Lesson 4  (Student Book pages 27–34)

Analyzing Interactions in a Text

**LESSON OBJECTIVES**

- Identify relationships between individuals, events, and ideas in informational text.
- Analyze how interactions between individuals, events, and ideas influence other events and ideas.

**THE LEARNING PROGRESSION**

- **Grade 6:** MS CCRS RI.6.3 requires students to analyze how an author develops and elaborates upon a key individual, event, or idea.
- **Grade 7:** MS CCRS RI.7.3 requires students to combine what they have learned in prior grades to analyze how different factors in informational text interact with one another and influence other individuals, events, and ideas.
- **Grade 8:** MS CCRS RI.8.3 asks students to continue to study the relationships between and among key elements, analyzing how an author makes connections and distinctions between them.

**PREREQUISITE SKILLS**

- Identify ideas, individuals, and events in an informational text.
- Explain how two or more individuals, events, or ideas within a text are connected.
- Determine how an author introduces, illustrates, and elaborates upon a key individual, event, or idea in an informational text.

**TAP STUDENTS’ PRIOR KNOWLEDGE**

- Tell students they will work on a lesson about analyzing the interactions between individuals, events, and ideas to figure out how they influence one another. Ask students what *influence* means. (*to have an effect on a person or the course of events*)
- Review cause-and-effect relationships. *(A cause makes something happen. An effect is what happens as a result.)* Then present students with a simple example: “Jake failed the test because he didn’t study.” Discuss how the two events are related: What happened? *(Jake failed the test.)* What caused Jake to fail? *(He didn’t study.)* Point out that the word *because* helps to signal this relationship.
- Remind students that one factor or set of factors may cause one or more effects. Share an example from your own life, such as, “I forgot to charge my cell phone, so it wouldn’t work. Then, when I got a flat tire, I couldn’t call a service station or let the principal know I’d be late.” Discuss the relationship between the single cause and the many effects. Have volunteers share instances from their own lives.
- Point out that paying attention to relationships among factors in informational texts can help students figure out how different individuals, events, and ideas influence and interact with one another.

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**Ready Teacher Toolbox**

<table>
<thead>
<tr>
<th>Prerequisite Skills</th>
<th>RI.7.3</th>
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<tbody>
<tr>
<td><strong>Ready Lessons</strong></td>
<td>✓</td>
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<tr>
<td><strong>Tools for Instruction</strong></td>
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<tr>
<td><strong>Interactive Tutorials</strong></td>
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**MS CCRS Focus**

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).

**ADDITIONAL STANDARDS:** RI.7.1, RI.7.2, RI.7.4, RI.7.7; L.7.2a, L.7.4a, L.7.4b; W.7.1, W.7.1b, W.7.7; SL.7.1, SL.7.4, SL.7.6

(See page A35 for full text.)
AT A GLANCE

Through a cartoon, students are introduced to the concept of interactions between individuals, ideas, and events. Students learn that paying attention to relationships between the different factors presented in a text can help them figure out complex interactions.

STEP BY STEP

- Together, read the paragraph about how a combination of factors often influence an inventor. Then direct students to study the cartoon to identify factors that influenced Urg, the inventor.
- Point out that the chart shows how the factors influence one another. Have students complete the chart by adding Urg’s response. Then discuss how Ogg’s wish for a comfy place to sit influenced Urg. It gave her an idea that inspired her to invent the chair. Explain that, unlike Urg, most inventors have been influenced by many factors over time.
- Then read and discuss the next paragraph about factors influencing the Wright brothers. Have students brainstorm some factors that might have interacted to produce the airplane. (Examples might include earlier ideas and experiments related to hot-air balloons and gliders; observations about birds in flight; inventions such as gas-powered engines; the brothers’ experiences at their bike shop.)
- Note that, most likely, the Wright brothers were inspired by the interactions of a combination of factors at different points in their lives. Stress that such interactions can often be quite complex.
- Ask students to share real-life situations when ideas or events influenced their responses. Then discuss how analyzing interactions in a text can help students understand why people respond as they do and what happens as a result.

Genre Focus

Informational Texts: Biography

Tell students that in this lesson they will read a biography. Explain that a biography is an account of events in the life of a real person that has been written by someone else. Biographies usually share the following characteristics:

- They include facts, anecdotes, and details about all or part of the person’s life story.
- They may tell about the life of an ordinary person or a famous person who achieved great things.

- They may focus on important experiences in a person’s life to reveal more about his or her personality, thoughts, opinions, and motivations.

Based on these characteristics, ask students to describe biographies they have read, including the name of the person being featured and what might be learned from his or her experiences. Students may mention books about famous people in history, science, the arts, or sports.

Explain that “Extraordinary People: Tim Berners-Lee,” the last text in this lesson, is a biography about the inventor of the World Wide Web.
Lesson 4
Part 2: Modeled Instruction

AT A GLANCE

Students read a historical account about Eadweard Muybridge. They identify an idea that caused Muybridge to photograph a racehorse in action.

STEP BY STEP

• Invite volunteers to tell what they learned on the previous page about identifying the interactions between individuals, events, and ideas.
• Tell students that in this lesson they will continue identifying such interactions in informational texts.
• Read aloud “Flying Horses.”
• Read the question: “What people, events, and ideas led to Muybridge’s plan to photograph a horse?” Then tell students you will use a Think Aloud to demonstrate a way of answering the question.

Think Aloud: While reading, I looked for people, events, and ideas and thought about their interactions.

Think Aloud: For example, paragraph 1 states that people wondered for many years whether all four of a horse’s hooves ever came off the ground at the same time. Paragraph 2 states that Stanford wanted to know if this was true, so he hired Muybridge to photograph the movements of his horse.

Think Aloud: So, here are the interactions I’m seeing. The idea of whether horses can “fly” led to Stanford hiring Muybridge. Muybridge, in turn, planned to use his knowledge of cameras to investigate this idea.

• Direct students to the chart. Review that visualizing interactions between factors can help students make connections. Have students write the idea in the chart. Then discuss how the factors are related.

Think Aloud: The chart helps me see how individuals, events, and ideas interact with one another. The question of whether horses can fly drives events. Stanford asks Muybridge to photograph his horse because he wants to answer this question.

• Have students respond to the question at the bottom of the page. Invite volunteers to share their answers. (Sample response: The question of whether horses “fly” is what leads to subsequent events. Stanford asks Muybridge to photograph his horse because he wants to answer the question. This event causes Muybridge to figure out a plan to capture a horse’s movements.)

Tier Two Vocabulary: Indicate

• Point out the word indicate in paragraph 1, line 4. Ask students to tell what indicate means in this sentence. (to show, to point to) Guide them to identify context clues that helped them figure out this meaning. (If someone could prove” and “the answer . . . yes, in a sense”)
• Ask how the word indicate functions as a part of speech in this sentence. (as a verb) Write indication, and point out the suffix -ion. Have students describe how the suffix affects the meaning of the base word. (-ion means “act or process,” so it changes indicate from a verb to a noun meaning “the act of showing or pointing to.”)
• As time permits, explain that indicate comes from a Latin root meaning “to show, to point the way.” Discuss other words related to this root: index (forefinger), indicative, indicator. (RI.7.4; L.7.4a, L.7.4b)
Students continue reading about Eadweard Muybridge. They answer a multiple-choice question and analyze how his actions influenced the public's thinking.

**STEP BY STEP**

- Tell students they will continue reading the account of Eadweard Muybridge.
- Close Reading helps students find a sentence that describes the images in Muybridge's photographs. The Hint will help them recognize how Muybridge's images offered proof about a horse's movements.
- Have students read the account and underline the sentence that explains what the photographs showed, as directed by the Close Reading. Then discuss how the high-speed photographs captured different images as the horse trotted, including proof that all its hooves left the ground. If necessary, ask: “How would high-speed photos of a horse be almost as useful as the slow-motion replays shown on TV?”
- Ask students to complete the page. Then discuss the Answer Analysis below and students’ written responses. Also discuss how Muybridge’s knowledge of photography influenced other events and ideas.

**ANSWER ANALYSIS**

**Choice A** is incorrect. It states what Muybridge set out to explore.

**Choice B** is incorrect. It describes Muybridge’s plan, not the results of his efforts.

**Choice C** is correct. It describes the proof Muybridge got from his high-speed photographs of the horse. These results then influenced how the world thought about horses, motion, and photography.

**Choice D** is incorrect. It describes what happened as a result of Muybridge’s success with his photographs.

**ERROR ALERT:** Students who did not choose C may have misunderstood the question. Point out that all choices are sentences from the text. The question asks which one best describes how Muybridge’s photos provided proof about how a horse lifts its hooves as it trots. Have students eliminate choices that do not describe how a horse moves.

**Close Reading**

How did Muybridge's ideas about photography and cameras help him figure out how horses moved? Underline the sentence that explains what his high-speed photographs revealed.

**Hint**

Which answer choice best describes the images caught by the cameras?

Circle the correct answer.

Which sentence from the text best explains why the evidence provided by Muybridge changed the public’s thinking about horses?

A. “Stanford wanted to know if all four hooves of a trotting horse actually leave the ground, even for an instant.”

B. “Muybridge set up a series of cameras in a line down the side of a horse track.”

C. “The photographs showed clearly that a trotting horse had all four hooves off the ground at the same time.”

D. “His successful camera techniques led him to photograph other animal movements too fast for people to see.”

**Show Your Thinking**

Explain why the answer you chose illustrates the effect that Muybridge’s photographs had on people’s ideas about horses.

**Tier Two Vocabulary: Activated**

- Direct students to the word activated in the fourth line. Work with them to determine that in this context it means “to set into motion.”
- Ask students to think of other words that are synonyms for activated.
  - (started, set off, triggered)
- Have students suggest sentences in which activated is used in a similar context.
  - (The outdoor lights are activated by a motion sensor. The television is activated by remote control. My cell phone is activated by pressing a button.)

(RI.7.4; L.7.4a)
### AT A GLANCE

Students twice read a historical account about Eli Whitney. After the first reading, you will ask three questions to check students’ comprehension.

### STEP BY STEP

- Have students read the account silently without referring to the Study Buddy or Close Reading text.
- After the first reading, ask the following questions to ensure students’ comprehension of the text:
  - What is this account mostly about? *(It is about a man named Eli Whitney. He invented the cotton gin, a machine that revolutionized cotton production in the South in the late 1700s.)*
  - What are cotton bolls? *(Cotton bolls are the soft, fluffy part of the cotton plant that grows around the seeds.)*
  - How did the cotton gin contribute to the development of the cotton industry in the South? *(It automated the process of removing the seeds. This allowed more cotton to be processed in less time, making cotton production profitable.)*
- Ask students to reread paragraph 1 and then look at the Study Buddy think aloud. What does the Study Buddy help them think about?
  - Tip: The Study Buddy reminds students to figure out how the mechanization of spinning and weaving in England affected Eli Whitney.
- Have students read the rest of the account. Tell them to follow the directions in the Close Reading.
  - Tip: Point out that the details identified in the Close Reading focus on the interactions among important events and ideas in the text. Students should recognize the connection between a greater demand for cotton and the way the cotton gin made it easier to supply. This invention was largely responsible for the growth of the cotton industry in the South.
- Finally, have students answer the questions on page 31. Use the Answer Analysis to discuss correct and incorrect responses.

### ELL Support: Multiple-Meaning Words

- Explain that some words have more than one meaning. These are called multiple-meaning words. As an example, work with students to come up with a common meaning for the word hungry. *(needing food)*
- Next, point out the word hungry in the first sentence. Have students tell what England is hungry for. *(cotton)* What is cotton? *(a fluffy material used to produce thread and fabric)* Ask students to use these context clues to help them determine the meaning of hungry in this sentence. *(“having a strong desire or need for”)*
- Help students develop sentences using each meaning of the word hungry.
- Repeat with the multiple-meaning word teeth in paragraph 4. *(RI.7.4; L.7.4a)*
Part 4: Guided Practice

STEP BY STEP

• Have students read questions 1–3, using the Hints to help them answer those questions.

Tip: If students have trouble answering question 3, have them reread paragraph 5 and refer to the text they underlined in the Close Reading. Ask students to identify changes that resulted from the invention of the cotton gin.

• Discuss with students the Answer Analysis below.

ANSWER ANALYSIS

1 The correct choice is C. It explains why growing cotton was not profitable. Choices A and B are incorrect. Each refers to a different aspect of cloth-making, not to growing cotton. Choice D is incorrect. It describes how the cotton gin provided a solution, which allowed growers to make a profit.

2 The correct answer is D. It tells what happened as a result of Whitney’s invention. Choice A tells something readers might infer, but the text says nothing about profits Whitney made. Choice B is incorrect; the account does not address the effect of the cotton gin on the lives of the workers. Choice C is incorrect. The increase in cotton production resulting from Whitney’s invention had no direct impact on the use of the spinning wheel.

3 Sample response: The mechanization of cloth-making in England led to a growing demand for cotton. After Whitney’s invention overcame the problem of separating seeds from the fiber, growers could meet the demand for raw cotton and make a profit. These new opportunities for profit influenced others to get into the business of growing cotton and producing textiles. As a result, cotton plantations grew and textile mills were built, which changed life in the South.

RETEACHING

Use a chart to verify the answer to question 1. Draw the chart below and work with students to fill in the boxes. Sample responses are provided.

<table>
<thead>
<tr>
<th>Idea</th>
<th>Individual</th>
<th>Response</th>
</tr>
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<tbody>
<tr>
<td>Removing seeds from cotton bolls was a problem.</td>
<td>Eli Whitney</td>
<td>Whitney was inspired to invent the cotton gin.</td>
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</table>

Hints

Which choice explains the problem that the cotton gin was invented to overcome?

1. In America in 1792, growing cotton was not profitable. Which sentence from the text describes the problem as Eli Whitney understood it?
   A. “. . . women and girls of the family generally did the spinning and weaving.”
   B. “. . . the process became mechanized, and new textile mills opened to meet the growing demand for cotton cloth.”
   C. “. . . the cotton bolls contained numerous small seeds that were difficult and time-consuming to remove by hand.”
   D. “. . . a single machine was capable of cleaning and processing up to fifty pounds of raw cotton daily.”

Which choice shows the effect that the cotton gin had on history?

2. Based on evidence from the text, which statement best describes how the invention of the cotton gin influenced later events?
   A. Eli Whitney made huge profits from the sale of cotton gins and became famous.
   B. The easy removal of cotton seeds from cotton made life better for the workers.
   C. Spinning wheels were no longer used due to the increase in cotton production.
   D. The cotton gin led to the growth of cotton plantations and the textile industry.

How did Eli Whitney’s cotton gin change people’s ideas about growing cotton? What other changes came about as a result of the invention of the cotton gin?

3. The passage tells how the mechanization of cloth-making in England led to changes in America. Explain how the interactions between people, events, and ideas gave rise to a new industry in the South. Support your answer with at least two details from the text.

Integrating Standards

Use these questions to further students’ understanding of “Eli Whitney and the Cotton Gin.”

1. Explain why the new textile mills created a demand for cotton. Cite text evidence. (RI.7.1)

   The text states that “. . . mechanization of the cloth-making process meant a greater demand for cotton.” This means that the machines in textile mills spun cotton thread and wove cloth at a much faster rate. As a result, the mills needed more and more raw cotton to feed the process.

2. Summarize why Whitney’s cotton gin made growing cotton profitable. (RI.7.2; W.7.4)

   Sample response: Cotton grew well in the South, but it was not a good cash crop because removing seeds by hand took large amounts of time and effort. Whitney’s cotton gin gave growers the means to process raw cotton much faster so they could sell more cotton and make a profit.
### AT A GLANCE

Students independently read a longer biography and answer questions in a format that provides test practice.

### STEP BY STEP

- Tell students to use what they have learned about reading carefully and analyzing interactions between individuals, events, and ideas in a text to read the biography on pages 32 and 33.
- Remind students to underline or circle important points in the text.
- Tell students to answer the questions on pages 33 and 34.
- When students have finished, use the Answer Analysis to discuss correct responses and the reasons for them.

## EXTRAORDINARY PEOPLE: TIM BERNERS-LEE

from HowStuffWorks online

1. Most people know that Thomas Edison invented the light bulb and that Alexander Graham Bell invented the telephone. But have you ever heard of Tim Berners-Lee?

2. Probably not, yet the work of Berners-Lee, the inventor of the World Wide Web, may have the most profound impact of all. Why is his name unknown to most of the world? The answer lies in the type of life he has chosen to lead and the role he has chosen to play in helping to guide this emerging technology.

3. If you were in a time machine and could travel back to 1960s London, you might find young Tim Berners-Lee busily constructing make-believe computers out of cardboard boxes or playing mathematical games with his parents at their kitchen table. Tim is fascinated by the world around him. His natural curiosity attracts him to a dusty Victorian-era encyclopedia he finds in his house; it mysterious title, *Enquire Upon Everything*, will stay with him for years to come.

4. Fast-forward to 2001. Over 250 million people are using the Internet, a system virtually unheard of 10 years earlier, and Tim Berners-Lee is largely responsible. How could one person make it all happen?

5. For some clues, let’s go back to Tim’s early adulthood. Tim was especially interested in two things—computers and how the human brain organizes and links information. He wondered how the mind could almost randomly connect so many different facts. For instance, how can a song or a scent mentally link or even transport someone to another time and place? Tim was so fascinated by computers that, before graduating from the University of Oxford, he built his very first one from a kit using a television and an early microprocessor.

6. In 1980, after graduating with a degree in physics, Tim went to work as a software engineer for an organization in Geneva, Switzerland. His job required a lot of research. He communicated with people all over the world and he was constantly answering the same questions over and over. He was frustrated by how poorly his mind could remember all of the reports and data he needed. He wished there were a way other people could simply access his data and he could access theirs via computer no matter where they were located.

7. Tim wrote a software program to help him keep track of important documents and, using a series of links (hypertext), he connected them together much like an index does in a book. He named the program *Enquire* after the book he loved as a child. In its original form, *Enquire* was capable of storing information and connecting documents electronically, but it could only access information on a single computer.

8. In 1989, Tim took a giant step towards his vision of a global system where documents could be linked via hypertext to the Internet, allowing people worldwide to easily share and link information. After much thought, he called his project the *World Wide Web*. Many people thought that connecting documents stored in individual computers around the world was impossible.

9. And even if it were possible, few of his fellow scientists thought it would ever become popular.

10. Tim was not discouraged. Working with a few colleagues who supported his vision, he developed the four critical foundations of the Web: The language for coding documents (HTML), the hypertext system for linking documents (HTTP), the system for locating documents on the Web (URL), and the first graphical user interface (Internet browser). In 1991, the Web was launched and almost immediately, the Internet took off.

11. Although he has had many opportunities to do so, Tim has not profited from his creation. He works for a non-profit organization located at M.I.T., a leading engineering university. Married with two children, Tim leads a good life, one that is full of professional challenges. He is pleased with the road he chose to follow. Today, he helps set standards and guides the Web’s future, so he can be assured that it will remain open to all and not be splintered into many parts or dominated by one corporation. However, like Einstein, who was concerned with his role in the development of nuclear power, Tim believes that technology can be used for good or for evil. “At the end of the day,” Tim says, “it is up to us how we actually react, and how we teach our children, and the values we instill.” To this day, Tim Berners-Lee works hard to see that the technology he invented remains accessible to all people around the globe. That, rather than instant wealth, is his reward.

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### ANSWER ANALYSIS

1a **Choice D is correct.** It was this frustration that led Tim to imagine a system where people could instantly access data. Choices A, B, and C tell of experiences in his early adulthood, but none illustrate the need for the World Wide Web.

1b **Choice C is correct.** Because he couldn’t remember data, Tim wished for a system that later became the Web. Choices A and B are incorrect. Although they show Tim’s interest in computers, they do not support the idea that his frustration led to the idea for the Web. Choice D describes one step he took toward creating the Web but does not support the idea that his frustration led to the idea for the Web. *(DOK 2)*

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### Theme Connection

- **How do all the texts in this lesson relate to the theme of inventors and inventions?**
- **Tell how one of the inventions you read about influences your life.**
2 Choice B is correct. Tim's idea of a system in which information could be exchanged inspired him to develop the Web. Choice A is incorrect because the opposite is true. Choice C is incorrect. Tim did not build a microprocessor; he used one to build his first computer. The text does not support choice D. (DOK 2)

3 Sample response: As a child, Tim Berners-Lee loved math, made make-believe computers, and had a "natural curiosity" about the world around him. He found a Victorian encyclopedia with the title *Enquire Within Upon Everything*, which became his motto for the rest of his life. These childhood interests led him to the field of physics and into a career in computer programming. His love of computers and his tireless quest for knowledge led him to invent the World Wide Web. (DOK 3)

4 Sample response: The sentences reflect Tim Berners-Lee's fascination with creating a program that organizes and connects different bits of information in a way similar to how the brain functions. This led him to write the Enquire software program in which hypertext connects documents together "much like an index does in a book." But his curiosity about how the mind connects random facts and has the ability to "transport someone to another time or place" led him to write computer programming that recreated his ideas about the workings of the human mind. (DOK 3)

Integrating Standards

Use these questions and tasks as opportunities to interact with “Extraordinary People: Tim Berners-Lee.”

1 How did people react to Tim's idea of the World Wide Web at first? Cite text evidence. (RI.7.1)
   Many people originally thought that “connecting documents stored in individual computers around the world was impossible.”

2 Cite two details supporting the idea that Tim is more interested in how his invention can help people than he is in fame or wealth. (RI.7.2)
   “Although he has had many opportunities to do so, Tim has not profited from his creation. . . .” “Today, he helps set standards and guides the Web’s future, so he can be assured that it will remain open to all. . . .”

3 Paragraph 11 says Tim wants to make sure the Web will “not be splintered into many parts.” What does splintered mean here? (RI.7.4; L.7.4a)
   Used as a verb, splinter means, “to split or break,” so splintered means “broken.” Tim does not want the Web to be broken apart into many pieces.

4 The author compares the work of Tim Berners-Lee with that of Thomas Edison and Alexander Graham Bell, claiming that the work of Berners-Lee may have the most profound impact of all. Write a paragraph to agree or disagree with this claim. (W.7.1)
   Student paragraphs will vary. Remind them to support their claims with logical reasoning and to include text evidence.

5 Discuss in small groups: Based on what you’ve read, what inferences can you draw about the kind of person Tim Berners-Lee is? (RI.7.1; SL.7.1)
   Discussions will vary. Students might mention characteristics such as brilliant, creative, hard-working, and unassuming.
**Writing Activities**

**Argumentative Essay (W.7.1, W.7.1b)**
- Have students review “Flying Horses,” “Eli Whitney and the Cotton Gin,” and “Extraordinary People: Tim Berners-Lee.” Then discuss how each of the inventions described influenced people, events, and ideas. Finally, ask students to decide which invention has altered lives and changed history the most.
- Challenge students to write an argument that states their opinion. Remind them to explain their claims clearly and to provide reasons and relevant evidence as support. Allow time for students to share their work.

**Separate Coordinate Adjectives (L.7.2a)**
- Direct students to this sentence on page 28: “Intelligent, well-educated people were still asking this question at the end of the nineteenth century.”
- Write the sentence on the board, and underline the adjectives intelligent and well-educated. Explain that these are coordinate adjectives—they modify a noun equally and separately. That means their order can be reversed and the word and can be inserted between them. Circle the comma, and tell students that coordinate adjectives are separated with a comma.
- Have students write a sentence that includes two coordinate adjectives and uses appropriate punctuation.

**LISTENING ACTIVITY (SL.7.4, SL.7.6)**

**Listen Closely/Conduct an Interview**
- Have partners use the information in “Extraordinary People: Tim Berners-Lee” to conduct an interview for a television broadcast.
- Have partners take turns being the interviewer and the interviewee, Tim Berners-Lee.
- Students must listen carefully to each other as they ask and answer questions. Encourage them to be creative while basing their discussion on information in the biography they read.

**DISCUSSION ACTIVITY (SL.7.1)**

**Talk in a Group/Compare Biographies**
- Review characteristics of biographies.
- Have students form small groups to discuss the biographical aspects of the accounts they read in this lesson as well as others they’ve read. Use these prompts: How are the biographical aspects alike and different? What can you learn by reading biographies? Which ones inspire you?
- Appoint one member of each group to take notes. Allow 10 to 15 minutes for the discussion. Then have each group share its results with the class.

**MEDIA ACTIVITY (RI.7.7)**

**Be Creative/Make a Flipbook**
- Review “Flying Horses,” and remind students how Muybridge’s succession of high-speed photos captured the movements of a trotting horse.
- Then invite students to create flipbooks to demonstrate motion using a similar principle. If needed, students can find videos online providing instructions and tips to create a flipbook.
- Allow time for students to exchange their flipbooks with classmates.

**RESEARCH ACTIVITY (W.7.7; SL.7.4)**

**Research and Present/Give a Presentation**
- Have students use the information in this lesson as a springboard to plan an oral presentation about the Wright brothers or another inventor.
- Ask students to use print and digital sources to research details to include, such as biographical facts, information about the invention and factors that influenced its creation, and the changes that resulted from its existence.
- Suggest that students make their presentations by speaking as if they themselves were the inventor.