

Name: _____

Date: _____ Period: _____

“Life at Home in the 21st Century” *Collections* textbook

Directions: Use this worksheet to guide you through your first read of the first half of “Life at Home in the 21st Century.” (pages 221-224 of the *Collections* textbook.) Each person is responsible for their own work to show their own thinking. We will finish the rest of the text next class.

1) This informational text uses a **cause-and-effect structure** to organize the author’s ideas about how television has changed American life. Re-read lines 1–8 and cite three major areas affected by broadcast communication in the space below:

- 1.
- 2.
- 3.

Archaeologists study the roles that objects play in people’s lives. In this study of how families use TV sets, the author points out that a TV set plays a significant role in daily social life.

2) Re-read in lines 24–28 the sentence that begins with the words, “The set used by the collective....” What does the author mean by the TV being “an agentive participant”? Re-state that idea in your own words below. Answers should be 1-2 sentences in length.

3) The paragraph running from lines 32 to 49 tells about living spaces that include TV sets. Re-read lines 32–38 and cite text that describes what photographs of living rooms reveal.

4) What point the author is making? HINT: consider how the room is set-up and how that impacts where people focus their attention.

Refer to the citing evidence box on the bottom of page 229 before continuing on with the reading. It has helpful information to help you interpret the graphic aids such as diagrams, graphs, maps, and other visual tools that are printed, handwritten, or drawn in a text. Line graphs such as the one on page 223 can indicate trends. The horizontal axis of the graph shows the increasing number of TV sets, left to right, and the vertical axis shows the increasing number, or frequency, of households, bottom to top.

5) Re-read the information in the line graph and explain the patterns the line graph reveals about the 32 households studied.

6) In lines 66–98, cite information about the effects of television in the paragraphs that begin “These impacts, however, are debated.” List your citations (exact wording from the text with line numbers) in the chart below:

References to less social interaction as a result of TV use.	References to more social interaction as a result of TV use	Summarizing statements about both effects

7) When archaeologists study artifacts they look for evidence about how the objects got to a particular place and how and why people used them. Re-read lines 115–119 and cite one of the reasons that consumers get rid of older TV sets in the space below.

8) The author uses the technical terms *systemic context* and *archaeological context*. Re-read lines 120–125 and contrast the two contexts. Paraphrase the meaning of these two concepts in the space below:

9) You can make judgments based on evidence and reasoning, or draw conclusions, as you read informational texts like this. Text evidence about archaeologists digging in landfills today and in the future can help you draw conclusions about evidence of TV use. Re-read lines 143–150 and draw a conclusion about TV owners’ preferences based on evidence in garbage layers forming today.

The author helps readers understand how to interpret this graph of “battleship curves,” so named because the step-like shapes, or curves, resemble the head-on profiles of battleships. The text that accompanies a graph, the title and caption, and the label for each vertical axis enable readers to understand the information shown. Study the graph and reread lines 151–172.

10) Cite data in the text or graph as they answer the following:
What does the width of a horizontal bar represent?

The text says that in 1990, “46 percent were color CRT models less than 19 inches in size.”
Where is that data on the graph?

In the period shown, what was the most popular and longest-lasting TV set purchased?

Why is the battleship for Rear Projection sets so thin?

Write your response to the closing, in the space below:

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____