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# Mystery to History: An Uncommon Way to Teach the Common Core

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# Mystery to History: An Uncommon Way to Teach the Common Core

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# Mystery to History: Using Literature to Teach Common Core

American Association of School Librarians  
American Library Association Conference  
San Francisco, California  
June 2015



Deborah Parrott  
Renee' Lyons  
East Tennessee State University



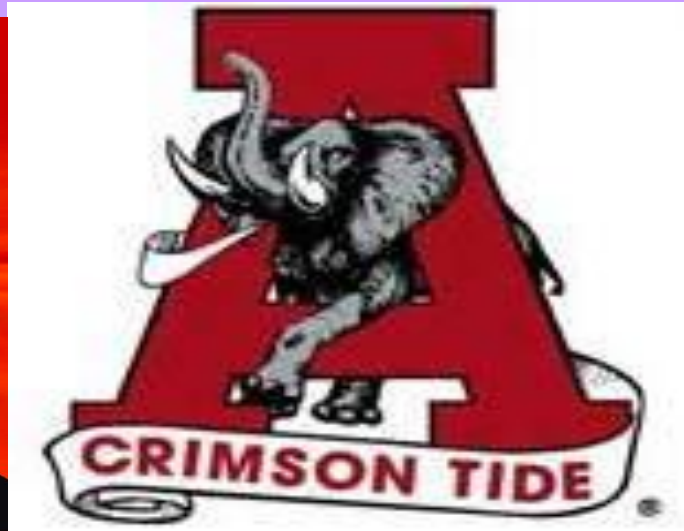


## Tennessee





# About Deborah



# Renee' C. Lyons, MLS, MFA



In addition to being a professor and author, I also love to hike, bike, kayak, travel, and learn anew. I have one daughter and two cats. My favorite children's books are: Mop Top, by Don Freeman, Sea Tale, by Gail Haley, Ben and Me, by Robert Lawson, and Walk Two Moons, by Sharon Creech.



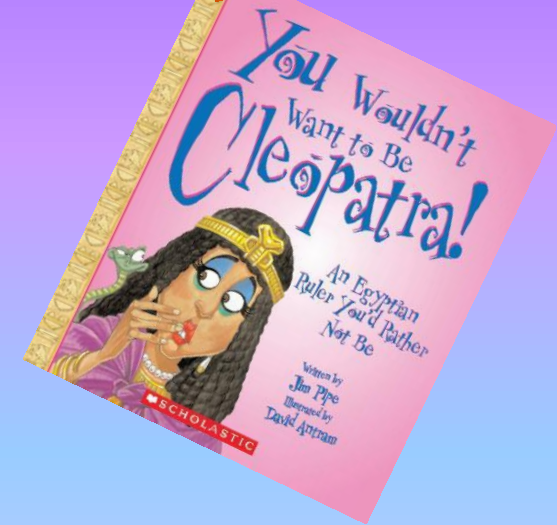
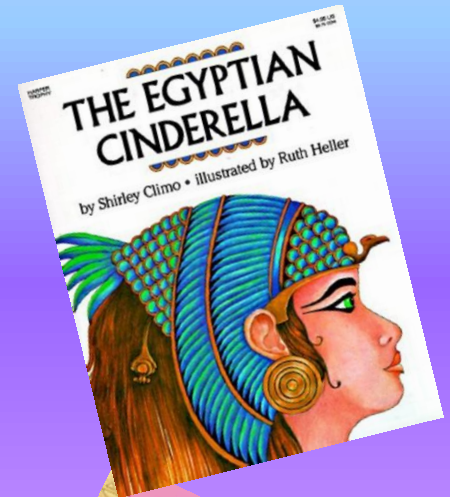
# Essential questions

- **How can we utilize literary texts to achieve Common Core Standards in collaboration with other teachers?**
- **How can we utilize literary texts to achieve Common Core Standards in our own instruction?**




# We will see...

- Resources for Common Core
- Texts for:
  - Ancient Civilizations
  - Immigration
  - Slavery
  - Holocaust
  - Civil Rights in the United States





# Common Core?



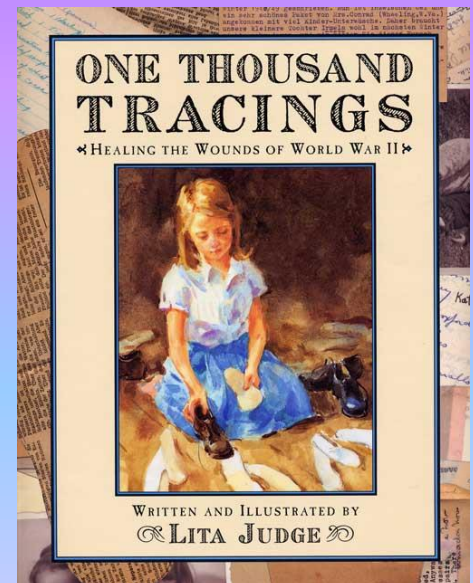
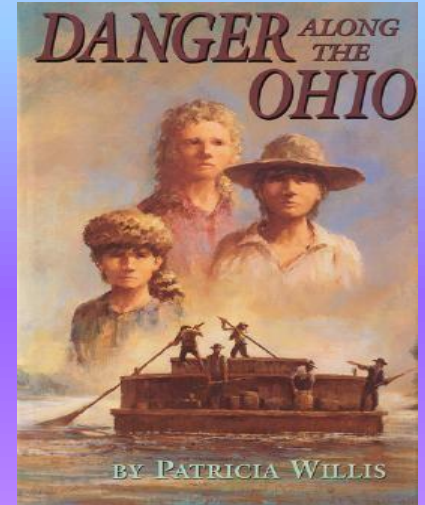
What does  
this mean for  
librarians?

College and  
Career  
Ready?

# The Story is NOT dead!

## Stories:

- Capture students' interest
- Provide reading incentive beyond assignments
- Supply fun correlating activities
- Bridge to Informational text
- Provide text for ELA Standards





# Literary Texts for English Language Arts

- **Read more complex texts**
  - Help teachers scaffold analytical thinking about literary text
  - Turn and talk, annotate text
  - Graphic organizers, etc.
  - Creating products
  - Researching
  - Collaborative teamwork
- **Social studies integrated into k-5 grades**
- **Close reading, close reading, close reading!**

## Kindergarten-Grade 12

Introduction

Anchor Standards

Reading: Literature

Reading: Informational Text

Reading: Foundational Skills

Writing

Speaking & Listening

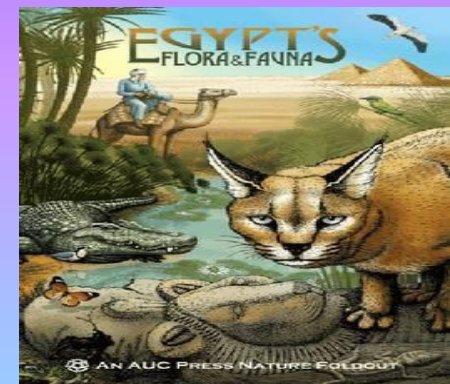
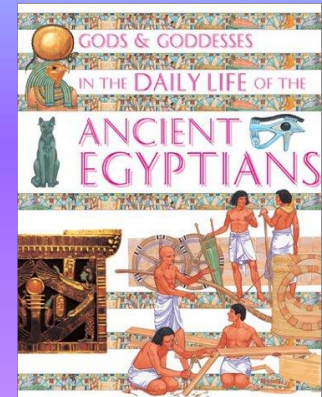
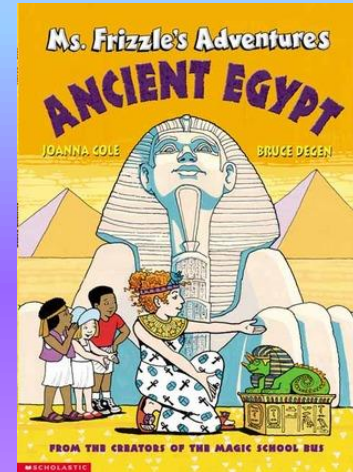
Language

Standard 10: Range, Quality, &  
Complexity

<http://www.corestandards.org/ELA-Literacy/>

# Librarians segue fiction to research

- Webquests
- Pathfinders (hard or digital)
  - LibGuides
  - LiveBinders
- Virtual library databases
- Google Scholar
- Plagiarism and Citation
  - <https://owl.english.purdue.edu/owl/>
  - <http://www.easybib.com/>



[CCSS.ELA-Literacy.CCRA.W.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

# Helpful Resources



# ALSC Common Core State Standards Resources

**ALSC** Association for  
Library Service to Children

A DIVISION OF THE AMERICAN LIBRARY ASSOCIATION

[Educators »](#) [Library School Students »](#) [Members »](#) [Parents »](#) [Publishers »](#)

- ❖ **Articles**
- ❖ **Blogs**
- ❖ **Websites**
- ❖ **Support materials**
- ❖ **Subscription based sites**

## Common Core State Standards - Resources

Common Core State Standards (CCSS) have been adopted in a majority of states. The question for many public youth librarians is how best to support their school colleagues and families in this new educational adventure. One of the most important changes that has occurred is an increasing emphasis on using non-fiction, specifically narrative non-fiction, to address the standards in teaching critical thinking skills. Libraries with strong non-fiction collections and open communication with their school colleagues will find they are ready to provide the needed support in their collections and services. The following resources can serve as a starting point to become more familiar with CCSS and gain confidence in serving your community.

[Articles](#) | [Blogs](#) | [Websites](#) | [Support Materials](#) | [Subscription-based Sites](#)

### Articles

*Common Core in the Public Library.* Kiera Parrott. *ALSC blog*  
<http://www.alsc.ala.org/blog/2012/09/common-core-in-the-public-library/>

*The Public Library Connection: The new standards require that public and school librarians pull together | On Common Core.* Olga Nei. *School Library Journal*, December 1, 2012  
<http://www.slj.com/2012/12/opinion/on-common-core/the-public-library-connection-the-new-standards-require-that-public-and-school-librarians-pull-together-on-common-core/>

*Common Core Standards and the School Librarian.* Hack Library School blog  
<http://hacklibschool.wordpress.com/2012/10/11/common-core-state-standards-and-the-school-librarian/>

*On Common Core: Cultivating Collaboration.* Mary Ann Cappiello, Myra Zamowski, and Marc Aronson. *School Library Journal*, September 4, 2012  
<http://www.slj.com/2012/09/standards/common-core/on-common-core-cultivating-collaboration/>

*Nonfiction Programming.* Abby Johnson. *American Libraries*, May 28, 2013.  
Practical tips on including non-fiction with an eye to CCSS in programming for youth of all ages.  
<http://www.americanlibrariesmagazine.org/article/nonfiction-programming>

*Common Core Resources for Public Libraries.* Connecticut State Library  
Brief outlines of some ideas to incorporate CC into public libraries along with a list of resource links at the bottom.  
<http://www.ctstatelibrary.org/dld/pages/common-core-resources-pub>

<http://www.ala.org/alsc/ccss-resources>

# AASL and Achieve Partnership

## Achieve

Achieve is an independent, nonpartisan, nonprofit education reform organization dedicated to working with states to raise academic standards and graduation requirements, improve assessments, and strengthen accountability. Created in 1996 by a bipartisan group of governors and business leaders, Achieve has worked with state teams, governors, state education officials, postsecondary leaders and business executives to improve postsecondary preparation by aligning key policies with the demands of the real world so that all students graduate from high school with the knowledge and skills they need to fully reach their promise in college, careers and life. For more information about the work of Achieve, visit [www.achieve.org](http://www.achieve.org).



- Implementing the Common Core State Standards: The Role of the School Librarian In partnership with Achieve, AASL has released an action brief on the role of school librarians in the implementation of the Common Core State Standards (CCSS). The brief was designed not only for school librarians who are supporting higher standards for student learning, but also for school leaders as they rethink and re-envision the role that the library can and should play in a major school initiative.

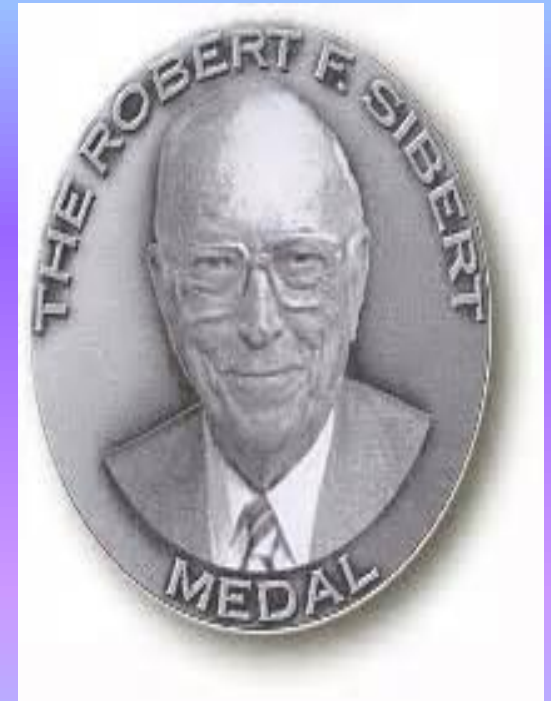
## A Joint Action Brief by



[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/externalrelations/CCSSLibrariansBrief\\_FINAL.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/externalrelations/CCSSLibrariansBrief_FINAL.pdf)

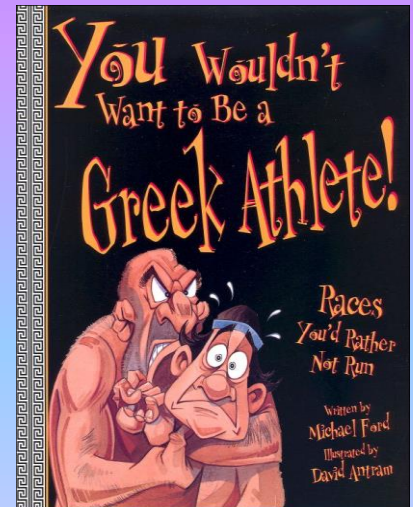
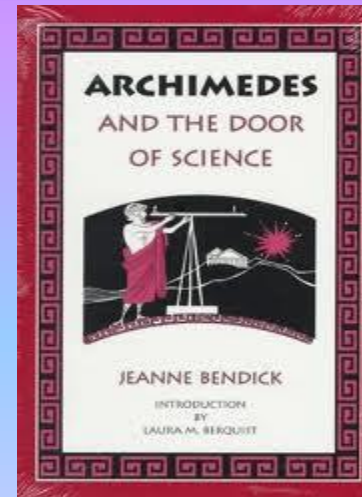
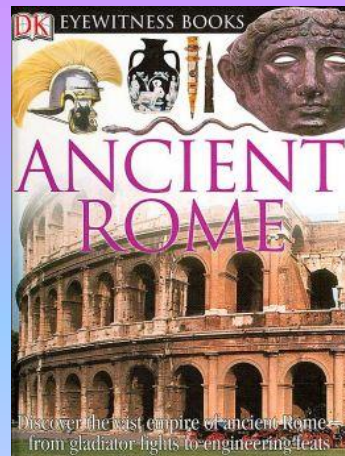
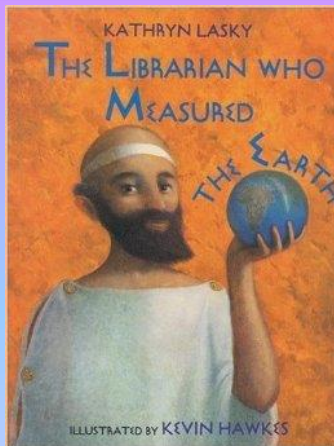
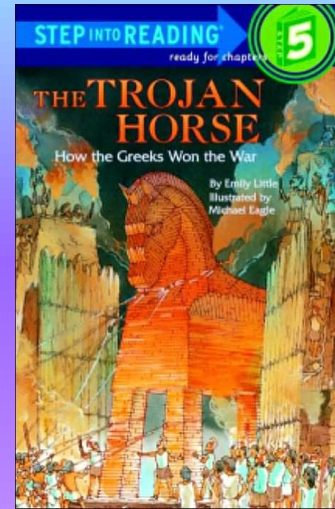
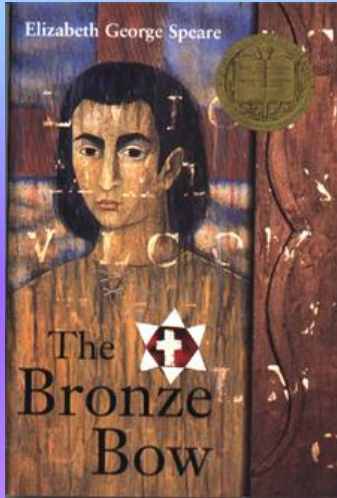
# Award Winning Nonfiction

- NCTE Orbis Pictus Award for Outstanding Nonfiction for Children
  - <http://www.ncte.org/awards/orbispictus>
- YALSA Award for Excellence in Nonfiction
  - <http://www.ala.org/yalsa/nonfiction/>
- Sibert Informational Book Medal
  - <http://www.ala.org/alsc/awardsgrants/bookmedia/sibertmedal>
- Booklist Starred Reviews and CC
  - <http://booklistonline.com/GeneralInfo.aspx?id=68&AspxAutoDetectCookieSupport=1>
- School Library Journal Stars
  - <http://www.slj.com/>





# Ancient Civilizations

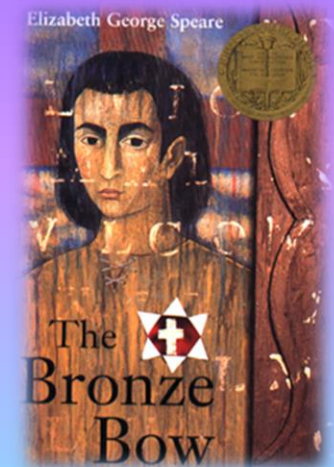


# CHARACTERS IN TIME!

Ask the class to list Daniel's characteristics as relayed at the beginning of the novel. Point out the actions, stakes, or circumstances which contributed to character development. Provide narrative evidence of the character's change. List his characteristics as portrayed at the end of the novel.

[CCSS.ELA-Literacy.RL.6.3](#) Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Daniel's Characteristics at Beginning of Novel	Episodes which contributed to changes in Daniel's personality	Evidence of Daniel's change in personality	Daniel's characteristic at End of Novel

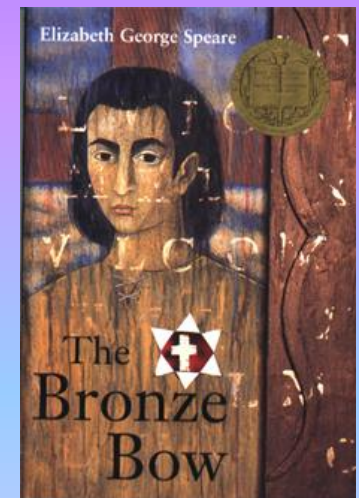


# FORESHADOWING!

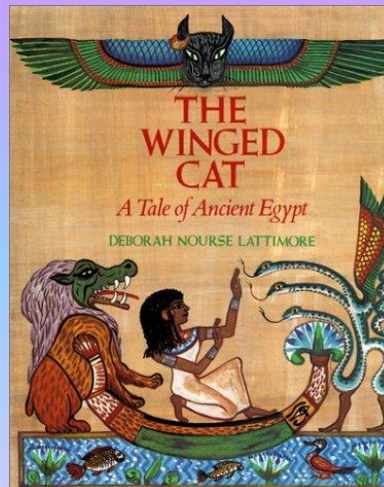
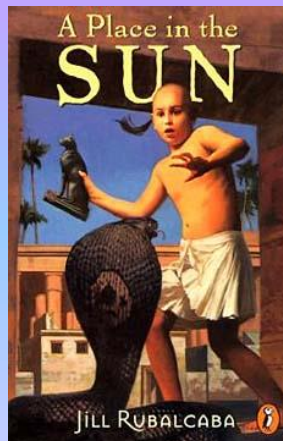
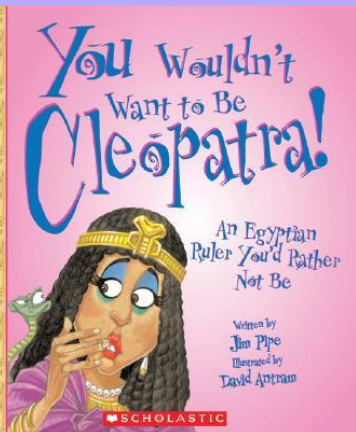
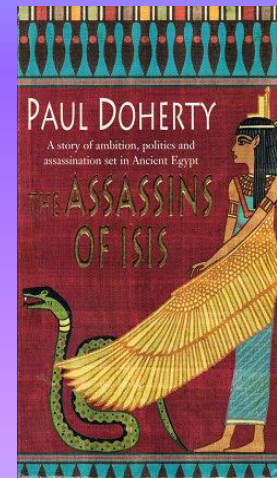
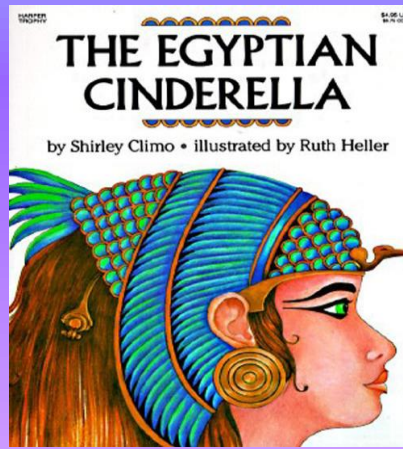
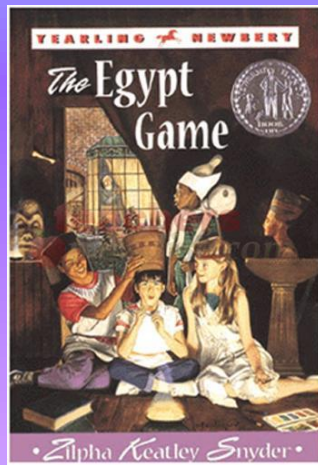
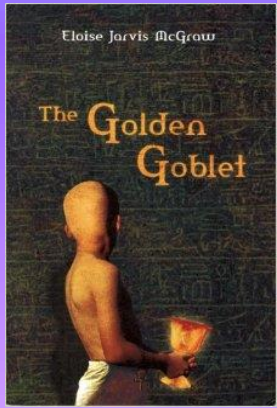
Using the below chart, describe how Speare's use of color in the first chapter defines a sense of the book's setting, while also serving as foreshadowing in association with the plot.

[CCSS.ELA-Literacy.RL.6.5](#) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

COLOR (insert phrase or sentence in which it is used)	How Color defines setting	How color serves as foreshadowing

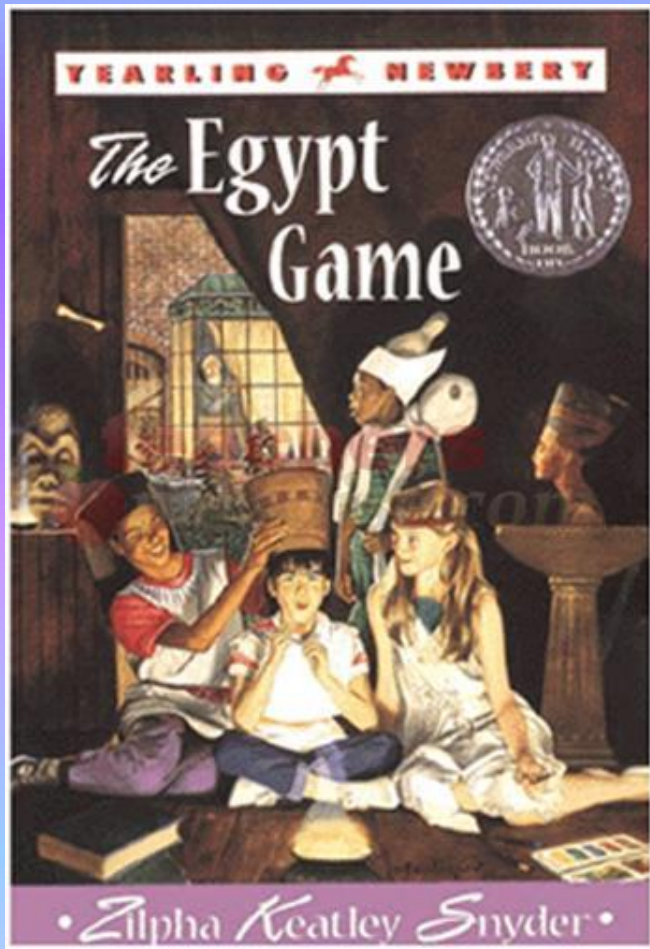


- [CCSS.ELA-Literacy.RL.5.9](#) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.



# THE EGYPT GAME

—ZILPHA KEATLEY SNYDER



When April Hall and Melanie Ross meet, they discover that they have a mutual fascination with Ancient Egypt. They concoct a game about Ancient Egypt. Before long, the group grows to 6 young “Egyptians” who perform Rituals, research hieroglyphics, and wear costumes in a vacant lot behind the A-Z Antiques Store. Soon, Strange things begin to occur. Has the Egypt Game Gone too far? Who is the murderer? Is it the strange professor?

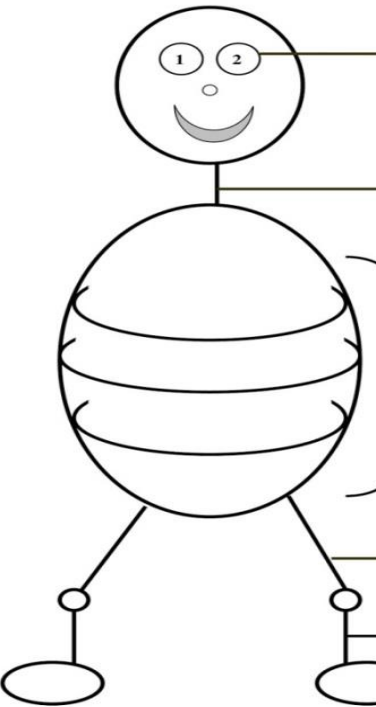
Let's read *The Egypt Game* to find out!

## CSS.ELA-Literacy.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

# Plot Skeleton

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



**Main Character NEEDS:**

1. OBVIOUS:
2. HIDDEN:

**INCITING INCIDENT:** ("Then one day....")

**3 COMPLICATIONS:**

- 1.
- 2.
3. The Bleakest Moment:

**HELP:**

**LESSON OR DECISION:**

**RESOLUTION:**

Adapted from Angela E. Hunt

Name: \_\_\_\_\_ Reading Comprehension Story Sketch

**Title** \_\_\_\_\_  
**Author** \_\_\_\_\_

**Characters** \_\_\_\_\_

**Setting**

Where (place) \_\_\_\_\_  
When (time) \_\_\_\_\_

**Problem**

**Solution**  
How the problem \_\_\_\_\_

**Events**

**Beginning** \_\_\_\_\_ **Middle** \_\_\_\_\_ **End** \_\_\_\_\_

**Final Idea** (What the author is working on): \_\_\_\_\_

Write Your Story

CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details

An ice cream cone graphic organizer with a red cherry on top. The cone is divided into sections for writing. The top section is a red circle labeled 'Topic'. Below it is a light blue section labeled 'Main Idea' with two horizontal lines. The next section is brown labeled 'Detail #1' with two horizontal lines. Below that is a pink section labeled 'Detail #2' with two horizontal lines. The bottom section is a waffle cone labeled 'Conclusion' with a dotted pattern and two horizontal lines. In the top left corner, there is a small ice cream cone icon and the text 'Ice Cream Graphic Organizer'. To the right of the 'Topic' section, there is a line labeled 'Name'.



# RAFT

[CCSS.ELA-Literacy.RL.5.6](#)

Describe how a narrator's or speaker's point of view influences how events are described

Role	Audience	Format	Topic
Melanie	April	Letter	What your friendship means to me
Newspaper reporter	Readers	News article	How Marshall saved the Professor from being accused of the murderer
Professor	The Egyptians	Conversation	My feelings about the strange happenings and attack
April	Herself	Journal entry	How it felt to be grabbed and almost seriously hurt

<https://docs.google.com/document/d/1FzUgftgJO4OFrik0dBVVUH7GILDG3wc69GY28C5JBfw/edit>



## Using Technology

[CCSS.ELA-Literacy.W.5.6](#) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting

### **Perform a research on Ancient Civilizations.**

#### **Discover the following:**

- Economy, history, social life, climate, customs, etc.

#### **Prepare a slide show to highlight your research.**

- Insert Middle Eastern music

**Prepare a poster** (using Publisher, Word, or your favorite program) that promotes travel to Ancient Egypt.

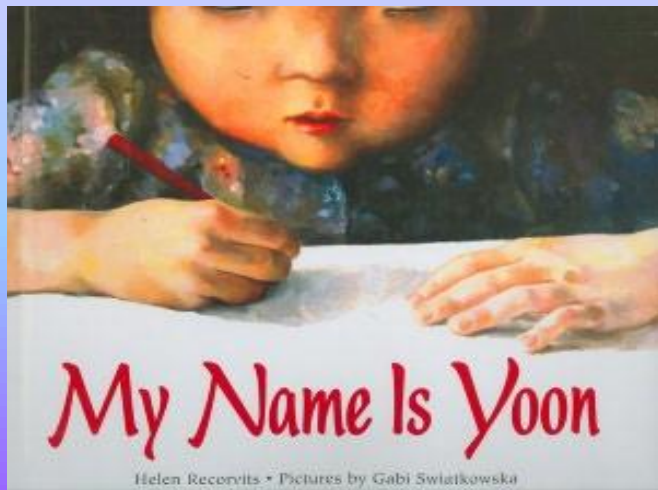
# Ancient Egypt Online Resources

- <http://www.oocities.org/athens/atrium/5924/ancientegyptlessonplans.htm>
- [http://www.bgfl.org/bgfl/custom/resources\\_ftp/client\\_ftp/ks2/history/egyptians/index.htm](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/history/egyptians/index.htm)<http://egypt.mrdonn.org/>
- <http://resources.woodlands-junior.kent.sch.uk/homework/egypt/general.htm>
- <http://www.artic.edu/cleo/index.html>
- [http://www.ducksters.com/history/ancient\\_egypt.php](http://www.ducksters.com/history/ancient_egypt.php)
- <http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/>

# It's All About You!

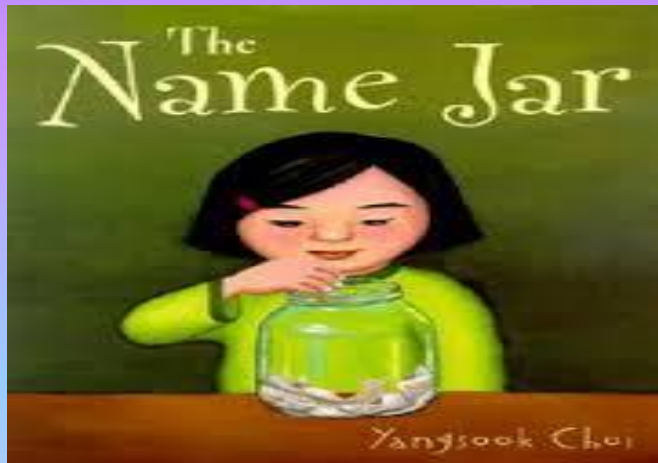
- Does anyone have a title to share that might be used in connection with Ancient Civilizations?



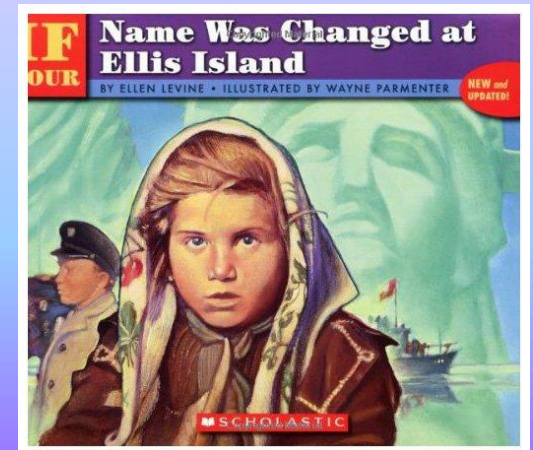


# IMMIGRATION PICTURE BOOKS AND NAMING

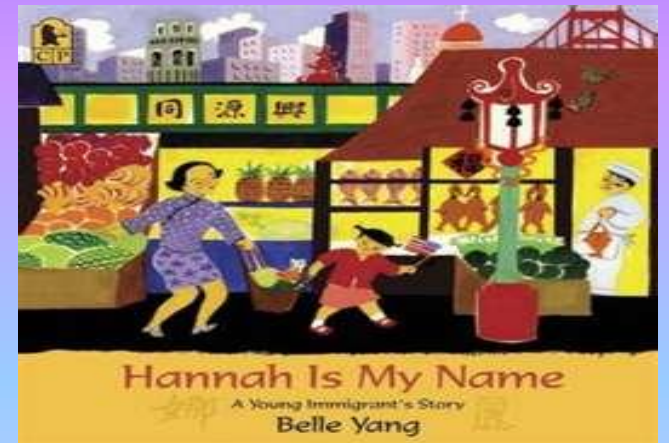
Yoon's name means Shining Wisdom, and when she writes it in Korean, it looks happy, like dancing figures. But her father tells her that she must learn to write it in English. In English, all the lines and circles stand alone, which is just how Yoon feels in the United States.



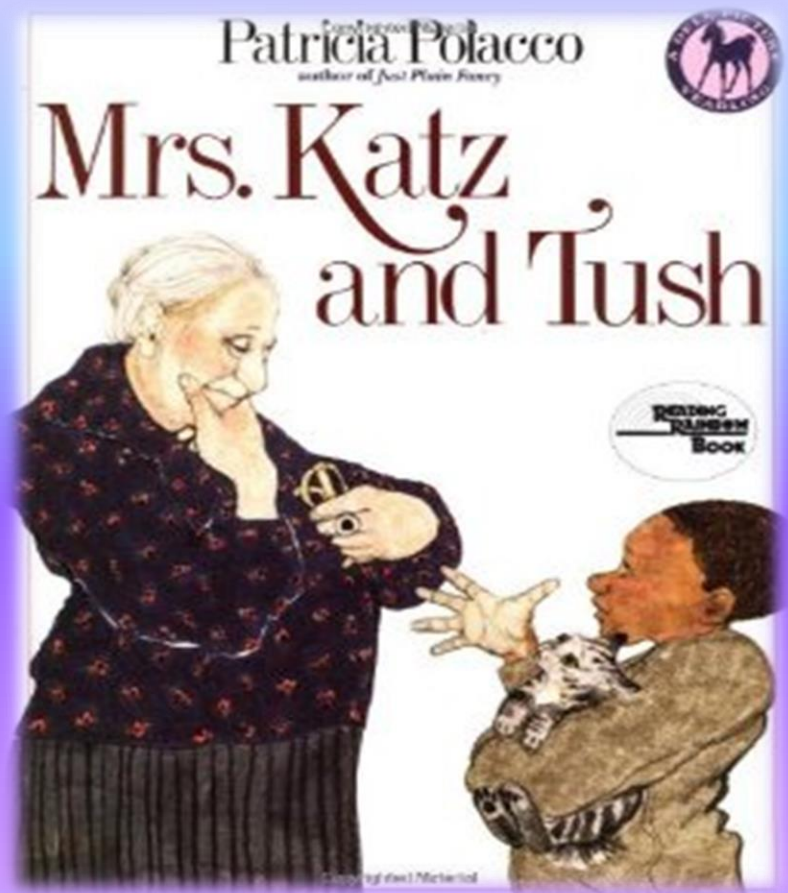
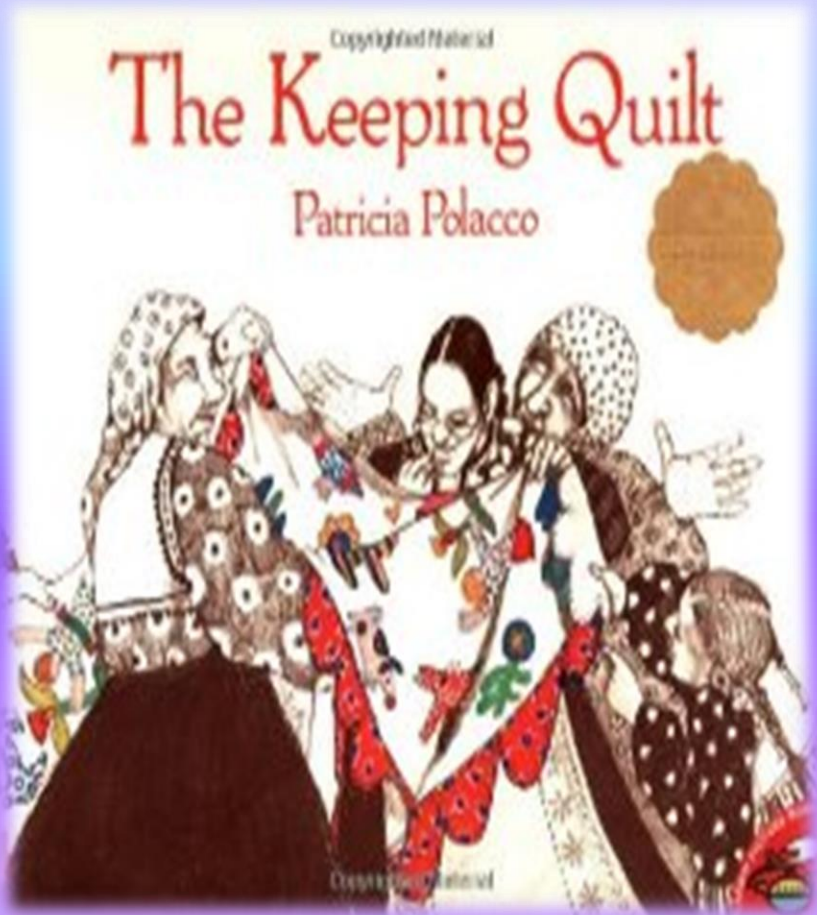
Being the new kid in school is hard enough, but what about when nobody can pronounce your name?



If your name were changed at Ellis Island  
--Would everyone in your family travel together?  
--How long would you stay at Ellis Island?



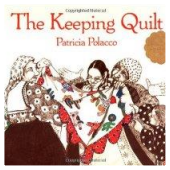
Hannah is my name in this new country. It doesn't sound at all like my Chinese name, Na-Li, which means beautiful.



[CCSS.ELA-Literacy.RL.1.9](#)

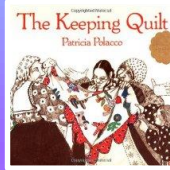
Compare and contrast the adventures and experiences of characters in stories.

# COMPARE/CONTRAST Grandmothers!



GREAT-GRAMMA ANNA

- Dance
- Language
- Clothing
- Ideas
- Loves
- Food
- Customs
- Travel
- Experiences, Good and Bad



ALSO, GRANDMA CARLE

- Dance
- Language
- Clothing
- Ideas
- Loves
- Food
- Customs
- Travels
- Experiences, Good and Bad



ADOPTED GRANDMA KATZ

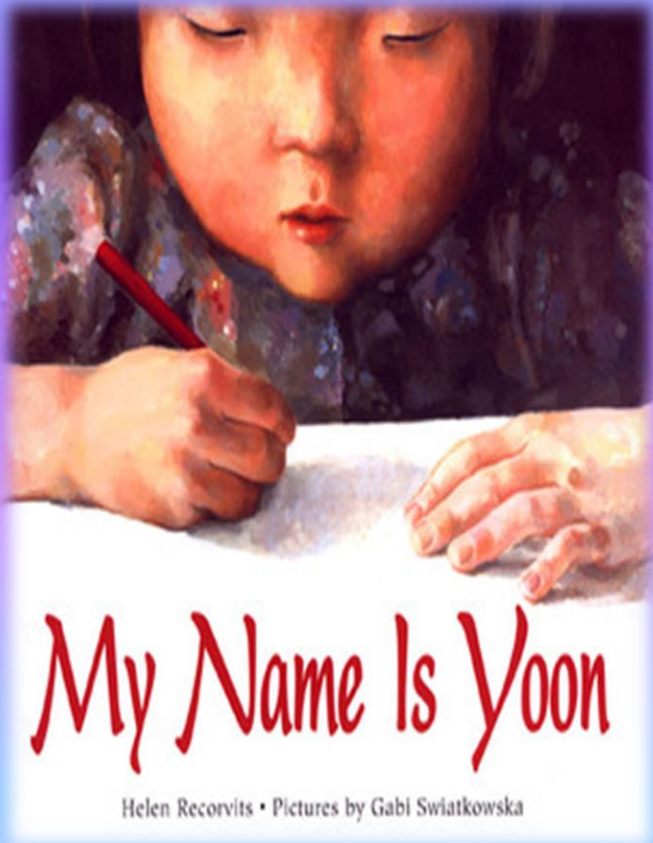
- Dance
- Language
- Clothing
- Ideas
- Loves
- Food
- Customs
- Travels
- Experiences, Good and Bad

KEEP THE OLD AND WELCOME THE NEW!!

## CCSS.ELA-Literacy.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

---



**Y** What does Yoon miss about Korea? What part of the story tells you what she misses?

---

**O** Why was it important for Yoon to learn how to sign her name in English? What illustration or sentences in the story show Yoon finding out why it is important?

---

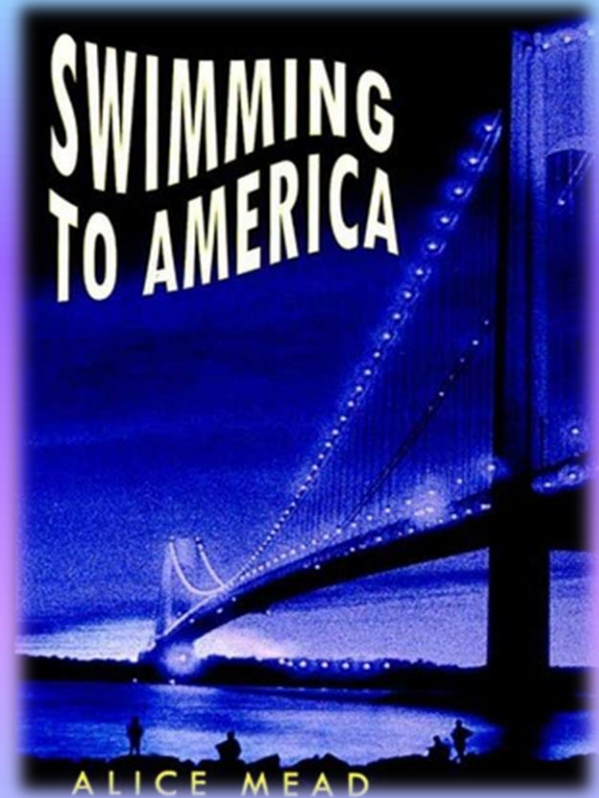
**O**

**N** How does Yoon, step-by-step, solve her problem of feeling all alone? Provide examples from the text as to how she decides to make friends and be accepted.

---

# Swimming To America

Linda's family is originally from Albania, but when she questions her parents about how they came to America they dodge her questions. Ramon, a fellow immigrant from Cuba understands her fear. Living in America illegally is a scary thought. Go with Ramon and Linda to learn what it's like to learn what it's like to live the American dream in constant fear of losing it.





# EVIDENCE GATHERING

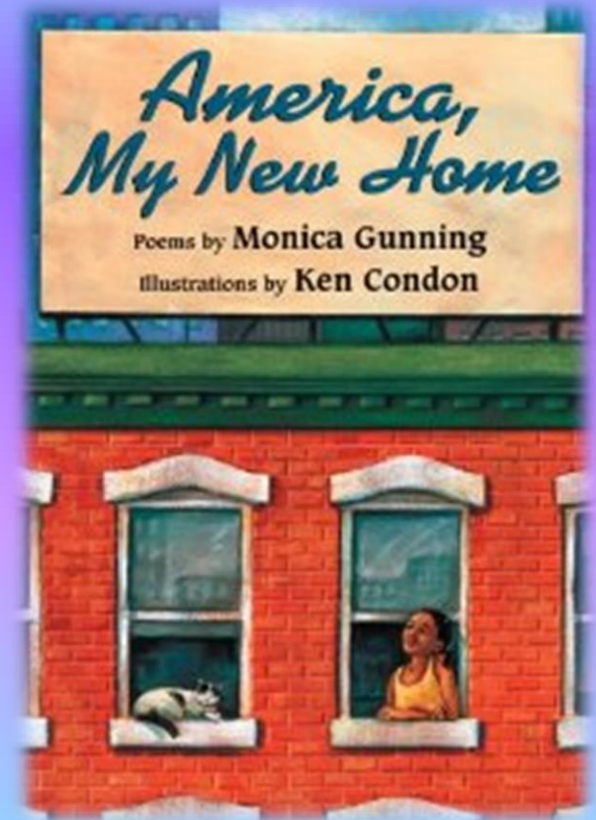
Create a chart in which narrative and dialogue from *Swimming to America* is analyzed. Determine what Linda definitely knows about her family history versus what she understands. Place excerpts providing evidence for either the explicit knowledge or the inferred understanding in a chart similar to the one below.

- [CCSS.ELA-Literacy.RL.8.1](#)  
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Excerpts describing what Linda really knows from her mother's stories about their family history and journey to America	Excerpts describing what Linda understands from her mother's demeanor, actions, behavior, and appearance about her family history and journey to America

# America, My New Home

Monica tells her story of immigration from Jamaica and adjustment to America through poems. She tells about the strange surprises such as skyscrapers and snow and the anxiety of no one knowing your name. She also shares the excitement of experiencing concerts, circuses, and art museums.



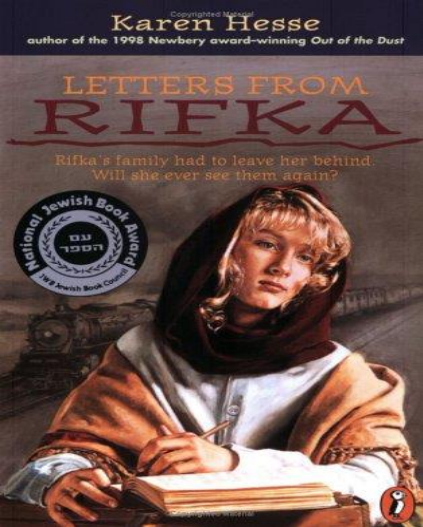
# LET'S READ ALOUD!

Divide the poems found in *America, My New Home* to accommodate pairs within the classroom. Assign particular poems to these students. Ask students to meet with their partner for the purpose of practicing “dual voice” reading. The poems in *America, My New Home* lend themselves to two voices. Explain that the pairs will practice “response” reading, complete with voice inflection and emotion, for the purpose of reading the poems as an actor or narrator would for their peers. Provide examples.

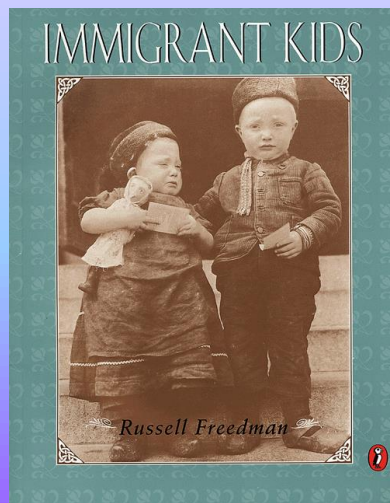


[CCSS.ELA-Literacy.RL.6.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

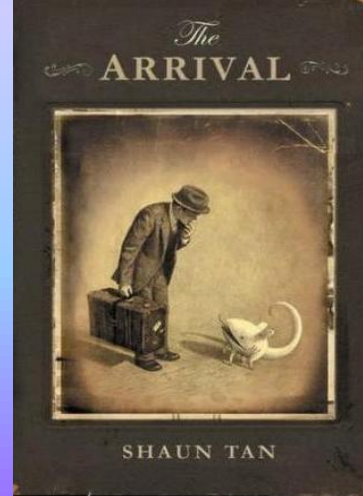
After the students have practiced proficiently, hold a Poetry Slam day in which pairs read their poem before the class. Ask students to vote for the pair best portraying the subject, feeling, and mood of the poem.



In this historical fiction, epistolary novel, the reader is taken back in time to 1919 to follow a young girl's journey from Russia to America.



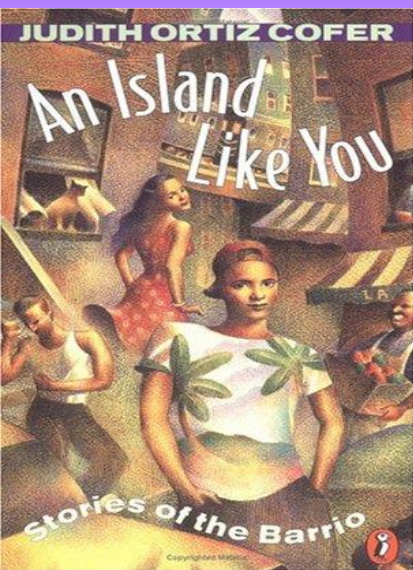
In this touching book, Newbery Medalist Russell Freedman offers a rare glimpse of what it meant to be a young newcomer to America



Literally a book that you *experience*. Through this work you embark on a journey with the protagonist. You are confused, hopeful, awed, homesick and bewildered right along with him.



The club where kids do their projects is all about traditional American stuff, and raising silkworms just doesn't fit in. Moreover, the author, Ms. Park, seems determined to make Julia's life as complicated as possible, no matter how hard Julia tries to talk her out of it.



Twelve stories about young people caught between their Puerto Rican heritage and their American surroundings



Brought to America by a church group to begin a new life in a small Vermont town, the events of 9/11 bring more challenges for this Muslim family



After Tyler's father is injured in a tractor accident, his family is forced to hire migrant Mexican workers to help save their Vermont farm from foreclosure. Tyler isn't sure what to make of these workers.



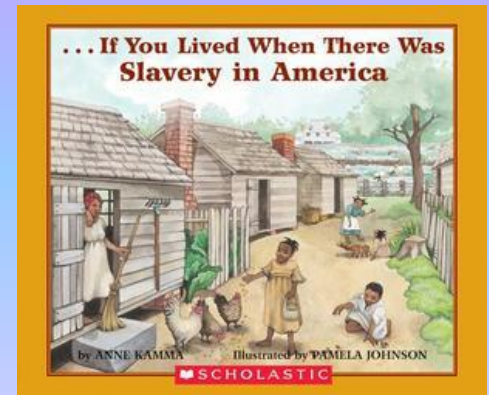
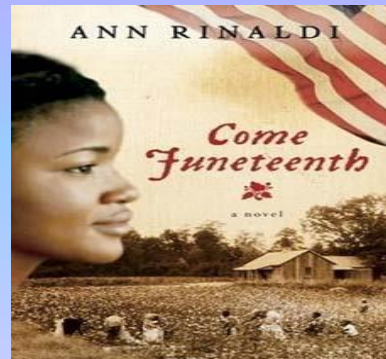
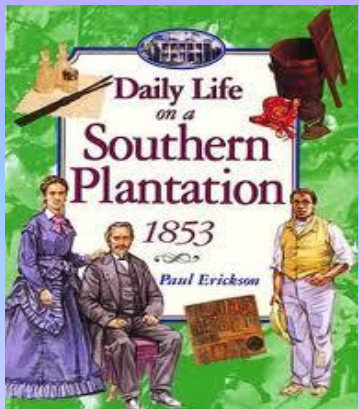
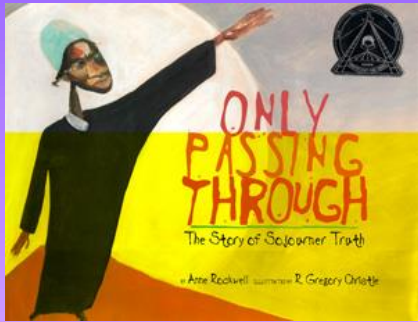
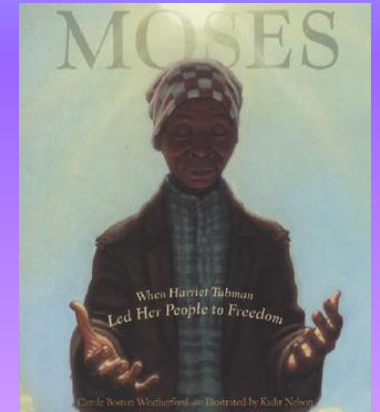
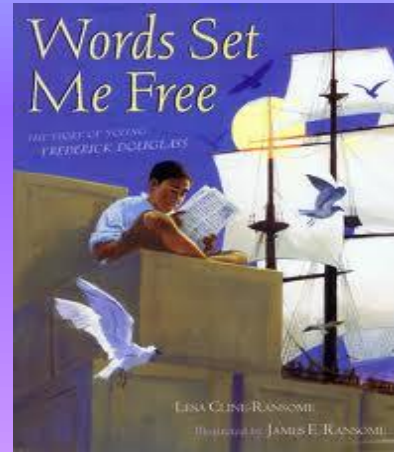
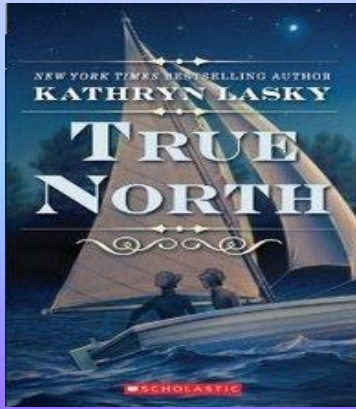
Laced with Korean words, this title reveals the change in language and thought patterns of a 14 year old Korean immigrant.

# Additional Resources

- Virtual Field Trip to Ellis Island
  - [Scholastic field trip](#)
- Videos and Timelines about Immigration history
  - [History channel](#)
- Modern immigration issues
  - [Here, There, Everywhere kids](#)

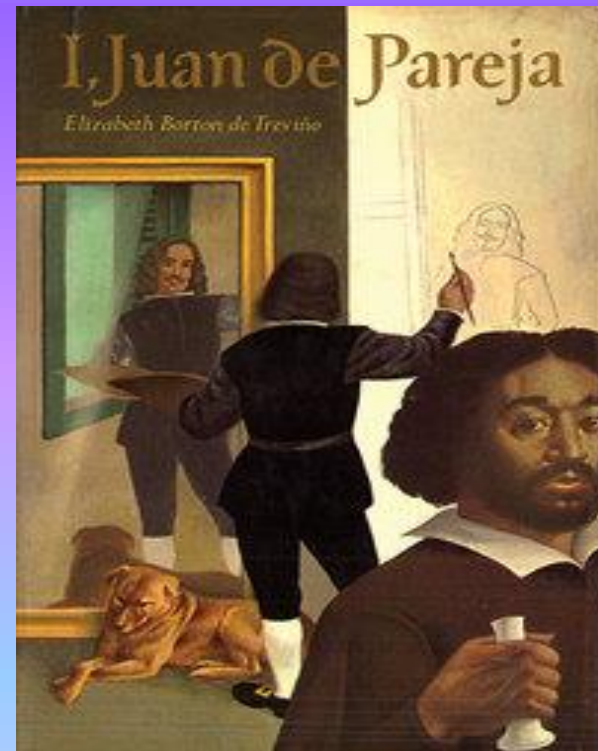
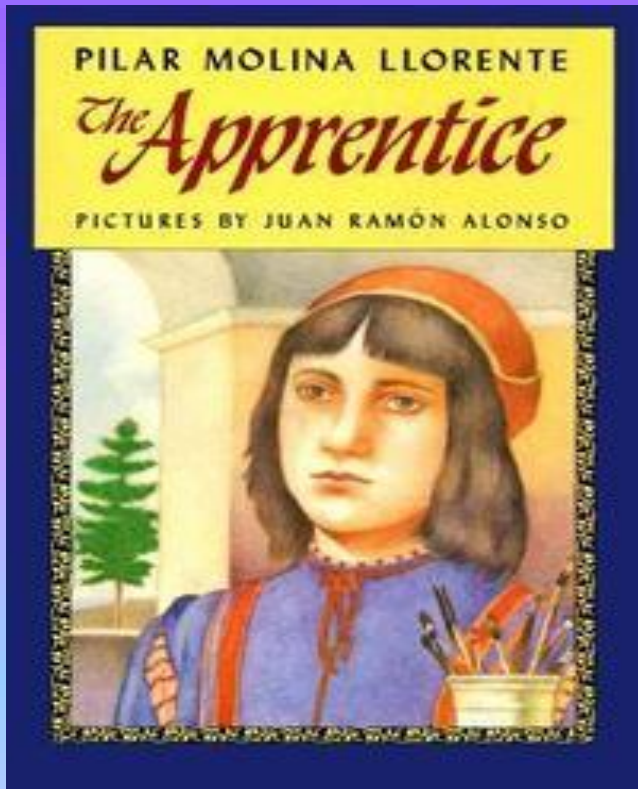


# Slavery



## *Slavery During the Renaissance*

- [CCSS.ELA-Literacy.RL.5.9](#) Compare and contrast stories in the same genre on their approaches to similar themes and topics.



# Compare/Contrast

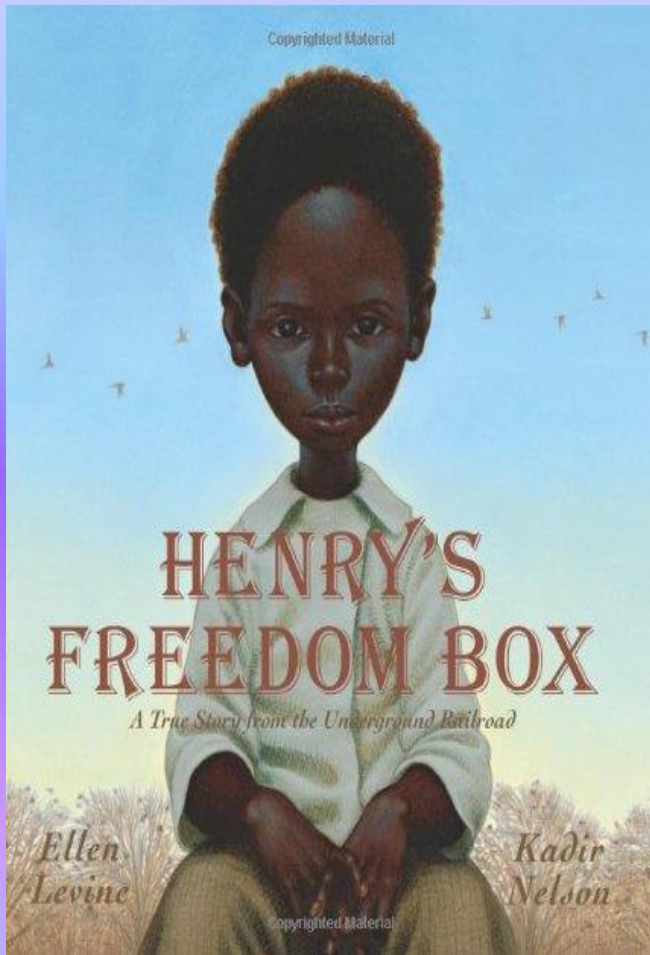


**The  
Apprentice**



**I, Juan de  
Pareja**



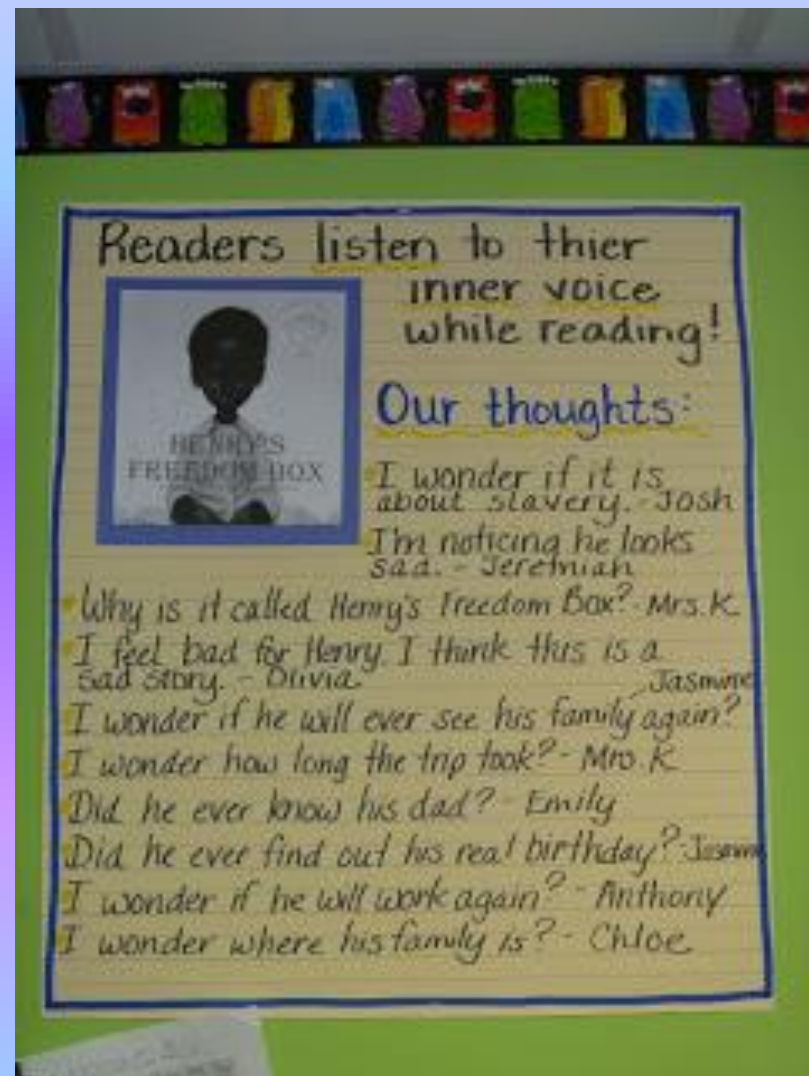


# Henry's Freedom Box

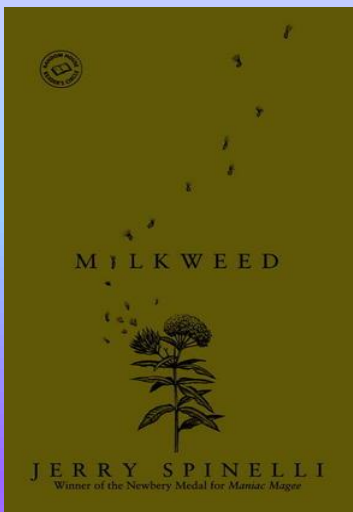
## RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

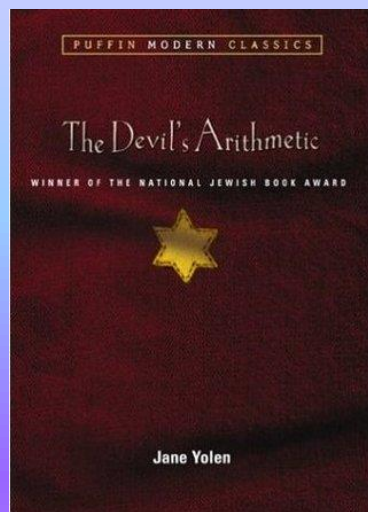
<http://www.scholastic.com/teachers/lesson-plan/henrys-freedom-box-story-teaching-guide-0>



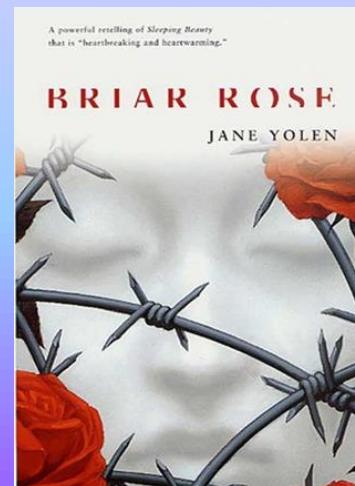
<http://theteachingthief.blogspot.com/2011/09/favorite-picture-books-for-teaching.html>



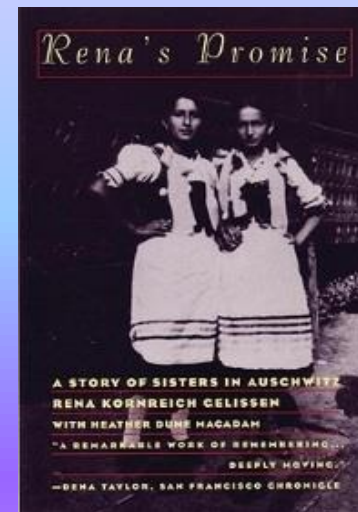
He's a boy called Jew.  
Gypsy.  
Stop thief. Runt.  
Happy. Fast. Filthy  
son of Abraham.



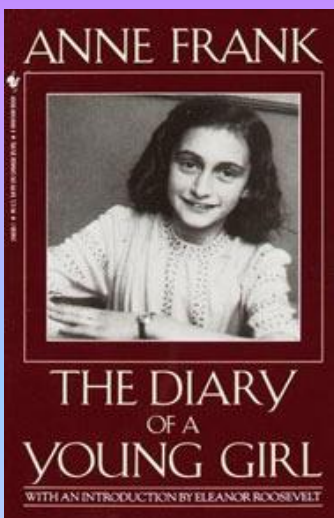
Little does Hannah know that this year she will be mysteriously transported into the past where only she knows the horrors that await



Ever since she was a child, Rebecca has been enchanted by her grandmother Gemma's stories about Briar Rose.



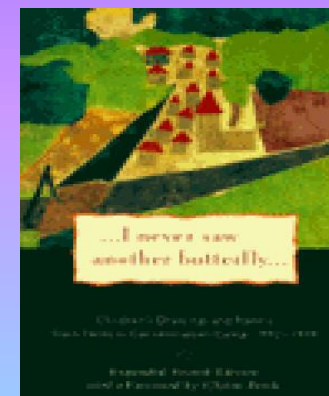
A memoir about how family and memory can lend individuals in the direst of circumstances the most incredible strength



A Holocaust Remembrance museum director in Japan, Fumiko Ishioka, brings Hana's story back to life. 120 pages



A novel based upon the true story of a Hitler Youth

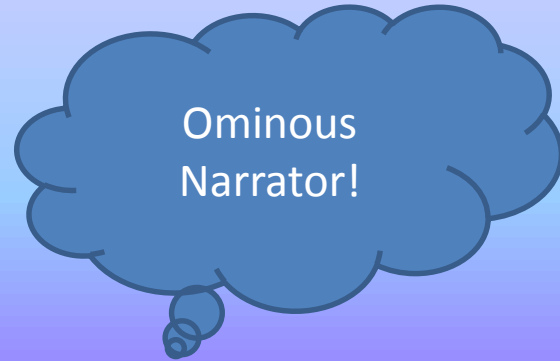


A very powerful historical record of children's poems, writings, and art from the Theresienstadt concentration camp in Czechoslovakia

# H O L O C A U S T



Zusak, M. (2005). *The book thief*.  
New York: Random House Children's Books.



**Narrated by an omniscient Death, this beautiful story follows the life of Liesel Meminger, the book thief. As in most stories of war we see tragic loss, beautiful alliances, and the struggle to simply survive. Perhaps the most unusual characteristic of this story, and certainly the most wonderful, is the idea that stories have magnificent powers, including the ability to save our lives.**

# Book Thief Correlation

Listen to author Marcus Zusak speak as to the inspiration for writing the *Book Thief*. Based upon this true story, and Zusak's choice of narrator, compare the book and the poem "Death Be Not Proud." Discuss the importance of and hope found within these unusual points of view.

<http://www.youtube.com/watch?v=m7B8ioiZz7M>

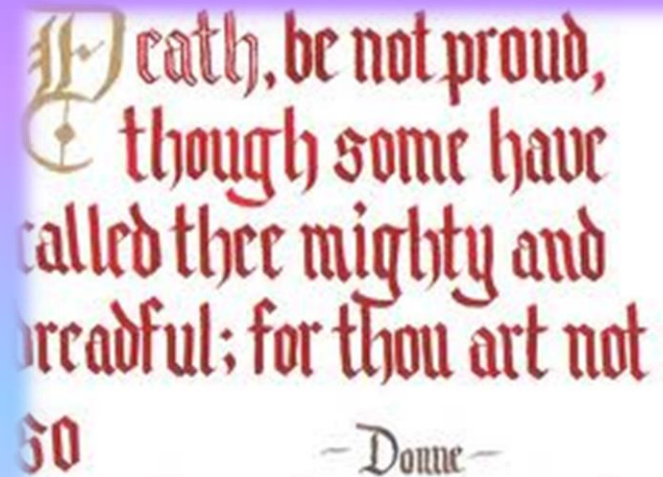
<http://www.poetryfoundation.org/poem/173363>

Also, discuss the following question:  
What has shaped our view and opinion of death? Is it culture? Or experience?

CCSS.ELA Literacy

RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.



Death, be not proud,  
though some have  
called thee mighty and  
dreadful; for thou art not  
so  
- Donne -

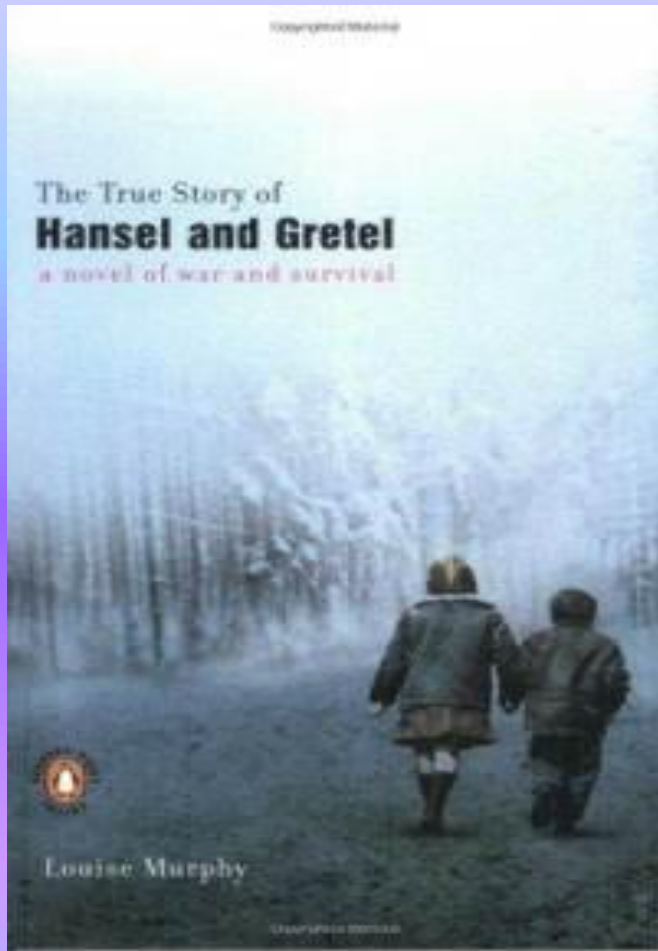
# Book Thief Correlation

Zusak's account is divided into eleven sections: a prologue, nine parts, and an epilogue. Throughout, the narrator is flashing back to the past or commenting upon the future (set apart by asterisks). Ask students to outline the author's structure, and thereafter discuss how the author's choice of structure and the use of flashbacks and/or futuristic commentary contributes to a mysterious, foreboding conflict. Discuss how these choices contributed to the tremendous tension found with the storyline.

## CCSS.ELA Literacy RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

STRUCTURAL TECHNIQUE	MYSTERY	TENSION



As the Nazi regime is closing its control over Poland, two young children are left by their parents in hopes that the children can evade capture and find safety in the forest. The parents fear the children's names will flag their Jewish heritage so they rename them "Hansel" and "Gretel".

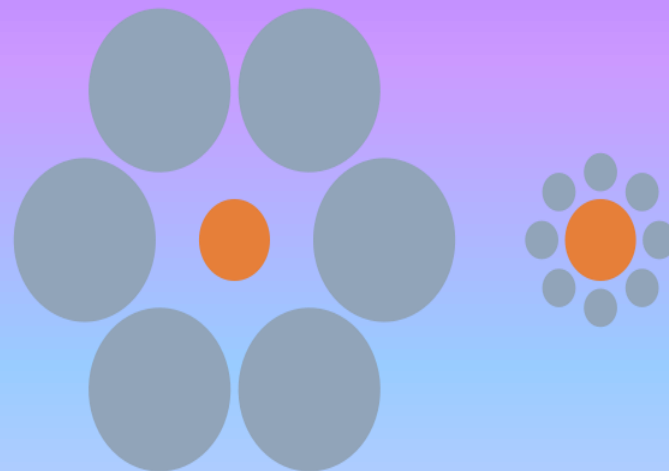
Like in the classic fairy tale version, the young children are taken in by an older woman who inhabits the forest, only in this unique story, the "witch" provides the children with safety and shelter.



# THEME AND CENTRAL IDEA

**Are the themes of Ms. Murphy's book and the Grimm's tale similar? Discuss the reversal of symbolic settings in the two stories: the forest is good and civilization is evil in Ms. Murphy's book vs. the forest is evil and civilization is good in the fairy tale. Can "civilization" be evil? How does the forest combat such evil in modern times? Similar to the graphic on this slide, place a "forest group" in the center of the room and allow the remaining students to ask questions as to how the forest (nature) sustains life. Second, place all remaining students in the center and allow the "forest" group to ask questions as to how "she" will be protected, and respected, by human life. Of course, both sides will research the questions beforehand.**

CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.



**21<sup>ST</sup> CENTURY LEARNING!!**

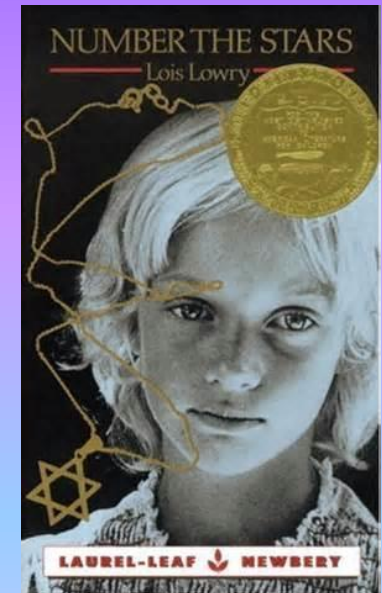
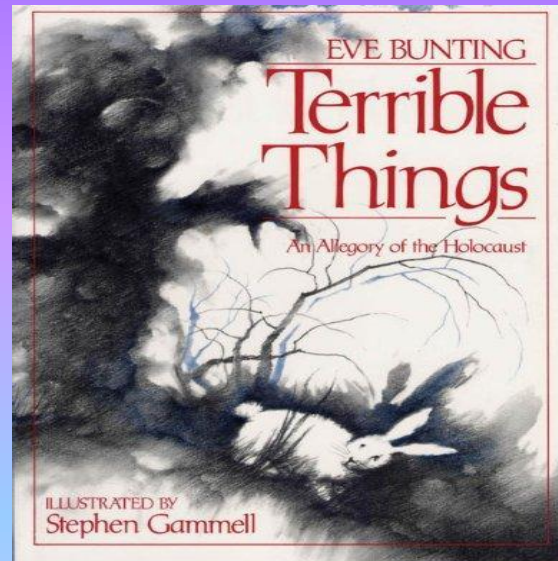
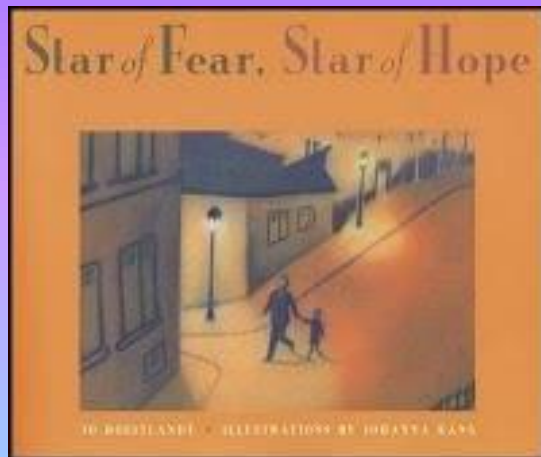


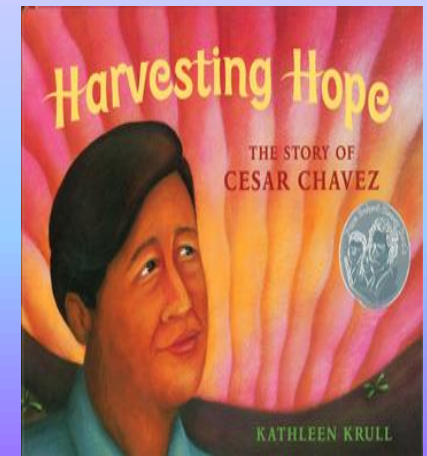
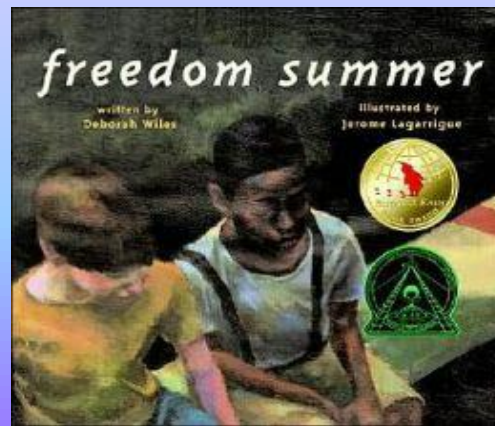
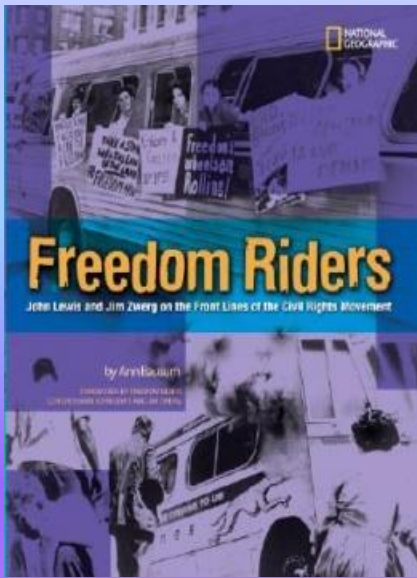
# Other Resources

- Youtube Holocaust Documentary
- <http://www.youtube.com/watch?v=aS98MAN3Xtg>
  
- Youtube The Holocaust in color Nazi Rising terror and concentration camps
- [http://www.youtube.com/verify\\_controversy?next\\_url=/watch%3Fv%3DzaCdKwFchnw](http://www.youtube.com/verify_controversy?next_url=/watch%3Fv%3DzaCdKwFchnw)
  
- Introduction to the Holocaust website
- <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005143>
  
- The Holocaust History Channel
- <http://www.history.com/topics/the-holocaust>
  
- The Holocaust Timeline
- <http://www.historyplace.com/worldwar2/holocaust/> gold

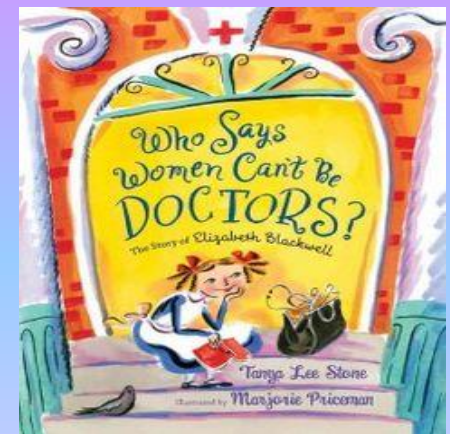
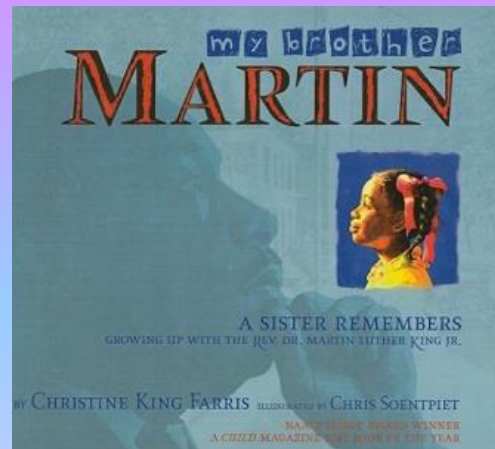
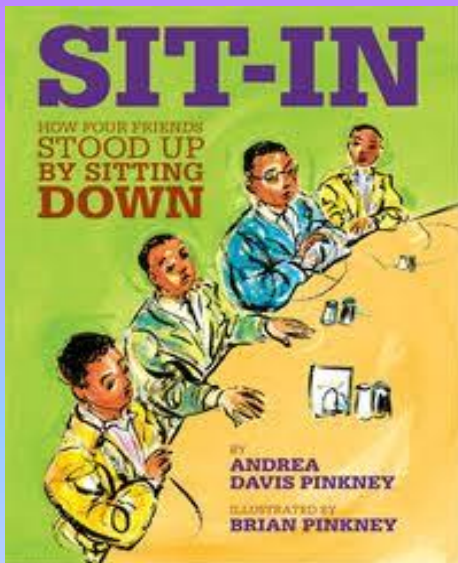
# Let's Hear from You!

- Chat time....Take a minute think...have you used a historical fiction or history text that would satisfy Common Core Standards?





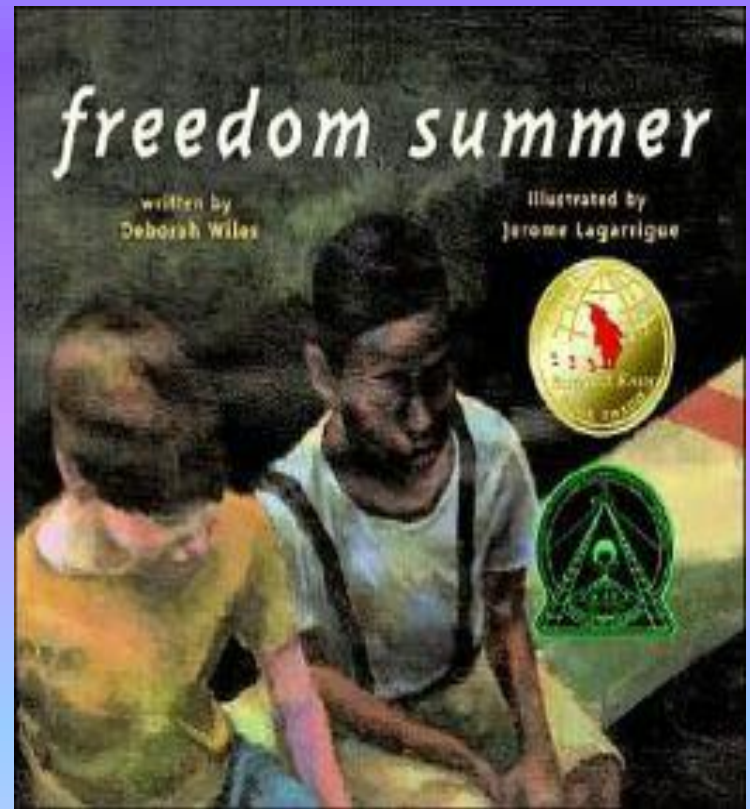
# Civil Rights



**CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**

*John Henry swims better than anyone I know.  
He crawls like a catfish,  
blows bubbles like a swamp monster,  
but he doesn't swim in the town pool with me.  
He's not allowed.*

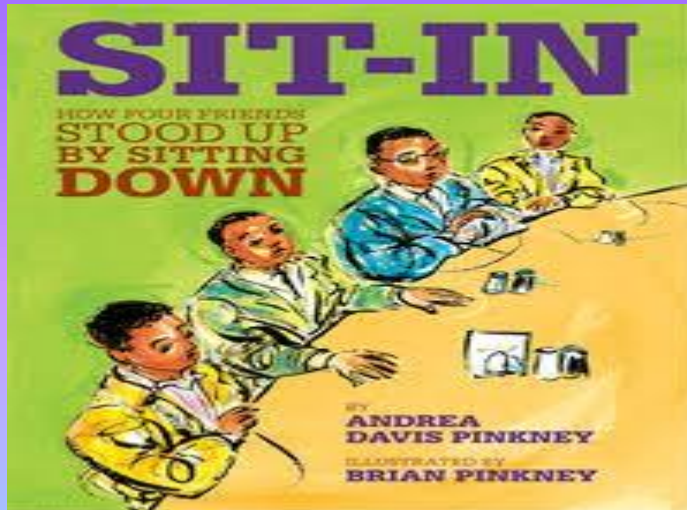
<http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-visualizing-using-229.html>



Wiles, D. (2001). *Freedom summer*. New York, NY: Aladdin Paperbacks.

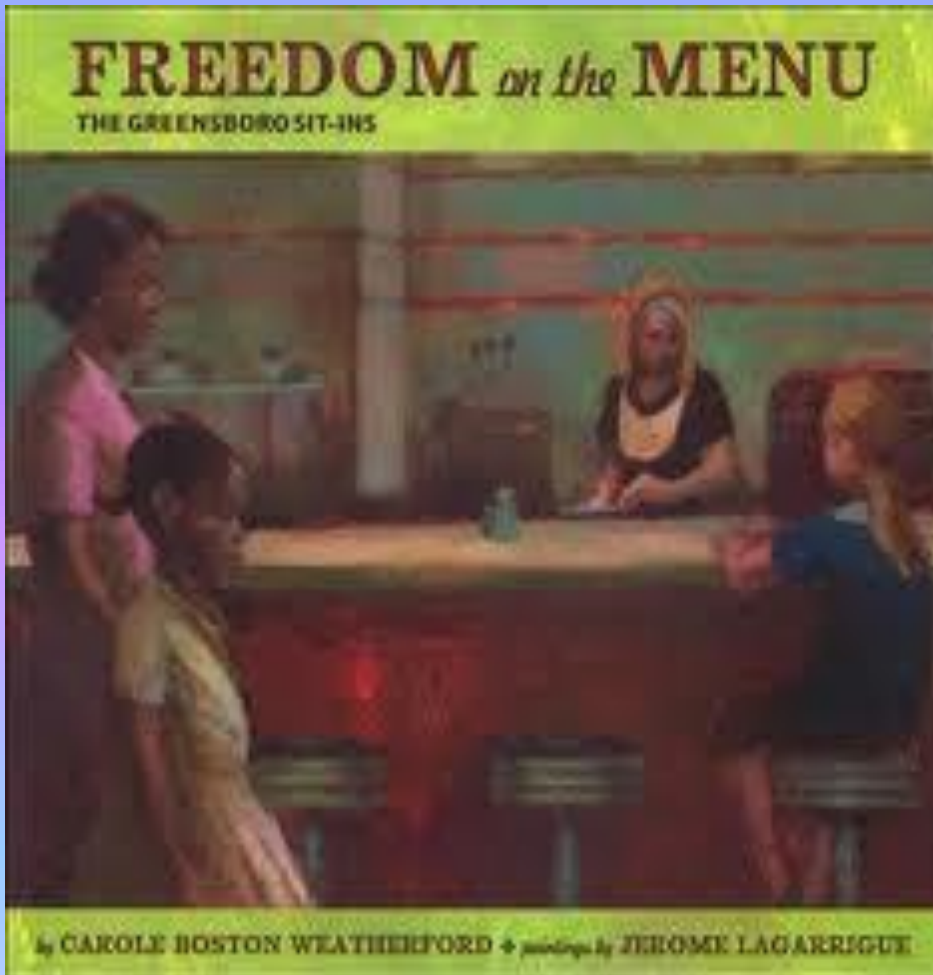
# Lesson Activity

**CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.**



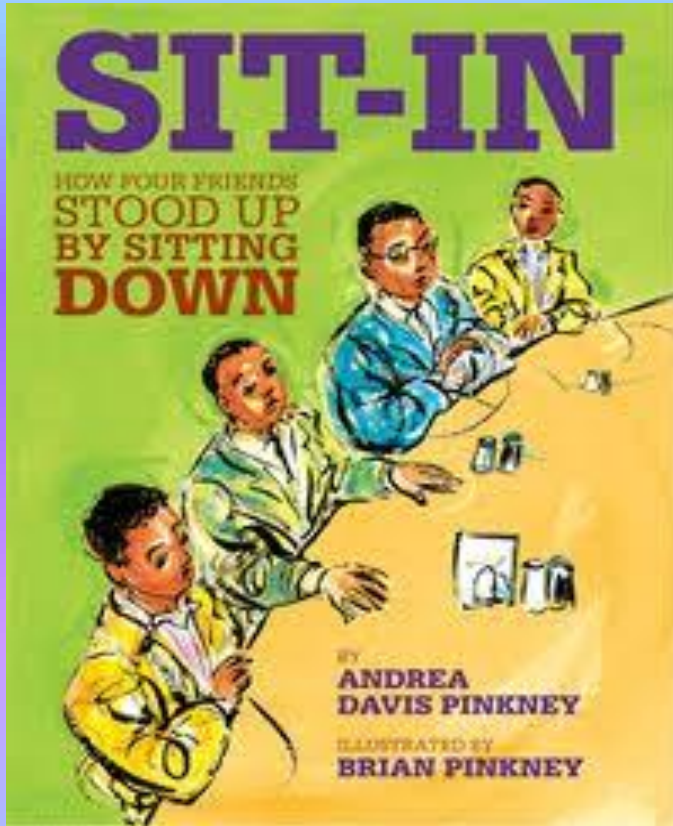
Students will compare and contrast the information regarding the Greensboro sit-in after reading *Freedom on the Menu* and *Sit-ins*.

# Greensboro Sit-in



“If we can spend money at a store,” said Brother, “it’s only fair that we should be able to eat at the store’s lunch counter.”

# Greensboro Sit-in



They didn't need menus.  
Their order was simple.  
A doughnut and coffee.  
with cream on the side.



[http://amhistory.si.edu/ourstory/pdf/freedom/lunchcounter\\_reading.pdf](http://amhistory.si.edu/ourstory/pdf/freedom/lunchcounter_reading.pdf)

Pinkney, A. D., & Pinkney, J. B. (2010). *Sit-in, how four friends stood up by sitting down*. Little, Brown Books for Young Readers.

Sit In

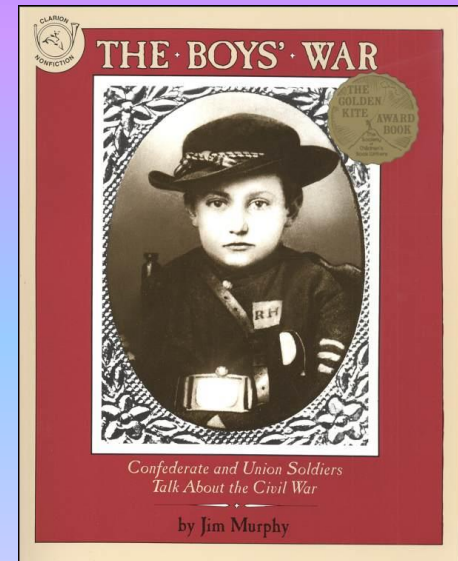
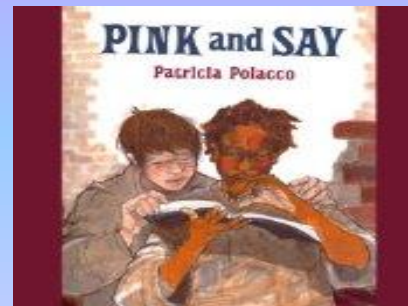
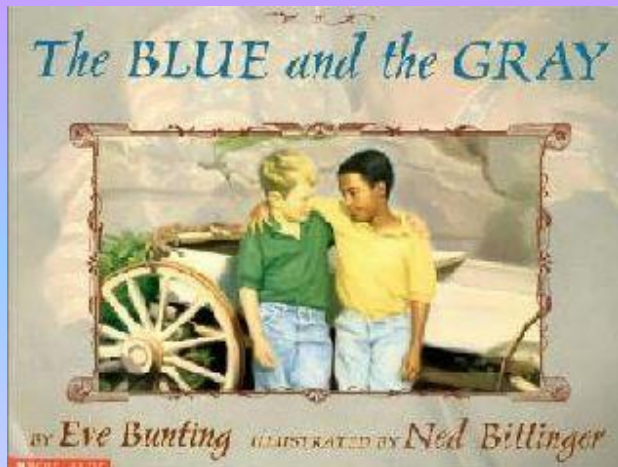
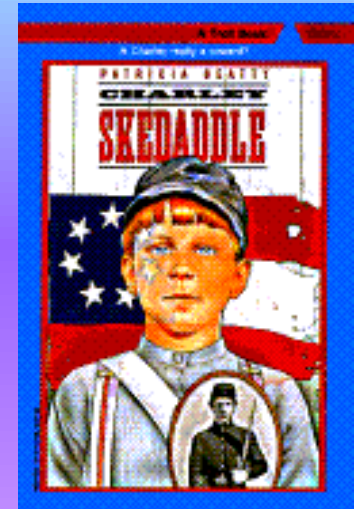
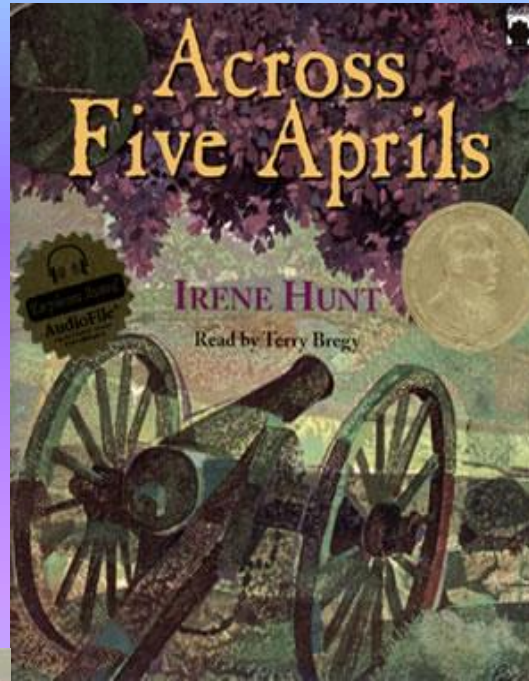
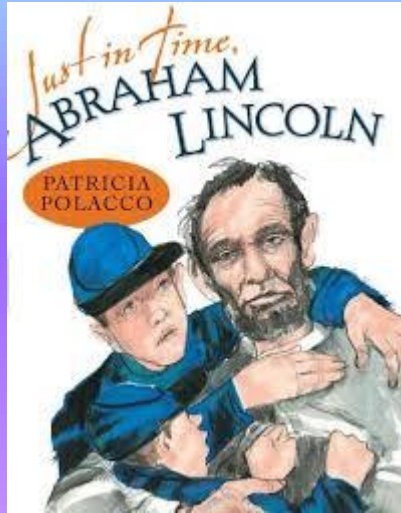
The image features a Venn diagram with two overlapping circles. The left circle is labeled 'Sit In' and contains a faint background image of a book cover with the title 'SIT-IN' and the subtitle 'HOW FOUR FRIENDS STOOD UP BY SITTING DOWN'. The right circle is labeled 'Freedom on the Menu' and contains a faint background image of a book cover with the title 'FREEDOM on the Menu' and the subtitle 'CENTRO SIT-INS'. The overlapping area in the center is empty.

Freedom  
on the  
Menu

Compare



# U. S. Civil War



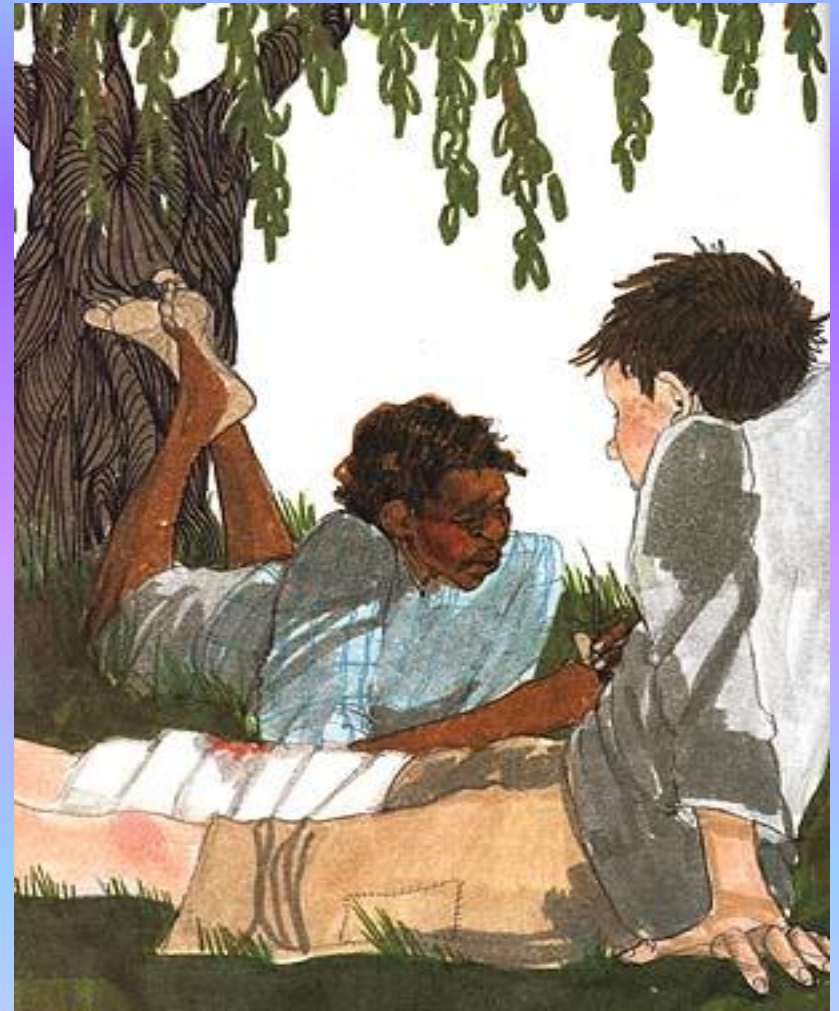
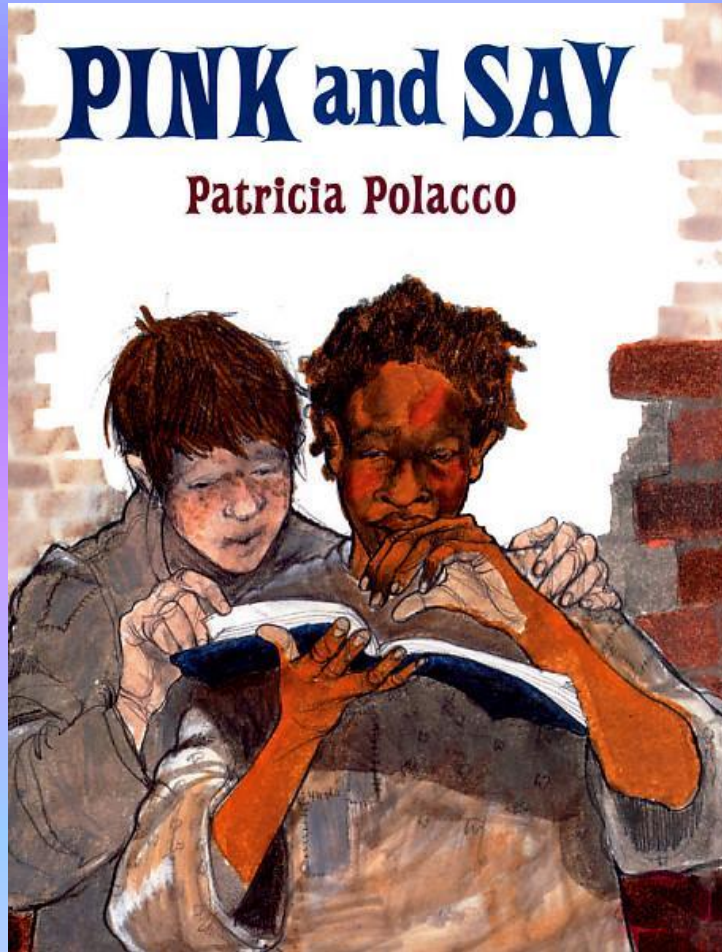
# Cause and Effect

- [CCSS.ELA-Literacy.RI.3.8](#) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- [CCSS.ELA-Literacy.RI.4.5](#) Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text

Grade level Equivalent: **4.9**  
Lexile Measure®: **600L**



# Pink and Say



# Pink And Say



Cause	Effect
The boy has been shot in the leg	He would slip in and out of consciousness.
The boy can't walk.	The second boy carries him.
The boys are separated from their companies.	They walk home to Moe Moe Bay.
So many men died in the war.	Young boys like Say had to start fighting.
Say is ashamed that he can't read.	He tells Pink and Moe Moe Bay about touching Abraham Lincoln's hand
Pink and Say are putting Moe Moe Bay in danger by being there.	Pink wants to return to the war.
Say is grateful to Pink for saving his life.	He decides to go back to the war out of respect for Pink.

# Websites for US Civil War

- [http://www.americancivilwar.com/kids\\_zone/causes.html](http://www.americancivilwar.com/kids_zone/causes.html)
- <http://www2.lhric.org/pocantico/civilwar/cwar.htm>
- <http://library.thinkquest.org/J0110546/>
- <http://www.carolhurst.com/subjects/ushistory/civilwar.html>
- [http://www.lesd.k12.or.us/CSD/ushistory/teacher\\_materials/Fox/](http://www.lesd.k12.or.us/CSD/ushistory/teacher_materials/Fox/)
- <http://www.kidskonnnect.com/subjectindex/16-educational/history/264-civil-war.html>

# Questions??

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