

Primary Source Readers

My Community Then and Now



Samples from Primary Source Readers: My Community Then and Now

- Table of Contents and Introduction from Teacher's Guide
- Sample lesson plan with student reproducible and quiz
- Sample pages from *Doctors Then and Now* reader

Table of Contents

Introduction

How to Use This Product	4
Teaching Reading in the Content Areas	9
Nonfiction Literacy Skill Descriptions	12
Correlation to NCSS Process Standards	16
Reader Summaries	17

Using the Readers

Unit 1: *Police Then and Now* and *Firefighters Then and Now* 21–44

Introductory Activity	22
Concluding Activity	23
Differentiation Strategies	23

Police Then and Now Reader

Lesson Plans	24
Student Reproducibles	28
Quiz	32
Answer Key	33

Firefighters Then and Now Reader

Lesson Plans	34
Student Reproducibles	38
Quiz	42
Answer Key	43

Unit 2: *Doctors Then and Now* and *Nurses Then and Now* 45–68

Introductory Activity	46
Concluding Activity	47
Differentiation Strategies	47

Doctors Then and Now Reader

Lesson Plans	48
Student Reproducibles	52
Quiz	56
Answer Key	57

Nurses Then and Now Reader

Lesson Plans	58
Student Reproducibles	62
Quiz	66
Answer Key	67

Unit 3: *Teachers Then and Now* and *Librarians Then and Now* 69–92

Introductory Activity	70
Concluding Activity	71
Differentiation Strategies	71

Teachers Then and Now Reader

Lesson Plans	72
Student Reproducibles	76
Quiz	80
Answer Key	81

Librarians Then and Now Reader

Lesson Plans	82
Student Reproducibles	86
Quiz	90
Answer Key	91

Unit 4: *Farmers Then and Now* and *Fishers Then and Now* 93–116

Introductory Activity	94
Concluding Activity	95
Differentiation Strategies	95

Farmers Then and Now Reader

Lesson Plans	96
Student Reproducibles	100
Quiz	104
Answer Key	105

Fishers Then and Now Reader

Lesson Plans	106
Student Reproducibles	110
Quiz	114
Answer Key	115

Table of Contents *(cont.)*

Unit 5: Theater Actors Then and Now

and Writers Then and Now 117–140

Introductory Activity	118
Concluding Activity	119
Differentiation Strategies	119

Theater Actors Then and Now Reader

Lesson Plans	120
Student Reproducibles	124
Quiz	128
Answer Key	129

Writers Then and Now Reader

Lesson Plans	130
Student Reproducibles	134
Quiz	138
Answer Key	139

Unit 6: Sanitation Workers Then and Now and Postal Workers Then and Now . . . 141–164

Introductory Activity	142
Concluding Activity	143
Differentiation Strategies	143

Sanitation Workers Then and Now Reader

Lesson Plans	144
Student Reproducibles	148
Quiz	152
Answer Key	153

Postal Workers Then and Now Reader

Lesson Plans	154
Student Reproducibles	158
Quiz	162
Answer Key	163

Unit 7: Bank Tellers Then and Now and Store Clerks Then and Now 165–188

Introductory Activity	166
Concluding Activity	167
Differentiation Strategies	167

Bank Tellers Then and Now Reader

Lesson Plans	168
Student Reproducibles	172
Quiz	176
Answer Key	177

Store Clerks Then and Now Reader

Lesson Plans	178
Student Reproducibles	182
Quiz	186
Answer Key	187

Unit 8: Government Leaders Then and Now and Community Leaders

Then and Now 189–211

Introductory Activity	190
Concluding Activity	191
Differentiation Strategies	191

Government Leaders Then and Now Reader

Lesson Plans	192
Student Reproducibles	196
Quiz	200
Answer Key	201

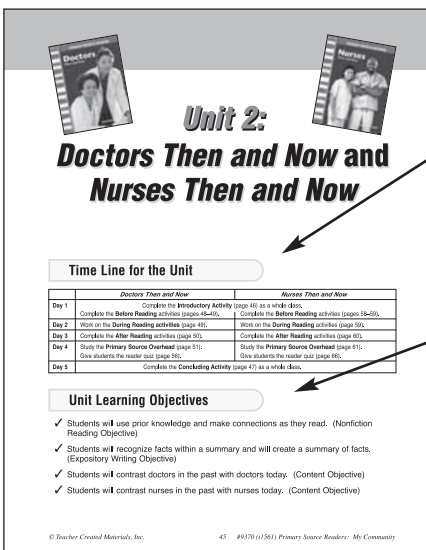
Community Leaders Then and Now Reader

Lesson Plans	202
Student Reproducibles	206
Quiz	210
Answer Key	211

Appendices

Appendix A: Culminating Activity	212
Appendix B: Cross-reference to TCM Products	231
Appendix C: Contents of Teacher Resource CD	232

How to Use This Product (cont.)



Unit 2:
Doctors Then and Now and Nurses Then and Now

Time Line for the Unit

	Doctors Then and Now	Nurses Then and Now
Day 1	Complete the Introductory Activity (page 46) as a whole class. Complete the Before Reading activities (page 46).	Complete the Before Reading activities (page 46).
Day 2	Work on the During Reading activities (page 48).	Work on the During Reading activities (page 48).
Day 3	Complete the After Reading activities (page 50).	Complete the After Reading activities (page 48).
Day 4	Study the Primary Source Overhead (page 51). Give students the reader (page 46).	Study the Primary Source Overhead (page 47). Give students the reader (page 46).
Day 5	Complete the Concluding Activity (page 47) as a whole class.	

Unit Learning Objectives

- ✓ Students will use prior knowledge and make connections as they read. (Nonfiction Reading Objective)
- ✓ Students will recognize facts within a summary and will create a summary of facts. (Expository Writing Objective)
- ✓ Students will contrast doctors in the past with doctors today. (Content Objective)
- ✓ Students will contrast nurses in the past with nurses today. (Content Objective)

© Teacher Created Materials, Inc. 45 #9370 (i1561) Primary Source Readers: My Community

Time Line for the Unit

- This chart provides information to help organize the scheduling of the unit. It estimates how long each part of each lesson plan will take to complete with a class.

Unit Learning Objectives

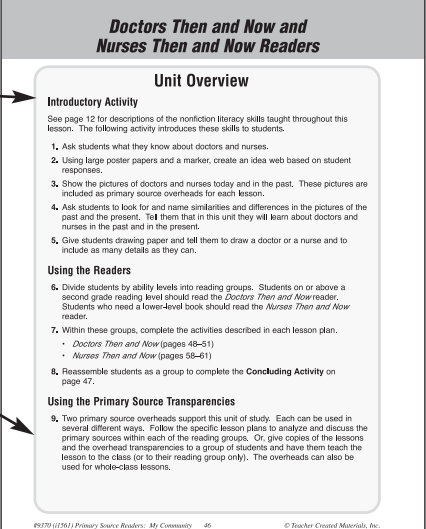
- Listed here are the social studies, reading, and writing objectives for the lesson plans. The reading and writing objectives are similar for each book in the pair. The social studies objectives differ depending on the content of each specific book.

Introductory Activity

- Each set of lessons has an introductory activity for the students. This activity introduces the reading and/or writing skills for the unit of study. This activity is completed as a whole class.

Using the Primary Source Transparencies

- Each lesson has a primary source overhead transparency. These transparencies can be used in small group lessons or for whole-class activities. The primary sources on the transparencies support the social studies content of the readers.



Doctors Then and Now and Nurses Then and Now Readers

Unit Overview

Introductory Activity

See page 12 for descriptions of the nonfiction literacy skills taught throughout this lesson. The following activity introduces these skills to students.

1. Ask students what they know about doctors and nurses.
2. Using large poster papers and a marker, create an idea web based on student responses.
3. Show the pictures of doctors and nurses today and in the past. These pictures are included as primary source overheads for each lesson.
4. Ask students to look for and name similarities and differences in the pictures of the past and the present. Tell them that in this unit they will learn about doctors and nurses in the past and in the present.
5. Give students drawing paper and tell them to draw a doctor or a nurse and to include as many details as they can.

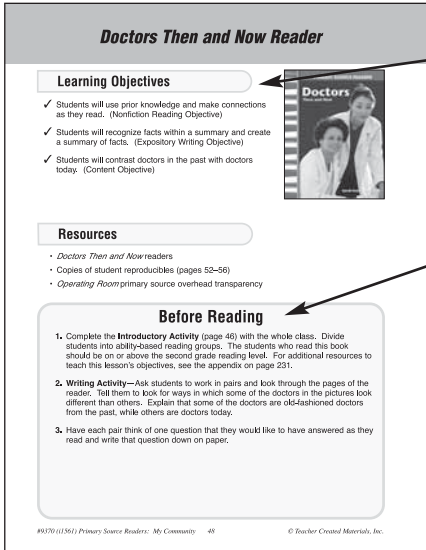
Using the Readers

6. Divide students by ability levels into reading groups. Students on or above a second grade reading level should read the *Doctors Then and Now* reader. Students who need a lower-level book should read the *Nurses Then and Now* reader.
7. Within these groups, complete the activities described in each lesson plan.
 - *Doctors Then and Now* (pages 48–51)
 - *Nurses Then and Now* (pages 58–61)
8. Reassemble students as a group to complete the **Concluding Activity** on page 47.

Using the Primary Source Transparencies

9. Two primary source overheads support this unit of study. Each can be used in several different ways. Follow the specific lesson plans to analyze and discuss the primary sources within each of the reading groups. Or give copies of the lessons and the overhead transparencies to a group of students and have them teach the lesson to the class (or to their reading group only). The overheads can also be used for whole-class lessons.

#9370 (i1561) Primary Source Readers: My Community 46 © Teacher Created Materials, Inc.



Doctors Then and Now Reader

Learning Objectives

- ✓ Students will use prior knowledge and make connections as they read. (Nonfiction Reading Objective)
- ✓ Students will recognize facts within a summary and create a summary of facts. (Expository Writing Objective)
- ✓ Students will contrast doctors in the past with doctors today. (Content Objective)

Resources

- *Doctors Then and Now* readers
- Copies of student reproducibles (pages 52–56)
- *Operating Room* primary source overhead transparency

Before Reading

1. Complete the **Introductory Activity** (page 46) with the whole class. Divide students into ability-based reading groups. The students who read this book should be on or above the second grade reading level. For additional resources to teach this lesson's objectives, see the appendix on page 53.
2. **Writing Activity**—Ask students to work in pairs and look through the pages of the reader. Tell them to look for ways in which some of the doctors in the pictures look different than others. Explain that some of the doctors are old-fashioned doctors from the past, while others are doctors today.
3. Have each pair think of one question that they would like to have answered as they read and write that question down on paper.

#9370 (i1561) Primary Source Readers: My Community 48 © Teacher Created Materials, Inc.

Learning Objectives

- Listed here are the social studies, reading, and writing objectives for the lesson. All the activities relate back to these objectives.

Before Reading

- This section begins the actual lesson plan for working with the students as they read the readers. This is the first page of the lesson plan. In total, there are three sections: Before Reading, During Reading, and After Reading. Many of the activities and questions can be used in any order that you prefer. Teachers do not need to follow the step-by-step directions to be successful with these activities.

How to Use This Product (cont.)

Historical Background Information

- Each overhead transparency lesson has a brief paragraph that gives some background information on the subject. Teachers can use this information to extend group discussion of the primary source.

Teaching Suggestions

- The teaching suggestions provide one way of studying the primary source with the students. There are two student reproducibles related to each overhead primary source. After a group discussion and/or activity, students will be asked to complete the activity sheets. Much of their analysis of the primary source takes place while they are working on the activity sheets.

Doctors Then and Now Reader (cont.)

Primary Source Overhead Extension

Historical Background Information
Doctors in the past practiced medicine in different ways than doctors do today. The work that doctors do has not changed, but the way that they do their jobs has changed. The reader provides many examples of ways that the jobs of doctors have changed. Doctors today have many modern tools and instruments to help them work.

Teaching Suggestions

1. Make copies of the *Comparing Rooms* transparency. A copy of each photograph is also provided on the CD-ROM (filenames: doctors1.jpg, doctors2.jpg) to print copies if desired.
2. Talk about the two pictures and point out that each photograph is of an operating room, but one photograph is from the past and the other is a modern photograph. Instruct students to look closely at the pictures and notice details. Give them time to study the pictures.
3. Display the pictures on the overhead so that all students can see them clearly.
4. Distribute copies of *Comparing Doctors* (page 54).
5. Tell students to look at the Venn diagram on the page. They are to find three things in the first picture that show that it is a picture of doctors in the past. They then write the names of those three things on the lines in the rectangle labeled **Past**.
6. Tell them to look for three things in the second picture that show that it is a picture of doctors in the present. They are to write the names of these three things on the lines in the rectangle labeled **Present**.
7. Finally, tell them to look for three things that appear in both pictures, and write the names in the rectangle labeled **Both**.
8. Discuss the students' answers. Possible answers are on page 57.


© Teacher Created Materials, Inc. 51 #9370 (i1561) Primary Source Readers: My Community

Using the Readers Student Reproducibles

Name _____

The House Call

Directions: Look at the picture and answer the following questions.



1. How is this doctor dressed differently than doctors today?

2. Why do you think the doctor is at the child's house?

© Teacher Created Materials, Inc. 53 #9370 (i1561) Primary Source Readers: My Community

Student Reproducibles

- Each student reproducible page has activities about the topic of the reader. These pages may include primary sources such as photographs or maps, while others may include charts, diagrams, or text excerpts from the readers.

Questions

- Students use the information they gained from reading the book and the information provided on the page to answer questions about the topic. Suggested answers are provided for each student reproducible page.

Reader Quizzes

- For each reader, a quiz is provided. These quizzes will help evaluate student learning. They also serve as study guides for the end-of-unit assessment. Each quiz has four multiple-choice questions based on the content of the reader.

Using the Readers Student Reproducibles

Name _____

Doctors Then and Now Quiz

Directions: Read the following questions and circle the correct answers.

1. What does a person need to do to become a doctor?
 - a. A person must prove that he or she likes children.
 - b. A person must go to medical school.
 - c. A person must like to give people shots.
 - d. The person must be a man.
2. What is a stethoscope used for?
 - a. A stethoscope is used to look in the ears.
 - b. A stethoscope is used to take a temperature.
 - c. A stethoscope is used to listen to the heart.
 - d. A stethoscope is used to play music.
3. What does a surgeon do?
 - a. A surgeon operates on people.
 - b. A surgeon takes care of children.
 - c. A surgeon rides on a horse.
 - d. A surgeon studies germs.
4. Read the following sentence and choose the best word to fill the blank. Write the word in the blank.
Doctors help us stay _____
 - a. awake
 - b. young
 - c. healthy
 - d. together

#9370 (i1561) Primary Source Readers: My Community 56 © Teacher Created Materials, Inc.

How to Use This Product *(cont.)*

Assessment Suggestions

Each lesson ends with a short quiz that will help students review the contents of each book. Each quiz is composed of four multiple-choice questions. These short assessments may be used as open-book evaluations or as review quizzes where students study the content prior to taking the quiz.

The format for the multiple-choice questions includes a variety of questions that are designed to expose students to different question styles. After grading the quizzes, return them to the students to review in preparation for the culminating activity (pages 212–230).

Reading Levels of the Readers

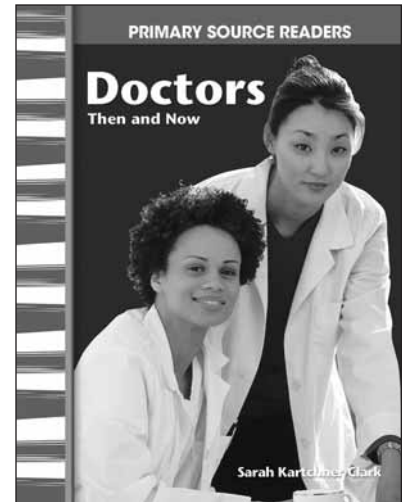
The chart below lists each of the readers and its reading level. Since this program is not intended as a guided reading program, the reading level designations are meant to help guide teachers in assigning the books according to a student's ability. The text of each reader is provided in paragraph form as a *Microsoft Word* file on the CD-ROM. These files can be used for fluency practice.

Reader Title	Reading Level
<i>Police Then and Now</i>	2.7
<i>Firefighters Then and Now</i>	1.7
<i>Doctors Then and Now</i>	2.8
<i>Nurses Then and Now</i>	1.8
<i>Teachers Then and Now</i>	2.7
<i>Librarians Then and Now</i>	1.7
<i>Farmers Then and Now</i>	2.5
<i>Fishers Then and Now</i>	1.5
<i>Theater Actors Then and Now</i>	2.9
<i>Writers Then and Now</i>	1.9
<i>Sanitation Workers Then and Now</i>	2.8
<i>Postal Workers Then and Now</i>	1.8
<i>Bank Tellers Then and Now</i>	2.6
<i>Store Clerks Then and Now</i>	1.6
<i>Government Leaders Then and Now</i>	2.9
<i>Community Leaders Then and Now</i>	1.9

Doctors Then and Now Reader

Learning Objectives

- ✓ Students will use prior knowledge and make connections as they read. (Nonfiction Reading Objective)
- ✓ Students will recognize facts within a summary and create a summary of facts. (Expository Writing Objective)
- ✓ Students will contrast doctors in the past with doctors today. (Content Objective)



Resources

- *Doctors Then and Now* readers
- Copies of student reproducibles (pages 52–56)
- *Operating Room* primary source overhead transparency

Before Reading

1. Complete the **Introductory Activity** (page 46) with the whole class. Divide students into ability-based reading groups. The students who read this book should be on or above the second grade reading level. For additional resources to teach this lesson's objectives, see the appendix on page 231.
2. **Writing Activity**—Ask students to work in pairs and look through the pages of the reader. Tell them to look for ways in which some of the doctors in the pictures look different than others. Explain that some of the doctors are from the past, while others are doctors today.
3. Have each pair think of one question that they would like to have answered as they read and write that question down on paper.

Doctors Then and Now Reader *(cont.)*

Before Reading *(cont.)*

4. Complete the following **Social Studies Activity**. Give each student a copy of *Mapping the Body* (page 52). Explain that doctors go to school for many years to learn about the body and how it works. It is also important for every person to know the parts of the body so that he or she can tell doctors where a pain is or how he or she is feeling when sick. Tell students to follow the directions and complete the body map.
5. **Reading Activity**—Tell students to do a picture walk through the pages of their readers. After each page, ask for a volunteer to comment on the pictures based on what he or she already knows and to predict what the page is about.

During Reading

6. Have the students turn to pages 8–9 in the readers. Tell them that these pages talk about some of the tools that doctors use to learn about their patients. Draw a large toolbox on the board and write *Doctor Tools* on the box. As you introduce each vocabulary word on pages 8–9, pronounce the word and write it inside the toolbox if it is a tool and outside the box if it is not a tool. Discuss each word. Pair students so they can look through the book together to find tools. Remind them that when they come to a word that they do not understand, they can turn to the glossary on page 30. Remind them also to pay attention to the captions that go with each illustration.
7. After each pair has completed the first activity, read the book together as a group. You may want to use the *PowerPoint* slide show (filename: doctors.ppt) as an electronic big book. When finished, give students copies of *The House Call* (page 53) and have them respond to the following questions on their own, using the book for reference.
 - **Social Studies**—How can you tell from the picture that it took place long ago?
 - **Reading**—Why do you think that the doctor is at the child's house?

After Reading

8. Begin the next day by discussing doctors of the past and of the present.
9. Give students copies of the assessment page, *Staying Healthy* (page 55). Tell them to read the paragraph and answer the two questions. Suggested answers are on page 57.
10. **Writing Activity**—On lined paper, have students write two sentences about what a visit to a doctor long ago was like and two sentences about what a visit to a doctor today is like.
11. Ask students the following **Social Studies Questions**:
 - Do you think that people in the past knew as much about staying healthy as people today know? Why, or why not?
12. **Reading Activity**—Gather the students in a circle. Using their readers for reference, discuss the following questions:
 - Who are doctors?
 - What do doctors do?
 - How does someone become a doctor?
 - How can you help your doctor?
13. A short posttest, *Doctors Then and Now Quiz* (page 56), is provided to assess student learning from the reader. *Staying Healthy* (page 55) may be used for comprehension assessment as well.
14. Reassemble the class to complete the **Concluding Activity** on page 47.

Name _____

The House Call

Directions: Look at the picture and answer the following questions.



Source: The Library of Congress

1. How is this doctor dressed differently than doctors today?

2. Why do you think the doctor is at the child's house?

Name _____

Doctors Then and Now Quiz

Directions: Read the following questions and circle the correct answers.

1. What does a person need to do to become a doctor?
 - a. A person must prove that he or she likes children.
 - b. A person must go to medical school.
 - c. A person must like to give people shots.
 - d. The person must be a man.

2. What is a stethoscope used for?
 - a. A stethoscope is used to look in the ears.
 - b. A stethoscope is used to take a temperature.
 - c. A stethoscope is used to listen to the heart.
 - d. A stethoscope is used to play music.

3. What does a surgeon do?
 - a. A surgeon operates on people.
 - b. A surgeon takes care of children.
 - c. A surgeon rides on a horse.
 - d. A surgeon studies germs.

4. Read the following sentence and choose the best word to fill the blank.

Doctors help us stay _____.

- a. awake
- b. young
- c. healthy
- d. together



- ◆ This doctor lets his patient use his stethoscope.

What Makes a Good Doctor?

What does it take to be a good doctor? Doctors need to be hard workers. They work very long hours. Sometimes they work whole days without stopping.

A doctor can be a man or a woman. Doctors spend a lot of time with people. So, they need to be kind and

caring. This is called having a good **bedside manner**. Doctors also need to be able to make big decisions (dih-SIZ-uhns). And, they need to make these decisions quickly.

Important Promises

All doctors have to take an **oath**. It is called the Hippocratic Oath (huh-puh-KRA-tik ohth). It is named after a doctor. He lived in 400 B.C. The doctors promise not to hurt anyone on purpose. They promise to be kind to their patients. And, they promise to do what they can to help people.



Elizabeth Blackwell

Ms. Doctor

Elizabeth Blackwell wanted to be a doctor. At that time, there were no female doctors. People laughed at her for wanting to be a doctor. It took her a long time to get into medical school. But, finally she did. She was the first woman to become a doctor.

- ◆ X-rays help doctors treat patients.

