



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 2B: Unit 2: Lesson 12**

**End of Unit Assessment: On-Demand**

**Informational Writing: Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part I**



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

I can 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. (RI.5.3)

I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2)

- a. I can introduce a topic clearly, provide a general observation and focus, and group related information logically.

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4)

**Supporting Learning Targets**

- I can explain the relationship between society and the invention of television.
- I can determine the meaning of unknown words using a variety of strategies.
- I can identify the parts of an introductory paragraph about the invention of television.

**Ongoing Assessment**

- Independent Reading Choice Board response
- End of Unit 2 Assessment, On-Demand Informational Writing: Philo Farnsworth’s Invention of the Television and How It Changed People’s Lives, Part 1

**Agenda**

1. Opening
  - A. Homework Review (5 minutes)
  - B. Reviewing Learning Targets and Engaging the Writer (5 minutes)
2. Work Time
  - A. End of Unit 3 Assessment, Part 1 (45 minutes)
3. Closing and Assessment
  - A. Debrief (5 minutes)
4. Homework
  - A. Independent reading and response.

**Teaching Notes**

- In this lesson, students complete Part 1 of the end of unit assessment by reading excerpts from the article, “Television,” answering a series of text-dependent questions, and identifying the parts of an introductory paragraph about the invention of television.
- Part 1 of this assessment actually serves as a reading assessment. It is also preparation for Part 2 (in Lesson 13), during which students actually write their on-demand informational essay, (using the Painted Essay structure) about the invention of the television.
- In advance, read the article “Television” and review the end of unit 3 assessment.
- Post: Learning targets.



Lesson Vocabulary	Materials
<p>explain, relationship, society, unknown, determine, meaning, variety, strategies, identify, introductory paragraph</p>	<ul style="list-style-type: none"> <li>• Parts of a Painted Essay anchor chart (from Lesson 9)</li> <li>• “Television” article (assessment text; one per student)</li> <li>• End of Unit 2 Assessment: On-Demand Informational Writing: Philo Farnsworth’s Invention of the Television and How It Changed People’s Lives, Part 1 (one per student)</li> <li>• End of Unit 2 Assessment: On-Demand Informational Writing: Philo Farnsworth’s Invention of the Television and How It Changed People’s Lives, Part 1 (answers, for teacher reference)</li> <li>• Journals (begun in Unit 1, Lesson 1)</li> <li>• Independent Reading Choice Board (students’ own, from Lesson 4)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Homework Review (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to partner up with a peer who is not a member of their regular group, then briefly discuss:             <ul style="list-style-type: none"> <li>* “What is one strength of the essay you wrote about the invention of basketball? Explain.”</li> <li>* “What is one area of your essay that you would like to improve? Why?”</li> </ul> </li> <li>• After 2 or 3 minutes, invite a few students to share out whole group. Answers will vary, but listen for them to make specific reference to parts of a Painted Essay and linking words.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide copies of the learning targets for students to underline and capture notes on to help provide access to peer discussions about the targets, especially when students are putting them into their own words.</li> </ul>



Opening	Meeting Students’ Needs
<p><b>B. Reviewing Learning Targets and Engaging the Writer (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning targets by reading them aloud or asking volunteers to read them aloud.               <ul style="list-style-type: none"> <li>* “I can explain the relationship between society and the invention of television.”</li> <li>* “I can determine the meaning of unknown words using a variety of strategies.”</li> <li>* “I can identify the parts of an introductory paragraph about the invention of television.”</li> </ul> </li> <li>• Ask students to identify at least one word they think might be important or that is new to them.</li> <li>• Give them adequate time to review the targets and identify their words, and then have them turn to a neighbor to share their three words and why they chose them.</li> <li>• Invite partners to share out words. Ask them to generate short definitions or synonyms for these words and record them above or below the words in the target. Supplement the discussion as needed to draw students’ attention to the following:               <ul style="list-style-type: none"> <li><i>explain</i> – make clear</li> <li><i>relationship</i> – connection</li> <li><i>society</i> – the general public, civilization</li> <li><i>determine</i> – decide, find out</li> <li><i>meaning</i> – definition, what something means</li> <li><i>unknown</i> – not known (prefix <i>-un</i> = not)</li> <li><i>variety</i> – different</li> <li><i>strategies</i> – ways to solve a problem; tools used to help determine meaning</li> <li><i>identify</i> – locate and name</li> <li><i>introductory paragraph</i> – the first paragraph of an essay; includes the introduction, thesis, and points</li> </ul> </li> <li>• Tell students they will take the End of Unit 2 Assessment today to demonstrate their understanding of the relationships between people and ideas, how to determine the meaning of key terms using multiple strategies, and how the parts of the introductory paragraph fit together to establish a plan for the rest of the essay.</li> </ul>	



Work Time	Meeting Students’ Needs
<p><b>A. End of Unit 2 Assessment, Part 1 (45 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ensure that all students have located their book, articles, and note-catchers from previous lessons:               <ul style="list-style-type: none"> <li>– The Boy Who Invented TV: The Story of Philo Farnsworth,</li> <li>– The Invention of Television note-catcher,</li> <li>– “TV Turns On” article, and</li> <li>– How Television Changed People’s Lives note-catcher.</li> </ul> </li> <li>• Direct students’ attention to where the <b>Parts of a Painted Essay anchor chart</b> is, for reference during the assessment.</li> <li>• Distribute the <b>“Television” article</b> and <b>End of Unit 2 Assessment: On-Demand Informational Writing: Philo Farnsworth’s Invention of the Television and How It Changed People’s Lives, Part 1.</b></li> <li>• Read the directions and questions on the assessment aloud, and then tell students they will have 40 minutes to read “How Television Changed the World” and complete the questions on the assessment.</li> <li>• Give students 40 minutes to work independently. Circulate to supervise, but because this is a formal, on-demand assessment, do not provide support other than formally approved accommodations.</li> <li>• If students finish their assessment early, they should read independently or complete the glossaries in their <b>journals</b> if they have not been able to fill in all four columns for each key term from previous lessons.</li> <li>• After 40 minutes, collect the assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing extra time for tasks and answering questions in class discussions. Some students need more time to process and translate information.</li> <li>• ELLs receive extended time as an accommodation on New York State assessments.</li> <li>• Consider providing smaller chunks of text (sometimes just a few sentences) and a modified assessment with fewer questions for struggling students.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to turn and talk:<ul style="list-style-type: none"><li>* “Explain one positive and one negative impact television has had on society, according to the article.”</li></ul></li><li>• Cold call a few pairs to share their thoughts. Listen for them to notice that television has changed education and lifestyles.</li><li>• Tell students they will take Part 2 of the assessment in the next lesson, during which they will write a complete four-paragraph essay about Philo Farnsworth's invention of television.</li></ul>	<ul style="list-style-type: none"><li>• Offer and display sentence starters to allow all students to access the debrief response (“One positive impact television had was ...” and “One negative impact television had was ...”).</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your independent reading book for at least 30 minutes and respond to one of the questions on your <b>Independent Reading Choice Board</b>.</li></ul>	



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# Grade 5: Module 2B: Unit 2: Lesson 12

## Supporting Materials



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“Television” (excerpts)

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**Name:**

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**Date:**

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**Effects of television.**

In many countries, television ranks as a major influence on life. It affects the way people spend their time and what and how they learn.

**Effects on leisure time.**

Throughout the industrialized world, watching television is one of the most time-consuming leisure activities among adults. Some critics say that television viewing takes time away from other activities, such as reading, conversation, social gatherings, and exercise.

**Effects on learning and perception.**

Television can contribute greatly to what viewers learn. It may benefit people by widening their experience. On the other hand, TV also may contribute to harmful impressions of the world.

**Enriched experience.**

No communication system has ever provided so many people with as wide a range of new experiences as television has. Without leaving their homes, TV viewers can watch government officials perform important functions. They can see how people in far-off lands look and live. Television takes viewers to deserts, jungles, and the ocean floor. A TV viewer can see how a famous actor performs the role of Hamlet, and how top comedians draw laughter. Television gives its viewers a glimpse of real-life tragedy, such as when it covers the victims of war, natural disasters, and poverty. It also captures moments of great triumph, such as when astronauts first set foot on the moon.



“Television” (excerpts)

**Harmful impressions.**

Many social scientists believe that people will likely form false impressions from watching a great deal of television. One of these impressions is that many people are better off than they are. Another is that the world is an unfriendly place, filled with untrustworthy people and risky circumstances.

Television programs often show people leading more glamorous lives and owning more material goods than most viewers. In addition, TV commercials constantly urge viewers to buy things. Many sociologists believe that as a result, the material expectations of TV viewers are raised, sometimes to an unrealistic level.

Some social scientists claim that television violence encourages some viewers to believe the world is a more violent place than it actually is. As a result, some people may become overly suspicious and fearful of others. But other scholars point out that storytelling throughout history has often featured tales of struggle, violence, and revenge.



**End of Unit 2 Assessment: On-Demand Informational Writing:**  
Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 1

**Long-Term Learning Targets:**

I can 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. (RI.5.3)

I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2)

a. I can introduce a topic clearly, provide a general observation and focus, and group related information logically.

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4)

**Directions**

- Read the article "Television."
- Consider the gist of the article. What is it mostly about?
- Skim the assessment questions below.
- Reread the text in chunks to help you think about the answers to the assessment questions.
- Answer short-response questions in complete sentences.
- Be sure to cite evidence from the text to support your thinking.

1. In the second paragraph, the author states, "...watching television is one of the most time-consuming leisure activities among adults."

Part A: What does the term *time-consuming* mean in this sentence?

- A. Boring
- B. Takes up a lot of time
- C. Doesn't last very long

Part B: Which of these sentences from the article helped you determine the meaning of this word?

- A. "In many countries, television ranks as a major influence on life."
- B. "Some critics say that television viewing takes time away from other activities, such as reading, conversation, social gatherings, and exercise."
- C. "Television can contribute greatly to what viewers learn."



End of Unit 2 Assessment: On-Demand Informational Writing:

Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 1

2. Read the dictionary definitions for the word *material* below and determine which is the correct definition based on how the word is used in the sixth paragraph of the article: "Television programs often show people leading more glamorous lives and owning more **material** goods than most viewers."
  - A. *material (adj)*: very important
  - B. *material (adj)*: describing things that people buy
  - C. *material (n)*: something used to make other things
  
3. In the sixth paragraph, the author states, "the material expectations of TV viewers are raised, sometimes to an **unrealistic** level."

Part A. Write a definition for the word *unrealistic*, on the line below.

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Part B. What part(s) of the word *unrealistic* helped you determine the meaning of Part A? Explain.

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4. According to the article, how has television improved people's lives?
  - A. Television gives people something to do in their free time.
  - B. Television contributes to what people are able to learn.
  - C. Television makes people think they are better off than they actually are.
  - D. Television encourages people to buy more material goods.



**End of Unit 2 Assessment: On-Demand Informational Writing:**

Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 1

5. Planning for the on-demand essay: *Why Philo Farnsworth invented television, and how it changed people's lives*

Review each of the sentences below, then determine which part of the introductory paragraph about Philo Farnsworth's invention of TV each sentence is, and label it on the line next to each sentence. Use the codes below (in **bold**) to label each of the five sentences:

**I/BGK** - introduction/background knowledge (context) sentence

**I/AG** - introduction/attention-getter sentence

**T** - thesis sentence

**Pts** - points 1 and 2 sentence

\_\_\_\_\_ Television has been one of the greatest inventions of the 20<sup>th</sup> century!

\_\_\_\_\_ What started as an idea to connect people far and wide has become a piece of technology that we could hardly imagine living without.

\_\_\_\_\_ It was Philo Farnsworth who came up with a solution that he called an image dissector, which eventually became known as TV.

\_\_\_\_\_ In the early 1900s, many inventors were trying to develop some form of television.

\_\_\_\_\_ The invention of television has had a tremendous impact on the way we live.



**End of Unit 2 Assessment: On-Demand Informational Writing:**

Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part I  
(Answers, for Teacher Reference)

**Long-Term Learning Targets:**

I can 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. (RI.5.3)  
I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2)

a. I can introduce a topic clearly, provide a general observation and focus, and group related information logically.

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4)

**Directions**

- Read the article "Television."
- Consider the gist of the article. What is it mostly about?
- Skim the assessment questions below.
- Reread the text in chunks to help you think about the answers to the assessment questions.
- Answer short-response questions in complete sentences.
- Be sure to cite evidence from the text to support your thinking.

1. In the second paragraph, the author states, "...watching television is one of the most ***time-consuming*** leisure activities among adults."

Part A: What does the term *time-consuming* mean in this sentence?

- A. Boring
- B. **Takes up a lot of time**
- C. Doesn't last very long

Part B: Which of these sentences from the article helped you determine the meaning of this word?

- A. "In many countries, television ranks as a major influence on life."
- B. **"Some critics say that television viewing takes time away from other activities, such as reading, conversation, social gatherings, and exercise."**
- C. "Television can contribute greatly to what viewers learn."



2. Read the dictionary definitions for the word *material* below and determine which is the correct definition based on how the word is used in the sixth paragraph of the article: “Television programs often show people leading more glamorous lives and owning more **material** goods than most viewers.”
- A. *material (adj)*: very important
  - B. ***material (adj)*: describing things that people buy**
  - C. *material (n)*: something used to make other things
3. In the sixth paragraph, the author states, “the material expectations of TV viewers are raised, sometimes to an **unrealistic** level.”

Part A. Write a definition for the word *unrealistic*, on the line below.

**Not able to see things how they really are; not seeing what is real.**

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Part B. What part(s) of the word *unrealistic* helped you determine the meaning of Part A? Explain.

**Un- means not, so unreal means not real/unrealistic means not seeing the reality/not seeing the way things really are.**

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4. According to the article, how has television improved people’s lives?
- A. Television gives people something to do in their free time.
  - B. **Television contributes to what people are able to learn.**
  - C. Television makes people think they are better off than they actually are.
  - D. Television encourages people to buy more material goods.



**End of Unit 2 Assessment: On-Demand Informational Writing:**

Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part I  
(Answers, for Teacher Reference)

5. Planning for the on-demand essay: *Why Philo Farnsworth invented television, and how it changed people's lives*

Review each of the sentences below, then determine which part of the introductory paragraph about Philo Farnsworth's invention of TV each sentence is, and label it on the line next to each sentence. Use the codes below (in **bold**) to label each of the five sentences:

**I/BGK** - introduction/background knowledge (context) sentence

**I/AG** - introduction/attention-getter sentence

**T** - thesis sentence

**Pts** - points 1 and 2 sentence

**I/AG** Television has been one of the greatest inventions of the 20<sup>th</sup> century!

**Pts** What started as an idea to connect people far and wide has become a piece of technology that we could hardly imagine living without.

**I/BGK** It was Philo Farnsworth who came up with a solution that he called an image dissector, which eventually became known as TV.

**I/BGK** In the early 1900s, many inventors were trying to develop some form of television.

**T** The invention of television has had a tremendous impact on the way we live.