



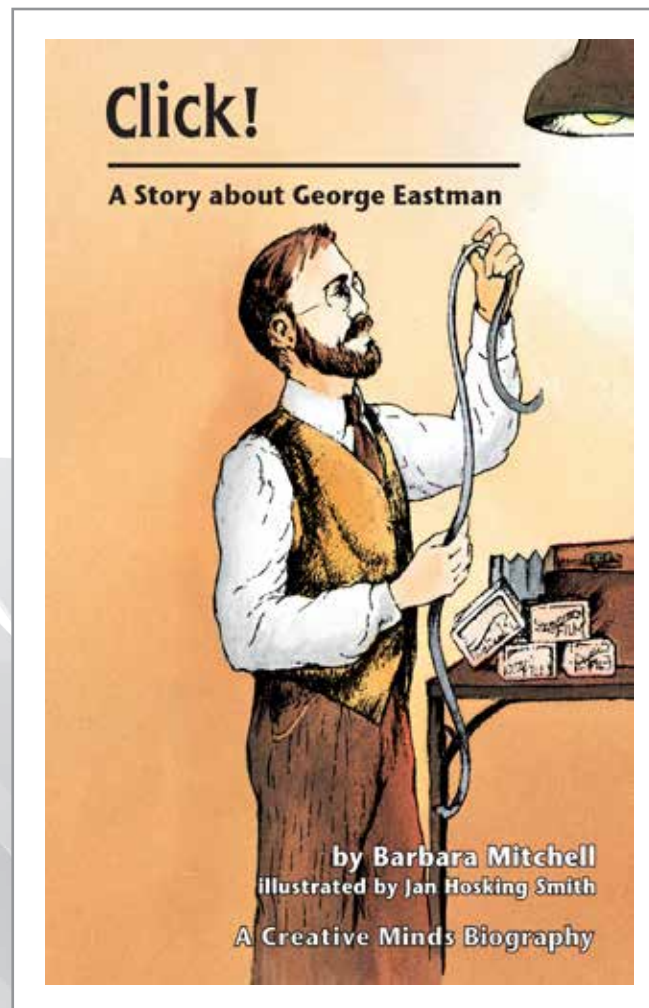
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Click! A Story About George Eastman

Barbara Mitchell



READ, WRITE, THINK, DISCUSS AND CONNECT

Click! A Story About George Eastman

Barbara Mitchell

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Summary

What really bothered George Eastman when he began to take photographs as a hobby was the fact that he had to lug fifty pounds of equipment along wherever he went. It wasn't long before George started to dream of a way to take pictures without being a packhorse. Clever and determined, he developed a camera simple and light enough for anyone to use. His new camera became the first step toward the pocket instamatic camera, and the Eastman Kodak Company, headquartered in Rochester, New York.

Note: All Kodak products in this guide are registered trademarks.

About the Author

Barbara Mitchell grew up in Chester, Pennsylvania. She graduated from college with a degree in music education. She lives in Claymont, Delaware, with her husband, Walter, their daughter Wendy, and their miniature schnauzer, Frieda. The Mitchell family enjoys taking family trips to "the old city" section of nearby Philadelphia as well as to other historic sites that have given Barbara Mitchell ideas for her books.

It was during the time that Mitchell was a kindergarten teacher that she began to seriously think about writing children's books. However, it was after the birth of her daughter that Mitchell actually began to write. Since she had always been interested in history, Mitchell found lots of little-known bits of history that she could write about. From those books she has gone on to write biographies. She has said, "As I immerse myself in the history of the person I'm writing about, I begin to get an idea of what it was like to be that person and what he or she thought and felt. It's a real challenge for me to express this as I write the biography."

"One of the most rewarding moments for me as a writer occurred one day at the end of a classroom visit when a shy child slipped her hand into mine and said softly, 'I loved your story. Make some more.' Words like those give me the encouragement and inspiration to continue to write for young people."

Background Information and Classroom ideas

The study of the man, George Eastman, cannot be separated from the camera, photography, and the areas that these encompass. Make arrangements to have volunteers and guest speakers visit to share their experiences and materials with the members of the group. Local camera clubs, high schools, community colleges, senior citizen groups, etc., may offer assistance and/or speakers. The Kodak Company itself is a good resource for information, books, and pamphlets. You may find contact information on their website.

Have on display and ready for use library books, pamphlets, posters, etc. about photography and careers utilizing photography. Display several items produced by the Eastman Kodak Company. National Geographic, and other magazines that rely heavily on the use of photography might also be of interest to the students.

George Eastman, as a young man, tried to learn to play the flute. He practiced the song "Annie Laurie" time and time again. Although unsuccessful in this endeavor, he continued to enjoy music.

He especially enjoyed listening to organ music. Collect audio materials that will be available for use by the members of your group as you find out about this interesting, creative individual. When ready to start the unit, have some music playing in the background that you think George Eastman might have enjoyed hearing.

Make a banner with a proverb or saying on it that you feel "says" something about the man George Eastman. Display it in the room, and use it during the discussion of the picture on the cover of the book. For example:

*What lies before you and what lies behind you are tiny matters
compared to what lies within you.*

—Ralph Waldo Emerson

The optical principles upon which the workings of a camera are based have been known for centuries. Leonardo da Vinci, in notebooks he wrote in the 15th century, described a device that he called a *camera obscura*, Latin for "darkened chamber."

When the images of illuminated objects pass through a small round hole into a very dark room, if you receive them on a piece of white paper placed vertically in the room at some distance from the aperture, you will see on the paper all these objects in their natural shapes and colors. They will be reduced in size, and upside down, owing to the intersection of the rays at the aperture. If these images come from a place that is illuminated by the sun, they will seem as if painted on paper, which must be very thin and viewed from the back.

Initiating Activities

1. Have the students follow the directions, discussing the safe and proper use of materials beforehand, and make predictions regarding the use and purpose of the device before taking it outside.

Materials needed for each student:

Two pound coffee can (save the lid for future use)
Dull flat black enamel or lacquer
Awl, or hammer and nail
Tissue or waxed paper
Rubber band

Paint the inside of the can with the flat black enamel or lacquer to minimize the possibility of reflecting light spoiling the experiment.

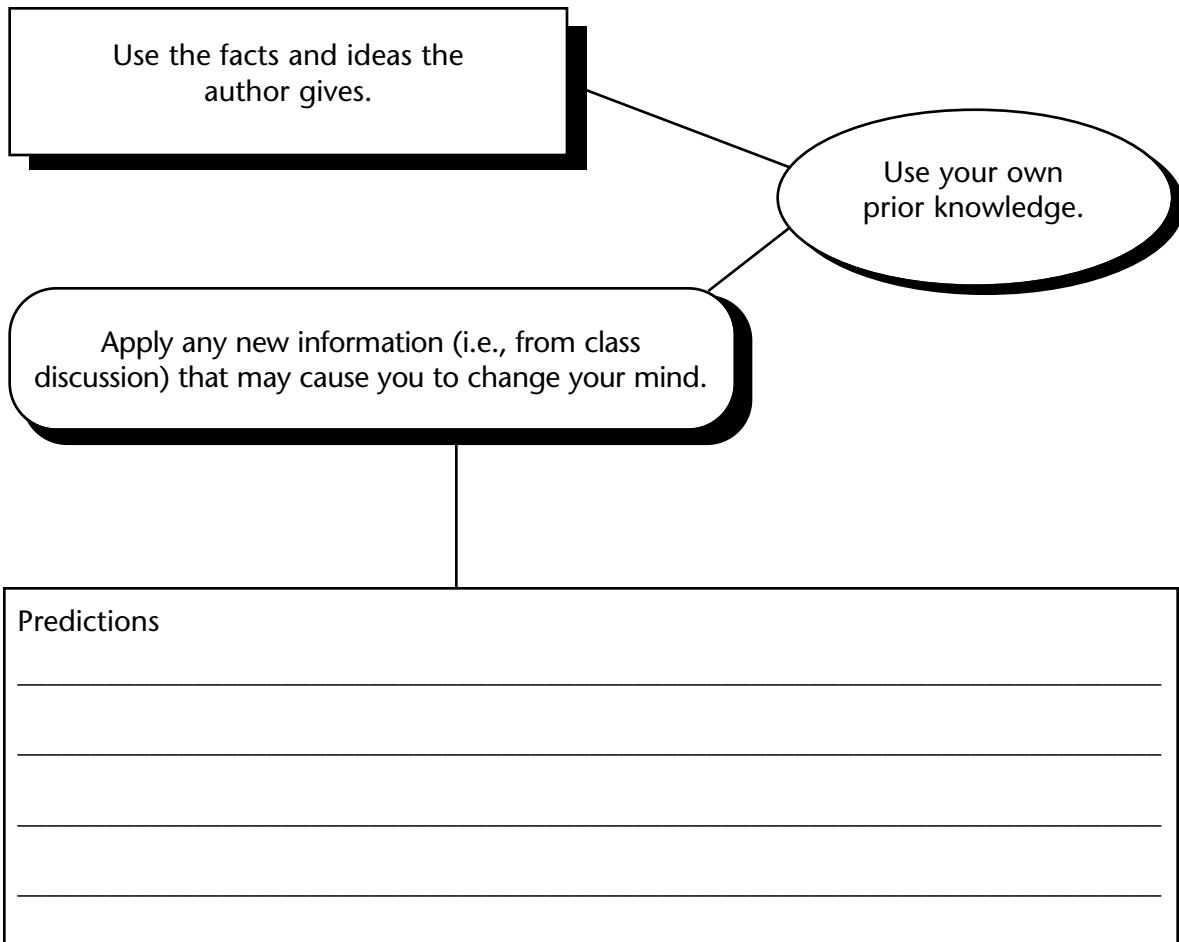
Using an awl, or a hammer and a nail, punch a small, well-rounded hole, not much larger than a pinhole, in the approximate center of the bottom of the can. Then wrap a piece of tissue paper or waxed paper around the open end of the can and secure it with a rubber band.

Using Predictions

We all make predictions as we read—little guesses about what will happen next, how a conflict will be resolved, which details will be important to the plot, which details will help fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses as they read the novel.

As students work on their predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give to help us make predictions? Why are some predictions more likely to be accurate than others?

Create a chart for recording predictions. This could be either an individual or class activity. As each subsequent chapter is discussed, students can review and correct their previous predictions about plot and characters as necessary.



Chapter One—pp. 7–13

Vocabulary

bustling (7)

ladle (9)

messenger (11)

lecture (11)

absolutely (11)

tradition (12)

Vocabulary Activity

Put the vocabulary words into sets of two words each. Since there are six words, there will be three sets of two words each. Use each set of words in a sentence.

Discussion Questions and Activities

1. When he is 13, George leaves school to go to work. What is his job? How much money does he make each week? (*George is a messenger for an insurance agent. He makes three dollars a week. p. 11*) What is your opinion? Do you think that 13-year-old children should be allowed to work? Would 13-year-old children be allowed to leave school and go to work where you live? Why? Why not? What laws are in place regarding school attendance and employment of children? Discuss.
2. George receives \$10 as a birthday gift from his uncle on his 15th birthday. What does he purchase for himself with some of the money? Do you think that this purchase indicates a future interest? (*George buys some photographs and frames for himself. It is the first indication of a new interest. p. 12*) Do you think that money is a good gift? Why? Why not? Have you ever received money as a gift? If so, what did you use it to purchase?
3. By working as a messenger, George earns three dollars each week. How much money would George make in one year? ($52 \text{ weeks} = \$156$) By the end of the year, George has managed to save \$39. What percentage of the total earnings is the money that he has saved? (25%)
4. George gets a job as an office boy one year later, increasing his earnings to \$35 per month. What is George's average monthly earnings as a messenger? How much more money does he earn as an office boy? (*Messenger, \$13 per month; Office boy \$35 per month—increase of \$22 per month*)
5. Make a record of the items that members of the group have purchased with gift money.
6. How does your life compare to that of the young George Eastman? Use a T-chart for ease of comparing. For example:

George Eastman	Me