories and mines start popping up everywhere. Some people move from working on farms to working in factories. People start living in multiple-family homes called tenements.

List of required items for map:

25 people • 10 houses • 2 estates • 2 tenements • 5 mines • 2 factories • more canals

MEANWHILE IN AMERICA....

Americans win their independence from England. George Washington and John Adams finish their terms as US presidents, and Thomas Jefferson is now in charge. The capital moves to the District of Columbia. New York is becoming an economic powerhouse, and cities along the northeast are growing rapidly, but America is still primarily uninhabited or farmland. The Lewis and Clark expedition is about to start, and America has its eyes on moving west.

1820

In the early 1800s, progress is dampened by slow transportation time. There is a vast network of canals, but it still takes too long to get goods from one place to another until the invention of the railroad. The railroad connects the mines and factories and speeds up production times. More factories are built, and more people start living in smaller areas. Cities are growing rapidly.

List of required items for map:

40 people • 12 houses • 2 estates • 8 mines • 4 factories • canals • railroads

MEANWHILE IN AMERICA....

It is the Age of Expansion in the United States. In 1820, there are 22 states and many more to come. However, the expansion comes at a cost. Native Americans are being exiled to Oklahoma, and there is growing tension between free and slave states. America is booming, but not all of her people are prospering in this new era.

1880

The Industrial Revolution is in full swing. Immigrants from Ireland flock to England for work in the factories, and there are more workers than jobs. Crime increases, and cities evolve to accommodate the huge influx of people. The majority of the population moves to cities because it is too expensive to own land and farm on small family lots.

List of required items for map:

6 people • 14 houses • 3 estates • 10 mines • 6 factories • jail • pub • schools • museum

MEANWHILE IN AMERICA....

America is industrializing. The Civil War is over, and the west is won. The world's first oil well has been discovered in Pennsylvania, and new wells are popping up all over the country. The first transcontinental railroad is finished in 1869, and by 1900, there are more than 190,000 miles of track. The first automobiles are invented, and telephones and electricity are becoming common. It's the beginning of the American Century.



ESSENTIAL QUESTIONS

- What are the major medical breakthroughs of the 19th century?
- What impact did these medical discoveries have on society?
- Why were many medical discoveries all happening around the same time?

ACTIVITY NAME

DISCOVERING MODERN MEDICINE

LEARNING OBJECTIVE

Demonstrate how medical discoveries helped cure and eradicate diseases.

OVERVIEW

During a few seasons of Downton Abbey, the estate was transformed into a military hospital and rehab clinic. During this time, there were many new advances in medical care. Between 1790 and 1900, the world of medicine was transformed through a series of amazing discoveries. In this lesson, students play a game to learn about major medical breakthroughs and the diseases they helped prevent.

MATERIALS LIST

r Discovering Modern Medicine cards and game board r Small objects for game pieces r Coins

PROCEDURE

1. Ask students to list any discoveries they know about in medicine. Ask them if they know when those discoveries occurred. Talk to students about their visit to Downton Abbey: The Exhibition and ask them about what medicine and hospitals were like around that time.
2. Tell students that during the 1800s, the medical field made huge improvements. Medicine and medical practices improved so much that people's life expectancies skyrocketed, and diseases that were once deadly became treatable.
3. Tell students that they are going to play a game to demonstrate these profound medical improvements.

(Continued on page 23)

(Continued from page 22)

- Put students into groups of two or three, and pass out two copies of the Discovering Modern Medicine cards and one game board for each group. Have students cut the cards and shuffle them and place them face down in front of them. As a class, read through the timeline on the game board. Highlight the discovery of vaccines and germ theory as those two discoveries saved the most lives.
- Have students follow the directions on the game board. When all students have completed the game, come back together as a class to debrief.

DEBRIEF

- Ask students what they noticed about the game. Ask students why they thought it was less likely that they'd die further along in timeline.
- Ask students what they learned about diseases or cures from this game.

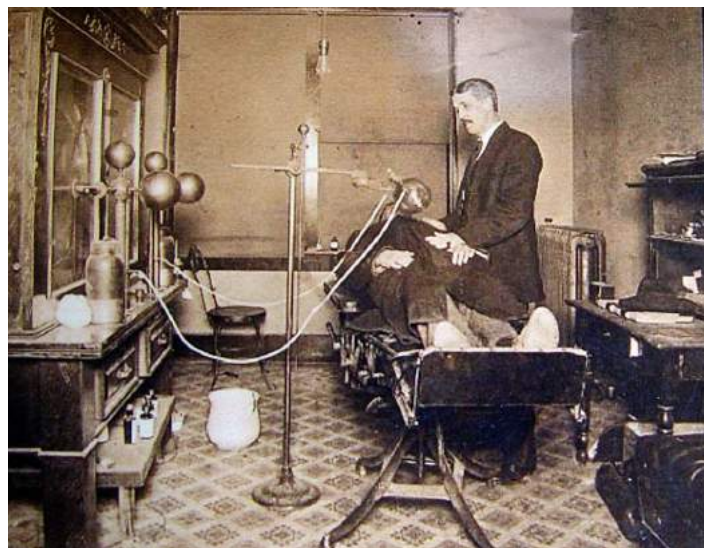
GRADE-LEVEL ADAPTATIONS

MORE ADVANCED

Have students research discoveries of the 1900s and expand the game until the year 2000. Have students make new cards based on their research.

LESS ADVANCED

Model how to play the game for the class. When you have shown the students how to do it once or twice, let them do it on their own.





DIRECTIONS:

1. Choose a small object to be your game piece, and place it in the start box.
2. The youngest student goes first. Move one space on the game board, and draw a card to determine what disease you have. If your disease was cured before the date your game piece is on, you stay alive! If not, you die, and move your game piece back to start. For example, if your game piece is on 1811-1820 and you draw a cholera card, you die because the cholera vaccine wasn't invented until 1879.
3. Players move one space forward on each turn. When a player reaches the end, the game is over.

TIMELINE	GAME BOARD
<p>1796: Edward Jenner develops a way to prevent smallpox. He showed that people developed a resistance to smallpox when exposed to the cowpox virus. Immunology is born!</p> <p>1818: James Blundell performs the first successful human blood transfusion to treat postpartum hemorrhages.</p> <p>1867: Joseph Lister publishes <i>On The Antiseptic Principle of the Practice of Surgery</i>, fundamentally changing the cleanliness in the medical field by recommending the use of carbonic acid to clean wounds and medical instruments. Death from infectious diseases drops from 60% to 4%.</p> <p>1879: Vaccine for cholera discovered.</p> <p>1896: Vaccine for the plague discovered.</p> <p>1900: Karl Landsteiner describes blood compatibility and rejection (i.e., what happens when a person receives a blood transfusion from another human of either compatible or incompatible blood type), developing the ABO system of blood thus greatly improving the success rate of blood transfusions.</p> <p>1928: Sir Alexander Fleming discovers penicillin, and for the first time, people are able to treat bacterial infections.</p>	<div style="background-color: #005a7c; color: white; text-align: center; padding: 5px;">START</div> <div style="text-align: center; padding: 5px;">BEFORE 1790</div> <div style="text-align: center; padding: 5px;">1791-1800</div> <div style="text-align: center; padding: 5px;">1801-1810</div> <div style="text-align: center; padding: 5px;">1811-1820</div> <div style="text-align: center; padding: 5px;">1821-1830</div> <div style="text-align: center; padding: 5px;">1831-1840</div> <div style="text-align: center; padding: 5px;">1841-1850</div> <div style="text-align: center; padding: 5px;">1851-1860</div> <div style="text-align: center; padding: 5px;">1861-1870</div> <div style="text-align: center; padding: 5px;">1871-1880</div> <div style="text-align: center; padding: 5px;">1881-1890</div> <div style="text-align: center; padding: 5px;">1891-1900</div> <div style="text-align: center; padding: 5px;">1901-1910</div> <div style="text-align: center; padding: 5px;">1911-1920</div> <div style="text-align: center; padding: 5px;">1921-1930</div> <div style="text-align: center; padding: 5px;">1931-1940</div> <div style="background-color: #800000; color: white; text-align: center; padding: 5px;">END</div>



Print two copies for each group.

<p>Disease: NONE! Count your lucky stars!</p> <p>Somehow, even with all the fecal matter around you and the unsanitary conditions, you were able to avoid contamination.</p> <p>Lucky you. For now...</p>	<p>Disease: SMALLPOX Smallpox is an infectious disease that has killed more than 500 million people. It's characterized by pimples all over a person's body.</p> <p>If you're on a space before the invention of the smallpox vaccine, you're dead.</p> <p>GO BACK TO START.</p>	<p>Disease: INFECTION If it's before the publication of <i>Antiseptic Principle</i>, you're dead. You went into the hospital for a minor surgery, but the medical instruments weren't sanitized. You caught an infection and died. If it's after the publication but before the discovery of penicillin, you have a 50% chance of survival.</p> <p>Flip a coin. If its heads, you're dead.</p> <p>GO BACK TO START.</p>
<p>Disease: NONE! Count your lucky stars!</p> <p>Somehow, even with all the fecal matter around you and the unsanitary conditions, you were able to avoid contamination.</p> <p>Lucky you. For now...</p>	<p>Disease: SMALLPOX Smallpox is an infectious disease that has killed more than 500 million people. It's characterized by pimples all over a person's body.</p> <p>If you're on a space before the invention of the smallpox vaccine, you're dead.</p> <p>GO BACK TO START.</p>	<p>Disease: INFECTION If it's before the publication of <i>Antiseptic Principle</i>, you're dead. You went into the hospital for a minor surgery, but the medical instruments weren't sanitized. You caught an infection and died. If it's after the publication but before the discovery of penicillin, you have a 50% chance of survival.</p> <p>Flip a coin. If its heads, you're dead.</p> <p>GO BACK TO START.</p>
<p>Disease: NONE! Count your lucky stars!</p> <p>Somehow, even with all the fecal matter around you and the unsanitary conditions, you were able to avoid contamination.</p> <p>Lucky you. For now...</p>	<p>Disease: SMALLPOX Smallpox is an infectious disease that has killed more than 500 million people. It's characterized by pimples all over a person's body.</p> <p>If you're on a space before the invention of the smallpox vaccine, you're dead.</p> <p>GO BACK TO START.</p>	<p>Disease: CHOLERA You drank some contaminated water and became sick. If it's before the discovery of the cholera vaccine, you died.</p> <p>GO BACK TO START.</p>
<p>Disease: NONE! Count your lucky stars!</p> <p>Somehow, even with all the fecal matter around you and the unsanitary conditions, you were able to avoid contamination.</p> <p>Lucky you. For now...</p>	<p>Disease: POSTPARTUM HEMORRAGE You need a blood transfusion, or you are going to die. If it's before Blundell's first blood transfusion, you're dead. If it's after but before Landsteiner's discovery of blood types, you have a 50% chance to live.</p> <p>Flip a coin, and if it's heads, you're dead.</p> <p>GO BACK TO START.</p> <p>If it's after Landsteiner's discovery,</p> <p>YOU ARE ALIVE.</p>	<p>Disease: PLAGUE The plague has cropped up many times throughout human history. The most recent outbreak in the 1800s killed millions in India and China. If it's before the invention of the vaccine, you're dead.</p> <p>GO BACK TO START.</p>
<p>Disease: NONE! Count your lucky stars!</p> <p>Somehow, even with all the fecal matter around you and the unsanitary conditions, you were able to avoid contamination.</p> <p>Lucky you. For now...</p>	<p>Disease: INFECTION If it's before the publication of <i>Antiseptic Principle</i>, you're dead. You went into the hospital for a minor surgery, but the medical instruments weren't sanitized. You caught an infection and died. If it's after the publication but before the discovery of penicillin, you have a 50% chance of survival.</p> <p>Flip a coin. If its heads, you're dead.</p> <p>GO BACK TO START.</p>	<p>Disease: INFECTION If it's before the publication of <i>Antiseptic Principle</i>, you're dead. You went into the hospital for a minor surgery, but the medical instruments weren't sanitized. You caught an infection and died. If it's after the publication but before the discovery of penicillin, you have a 50% chance of survival.</p> <p>Flip a coin. If its heads, you're dead.</p> <p>GO BACK TO START.</p>



ESSENTIAL QUESTIONS

- Why did women's fashion change so dramatically in the 19th century?
- How did fashion change along with the industrial revolution?
- Are there any parallels with the changing of fashion and the changing of women's roles in society?

ACTIVITY NAME

A CHANGING FASHION

LEARNING OBJECTIVE

Describe how fashion reflects the turn of the century's shifting ideologies related to aesthetics, gender, and class.

OVERVIEW

In 1837, an eighteen-year-old Victoria became Queen of England, and during her 64-year reign, England transformed from an agricultural country to an industrial powerhouse. When Victoria took the throne, she didn't have electricity in her palace, and the railroad was just being developed. The world was changing, and the role of women was changing. Some of that change is reflected in the evolving fashion around the turn of the century. In this activity, students look at images of women's fashion from the 1800s and 1900s and try to identify how the changing fashion reflected the changing times.

MATERIALS LIST

r Changing Fashion handout

PROCEDURE

1. As students tour Downton Abbey: The Exhibition, instruct them to pay close attention to the fashion, and see if they notice any variations in styles. Discuss with students that during the era of Downton Abbey, the world, and particularly England, was transforming into a much more industrialized country, and with this change came a major change in fashion.
2. Ask students why they think fashion changed so much around the turn of the century. Write responses on the board. Ask students if function was the cause for some of the changes or if the changes were only for style.
3. Pass out the Changing Fashion handout. Tell students that they are going to try to match the image with the year and description.
4. Go over the results as a class. Have students share how they decided to put years, descriptions, and images together. Have groups share their answers to the questions on the worksheet.

(Continued on page 27)



DEBRIEF

- n Have students think about their clothes. Ask them to discuss why they chose the outfits they have on today. Ask students their thought process for choosing their clothes. Did they choose their outfits to look good for themselves, for others, for comfort, for brand name recognition, for function, or for something else? Encourage students to think about how and why they made the decisions they did.
- n Have students look at fashion over the last couple decades (you can provide images if needed), and ask students to discuss how things have changed. Ask them why these changes have occurred, and ask if that has anything to do with how society has changed during that time.

GRADE-LEVEL ADAPTATIONS

MORE ADVANCED

After they have completed the activity, give students images of people from all over the world. Have students try to identify where each image is from and then compare the roles of females in those countries. Have students discuss if or how women's fashion is a reflection of a society in which they live.

LESS ADVANCED

Before starting the activity, describe Britain during the Victorian Era and the turn of the century. Give students more of an understanding of life during that time so they have more context to be able to complete the worksheet.



NAME: _____

DATE: _____

SECTION 1: THE GREAT HALL

DIRECTIONS:

Below are three images that represent different fashions between 1850 and 1925. With your group, read the descriptions of the times, and draw a line matching the year, the descriptions, and the image. When you are done, answer the questions at the bottom of the page.

YEAR	DESCRIPTION	IMAGE
<p>1925</p>	<p>This time is known as the “Golden Years” for Britain, as average income went up by 50%. People were flocking to towns and cities to work in factories. Socially conservative family values still ruled as only some men could vote, and the only women who worked were primarily servants. Dresses were still formal and constrictive.</p> <p>In America, the Civil War was about to begin, and slavery was coming to an end. Women couldn’t vote but were gaining the right to own property in some states.</p>	
<p>1900</p>	<p>During this time, there was a boom in Britain’s middle class. As more people moved from blue-collar to white-collar jobs, the middle class grew. Women over 30 were allowed to vote, and women could now take jobs as lawyers, vets, and civil servants. As a result, women’s clothes became more functional and independent. The Great War was over, and Britain was undergoing another transformation.</p> <p>In America, the 25th amendment had recently been ratified, giving women the right to vote. This was also during prohibition where alcohol was illegal, but the parties were roaring!</p>	
<p>1860</p>	<p>During this year, the Industrial Revolution had been going on for quite some time, and now more people lived in towns and cities than in the countryside. Women hadn’t gotten the right to vote but were gaining momentum and becoming more independent and self-sufficient. During this time, fashion slowly started to move away from formal and traditional dresses to more personalized and flashy outfits.</p> <p>In America, women’s suffrage was gaining momentum, and while still not a federal law, more and more states were giving women the right to vote.</p>	

QUESTIONS:

1. What clues from the descriptions helped you identify which year they were from?
2. How would you describe the differences among the three images? How are the images a sign of the time?
3. Think about fashion today. How is it a sign of our times? What's changed about fashion from the images above? What are the reasons for these changes?
4. What cultural changes influence fashion?





ESSENTIAL QUESTIONS

- How do people eat differently around the world?
- How does the amount of food people consume vary around the world?
- Why do some countries produce so much more waste from their food than others?

ACTIVITY NAME

WHAT WE EAT

LEARNING OBJECTIVE

Identify the differences in diet among several regions of the world.

OVERVIEW

In this activity, students will review how central a role food plays at Downton Abbey and will discuss how their food traditions vary from other societies. Students will brainstorm the differences in diet across the globe and will hypothesize on why there is such variation. Students will look at images of what average families eat in a week in different countries and will complete a worksheet comparing them.

MATERIALS LIST

- r What We Eat handout
- r Internet access or printouts of images from What the World Eats:
<http://time.com/8515/hungry-planet-what-the-world-eats>

PROCEDURE

1. Ask students to reflect on the Dining Room section of Downton Abbey: The Exhibition. Have them describe what they saw, and ask if they remember what kind of food was served.
2. Discuss with students what some typical English foods are. Ask them why these foods are common in England, and ask students to describe how English food is similar to or different from what they typically eat. Ask if what they eat is healthier or produces more waste. Discuss how to determine how healthy food is and how much waste or packaging comes with certain foods.
3. Tell students that they are going to compare an average week's worth of food for families across the world. Pass out the What We Eat handout, and have students make a prediction about the types of food eaten in each continent.

(Continued on page 31)

(Continued from page 30)

4. Give students access to the images at Hungry Planet: What the World Eats: <http://time.com/8515/hungry-planet-what-the-world-eats/> From the pictures, have them each choose one country from each continent to answer the remaining questions on the handout.
5. Using the images, have students complete the rest of the worksheet. When they are finished the worksheet, come back together as a class to debrief.



DEBRIEF

- n Go over the questions on the handout as a group. Take time to discuss each question and make sure to point out differences in students' answers. For example, do all students agree on what's healthier? Use this as an opportunity to discuss health and consumption.
- n Focus on the amount of packaging, particularly in America. Why do some foods come with so much more packaging?

GRADE-LEVEL ADAPTATIONS

MORE ADVANCED

Expand on the topics of health and consumption. Have students try to calculate the number of calories and the volume of waste produced in each photo and compare them.

LESS ADVANCED

Project the images to the class. Go through them together, highlighting the similarities and differences.



WHAT WE EAT | HANDOUT



NAME: _____

DATE: _____

DIRECTIONS:

Use the images found on <http://time.com/8515/hungry-planet-what-the-world-eats/> to complete the chart below. When you're done, answer the questions at the bottom of the page.

CONTINENT	EUROPE	NORTH AMERICA	SOUTH AMERICA	ASIA	AUSTRALIA
Prediction of what you think they'll eat					
Country					
Types of grains, breads, or other carbs					
Types of fruits and vegetables					
Types of meats					
Types of drinks					
Rank of how healthy the meals are (1-5)					
Rank of waste produced (1-5)					
Rank of calories consumed (1-5)					
Other observations					

QUESTIONS:

1. Were you surprised at the huge difference in amounts of food among the images? Explain why or why not.
2. Explain why you think the types of food are so different among the countries.
3. Which country's food looks to be the healthiest? Explain why you think this.
4. Why do some countries produce so much more waste than others? What's the cause of this?

ACTIVITY TITLE	COMMON CORE ELA STANDARDS
<p>Downton Abbey Trivia Game</p>	<p>3rd Grade</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). <p>4th Grade</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. • CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. <p>5th Grade</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. <p>6th Grade</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). • CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. • CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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ACTIVITY TITLE	COMMON CORE ELA STANDARDS
Downton Abbey Trivia Game cont.	<p>7th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.• CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).• CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views. <p>8th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.• CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).• CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.• CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Modern Era	<p>3rd Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.• CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

ACTIVITY TITLE	COMMON CORE ELA STANDARDS
Modern Era cont.	<ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.• CCSS.ELA-LITERACY.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. <p>4th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.• CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.• CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <p>5th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.• CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.• CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.• CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

ACTIVITY TITLE	COMMON CORE ELA STANDARDS
Modern Era cont.	<p>6th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.• CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.• CCSS.ELA-LITERACY.RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).• CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.• CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. <p>7th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).• CCSS.ELA-LITERACY.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).• CCSS.ELA-LITERACY.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.• CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

ACTIVITY TITLE	COMMON CORE ELA STANDARDS
Modern Era cont.	<ul style="list-style-type: none">• CCSS.ELA-LITERACY.SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.• CCSS.ELA-LITERACY.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. <p>8th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.• CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).• CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.• CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.• CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.• CCSS.ELA-LITERACY.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

ACTIVITY TITLE	COMMON CORE ELA STANDARDS
Setting the Tone	<p>3rd Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).• CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <p>4th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.• CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <p>5th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <p>6th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.• CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

ACTIVITY TITLE	COMMON CORE ELA STANDARDS
Setting the Tone cont.	<ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).• CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.• CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. <p>7th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).• CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.• Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.• CCSS.ELA-LITERACY.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. <p>8th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.• CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

ACTIVITY TITLE	COMMON CORE ELA STANDARDS
Setting the Tone cont.	<ul style="list-style-type: none">• CCSS.ELA-LITERACY.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.• CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.• CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Know Your Roll	<p>3rd Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).• CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).• CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. <p>4th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.• CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.• CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

ACTIVITY TITLE	COMMON CORE ELA STANDARDS
Know Your Roll cont.	<p>5th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <p>6th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.• CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.• CCSS.ELA-LITERACY.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) <p>7th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.• CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

ACTIVITY TITLE	COMMON CORE ELA STANDARDS
Know Your Roll cont.	<ul style="list-style-type: none">• CCSS.ELA-LITERACY.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.) <p>8th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.• CCSS.ELA-LITERACY.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)
The Times are Changing	<p>3rd Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.• CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.• CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).• CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ACTIVITY TITLE	COMMON CORE ELA STANDARDS
The Times are Changing cont.	<p>4th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.• CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.• CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.• CCSS.ELA-LITERACY.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. <p>5th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.• CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.• CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. <p>6th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.• CCSS.ELA-LITERACY.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

ACTIVITY TITLE	COMMON CORE ELA STANDARDS
The Times are Changing cont.	<ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.• CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.• CCSS.ELA-LITERACY.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. <p>7th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).• CCSS.ELA-LITERACY.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).• CCSS.ELA-LITERACY.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.• CCSS.ELA-LITERACY.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. <p>8th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.• CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.• CCSS.ELA-LITERACY.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.• CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

ACTIVITY TITLE	COMMON CORE ELA STANDARDS
Discovering Modern Medicine	<p>3rd Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.• CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).• CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <p>4th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.• CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.• CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. <p>5th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.• CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. <p>6th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.• CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

ACTIVITY TITLE	COMMON CORE ELA STANDARDS
Discovering Modern Medicine cont.	<ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. <p>7th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.• CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). <p>8th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.• CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
A Changing Fashion	<p>3rd Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.• CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).• CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.• CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

ACTIVITY TITLE	COMMON CORE ELA STANDARDS
A Changing Fashion cont.	<ul style="list-style-type: none">• CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.• CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <p>4th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.• CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.• CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.• CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.• CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <p>5th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.• CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

ACTIVITY TITLE	COMMON CORE ELA STANDARDS
A Changing Fashion cont.	<ul style="list-style-type: none">• CCSS.ELA-LITERACY.SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.• CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.• CCSS.ELA-LITERACY.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.• CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <p>6th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.• CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.• CCSS.ELA-LITERACY.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. <p>7th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.• CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

ACTIVITY TITLE	COMMON CORE ELA STANDARDS
A Changing Fashion cont.	<ul style="list-style-type: none">• CCSS.ELA-LITERACY.SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.• CCSS.ELA-LITERACY.SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views. <p>8th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.• CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.• CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
What We Eat	<p>3rd Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).• CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.• CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.



ACTIVITY TITLE	COMMON CORE ELA STANDARDS
<p>What We Eat cont.</p>	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <p>4th Grade</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). • CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. • CCSS.ELA-LITERACY.SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>5th Grade</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. • CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. • CCSS.ELA-LITERACY.SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • CCSS.ELA-LITERACY.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>6th Grade</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. • CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

ACTIVITY TITLE	COMMON CORE ELA STANDARDS
What We Eat cont.	<ul style="list-style-type: none">• CCSS.ELA-LITERACY.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.• CCSS.ELA-LITERACY.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.• CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. <p>7th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).• CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.7.1.C Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.• CCSS.ELA-LITERACY.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. <p>8th Grade</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.• CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.• CCSS.ELA-LITERACY.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.