



**TEXAS PERFORMANCE STANDARDS PROJECT**  
Grade 4 English Language Arts Unit  
*The Gift of Age*

This guide links the *The Gift of Age* unit to the Texas Essential Knowledge and Skills (TEKS) for fourth graders. *The Gift of Age* is an English language arts unit that allows students to explore the reality of the process of aging through the use of research and interviewing methods. Though an English language arts unit, *The Gift of Age* also leads students to practice skills in the other subject areas of science, mathematics, and social studies. For example, students use deductive reasoning and logic, which the Mathematics TEKS cover; critical-thinking skills, which the Science TEKS cover; and writing and research skills, which the Social Studies TEKS cover. The following document includes the applicable TEKS and the details of *The Gift of Age*. The asterisks indicate that those TEKS are testable on the Texas Assessment of Knowledge and Skills (TAKS). The final section of this document presents the applicable Texas College Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

**Texas Essential Knowledge and Skills**

This unit may address the following TEKS:

English Language Arts:

- 4.1 Reads grade-level text with fluency and comprehension
- 4.2 Understands new vocabulary and uses it when reading and writing
- 4.3 Analyzes, makes inferences, and draws conclusions about theme and genre in different cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding
- 4.6 Understands, makes inferences, and draws conclusions about the structure and elements of fiction and provides evidence from text to support their understanding
- 4.7 Understands, makes inferences, and draws conclusions about the varied structural patterns and features of literary nonfiction and provides evidence from text to support their understanding
- 4.9 Reads independently for sustained periods of time and produces evidence of their reading
- 4.10 Analyzes, makes inferences, and draws conclusions about the author's purpose in cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding
- 4.11 Analyzes, makes inferences, and draws conclusions about expository text and provide evidence from text to support their understanding
- 4.14 Uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning

- 4.15 Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text
- 4.16 Writes literary texts to express their ideas and feelings about real or imagined people, events, and ideas
- 4.18 Writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes
- 4.20 Understands the function of and uses the conventions of academic language when speaking and writing
- 4.21 Writes legibly and uses appropriate capitalization and punctuation conventions in their compositions
- 4.22 Spells correctly
- 4.23 Asks open-ended research questions and develops a plan for answering them
- 4.24 Determines, locates, and explores the full range of relevant sources addressing a research question and systematically record the information they gather
- 4.25 Clarifies research questions and evaluates and synthesizes collected information
- 4.26 Organizes and presents their ideas and information according to the purpose of the research and their audience
- 4.27 Uses comprehension skills to listen attentively to others in formal and informal settings
- 4.28 Speaks clearly and to the point, using the conventions of language
- 4.29 Works productively with others in teams

Mathematics:

- 4.13 Solves problems by collecting, organizing, displaying, and interpreting sets of data\* (Testable on the Grade 4 Mathematics TAKS, Objective 5)
- 4.14 Solves problems connected to everyday experiences and activities in and outside of school\* (Testable on the Grade 4 Mathematics TAKS, Objective 6)
- 4.15 Communicates about mathematics using informal language\* (Testable on the Grade 4 Mathematics TAKS, Objective 6)
- 4.16 Uses logical reasoning to make sense of his or her world
- 5.5 Makes generalizations based on observed patterns and relationships\* (Testable on the Grade 5 Mathematics TAKS, Objective 2)
- 5.13 Solves problems by collecting, organizing, displaying, and interpreting sets of data\* (Testable on the Grade 5 Mathematics TAKS, Objective 5)

Science:

- 4.2 Uses scientific inquiry methods during field and laboratory investigations\* (Testable on the Grade 4 Science TAKS, Objective 1)
- 4.3 Uses critical thinking and scientific problem solving to make informed decisions\* (Testable on the Grade 4 Science TAKS, Objective 1)
- 4.10 Knows that certain past events affect present and future events\* (Testable on the Grade 4 Science TAKS, Objective 4)
- 5.3 Uses critical thinking and scientific problem solving to make informed decisions

Social Studies:

- 4.5 Understands important issues, events, and individuals of the 20<sup>th</sup> century in Texas
- 4.9 Understands how people adapt to and modify their environment
- 4.13 Understands patterns of work and economic activities in Texas
- 4.20 Understands the contributions of people of various racial, ethnic, and religious groups to Texas
- 4.22 Applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology

- 4.23 Communicates in written, oral, and visual forms
- 4.24 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings
- 5.5 Understands important issues, events, and individuals of the 20<sup>th</sup> century in the United States

### **Description of Unit**

This project generates an understanding of elderly persons in our communities. It promotes mutual understanding among young and old individuals as they interact to learn more about themselves and others.

### **Goals**

Students will meet these goals in their explorations:

- Gain an awareness of the similarities and differences between generations
- Use research methods to investigate various historical periods and analyze the events of those periods
- Become familiar with resources within the community—local libraries; the historical society; museums; town hall; and archival resources, such as back issues of local newspapers and city directories—and what these resources offer
- Read a variety of genres to acquire information and understanding of past events
- Identify issues and problems related to an aging society
- Produce innovative products that reflect their findings

### **Phase I. Learning Experiences**

1. To introduce the unit, read *Wilfred Gordon McDonald Partridge* to the class. Ask the students to explain how the different objects in the story evoke memories for Wilfred. As a small group or individually, students choose one or more objects or pictures of objects that remind them of old age and write a poem, short story, or an essay. (See Attachment #1—Objects and Ideas.)
2. As a large group, discuss common terms used to describe older people using the procedures on Attachment #2—What Do You Call Older People? In small groups or individually, students write five statements on Attachment #3—What Do You Call Older People?
3. Using the topic of aging, students read selections from various genres, including historical fiction, nonfiction, biography, narrative, journals, or picture books, to develop a knowledge base for the topic of aging. Also, students should view a movie and listen to a song with a theme of aging. (See Attachment #4—Reading, Listening, and Viewing—for some sample sources. Please add others.) These activities may occur in whole class, small group, or individual configurations.
  - How do younger and older characters see the challenges and rewards of aging? Students complete the graphic organizer to demonstrate their understanding from the assigned reading. (See Attachment #5—Comparing and Contrasting Points of View.)
  - What are the similarities and differences among the representations of aging in the readings, song, and movie? Students complete the Venn diagram to illustrate similarities and differences among them. (See Attachment #6—Similarities and Differences.)
4. Using the handout as a reference, conduct a class discussion focused on the stereotypes listed. (See Attachment #7—Stereotypes.)
5. As each student reads magazines and newspapers and watches television shows and movies, he/she keeps a log of issues related to the elderly and collects news clippings related to the

elderly. The movies listed in Attachment #4 are suggestions only. The movies should not be viewed in their entirety; selected clips should be used. Ask students:

- What types of media get your attention?
- What are different perspectives on aging that are represented in the media?
- What motivates you to want to get involved with elderly persons?

Individually or in small groups, students complete the diagram on Attachment #8—

Representations—relating concepts in the media to those they previously read, listened to, and viewed to summarize the representations in each.

6. Invite a resource person (e.g., someone from a local council on aging, a nurse or a doctor who specializes in geriatrics, a nursing home administrator) to speak to the class about physiological aspects of aging. Prior to the lecture, groups work to develop questions to ask the resource person related to issues, such as mental health concerns of aging, needs of aging adults, and physical aspects of aging. Questions might include the following:

- What dilemmas or challenges does the resource person face in the care of the aging?
- How does he/she combat bias, prejudice, or discrimination?
- How have attitudes toward and care for the aging changed over time?
- What are trends in the care of the elderly who are no longer able to care for themselves?
- What areas related to aging are currently being researched?

7. *The Gift of Age* stresses the importance of community involvement. Based on what they have learned about aging, the class designs a community service project. Each student should develop a reflective commentary on the community service project and what it meant to him/her. The commentary can be in the form of a video, scrapbook, presentation, or written reflection. Internet resources on community service projects:

[http://www.urbanext.uiuc.edu/commservice/fact\\_sheet.html](http://www.urbanext.uiuc.edu/commservice/fact_sheet.html)

[http://www.servicelearning.org/resources/starter\\_kits/k-12\\_starter\\_kit/index.php](http://www.servicelearning.org/resources/starter_kits/k-12_starter_kit/index.php)

## **Phase II. Independent Research (Option A—Aging in Our Community)**

### **A. Research process**

1. Selecting a topic. Identify a need, or needs, in the community related to the aging population. Examples include the need for recreational activities for senior citizens, health care needs, independent living resources, etc.
2. Asking guiding questions. Once students have selected a topic, each student should think of three to five guiding questions, such as:
  - What has been done in the past to address this need in our community?
  - What are other communities doing to address this problem?
  - What can we do?

While these examples are general, the student's questions should be specific to the chosen topic. The questions should lead him/her to form individual research-based opinions. The student should also develop a hypothesis or some possible answers to the questions.

3. Creating a research proposal. Students should identify their topic, guiding questions, and possible resources.
4. Conducting the research. After the teacher has approved student proposals, each student begins using the resources he/she has identified and others he/she may encounter. During

this stage, the student will need to keep a log, note cards, and/or resource process sheets for all the sources he/she uses and what he/she learns from each one.

**B. The product**

Each student will write a letter to an appropriate person in the community or an article for publication (to a school newspaper, community newspaper through a letter to the editor, youth magazine, or an online journal) on the aging issue investigated. The letter or article should clearly describe the problem, the student's proposed solution, and what makes the solution viable. Each student should attach a list of references or works cited.

**C. Communication**

The student will present to the class what he/she has learned. The student should speak persuasively about the solution to his/her identified problem. The audience should be given time for questions and answers.

**Phase II. Independent Research (Option B—Our Community's History)**

**A. Research process**

1. Selecting a topic. Identify an aspect of the community's history to explore. Examples include local businesses, schools, transportation, entertainment, etc.
2. Asking guiding questions. Once students have selected a topic, each student should think of three to five guiding questions, such as:
  - What was life in our community like during that time period (1940's, 1970's, etc.)?
  - What challenges did people face in the community during that time?
  - What did people in the community do for recreation during that time period?

While these examples are general, the student's questions should be specific to the chosen topic. The questions should lead him/her to form individual research-based opinions. The student should also develop a hypothesis or some possible answers to the questions.

3. Creating a research proposal. Each student should identify his/her topic, guiding questions, and possible resources.
4. Conducting the research. After the teacher has approved student proposals, the student begins using the resources he/she has identified and others he/she may encounter. During this stage, the student will need to keep a log, note cards, and/or resource process sheets for all the sources he/she uses and what he/she learns from each one. Research should include:
  - Historical documents that describe community life in the past.
  - Oral history interviews with an aging person in the community. (See Attachments #9 and #10—Suggested Interview Topics and Interview Questions & Answers.)

Internet Resource: Institute of Texan Culture, Education  
<http://www.texancultures.utsa.edu/education/index.htm>

**B. The product**

Each student will develop a written or visual product, such as an essay, scrapbook, biography, photograph album, bio poem, a timeline of historical events as they apply to their interviewee's life, fashions and fads of the person's lifetime, or a museum exhibit. The student should attach a list of references or works cited.

**C. Communication**

Each student will present the product to the class, sharing key learning and insights gained. Other students should ask questions of the presenter.

**D. Submission**

- a. The cover sheet
- b. Research proposal
- c. Research log, note cards, and/or resource process sheets
- d. The product, including references or works cited
- e. A videotape or audiotape of the class presentation, including the Q&A session

**THECB College Readiness Standards**

This unit may address the following THECB College Readiness Standards:

English Language Arts:

- I.A.1 Determines effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience
- I.A.2 Generates ideas and gathers information relevant to the topic and purpose, keeping careful records of outside sources
- I.A.3 Evaluates relevance, quality, sufficiency, and depth of preliminary ideas and information, organizes material generated, and formulates thesis
- I.A.4 Recognizes the importance of revision as the key to effective writing
- I.A.5 Edits writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate
- II.A.1 Uses effective reading strategies to determine a written work's purpose and intended audience
- II.A.2 Uses text features and graphics to form an overview of informational texts and to determine where to locate information
- II.A.3 Identifies explicit and implicit textual information, including main ideas and author's purpose
- II.A.4 Draws and supports complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions
- II.A.5 Analyzes the presentation of information and the strength and quality of evidence used by the author and judge the coherence and logic of the presentation and the credibility of an argument
- II.A.7 Evaluates the use of both literal and figurative language to inform and shape the percepts of readers
- II.A.8 Compares and analyzes how generic features are used across texts
- II.A.10 Identifies and analyzes how an author's use of language appeals to the senses, creates imagery, and suggests mood
- II.A.11 Identifies, analyzes, and evaluates similarities and differences in how multiple texts present information, argue a position, or relate a theme
- II.B.1 Identifies new words and concepts acquired through study of their relationships to other words and concepts

- II.B.2 Applies knowledge of roots and affixes to infer the meanings of new words
- II.D.1 Describes insights gained about oneself, others, or the world from reading specific texts
- III.A.1 Understands how style and content of spoken language varies in different contexts and influences the listener’s understanding
- III.A.2 Adjusts presentation (delivery, vocabulary, length) to particular audiences and purposes
- III.B.1 Participates actively and effectively in one-on-one oral communication situations
- III.B.2 Participates actively and effectively in group discussions
- III.B.3 Plans and delivers focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning
- IV.A.1 Analyzes and evaluates the effectiveness of a public presentation
- IV.A.2 Interprets a speaker’s message; identifies the position taken and the evidence in support of that position
- IV.A.3 Uses a variety of strategies to enhance listening comprehension
- IV.B.1 Listens critically and responds appropriately to presentations
- IV.B.2 Listens actively and effectively in one-on-one communication situations
- IV.B.3 Listens actively and effectively in group discussions
- V.A.2 Explores a research topic
- V.A.3 Refines a research topic and devises a timeline for completing work
- V.B.1 Gathers relevant sources
- V.B.2 Evaluates the validity and reliability of sources
- V.B.3 Synthesizes and organizes information effectively
- V.B.4 Uses source material ethically
- V.C.1 Designs and presents an effective product

Mathematics:

- VI.B.2 Selects and applies appropriate visual representations of data
- VI.B.4 Describes patterns and departure from patterns in a set of data
- VIII.A.1 Analyzes given information
- VIII.B.1 Develops and evaluates convincing arguments
- VIII.B.2 Uses various types of reasoning
- VIII.C.3 Evaluates the problem solving process

Science:

- I.A.1 Utilizes skepticism, logic, and professional ethics in science
- I.C.1 Collaborates on joint projects
- III.C.1 Prepares and represents scientific/technical information in appropriate formats for various audiences
- III.D.1 Uses search engines, databases, and other digital electronic tools effectively to locate information
- III.D.2 Evaluates quality, accuracy, completeness, reliability, and currency of information from any source
- V.C.1 Recognizes patterns of change
- V.E.1 Uses models to make predictions

Social Studies:

- I.A.2 Analyzes the interaction between human communities and the environment
- I.A.3 Analyzes how physical and cultural processes have shaped human communities over time
- I.A.5 Analyzes how various cultural regions have changed over time
- I.B.2 Identifies and evaluates sources and patterns of change and continuity across time and place
- I.B.3 Analyzes causes and effects of major political, economic, and social changes in U.S. and world history

- I.E.1 Identifies different social groups and examine how they form and how and why they sustain themselves
- I.E.2 Defines the concept of socialization and analyzes the role socialization plays in human development and behavior
- I.E.3 Analyzes how social institutions function and meet the needs of society
- I.F.1 Uses a variety of research and analytical tools to explore questions or issues thoroughly and fairly
- II.B.4 Evaluates how major philosophical and intellectual concepts influence human behavior or identity
- II.B.5 Explains the concepts of socioeconomic status and stratification
- II.B.6 Analyzes how individual and group identities are established and change over time
- IV.A.1 Identifies and analyzes the main idea(s) and point(s) of view in sources
- IV.A.2 Situates an informational source in its appropriate contexts
- IV.A.3 Evaluates sources from multiple perspectives
- IV.A.4 Understands the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments
- IV.A.5 Reads narrative texts critically
- IV.A.6 Reads research data critically
- IV.B.1 Uses established research methodologies
- IV.B.3 Gathers, organizes, and displays the results of data and research
- IV.B.4 Identifies and collects sources
- IV.C.1 Understands/interprets presentations critically
- V.A.1 Uses appropriate oral communication techniques, depending on the context or nature of the interaction
- V.A.2 Uses conventions of standard written English
- V.B.1 Attributes ideas and information to source materials and authors

Cross-Disciplinary Standards:

- I.A.1 Engages in scholarly inquiry and dialogue
- I.A.2 Accepts constructive criticism and revises personal views when valid evidence warrants.
- I.B.1 Considers arguments and conclusions of self and others
- I.B.2 Constructs well-reasoned arguments to explain phenomena, validate conjectures, or support positions
- I.B.3 Gathers evidence to support arguments, findings, or lines of reasoning
- I.B.4 Supports or modify claims based on the results of an inquiry
- I.D.1 Self-monitors learning needs and seeks assistance when needed
- I.D.2 Uses study habits necessary to manage academic pursuits and requirements
- I.D.3 Strives for accuracy and precision
- I.D.4 Perseveres to complete and master tasks
- I.E.1 Works independently
- I.E.2 Works collaboratively
- I.F.1 Attributes ideas and information to source materials and people
- I.F.2 Evaluates sources for quality of content, validity, credibility, and relevance
- I.F.3 Includes the ideas of others and the complexities of the debate, issue, or problem
- I.F.4 Understands and adheres to ethical codes of conduct
- II.A.1 Uses effective prereading strategies
- II.A.2 Uses a variety of strategies to understand the meanings of new words
- II.A.3 Identifies the intended purpose and audience of the text
- II.A.4 Identifies the key information and supporting details
- II.A.5 Analyzes textual information critically
- II.A.6 Annotates, summarizes, paraphrases, and outlines texts when appropriate

- II.A.7 Adapts reading strategies according to structure of texts
- II.A.8 Connects reading to historical and current events and personal interest
- II.B.1 Writes clearly and coherently, using standard writing conventions
- II.B.2 Writes in a variety of forms for various audiences and purposes
- II.B.3 Composes and revise drafts
- II.C.1 Understands which topics or questions are to be investigated
- II.C.2 Explores a research topic
- II.C.4 Evaluates the validity and reliability of sources
- II.C.5 Synthesizes and organizes information effectively
- II.C.6 Designs and presents an effective product
- II.C.7 Integrates source material
- II.C.8 Presents final product
- II.D.1 Identifies patterns or departures from patterns among data
- II.D.2 Uses statistical and probabilistic skills necessary for planning an investigation and collecting, analyzing, and interpreting data
- II.D.3 Presents analyzed data and communicate findings in a variety of formats
- II.E.1 Uses technology to gather information
- II.E.2 Uses technology to organize, manage, and analyze information
- II.E.3 Uses technology to communicate and display findings in a clear and coherent manner
- II.E.4 Uses technology appropriately

## Attachment #1 Objects and Ideas

This activity uses visual objects to prompt ideas for creative writing. Old objects become metaphors for aging. Often concrete objects reflect attitudes and ideas about aging.

### **Materials:**

Objects or pictures of objects associated with old age, such as an afghan, brooch, table doily, hair comb, clock, bow tie, 78 rpm records, or a teapot.

### **Procedure:**

Read *Wilfred Gordon McDonald Partridge* and discuss the importance of each object in the book and its meaning to the character.

Display the objects and ask students why the objects remind them of old age.

Ask them to choose one or more objects about which they can write a poem or essay. The writing may be from the perspective of the object, the owner of the object, or a young person who sees or uses the object.

After the students have revised their writing through multiple drafts, display students' final copies along with illustrations of the poem or essay.

## Attachment #2 What Do You Call Older People? Lesson Plan

### Introduction

We often use terms to refer to older people without considering the subtle but powerful differences in meanings. Like other word choices, there are no right or wrong answers, but the terms may or may not be appropriate depending on the social context, audience, and purpose.

### Objectives

Students will:

- Understand the importance of word connotations; and
- Explain the connotations of words used to refer to older people.

### Key Terms

connotation, denotation, elder, elderly, golden age, older adult, senior citizen

### Materials

Attachment #3—What Do You Call Older People?

### Procedures

1. Explain the difference between *denotation* (explicit or direct meaning) and *connotation* (suggested meaning). Give an example, such as *statesman* and *politician* or *police officer* and *cop*, which carry similar denotations but different connotations.
2. Introduce the handout, which lists words used to refer to older people. Follow the directions on the handout. (See Attachment #3.)
3. Discuss what each term in the handout means to students and whether or not these meanings are favorable. Students will have different ideas and feelings about the connotations of the terms that refer to older people. They even may speak with some emotion about why they like or do not like a term. Reinforce the fact that persons may have differences of opinion. In such cases, ask those with opposing viewpoints if they are able to understand the reasoning of others.
4. While accepting students' expressions about the terms, some important points should be made.
  - a. Although the word *elderly* is commonly used, it often is associated with social service or health programs. It generally connotes a nameless, faceless population of poor, frail older people over 75. It can be used to

elicit feelings of sympathy. *Elderly*, as a descriptive adjective, such as *the elderly woman*, conveys different messages from *elderly* as a noun, such as *the elderly*. The latter tends to place all older persons in a stereotyped group that some older adults would find offensive.

- b. *Elder* suggests respect and wisdom, as in *respect your elders* or *tribal elder*. It is a term that is not widely used in mainstream American culture. It is more often associated with males than females. For some religious groups, the term carries a different connotation, referring to positions in churches.
  - c. *Senior citizen* generally suggests a younger-aged population. People typically think of senior discounts and groups of persons engaged in some activity. While some older people do not mind the term, others object to being called *senior citizens*.
  - d. *Senior* is a more relative term than *senior citizen*. We use *senior* to refer to persons who have more years of experience but who are not necessarily older in years, such as *seniors in high school* or *senior bank officers*. For some, it is preferred over *senior citizens*, since it does not carry the discount or group connotation.
  - e. *Old man* and *old woman* generally are viewed as derogatory terms. The word *old* is considered harsh, direct, and negative. The terms might be used for emphasis in some literature. Most people think the term is unfavorable and one that should be avoided in written and verbal communication.
  - f. *Golden age* usually brings mixed reviews. For some, the term connotes a carefree, happy, older person. For others, the term is a euphemism for a more serious time of life. It may suggest that older people are not to be taken seriously. The television program "Golden Girls" illustrates both points of view.
  - g. Of all the terms, *older adult* is the most neutral and the least likely to offend people. *Older* is a relative expression, since everyone is older than someone else. The word *adult* demands respect and connotes independence and responsibility. Younger people want to be treated as adults—so do older people. For these reasons, *older adult* is often the best choice for expository writing and speaking.
5. Have students consider which terms for older adults they think the following persons would most likely use: movie star, politician, medical doctor, news reporter, political cartoonist, and nursing home employee. For example, a politician seeking public office might say, "The good citizens of this state cannot neglect the needs of its elderly." Then have students write sentences using terms for older adults that the following persons might use: (1) a retail advertiser promoting a new line of clothing, (2) a restaurant manager offering

- discounts for young and old people, (3) a bank president whose bank offers financial advice for older people, (4) a real estate agent promoting a retirement condominium, and (5) a college professor discussing the role of age groups in Chinese culture. Discuss which sentences are the most and least condescending.
6. Emphasize the importance of addressing people by name, whenever possible. Discuss the appropriateness or inappropriateness of calling older people by their first names. In some cultures and geographic areas, addressing an older person by anything other than Mr., Mrs., or Miss is taboo. In others, young people may address older people whom they know well by their first names without leaving the impression of arrogance or disrespect. However, the safer personal address is the formal one.

**Attachment #3**  
**What Do You Call Older People?**

|                |             |           |          |
|----------------|-------------|-----------|----------|
| elderly        | old man     | old timer | granny   |
| senior citizen | old woman   | grandma   | gramps   |
| senior         | golden ager | grandpa   | keenager |

Which of these term(s) would the following people be most likely to use?

Movie star: \_\_\_\_\_

Politician: \_\_\_\_\_

Medical doctor: \_\_\_\_\_

News reporter: \_\_\_\_\_

Political cartoonist: \_\_\_\_\_

Nursing home employee: \_\_\_\_\_

Write five sentences using terms for older adults that the following people might use:

1. A retail advertiser promoting a new line of clothing

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2. A restaurant manager offering discounts for young and old people

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3. A bank president whose bank offers financial advice for older people

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4. A real estate agent promoting a retirement condominium

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5. A college professor discussing the role of age groups in Chinese culture

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## Attachment #4 Reading, Listening, and Viewing

This collection of readings, songs, and movies will help you develop a knowledge base on the topic of aging. Work in groups of four, selecting one example from each of the following lists. After reading, listening, and viewing, answer the questions as a small group, with each student taking notes.

### Books

- Ackerman, Karen. *Song and Dance Man*. Alfred A. Knopf, 1992.
- Alcott, Louisa. *Little Women*. Boston: Little Brown, 1868.
- Aliki. *The Two of Them*. Morrow, William & Co., 1987.
- Amis, Kingsley. *Ending Up*. New York: Harcourt, Brace, 1973.
- Bahe, Mary. *Memory Box*. Albert Whitman, 1995.
- Cooney, Barbara. *Miss Rumphius*. Penguin Putnam Books for Young Readers, 1985.
- Corbett, Elizabeth. *Our Mrs. Meigs*. Philadelphia: J.B. Lippincott, 1954.
- Danska, Herbert. *Street Kids*. New York: Alfred A. Knopf, 1970.
- Farber, Norma. *How Does It Feel to Be Old*. Penguin Putnam Books for Young Readers, 1979.
- Gilbert, Barbara Snow. *Stone Water*. Front Street, Inc., 2003.
- Hilton, James. *Goodbye, Mr. Chips*. Boston: Atlantic Monthly Press, 1934.
- Howard, Elizabeth Fitzgerald. *Aunt Flossie's Hats (and Crab Cakes Later)*. Houghton McMillan Company, 1995.
- Johnson, Angela. *When I Am Old with You*. Orchard Books, 1993.
- Kesselman, Wendy Ann. *Emma*. Bantam Doubleday Dell Books for Young Readers, 1993.
- Lawrence, Josephine. *The Web of Time*. New York: Harcourt, Brace, 1953.
- Miles, Miska. *Annie and the Old One*. Little, Brown & Company, 1985.
- Munsch, Robert N. *Love You Forever*. Firefly Books LTD, 1988.
- Park, Barbara. *Graduation of Jake Moon*. Simon & Schuster Adult Publishing Group, 2002.
- Polacco, Patricia. *Chicken Sunday*. Putnam Berkley, Incorporated, 1998.
- Polacco, Patricia. *The Keeping Quilt*. Simon & Schuster Children's, 2001.
- Rylant, Cynthia. *Miss Maggie*. Dutton Children's Books, 1983.
- Smith, Robert K. *Sadie Shapiro's Knitting Book*. New York: Simon and Schuster, 1952.
- Spyri, Johanna. *Heidi*. Penguin Putnam Books for Young Readers, 1983.
- Tripp, Valerie. *Changes for Samantha: A Winter Story*. Econo-Clad Books, 1988.
- Wittman, Sally. *Special Trade*. HarperCollins Publishers, 1978.

Use the following questions to guide your reading and note taking.

- What problems do individuals of different ages face? Are any of the problems the same for old and young people?

- What important decisions do the characters make? Who/what influences their decisions? What results from these decisions? In what ways do the decisions affect them later in life?
- What do the characters look like? How important are physical appearances in the story?
- What are the historical and geographical settings?
- How would the story have been different if it had taken place in a different time or setting?
- How did the characters' personal attributes, such as kindness or impatience, affect the story?
- Who else do you know who has those qualities?
- What do younger and older individuals in the story value most? Give examples.
- What do younger and older people want out of life? Do people of all ages still seek the same goals?

For books with references to grandparents and a variety of ethnic backgrounds, use the following questions to guide your reading and note taking.

- What message does the author give about what it means to be old?
- What cross-cultural relationships are apparent in the books?
- What is the relationship between the grandparent and the grandchild? Give examples.

The graphic organizer, Attachment #5—Comparing and Contrasting Points of View, can be used to assist in reading.

### **Movies**

*Age Old Friends*

*Tuesdays with Morrie*

*Dennis the Menace: Sandlot*

*Heidi*

Use the following questions to guide your viewing and note taking.

- What problems do individuals of different ages face? Are any of the problems the same for old and young people?
- What important decisions do the characters make? Who influences their decisions? What results from these decisions? In what ways do the decisions affect them later in life?
- What do the characters look like? How important are physical appearances in the movie?
- What are the historical and geographical settings?
- How would the story have been different if it had taken place in a different time or setting?

- How did the characters' personal attributes, such as kindness or impatience, affect the movie?
- Who else do you know who has those qualities?
- What do younger and older individuals in the movie value most? Give examples.
- What do younger and older people want out of life? Do people of all ages still seek the same goals?

### Music

Baez, Joan. (1974). "Forever Young," *The Best of Joan Baez*.

Dylan, Bob. (1974). "Forever Young," *Planet Waves*.

The Beatles. (1967). "When I'm 64," *Sgt. Pepper's Lonely Hearts Club Band*.

John, Elton. (1971). "Sixty Years On," *11-17-70*.

Mike and the Mechanics. (1988). "Living Years," *Living Years*.

Nelson, Willie and Roger Miller. (1982). "Old Friends," *Old Friends*.

Mitchell, Joni. (1990). "Nothing Can Be Done," *Night Ride Home*.

Sinatra, Frank. (1983). "Young at Heart," *Gift of Music*.

Sinatra, Frank. (1968). "It Was a Very Good Year," *Frank Sinatra Greatest Hits, Volume 1*.

Taylor, James. (1988). "Never Die Young," *Never Die Young*.

Remember to be ready to discuss the lyrics, melody, and overall message of the songs. Use the following questions to guide your listening and note taking.

- What ideas about aging do the musicians express?
- What fears and/or joys about old age does the singer express in the music?
- How does the music reflect the thoughts or feelings of any older people you know?

For a book, song, and movie, complete Attachment #6—Similarities and Differences, identifying similarities and differences in the ways older people were depicted in each.

**Attachment #5**  
**Comparing and Contrasting Points of View**

Book: \_\_\_\_\_

Author: \_\_\_\_\_

Choose a genre: historical fiction    nonfiction    biography    narrative    journals    picture books

| NOTES  | YOUNGER CHARACTER(S) | OLDER CHARACTER(S) |
|--|----------------------|--------------------|
| Problems   |                      |                    |
| Important decisions                                      |                      |                    |
| Character appearance                                     |                      |                    |
| Personal attributes of individuals who made a difference |                      |                    |

|                    |  |  |
|--------------------|--|--|
| What the character |  |  |
|--------------------|--|--|

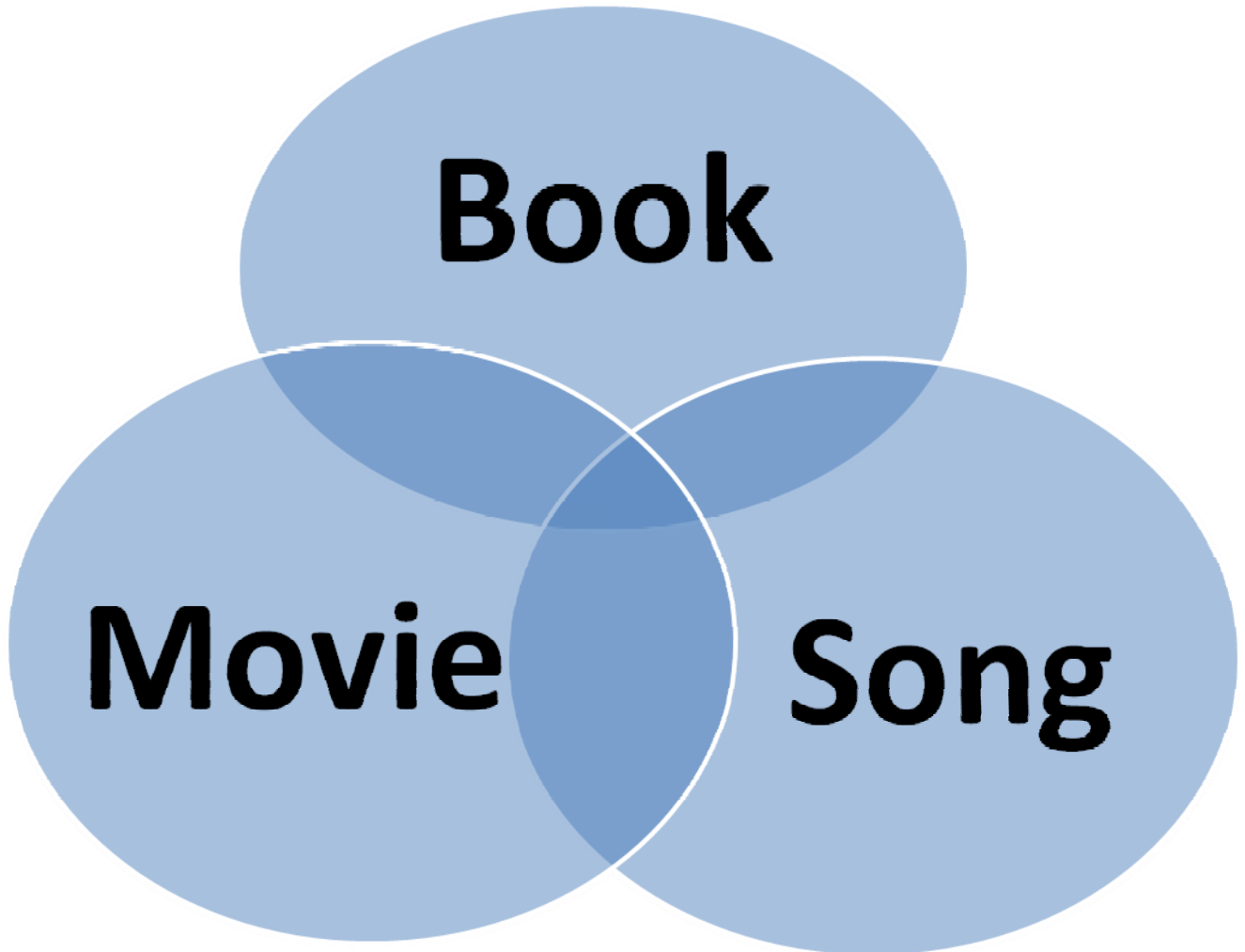
|                                      |  |  |
|--------------------------------------|--|--|
| values most                          |  |  |
| What the character wants out of life |  |  |
| Historical or geographical settings  |  |  |

Additional notes for books:

- What message does the author give about what it means to be old?
- What cross-cultural relationships are apparent in the book?
- What is the relationship between the younger and older person? Give examples.

Now that you have read your assigned novel and noted this important information (to be applied later in a class assignment), find a creative way to illustrate what you have read about. Be prepared to share this information and your illustration orally.

**Attachment #6**  
**Similarities and Differences**



## **Attachment #7**

### **Stereotypes**

#### **Part I**

Each of the following items describes a group of people sometimes known as "they" or "them." Which statements do you think are describing younger people, and which are describing older people?

1. They always stick together and keep their distance from other age groups.
2. I hate the way they drive. They're menaces on the road.
3. They are always taking and never giving. They think the world owes them a living.
4. They're so opinionated. They think they know it all.
5. They are never satisfied, always complaining about something.
6. Don't hire them because you can't depend on them.
7. They always hang around the parks and shopping malls.
8. They are always so forgetful.
9. I wish I had as much freedom as they have.
10. They should act their age.

#### **Part II**

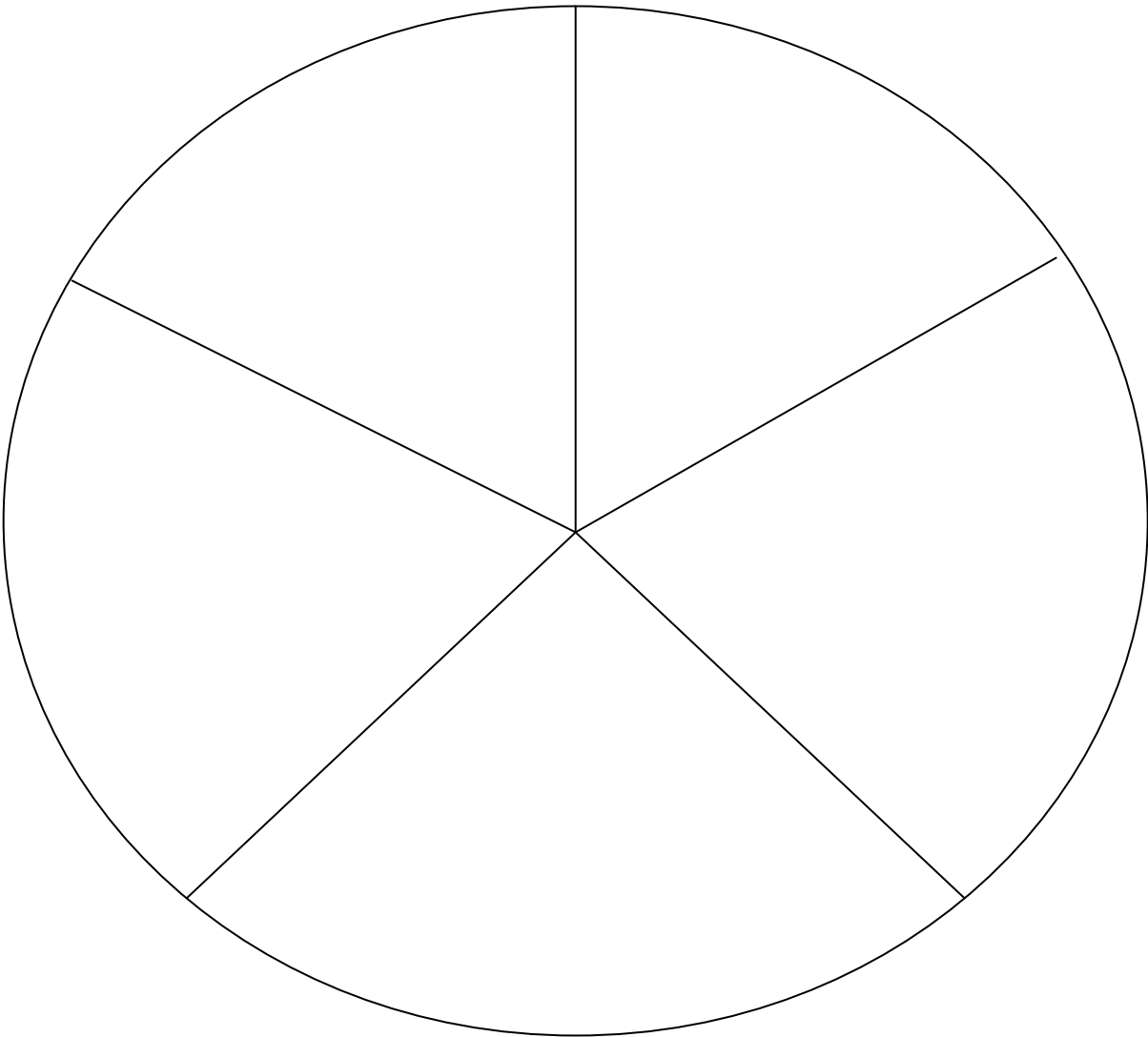
In a small group, discuss your answers to Part I and your reasons for them.

#### **Part III**

With your class, discuss stereotypes as a basis of prejudice and discrimination. Discuss ways in which you experience discrimination on a daily basis. Can both younger and older people be victims of discrimination? How is growing up similar to growing old? What can be done about age-based prejudice? How could older and younger people work on this problem together?

**Attachment #8**  
**Representations**

Directions to Student: Number the pieces of the pie to correspond with a medium (listed below). Then in each piece of the pie, write down a few key words that depict how the elderly are represented in each medium.



- Book**    **Movie**    **Song**    **Print Media**    **Broadcast Media**

**Attachment #9**  
**Suggested Interview Topics**

You will be conducting an interview with an older person who is at least fifty years of age. Use the ideas below to help you with your interview. Choose at least three topics in each category that would help you learn more about your interviewee. Write down each interview question you plan to ask and your interviewee's response, or you may wish to record the interview.

**Childhood—Tell me about...**

|                               |                       |
|-------------------------------|-----------------------|
| what the world was like       | your dreams           |
| your time with your family    | special friends       |
| elementary school experiences | your responsibilities |
| hobbies and special interests | your hero             |
| a typical day                 | your favorite music   |
| where you lived               | your pets             |
| what you did for fun          | your favorite teacher |

**The Teen Years—Tell me about...**

|                               |                               |
|-------------------------------|-------------------------------|
| your first date               | your dreams                   |
| your first job                | what the world was like       |
| special friends               | a typical day                 |
| what you did for fun          | your first drive              |
| your responsibilities         | your most embarrassing moment |
| hobbies and special interests |                               |

**Adulthood—Tell me about...**

|  |                                    |
|--|------------------------------------|
| your jobs  | your food likes and dislikes       |
| your marriage (if applicable)                            | your military service              |
| your children (if applicable)                            | a favorite poem or story           |
| a great joy  | hobbies or special interests       |
| a great sorrow   | your grandchildren (if applicable) |
| advice you have for living the<br>best life a person can |                                    |
| what you do best   |                                    |
| your view of the world                                   |                                    |
| special friends  |                                    |

**Attachment #10**  
**Interview Questions & Answers**

Name of person being interviewed: \_\_\_\_\_

Date, time, and location of interview: \_\_\_\_\_

Question #1: \_\_\_\_\_

\_\_\_\_\_

Answer:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Question #2: \_\_\_\_\_

\_\_\_\_\_

Answer:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Question #3: \_\_\_\_\_

\_\_\_\_\_

Answer:

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Question #4: \_\_\_\_\_

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Answer:

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Question #5: \_\_\_\_\_

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Answer:

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Question #6: \_\_\_\_\_

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Answer:

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Question #7:

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Answer:

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Question #8:

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Answer:

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Feel free to add more questions or ask follow-up questions to your interviewee's response.

COVER SHEET

Name: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_

Project I.D. Number: \_\_\_\_\_ Topic: Gift of Age

(select one)

\_\_\_\_\_ Aging in Our Community

\_\_\_\_\_ Our Community's History

**Items submitted:**

\_\_\_\_\_ Cover sheet

**Research process:**

\_\_\_\_\_ Research proposal

\_\_\_\_\_ Research evidence (log, note cards, or resource process sheets)

**Product:**

\_\_\_\_\_ Product, including references (select one of the following)

\_\_\_\_\_ Letter

\_\_\_\_\_ Article

\_\_\_\_\_ Written or visual product: \_\_\_\_\_

**Communication:**

\_\_\_\_\_ Videotape or audiotape of class presentation

**For the Student:**

I certify that all work submitted is totally my work and that I have credited others for any contributions.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**For the Teacher:**

I certify that all the work submitted is totally that of this student.

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_