Title/Author: *Amelia and Eleanor Go For a Ride* by Pam Munoz Ryan

Suggested Time to Spend: 5 Days/Sessions (1st and 2nd lessons work well on same day)

Common Core grade-level ELA/Literacy Standards: RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.7; W.2.2, W.2.8; SL.2.1, SL.2.2, SL.2.6; L.2.1, L.2.2, L.2.4

Lesson Objective:

Students will listen to a historical fiction book read aloud and use literacy skills (reading, writing, discussion, and listening) to understand the central message of the story.

Teacher Instructions

**Before the Lesson**

1. Read the Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Key Understandings

Amelia and Eleanor were two independent and influential women who believed that women could do anything.

Synopsis

This picture book celebrates the pioneering spirit of two friends whose passion for life gave them the courage to defy convention in the name of fulfillment, conviction, and fun.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions, vocabulary words, and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *Amelia and Eleanor Go For a Ride* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found [here](https://achievethecore.org/page/3049/amelia-and-eleanor-go-for-a-ride-with-companion-text-set).  *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING**:  Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify *only* when you know the majority of your students will be confused.  After the first reading, have each student create two stick puppets, one of Amelia and one of Eleanor to use during subsequent readings.  *Note: You may want to make a couple of extra puppets while your students* work*, so absent students will have them to use in subsequent lessons.* | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully.  [Template for puppets](https://drive.google.com/file/d/0B7caxjlnQtSAcGU1TF9henJ1R2FGNHJkbGczSkNldW9PZzFF/view?usp=sharing)  [Other images to use](https://drive.google.com/file/d/0B7caxjlnQtSAa042eGUxbFp1dnNUQnBLVmY5dXEwUklWYVRv/view?usp=sharing) |
| **SECOND READING**:  Re-read the book all the way through a second time, providing the Tier 3 words that are crucial to understanding the text (see vocabulary notes below).  There are two related words on page 3: **aviator** and **pilot.**  Page 3: What is an aviator or a pilot?  What words does the author use to help us understand what a pilot does?  The text also mentions that Amelia was the first female to fly solo over the Atlantic Ocean. What do you think **solo** means?  Why do you think it was such a big deal that she completed that achievement?  On page 6, the text mentions that she enjoys flying for the fun of it. When she is in the **cockpit**, she feels **independent**.  If you knew that ***independent*** meant “not depending on anyone else”, how do you think **independent** and **solo** might be connected?  Where in a plane do you think a pilot would be in a *cockpit*?  On page 10, the First Lady greets her guests and several **reporters** and a **photographer**.  Why might a president’s wife who is hosting a famous pilot have *reporters* and *photographers* at the White House?  Look at page 25 to see an illustration of these reporters and photographers. What do you notice that they are doing?  So what might a **photographer** be?  **A reporter?**  The word **horizon** is on page 14; now look at this picture of the *horizon*. Notice the line between the earth and the sky.  In what direction does it go? *Horizontal* lines go from side to side; *vertical* lines go up and down.  So, what does **horizon** mean?  -------------------------------------------------------------------  After the second reading, students should be given an opportunity to explore other texts about flying, Amelia Earhart, and Eleanor Roosevelt.  Additionally, primary sources of photographs and film footage would give the students a better understanding of the technology, mannerisms, and societal norms for the era (see links and suggested book list in extension activities below). | *fly, Atlantic Ocean*  *Someone who flies a plane.*  Solo means all by yourself; alone; singly (the text does not give an indication of what “solo” means, so you will probably have to give this to the students.  *If you are all alone, then you have to depend only on yourself.*  *A cockpit is the space on an aircraft, boat, or spaceship for the pilot and crew.*  *If you do something by yourself you are being independent.*  *In the front.*  *So she could show the world that a famous pilot was there with her.*  *They are taking pictures and writing in notebooks. A couple of them look like they are trying to ask questions.*  A person who takes pictures with a camera.  Someone who writes about current events or news stories.  *It goes left to right; right to left; sideways*  *It is the line where the earth and the sky seem to meet.* |
| **THIRD READING**:  Be sure each student has two stick puppets, one of Amelia and one of Eleanor.  Explain that you will continue to explore Amelia and Eleanor Go For a Ride. Invite students to use their puppets to participate as each character involved in the storyline.  This time, as students hear a character trait or adjective about one or both of the women, have them hold up that puppet. Teacher will record responses on chart.  Today, you will begin to complete a class chart (or a Double Bubble Thinking Map) with the qualities, adjectives, and roles of Amelia and Eleanor.  ***Birds of a feather*** – good phrase to introduce as you start to create the chart  Re-read page 1  What does the author mean when she says that Amelia and Eleanor were “birds of a feather”?  The very first page says that Eleanor and Amelia were **outspoken**. What two words do you hear in the word *outspoken*?  What might be something that you would speak out about? When you do this, does it always make others happy with you? What about if you did it in the middle of a lesson at school, or in the middle of a quiet church service? What about if you speak out about someone who is bullying others?  Re-read pages 2-3: What does the author say about these two women? How are they the same and different?  *Continue in this vein for the rest of the words on the list, adding them to the chart as you discuss these qualities. Discussion of word choice by the author is very powerful, as it guides our understanding of how the author views these two ladies.*  Additional books to explore today involve individuals who were brave enough to stand up to convention for what they believed was right (see list below). | Begin with the class a chart a list of adjectives, qualities, and roles (this can be added to over the next couple of days. This list comes directly from the text):  *They are both the same. They both liked the same things. They are both outspoken and determined.*  *out + spoke/spoken*  Students might mention unfair rules, bedtime, bullying.  Guide them toward advocacy for others if they don’t speak about these on their own.  *They are both important and famous women. One is the wife of the President and the other is a pilot.*  [Amelia header for chart](https://drive.google.com/file/d/0B7caxjlnQtSANlVRSG5RTlJBd0RuVkliYkpRN1pISWdlR1V3/view?usp=sharing)  [Eleanor header for chart](https://drive.google.com/file/d/0B7caxjlnQtSAd3lpeE5EaGdDR0hBYVByakZLa0I1WkJ3UV9J/view?usp=sharing)   |  |  | | --- | --- | | ***“Birds of a Feather”*** | | | **Amelia** | **Eleanor** | | Outspoken  Determined  Daring  Celebrated aviator  Adventurous  Famous  Independent  Risky  Encouraging  Sparkling | Outspoken  Determined  Daring  First Lady  Bold  Dangerous  Independent  Humorous  Joy-filled |   **Amelia was known as First Lady of the Skies, and Eleanor as First Lady of the World.** |
| **FOURTH AND BEYOND:**  When re-reading, shift the focus to the larger picture of not just the fact that these ladies followed their dreams in spite of conventions of the day, but they also were aware of the roles they played in paving the way for equality for others.  Re-read the text, like you are a detective, and think about these questions:   * What evidence do you find that these ladies followed their dreams? * What evidence do you find that others noticed their actions? * What evidence is there that their actions helped others? * How do you know that they were aware of what others thought of their behavior and actions?   Re-read the story and then ask each question singly.  In pairs, discuss, and then answer aloud.  Go back into the text as they volunteer their answers, pointing out the text evidence for the entire class to see (an overhead is helpful).  *Comparing salaries of males and females in an infographic might be a good supplemental activity today, with students asked to find evidence in comparing the reality of “Equal Pay for Equal Work”* | *They were passionate about flying and driving (fast) and did those things, even though it wasn’t normal for the day.*  *Reporters and photographers were there; newspaper reports; guests talked about Amelia’s adventures.*  *Amelia wanted to make it easier for other women to fly; Eleanor wanted to help bring equality to the world.*  *Articles in the newspaper; conversations; slipping off to drive the car* |

FINAL DAY WITH THE BOOK - Culminating Task

Revisit the **Key Understanding**: *Amelia and Eleanor were two independent and influential women who believed that women could do anything.* Discuss with students how following one’s dreams isn’t easy, but it can lead to happiness and satisfaction, making the effort worth it.

Students should use text evidence to answer the following question, “How did Amelia and Eleanor show their independent spirit and how did they influence others?” Consider if it would be helpful for the teacher and students to revisit the text and create a class 3-column chart in which you gather evidence to answer the questions. Suggested headings: Event, How It Shows Independence, Who It Influenced.

Students could then use this chart to help them write a paragraph to answer the question in complete sentences. Check for understanding of the Big Idea.

\****If time permits, a suggested extension is a more formalized research time to explore the actual steps of action and costs (in time, funds, and other resources) needed to successfully realize students’ personal dreams. Students can create timelines, a list of people and resources needed, ideas for fundraising. Visits to the school or field trips could be organized by interest (such as a local small airfield with local pilots).***

***Final reports could take the form of a news article, written as if the event had already been achieved (or about to be undertaken), a news interview (with the student writing the lines for the reporter (a fellow student) and self), or perhaps a Presidential letter of congratulations for the accomplishment. Students may also wish to dress the part during the report (parent/community involvement would work nicely with this final celebration.) An important part of this writing and reflection is how their dreams can inspire and influence others.***

Extension learning activities for this book and other useful resources

**Ideas for Learning Stations**

* Paper Dolls - with names for clothing and household items that were common in the early 1900’s (blouse v. shirt, cardigan v. sweater, etc). Students can easily create these from cereal boxes and printing paper, with teacher demonstration model ([Paper Dolls of the 1930's](https://docs.google.com/presentation/d/1GDSIaEIhi3hdHD9sGTgSDegJbXZ6EJmuEsHklaJstNE/edit?usp=sharing)).
* 1930’s Station with music, games, and news of the era. Of interest may be student primers and school work, with tasks for students to complete (penmanship, for example).
* Map Station – use not only a map of the town, but also of routes to commonly traveled nearby destinations. Have a map of the Baltimore-Washington, DC route also. Math questions can easily be generated using these resources.
* Art Deco Station - this would work well as a study with the art instructor in your school, but you can also encourage students to create artwork in the Art Deco style ([Art Deco of the 1930’s](https://docs.google.com/a/mhslive.net/presentation/d/1bRcsHOMM-t0HL0xYl65FfdcWh8FaGvqZMBzrp5KBHOU/edit?usp=sharing)).
* News Reporter Station – utilizing primary source documents from the time studied, students can create news reports and interviews about famous events, classroom happenings, or imaginary occurrences. *Note: This is particularly supportive of English Language Learners. Interviewing classmates and reporting answers can provide rich language practice.*
* Recipe Station – students can copy some of the recipes from the book, from the White House, and share some from home. A classroom cookbook would be a great project that would be very appreciated by your parents.
* Photography Station – students can use the black and white filter on iPad or similar device to take photos of classmates and add to an interview or story from the News Reporter Station. A study of Snowflake Bentley would pair nicely with this station. Add innovations to the timeline.
* Air Flight Station – research about flight history, aviators, and space, including women in flight (<http://www.pbs.org/wgbh/americanexperience/features/photo-gallery/earhart/>)
* Thinking Maps Station – this could be a permanent station, with the learning using the maps that have already been taught whole group and practiced on a regular basis. Map games and assessments are very easily integrated into regular classroom studies (<http://thinkingmaps.com/>); ex: Additional suggested activities: Students create a Thinking Map (Circle or Bubble) or graphic organizer to define their roles currently (sports team member, student, sibling, etc.) or to describe themselves positively, paying close attention to their word choices. *Note: This is particularly supportive for English Language Learners.*
* Inventors/Inventions Station - students can explore inventors and some of their famous inventions. Additional ideas: invention improvements, weird inventions that don’t work, repurposing materials to create an invention, poetry about inventions, mix and match parts for different purposes, adding inventions on the timeline, and writing about a problem and their inventive solutions.
* Math Station - questions can be created around these dates and people, addressing 2nd grade standards and anchoring learning in real-world application.
* Timeline (Time Travel) Station – students can create their own timelines of their lives to date, as well as their dream futures. These will pair very nicely with the culminating task (timeline of the lives of [Amelia](http://www.pbs.org/wgbh/americanexperience/features/timeline/earhart/) and [Eleanor](http://www.pbs.org/wgbh/americanexperience/features/Eleanor-timeline-eleanor-biography/), Presidents of United States, history of flight, American inventors, and other topics studied within the school year.
* Rosie the Riveter Station - students can explore the timeline of women in the workplace, Equal Pay for Equal Work, and other related topics. Possible options: [Rosie the Riveter](http://www.history.com/topics/world-war-ii/rosie-the-riveter), [Choice of Infographics](https://www.google.com/search?q=equal+pay+for+equal+work+infographic&safe=strict&espv=2&biw=1280&bih=661&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwi266_ox5_JAhWK6SYKHduWADAQsAQIIw&dpr=1)

**\*Optional Resources**

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| **Supplemental Book List, Day 2**:  *Eleanor* by Barbara Cooney  *Airplanes and Flying Machines* by Gallimard Jeunesse  *Amelia Earhart: Adventure in the Sky* by Francene Sabin & Joanne Mattern  *A Picture Book of Amelia Earhart* by David Adler  *Flight* by Robert Burleigh  **Supplemental Book List, Day 3:**  *What To Do About Alice?* By Barbara Kerley  *A is for Abigail: An Almanac of Amazing American Women* by Lynne Cheney  *Florence Nightingale* by Shannon Zemlicka  *Mother Teresa* by Candice Ransom  *Stand Tall, Molly Lou Melon* by Patty Lovell  *Miss Rumphius* by Barbara Cooney  **Supplemental Book List, Extensions:**  *Tales of Famous Americans* by Connie and Peter Roop  *Time for Kids Biographies: Henry Ford; Alexander Graham Bell; Thomas Edison; Eleanor Roosevelt; Franklin D. Roosevelt*  *The White House* by Hal Marcovitz  *My Map Book* by Sara Fanelli  *The Three Pigs* by David Wiesner  *The Camera: Snapshots, Movies, Videos, and Cartoons* by Jeunesse, Delafoose, Valat  *One Giant Leap: The Story of Neil Armstrong* by Don Brown  *If You Decide to Go to the Moon* by Faith NcNulty  *100 Things You Should Know About Inventions* by Miles Kelly  *Stephanie Kwolek* by Juliette Looye  “Women Inventors”, June 1994, Cobblestone History Magazine for Young People | **Links, Day 2**  **Amelia Earhart**  <http://www.ameliaearhart.com/>  <http://www.pbs.org/wgbh/americanexperience/features/photo-gallery/earhart/>  <https://www.youtube.com/watch?v=iHsJTYrhYpo#t=60> “Amelia Earhart: Soaring”  <https://www.youtube.com/watch?v=NBsXybkh3uQ> “The Search for Amelia Earhart Resumes”  <http://hdl.loc.gov/loc.pnp/cph.3a43845>  <http://hdl.loc.gov/loc.pnp/cph.3a22092>  <http://hdl.loc.gov/loc.pnp/cph.3b33194>  <http://hdl.loc.gov/loc.pnp/cph.3a45212>  <http://hdl.loc.gov/loc.pnp/cph.3c35362>  <http://hdl.loc.gov/loc.pnp/cph.3c19492>  <http://hdl.loc.gov/loc.pnp/cph.3c31167>  **Eleanor Roosevelt**  <https://www.youtube.com/watch?v=NJ7ngxZe7Lc> Model Leadership: Eleanor Roosevelt  <https://www.youtube.com/watch?v=oSMV5zxHaxc> Eleanor Roosevelt-Her Star Still Shines  <http://hdl.loc.gov/loc.pnp/hec.37027>  <http://hdl.loc.gov/loc.pnp/hec.47459>  <http://hdl.loc.gov/loc.pnp/cph.3b16000>  <http://hdl.loc.gov/loc.pnp/cph.3b02421>  <http://hdl.loc.gov/loc.pnp/cph.3c08207>  **Additional Suggested Website Book Lists, Day 3**  <http://www.state.nj.us/education/holocaust/resources/ToleranceBookListPK8.pdf>  <http://www.readingrockets.org/articles/books/c406>  <http://www.notimeforflashcards.com/2012/02/75-childrens-books-that-build-character.html> |

**Vocabulary**

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| **Some online dictionaries for children:** <http://kids.wordsmyth.net/we/> <http://www.wordcentral.com/>  *(Tier 1 Words are everyday words learned mostly through conversation; Tier 2 Words are the most difficult, often having multiple meanings, morphologically significant, or applied to multiple categories; Tier 3 Words are domain specific and can be taught quickly, especially with visuals. All vocabulary words require multiple opportunities to hear and use them in order for the student to incorporate them into his/her own repertoire.)* | |
| **These words merit less time and attention**  **Tier II**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students.) | **These words merit more time and attention – Tier II**  (They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences with which most of your student will be unfamiliar.) |
| Page 1 – **outspoken** – talking freely about your opinions  Page 2 – **gathered** – bringing items/people together in a group  Page 12 – **conversation** – speaking back and forth about a topic  Page 15 – **circled** – to go around and around  Page 16 – **solo** – all by one’s self  Page 18 – **mysterious** – strange or difficult to understand  Page 21 – **miniature** – much smaller than the real object  Page 21 – **crawled** – to move very slowly  Page 21 – **wide sweep** – to go around with room to spare  Page 21 – **golden halo** – a glow of pale yellow about the object  Page 24 – **thrilled** – extremely excited  Page 28 – **flew down the road** – drove extremely fast | Page 1 **– determined** - having a strong feeling that you are going to do something and that you will not allow anyone or anything to stop you  Page 6 **– risk** - the possibility that something bad or unpleasant (such as an injury or a loss) will happen  Page 6 – **independent** – by one’s self  Page 9 – **escorting** – going with (someone or something) to give protection or guidance  Page 9 – **bold** – brave; fearless  Page 9 – **practical** – relating to what is real rather than to what is possible or imagined  Page 9 – **independence** – freedom from outside control or support  Page 10 – **brisk** – pleasantly cool or cold |
|  | Page 12 – **encourage** – to make (someone) more determined, hopeful, or confident  Page 16 – **capital** – where the main offices of the government are  Page 16 – **protested** – strongly disagreed  Page 16 – **transport** – to move (people or things) from one place to another  Page 21 – **reflected** – to bounce (an image or sound or heat) back  Page 21 – **drenched** – thoroughly soaked  Page 21 – **meandering** – wandering without aim  Page 21 – **star-struck** – feeling or showing great interest in and admiration for famous people  Page 21 – **marveled** – felt great surprise, wonder, or admiration  Page 24 – **anxious** – worried  Page 24 – **brilliance** – having very bright light or shine  Page 27 – **hesitated** – to stop or pause because you are unsure about what you are doing |

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| **These words merit less time and attention – Tier 3**  (They are concrete and easily demonstrated with illustrations; **Tier 3/Domain-Specific**: can be taught on the spot in the second reading) |
| Page 3 – **aviator** – pilot of an aircraft  Page 3 – **pilot** – a person who guides an aircraft or boat  Page 6 – **cockpit** – the space on an aircraft, boat, or spaceship for the pilot and crew  Page 6 – **powder blue** – a very light blue  Page 6 – **indigo** – a very deep and dark blue  Page 10 – **photographer** – person who takes pictures with a camera  Page 10 – **reporters** – people who write about current events or news stories  Page 12 – **chowder** – a soup or stew made of seafood with potatoes and onions and milk or tomatoes  Page 12 – **cobbler** – a deep-dish fruit pie with a thick top crust  Page 12 – **custard** – a sweetened mixture of milk and eggs baked, boiled, or frozen  Page 14 – **horizon** – the line where the earth and the sky seem to meet  Page 18 – **twin-motor** – having two engines  Page 19 – **airstrip** – a landing area for aircraft  Page 21 – **capitol** – the building in which the U.S. Congress meets in Washington, D.C.  Page 21 – **monuments** – places of historic interest or natural beauty set aside and maintained by the government as public property  Page 27 – **straightaway** – a long stretch of road without curves |

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

AD 600L

1. **Qualitative Features**

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| **Meaning/Purpose**  *Sometimes you have to have the courage to defy convention in the name of fulfillment, conviction, and fun. Additionally, your actions can positively influence change for others.* | **Structure**  *The text utilizes foreshadowing, comparisons, and illustrations to add to the understanding of the story.* |
| **Vocabulary**  *Please note the tiers for vocabulary that are given. Additionally, several words harken to another era. Some idioms are also noted (“birds of a feather; fly down the road”)* | **Knowledge Demands**  *Additional information about Amelia Earhart and Eleanor Roosevelt, the history of flight, the role(s) of First Lady, and the history of women’s fight for equality will greatly enhance the students’ understanding.* |

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What supports can I provide?

*Providing students opportunities to note the details in the illustrations, to discuss author’s word choice, and to supply further background knowledge through primary sources and information about the era will greatly enhance the experience and enjoyment for the students. Help students draw correlations to their own lives and abilities to change an unjust status quo.*

How will this text help my students build knowledge about the world?

*The role of women in American (and world) policies and culture is ongoing and evolving. Seeing that women are one of the minorities in terms of power and cultural patterns is important to the larger understanding of equality. Additionally, students need to see themselves as a part of that societal conversation.*

1. **Grade level**

What grade does this book best belong in? *2nd as a read-aloud*

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