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Literature Based Handbook for
Teaching Ohio Social Studies

Master's Project

Submitted to the School of Education
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

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CHAPTER I

JUSTIFICATION FOR THE PROBLEM

Fourth grade students have started to establish their lifelong reading habits. Therefore, reading done in class should have generated enthusiasm, which would then, promote better reading.

This researcher has found that, often, this was not true. Many students were observed exemplifying feelings of resignation and apathy when a content area textbook was used to teach social studies. Some students showed a lack of interest because of the failure they experienced in mastering the reading skills needed for reading a social studies text. Both students and parents have commented that it was difficult to find the correct answer for the questions in workbooks or on worksheets. In addition, students who have met with little success in the decoding of words became discouraged when reading a textbook. The content was not developed enough to pique their interest. Stories were too short for character and plot development which helped determine word meaning from context.

However, this researcher found in her classroom that students were avid listeners when a variety of good literature was read to them. Many wanted to reread the same book, read other books by the same author, or read books of the same genre. Given the opportunity to read the whole book

where plot and characters were well defined, the students became so engrossed with the content or story that they were able to decode the words from context without laboring and then losing interest. Reading skills such as the identification of main idea and details, prediction, and writing style were much easier to comprehend when these skills were modeled while reading a quality book. If children have not been shown and taught that reading is enjoyable and useful to them, they will not likely establish a lifelong reading habit.

The ability to read and understand what is read is a skill needed in all of life, not just reading class. Other subject areas use reading as the prime tool in presenting new material. Fourth grade students are not prepared to move from the reading of short stories in a basal reader to the informational textbooks used in social studies. The short stories in the basal readers have provided little new information and thought provoking material. Informational books written on a single topic can give much more detail with explanation. Books can relate a vivid month of events or a lifetime instead of a generalized hour or two as presented in a basal reader. Children need to learn to garner information, test theory and hypothesis, and empathize with the experiences of other people through the reading of books.

Materials for teaching Ohio social studies are minimal in many school districts which wish to purchase one general

textbook for fourth grade social studies. The teaching of Ohio social studies has been difficult because of this. Lectures, videotapes, and student research has been used to teach this area to fourth graders. Although there was learning, the students were not ardent, nor was the learning of an enduring nature. Because of a deepseated love for the geography and social history of Ohio this researcher was frustrated when students were not enthused with social studies of Ohio. Upon reflection, this researcher realized that much of the knowledge she had gained of Ohio was not from textbooks but from the reading of good literature related to Ohio. Believing there are numerous good books written on or close to a fourth grade reading level which are closely related to Ohio social studies, this researcher decided to implement the reading of these books into the social studies program.

STATEMENT OF THE PROBLEM

The purpose of this project was to design a literature based handbook for use by Ohio fourth grade social studies teachers to teach Ohio social studies.

CHAPTER II

REVIEW OF THE LITERATURE

Traditional Reading Instruction Vs. Literature Based Reading

In a literature based reading program children read books of personal interest. This is contrary to the traditional method of teaching reading skills in which a basal reading textbook, a collection of edited and condensed short stories and informational text, is used.

A basal reading program's prime objective is to teach children the skills used in reading. Skills such as phonics word identification, sequencing, factual recall, and word mechanics are emphasized. It is expected that once the child has mastered the skills, he will be able to read. However, many students have lost interest in reading because the basal material is not interesting. Others are so mired in the skills that they cannot decode any meaning from the text. Students expect the text to mean something to them. They do not expect symbols and sounds they cannot understand (Tunnell and Jacobs, 1989).

Literature based reading is based on the premise that interest in a book encourages a child to read it. Word decoding skills of phonics and contextual clues are taught and practiced while reading the book. The student becomes more intellectually and emotionally involved with the book than he does with the short excerpts in a basal reader

because he is then able to recall more information and draw conclusions about word meaning more adeptly (Estes and Vaughan, 1973).

Common Elements

Literature based reading yields to the special interests of the teacher and students. The use of literature based reading in a classroom encourages variety in teaching procedures to meet individual student needs. Researchers have found that each teacher's implementation of literature based reading is as unique as each individual who uses it by permitting him to use the teaching methods with which he is most comfortable (Heibert and Colt, 1989).

Presented in this section are six common elements which are found in successful literature based reading programs. The ways these elements are implemented vary according to personalities, classroom environment, the age of the students, and the subject matter.

Reading Aloud

Of the six elements, reading aloud to children is foremost. Parents read aloud to a child from infancy through school age. Primary teachers continue to read to children. As a child enters the middle school years, he is not read to as frequently. It is a misconception that a child of this age should be expected to read all his own material.

Children need to be read to in order to hear more complex sentence patterns which they cannot hear when reading independently. They need a model for good expression and intonation (Chomsky, 1972).

Improved vocabulary and attitude toward reading are benefits of reading aloud. Children's vocabulary and comprehension improve when they are read to. Reading aloud encourages a child to read. Many times a child will reread the same book or ask for one similar in nature (Huck, 1977).

Sustained Silent Reading (SSR)

Another key element of a literature based reading program is sustained silent reading (SSR). This is a time set aside during each school day which is free from interruption and other class work. Each student and teacher reads material of his choice whether it be a magazine, newspaper, or book. SSR is done for pure enjoyment. There are no assignments or book reports expected. The teacher models reading for enjoyment and this encourages students to enjoy reading (Tunnell and Jacobs, 1989).

Self Selection

The third main element of a literature based reading program is that students self select reading materials. Students who read what they are interested in usually experience higher levels of comprehension (Estes and Vaughn, 1973). Students who are permitted to read books of their own choice develop a positive attitude toward reading (Tunnell and Jacobs, 1989).

Shared Book Experiences

Shared book experiences are a vital part of literature based reading program. With this method all students in the class or in a small group read the same book. The teacher then stimulates discussion by asking open-ended questions. These discussions actively involve all students and improve critical thinking skills (Huck, 1977).

Retelling the story is one teaching technique used to help students share the book. Retelling the story helps students draw conclusions about plot and characterization. Students feel intimate with the characters and circumstances as though they have experienced the events themselves (Goodman, 1982).

Guided Reading

Another common element in literature based reading programs is guided reading. In this procedure, students read teacher selected materials when specific topics, genre of literature, or authors need to be discussed (Heibert and Colt, 1989). This technique is used to awaken student interest in new areas.

Writing Process

The last commonality in a literature based reading program is the writing process. Using the writing process in a literature based reading program aids comprehension. This method is often used in conjunction with individualized reading. As students read their books they make journal entries daily or by chapter commenting upon the author's

style, main idea, or any thing they find of interest to relate (Tunnel and Jacobs, 1989).

Research Supporting Literature Based Reading

Literature based reading has been shown to be a successful and viable method for teaching reading. Studies comparing test scores of groups taught using basal reading teaching techniques with groups taught using literature based reading techniques have indicated that literature based reading is a justifiable method of teaching reading.

Comprehension Improved

The purpose of reading is to understand and comprehend what the writer is trying to communicate to the reader. Using literature based reading improves the skill of comprehension. In an experiment done by Cohen (1986) with 285 academically retarded, socially and economically disadvantaged second graders, reading aloud books to which the children could emotionally respond, increased the comprehension of those in the experimental group over those in the control group.

A study with fourth grade students conducted by Estes and Vaughan (1973) attested to the fact that interest in the material also improves comprehension. The interest level of the students had a direct relationship with the students' comprehension.

Another literature based reading technique, retelling the story, improves reading comprehension by giving the student an opportunity to clarify his thoughts by experimenting with

ideas and to self correct his view of the story. All group members participate by outlining their thoughts. The result is a collective review of events which is reshaped in each student's mind until all accounts coalesce.

In another study Sallee and Sethi (1984) added the reading of folklore to a basal reading program. They found this procedure improved the reading comprehension of the experimental group. Both the control group and the experimental group used a basal reading program but the experimental group was also reading folk tales daily.

Vocabulary Improved

In her research with underprivileged children of culturally limited backgrounds, Cohen (1986) found that there was a significant gain in vocabulary in the experimental group over students in the control group by reading literature aloud to the students.

Using literature instead of basal readers improved the vocabularies of second graders in a study done by Eldredge and Butterfield (1984). This study compared two literature based programs with four other programs. The students in the two literature based programs showed greater gains than those students in the other programs.

Vocabulary improved when literature was chosen with content to which students could relate on a personal basis. Ability level was not a determinate in the outcome of the experiment because the books chosen in the Eldredge and Butterfield (1984) study were well above grade level. The

students' interest in the books enable them to comprehend vocabulary.

Language Skills Improved

Children learn to talk by imitating the syntactical patterns they hear. Good literature reinforces accurate language standards. A study done by Chomsky (1972) indicated that children are still learning language patterns in elementary school. Her study gave evidence that reading the more complex language in good literature helped increase the knowledge of language and its form.

Positive Attitude Improved

When a student enjoys a book or uses a book to find information on a topic he is interested in, reading is no longer work. It becomes a form of recreation. A class of eighth grade below level readers was changed from inactive readers to active participants when positive reinforcement was used while reading Tom Sawyer as a class. Helmstetter (1987) started the book by reading aloud to the students. She slowly involved them by asking predictive questions. Next, she asked them to read some dialogue orally. They became more enthused and more confident readers.

Oberlin and Shugarman (1989) implemented a reading workshop to demonstrate the workshop's effectiveness in improving the reading attitudes and levels of book involvement of learning disabled middle school students. Oral reading, sustained silent reading, and a reader's dialogue journal were employed. After eighteen weeks the

results showed that the reading attitudes and levels of book involvement of these students improved. Individual comments by students in their journals indicated a positive feeling for the books and activities. One student asked "Are we going to get more books by this guy?" Teachers noted that the average number of books read per student had increased from one to twenty and the library was used more frequently.

In summary, research has shown that using literature to teach reading is advantageous for the student. Huck (1977), an advocate of literature based reading observed:

Probably the greatest value of using literature in the reading program is that children experience joy in reading and become "hooked on books." Instead of reading "bits and pieces" of a story they have a chance to become engrossed in an entire book...Students who experience this kind of pleasure are well on their way to becoming lifetime readers.

Arguments Supporting the Teaching of Social Studies Using Literature Based Reading

Educator's have recently criticized the effectiveness of social studies textbooks in teaching children the important facts and key issues relating to our history, government, and the socio-economics of the world.

Deficient Social Studies Textbooks

Authorities believe our youth's lack of knowledge in geography, history and government is directly related to the way social study textbooks are written. Social studies texts are colorful with numerous charts, maps, diagrams, and pictures. They are designed with study aids such as glossaries, indexes, and bold-face type. They include all

that is considered necessary for the course. What the textbooks do not do is hold the interest of the students.

Sewall (1988) contends that the textbooks are boring and oversimplified. In trying to cover everything, details which would make the reading interesting are omitted because of lack of space. Reevaluating the structure and the emphasis of the content of the textbooks is a priority. Students have commented that a person's name is mentioned but nothing else is said. Students want more details in the content and captions of the illustrations (Elliott, Nagel & Woodward, 1985).

Textbook manufacturers try to please political activists to the point, at times of misrepresentation (Sewall, 1988). To make a point, some textbook writers have slanted the facts.

Editors of the social studies textbooks analyze vocabulary, the length of sentences, count syllables, and remove clauses to the point of making the account uninteresting and tedious. There is little specific content to which students can relate. It becomes meaningless. A little bit of everything leads to a dull tasteless experience when textbook manufacturers try to include everything (Sewall, 1988).

A problem with elementary social studies texts is that children may already know the information. Years of instructional time are lost when students are asked to study

content they will learn naturally as they mature (Tyson and Woodward, 1989).

Literature-Response to Textbook Problem

Literature based reading can extend the social studies experience where textbooks are failing. Several studies and surveys have concluded that an extensive literature based program would help increase student knowledge and enthusiasm for social studies (Ehrhardt, 1988). A textbook may not give much detailed information but if good literature, biographies, informational books, and fiction are available students can choose books to help advance their knowledge. Elliott, Nugel and Woodward (1985) suggests that teachers develop their own social studies curriculum using books, local resources, and audio-visual material. Good literature is readily available at little or no cost.

Many students do not naturally acquire the terminology required to read the text books. Even though the content of the social studies books is presented with few details, the vocabulary is stressed. Using literature to teach social studies builds a vocabulary and knowledge base by extending the prior knowledge of oral language. A broader knowledge base helps students read the more complex narratives included in social studies textbooks (Aix, 1988).

Literature-An Experience in Social Studies

Literature based reading in social studies helps students experience the history, geography, and social sciences they study. Students understand history with more depth when they

experience it through literature and are less confused when confronted with reading related material in textbooks. When a fourth grader reads Heidi, an assortment of facts are learned so that when the Swiss Alps are studied in geography there is already a knowledge base of facts with which the student can relate the facts presented in the social studies book.

Books introduce the lives of great men and women who fashioned our country and formed the principles by which we live (Ravitch, 1991). Reading historic literature is like traveling. It broadens life's experiences and heightens a person's experience (McCullough, 1991).

Current textbooks are unable to present social studies with wonder and excitement when presenting the accomplishments and failures of man (Huck, 1977). Biographies, informational books, historical fiction and fantasies can extend the content of our social studies texts. Diakiv (1990) suggests that stories of other cultures would bring the fragmented world a little closer. Students might show a natural curiosity to know where Zimbabwe is after reading African folktales.

The teacher has a role to play in encouraging students to be lifelong readers. Sanacore (1990) advocates the reading of literature and the use of literature based reading techniques to inspire students to learn more about history, geography, and government. Once students are captivated by the reading of this kind of literature, they will pursue this

pleasure for life.

Ken Burns (1991) sums up the controversy of textbooks and literature by supporting a balance between the two poles. He expresses this view by stating:

The telling of history involves a tension between art and science...Good history has always struck a balance between these polarities, neither allowing formal considerations to overwhelm and distort the truth of events nor allowing a dry recitation of fact to render its meaning unintelligible or boring.

CHAPTER III

METHODOLOGY

Social Studies Curriculum

The fourth grade social studies curriculum was one of the criterion considered when writing the handbook which uses literature based reading to teach fourth grade Ohio social studies. The relationship between the land forms, cultural history, socio-economic influences, natural resources, and climate are the focus of this fourth grade curriculum.

Journal Articles

The writer has read many recent research articles concerning the results of using literature based reading. There were common elements which proved effective in teaching reading. These elements were used as guides to develop materials for the handbook.

Resource Materials

Ideas for the lesson plans included in the handbook come from three general resources. Basal readers and social studies textbooks had plans and activities which were adapted to fit the literature based reading techniques and social studies content of the handbook. Other teachers were observed and good ideas were shared. Some plans were adapted from commercial resources which give suggested activities to complement a specific trade book.

Book Selection

Availability of Books

The book lists were formulated by using books available to the researcher from public and school libraries. A mini-grant was used to purchase additional books. Multiple copies of biographies and realistic fiction were purchased for group reading.

Book Topics

Books were chosen on six topics or subjects relating to geography, history, natural resources, and economy. The topics of Indians and pioneers relate to history. The subjects of farming, aviation/space, and electricity/industry relate to economy and natural resources. The topic rivers relates to geography and natural resources.

Literature Styles and Quality

Literature styles and quality were two more areas considered in the choice of books. Books from four literature classifications were included in each of the five social studies topics. There are biography, realistic fiction, fantasy, and informational books in each social studies area. Many of the chosen books are considered high quality and have won literary awards.

CHAPTER IV
RESULTS
A LITERATURE BASED HANDBOOK TO TEACH
OHIO SOCIAL STUDIES
TO FOURTH GRADERS

Introduction

Philosophy

The educator's function is to enable children to learn to be contributing members of our society. Each child comes to school as a unique individual with his own combination of talents and weaknesses. Because each child is different individualized instruction is indicated to better meet the needs in preparation for the future.

Use of Literature Based Reading

The use of literature based reading is a successful technique to meet the need of individualized instruction because it permits cultivation of a student's talents and urges him to improve his faults. As he reads a book of interest to him his knowledge and interests broaden which then leads him to choose books on other topics or books with more depth on the same topic.

A child learns to relate to the larger world once he is familiar with his immediate environment. Fourth graders have a knowledge base ready for learning about the role their community plays within their state. Ohio social studies can

be successfully taught using literature based reading. It permits students to research an area in which they are personally interested. Literature gives the students background knowledge which they can relate to details and information discussed in class.

Conclusion

In conclusion, a handbook was formulated to use literature based reading to teach Ohio social studies.

This handbook can be used to meet the varying needs of students and curriculum. The literature based reading elements of reading aloud, sustained silent reading, self selection, shared book experiences, guided reading, writing process, and individualized reading are incorporated into the program.

GROUP AND BOOK SELECTION PROCEDURES

Using the Handbook
Classroom Book and Group Selection
Student Book Selection and Goal Setting
Goal Setting Page
Suggested Weekly Schedule
Daily Schedule
Progress chart

Using the Handbook

The handbook is planned for both group and independent work. Each student is expected to read a minimum of two books, one in a group and one independently. The sharing of ideas and discoveries are done daily. The unit is planned to take six weeks of sixty minute daily periods. The culminating activities of the last week allow for the sharing of group projects. Every plan may be used or parts may be chosen to adjust to curriculum or classroom environment.

Organization

Included in this handbook are suggested unit and daily schedules, group and book selection procedures, a variety of lesson plans, and booklists. The lesson plans are categorized into two sections. One section is comprised of group and independent plans which can be used in all six social studies topics (rivers, Indians, pioneers, aviation/space, farming, and electricity/industry). The other section contains plans which fit specific literature genre i.e., biography, fantasy, realistic fiction, and informational books. The book lists are divided into the six chosen social studies areas, rivers, Indians, pioneers, aviation/space, farming, and electricity/industry.

Group Projects

Each social studies area group, consisting of four to five students, read a biography or realistic fiction book. Using this book they plan, execute their plans, and present a project which will show the other class members something

they learned. They may choose from projects provided by the teacher in hanging files or they may brainstorm an idea of their own with teacher approval.

After reading the material, students may work on the project through the fifth week of the unit and be ready for presentation and display the sixth week.

Students use all their cumulative information from independent and group reading to contribute to the group project.

Independent Projects

Each student is expected to read one book independently and to write in a journal daily to retell what he has learned, express an opinion, or write new vocabulary words. The teacher periodically reads the journal to check student progress.

Students may also choose to do an independent project in addition to helping with the group project. The ideas are to be selected from the hanging files and are presented the sixth week.

Classroom Book and Group Selection

Objective:

- To preview the books and categories and select a category of interest.

Materials and Preparation:

- Collect selected books from public, school, and personal libraries.
- Categorize the books and place in a designated spot such as a book shelf, table, or desk. Ideally these spots should be learning centers scattered throughout the room so that bulletin boards, projects, and group materials are located with the books.
- 3 X 5 survey card

Procedures:

- 2-3 days before the unit starts students are given the opportunity to survey the topics and the books within the topics. The teacher may introduce the books to the class giving a brief description of each category and selected books.
- After browsing, students fill out an interest survey card indicating 2 topics of interest and one which he definitely does not want.
- The teacher then groups the children considering special interests, group dynamics, peer tutoring, and ability levels.

Reading Interest Survey Card

FRONT

Name _____

List the two topics interested in reading.

1. _____

2. _____

What reasons do you have for choosing these areas?

Reverse

In which area are you least interested?

Student Book Selection and Goal Setting

Objective:

- To make group decisions concerning (a) book to read (b) goals
- To choose each individual's group function

Materials:

- 5 social studies learning centers
- Multiple copies of biographies or realistic fiction in each appropriate category
- Goal setting worksheet

Procedures:

- After group assignments are made, the students meet in their learning center to collectively decide which biography or realistic fiction book they will read as a group. They may choose to stay in one large group or split into 2 small groups for the group reading.
- Then each reading group will choose the following group roles. The group leader is responsible for group progress and keeping the group on task. The recorder takes notes on all group decisions. The reporter shares with the teacher and class group progress and findings. The collector is responsible for getting worksheets, and supplies for group work.
- Next, the groups discuss and complete a group goal worksheet. The worksheet tells group roles, basic information identifying the book, the number of pages to be read weekly and answers to the discussion questions: Why did we choose this book? What information do we expect to learn?

Goal Setting Page

Group Members:	Group Roles:

Book Title: _____

Author: _____

Illustrator: _____

Publisher: _____

Publishing Date: _____

Circle the following book parts if included in your book:

table of contents, index, glossary, map, dedication, preface.

Why did you choose this book to read?

What do you plan to learn by reading this book?

Total Pages _____ ÷ Total Weeks _____ =
number of pages to read each week _____

weeks $\frac{\text{pages to read each week.}}{\text{pages}}$

I plan to read to

_____ page the 1st week

_____ page the 2nd week

_____ page the 3rd week

_____ page the 4th week

_____ page the 5th week

Suggested Weekly Schedule

W E E K 1	<p>Book & group selection -</p> <p>Students complete goal setting worksheet</p> <p>Read group & independently chosen books</p>
W E E K 2	<p>Read Group & Independently Chosen Books</p> <p>Write in journals - make vocabulary lists</p>
W E E K 3	<p>Journal writing - vocabulary</p> <p>Students complete one writing assignment</p>
W E E K 4	<p>Journals - Vocabulary</p> <p>Students complete timeline or character sketch worksheets</p> <p>Plan Group Projects</p>
W E E K 5	<p>Journals - vocabulary</p> <p>Complete the reading of the group book & vocabulary list</p> <p>Execute plans for group projects</p>
W E E K 6	<p>Journals</p> <p>Finish reading the independently read books</p> <p>Present group projects</p>

Daily Schedule

15 min.	Silent Sustained Reading
15 min.	Journal writing or lesson presentation
15 min.	Group reading & discussion
15 min.	Daily vocabulary word report

These time segments may change according to the daily planned activities.

Progress Chart

Group Topic	Project Goal	Vocabulary Goal	1 important fact learned
Rivers	Week One		
	Week Two		
	Week Three		
	Week Four		
	Week Five		
Indians	Week One		
	Week Two		
	Week Three		
	Week Four		
	Week Five		
Pioneers	Week One		
	Week Two		
	Week Three		
	Week Four		
	Week Five		
Aviation/ Space	Week One		
	Week Two		
	Week Three		
	Week Four		
	Week Five		
Farming	Week One		
	Week Two		
	Week Three		
	Week Four		
	Week Five		
Electricity/ Industry	Week One		
	Week Two		
	Week Three		
	Week Four		
	Week Five		

GROUP AND INDEPENDENT LESSON PLANS

Vocabulary Dictionary Page
Tree Ring Time Line
Fact Sharing Bulliten Board
Diorama
Board Game
Travel Poster
Research Chart
Floor or Village Plan
Banner or Flag
Murals
Models
Mobiles
Puppet Show

Vocabulary Dictionary Pages

Objective:

- To learn new vocabulary words by writing the word, syllables, definition and a sentence on the board.

Materials and Preparation:

- dictionaries
- chalk board

Procedures:

- Since there are 5 social studies group areas and 5 school days, assign each group one day of the week to be responsible for the vocabulary word
- As a group, decide upon the new word for the week - find the definition and syllables, and write a sentence using the word correctly.
- Write this information on the board at the beginning of the day during lunch count.
- Report your findings to the class during social studies.

Tree Ring Time Line

Objective:

- Using tree rings to show the time relationships between the lives of people studied in the biographies.

Materials and Preparation:

- Secure a large crosscut piece of wood. (Preferably one at least 200 years old.)
- Sand and finish with oil.
- Dress maker pins with colored heads
- Small pennant shaped pieces of file cards to glue to the pins
- Glue
- Count the concentric rings and label with the pennant pins in half century divisions.
- Use chain and eye bolts to hang the wood.

Procedures:

- Find three key events in a famous person's life.
- Write the event and date on the pennant and glue to a pin. All pins the same color for that person.
- Count from the marker pins to find the correct ring to place your pennant pin.
- Place the pennant pin into the wood at the correct location.
- Compare your pins with the pins of another person.

Fact Sharing Bulletin Board

Objective:

Using a bulletin board, each group will collect from their books facts for class sharing.

Materials and Preparation:

- A large Ohio road map.
- Laminated construction paper pockets in the following shapes:
 - canoe - representing Indians
 - sternwheeler - representing rivers
 - old wagon - representing pioneers
 - semi truck - representing electricity/industry
 - tractor - representing farming
 - Ohio - for paper slips
- Paper slips about 2 1/2" x 3"
- Attach pockets to the Ohio map in appropriate locations
- Envelopes

Procedures:

- Write an important fact on a 2 1/2" x 3" card which you would like to share with the class.
- Place it in the appropriate pocket.
- At odd times i.e., waiting for lunch, finished spelling test early etc. - Pull out a card and ask students to share.
- Place in an envelope
- Draw one fact out/week for a special treat such as juice, fruit, or crackers.

Diorama

Objective:

To construct a shoebox diorama which depicts the setting of the story.

Materials and Preparation:

- shoebox, construction paper, small pieces of junk, string, etc.
- glue, scissors, crayons, markers
- mural/diorama decision making paper.

Procedures:

- Using group roles and the mural/diorama decision making paper decide:
 - Setting. Many books have more than one setting. Choose one such as the inside of a cabin, or space capsule, a maple woods etc.
 - List the details and brainstorm for ways to represent it, such as using a mirror for a lake, pine cones painted green for evergreens, sticks for logs etc.
 - Decide individual responsibilities for example:
 - Sue - lake, paint blue background
 - Bill - paint pine cones
 - Jane - make paper mountains
 - Peter - make clothespin people

Board Game

Objective:

To construct a board game utilizing facts and events from the literature book.

Materials and Preparation:

- board games such as Monopoly and Space Odyssey as examples
- one large piece of tag board
- plain 3 x 5 cards, construction paper
- buttons, paper, beans, etc. for game pieces
- watercolors, markers, scissors

Procedures:

- Using events which occurred in your book design a game board.
- Using facts from your book write cards which will advance or retreat players' game pieces. Include rewards and penalties.
- Choose game pieces or be creative and make some.
- Write some simple rules for your game.
- Play the game to see if it works.
- Revise if necessary.

Travel Poster

Objective:

To design a travel poster which would encourage people to visit an attraction use tagboard and concepts from the literature book.

Materials and Preparation:

- examples of travel posters
- tagboard
- markers
- pencils
- crayons

Procedures:

- Examine the examples of the travel posters.
- What poster features make you want to visit their place?
- Using the literature book list places which people might want to visit in your story.
- Decide upon a place.
- What did it look like?
- What were its attractions?
- Using all these facts design a travel poster which would make people want to visit this place.
- Hint - simplicity is the key.

Research Chart

Objective:

- To use an encyclopedia, magazine and other resources to research a topic of interest from the literature book.
- To use poster board to show results on a chart.

Materials and Preparation:

- magazines, books, encyclopedia, paper, pencils, poster board, yard sticks, markers

Procedures:

- Choose an animal, plant, planet, person or event you want to become an expert about.
- Decide what main ideas you want to learn i.e., habitat, food it eats, uses, enemies etc. and write each on a piece of paper.
- Read your resources to find the answers.
- Write the facts on the piece of paper for the correct heading.
- Design a chart which will show this important information.

example:

Brown Bears			
Habitat	Food	Uses	Enemies

- Display your chart on poster board

Floor or Village Plan

Objective:

To recreate and draw the floor or village plans of pioneers, Indians, or industries using literature books as resources.

Materials and Preparation:

- graph paper, rulers, pencils, literature book/informational books, encyclopedia

Procedures:

- Look through your books to note the arrangement and placement of buildings, tools and equipment.
- Draw a rough draft of a practice plan and compare with those in the books. Check for proportions and sizes.
- Draw a final copy.
- Label or use a key to identify buildings, tools, equipment, furniture.

Banner or Flag

Objective:

To design and make a banner or flag choosing symbols which are appropriate for the characters in the literature.

Materials and Preparation:

- paper, pencils
- felt, yarn, ribbon, needles, glue, dowel stick and any other item decided upon

Procedures:

- Discuss the symbols used in the book such as a road, thimble, or airplane.
- Why were these important to the main character?
- On a piece of paper plan and design a banner or flag which represents the book. Remember simple outlines and designs are best.
- Decide what materials will be used in making the banner/flag.
- Decide individual responsibilities before starting.

Murals

Objective:

To draw a mural which shows the details of life in a special environment.

Materials and Preparation:

- large piece of paper about 4' x 6'
- pencils, rulers, markers, crayons
- pictures, encyclopedias
- books from the social studies area
- mural decision making paper

Procedures:

Using your group roles and the mural decision making paper decide:

- Environment i.e., moon walk, Kitty Hawk, maple syrup hut, pioneer farm etc.
- Details to include i.e., buildings, tools, plants, animals, clothing
- Individual responsibilities i.e.,
 - Sue - draw log cabins and buildings
 - Bill - draw animals
 - Jane - draw forest
 - Peter - draw tools
- In light lines plan where you will place your details

Mural/Diorama/Model Decision Making Paper

Social Studies Area: _____

Names: _____

Environment/Setting: _____

Details: Make a list of specific things you want to
include in your mural/diorama.

Responsibilities: Be sure everyone has a contribution.
Consider any special talents in your
group.

Models

Objective:

To make a model which represents animals, tools, machines, and buildings in a special environment using mixed media.

Materials and Preparation:

- mural/diorama/model decision making paper
- large piece wood or heavy cardboard about 2' x 2' minimum
- clay, paper mache, sticks, paint, paper, cloth and any other media needed as determined by the project.

Procedures:

Using group roles and the decision making paper decide:

- environment i.e., Indian villages, pioneer villages, space station, modern farm, bike factory
- List details and brainstorm ways to represent it i.e., animals - made of clay, wigwam - made of sticks and brown felt
- individual responsibilities i.e.,
 - Sue - clay animals
 - Bill - wigwam
 - Peter - lacrosse field

Mobiles

Objective:

To summarize and illustrate the main ideas or characters in a literature book using a mobile.

Materials and Preparation:

Construction paper, heavy cardboard, string, pens, markers, pencils, wire, coat hanger, hole punch

Procedures:

- List the main ideas or characters in your book.
- What detail could you share about each main idea or character.
- Could each detail be expressed using a unique shape? What shape?
- Cut out large shapes representing each detail.
- Write the detail on the shape.
- Cut a large shape for the main idea or character and write its name on the shape. (Two which will face each other is nice.)
- Attach the main idea to the hanger using glue, string, or wire.
- Find the center of equilibrium for each detail and punch a hole.
- Using string or wire attach the details to the hanger in a pleasing arrangement.

Puppet Show

Objective:

- To write a script for a puppet show using a biography or realistic fiction book
- To design and make puppets wearing appropriate costumes for the setting using paper bags or felt.
- To present a puppet show for the class using the script and puppets.

Materials and Preparation:

- literature book - paper - pencils, paper bags, construction paper
- markers
- felt, yarn buttons, socks
- table and table skirt (table cloth or sheet)

Procedures:

- Choose one chapter or scene from your book which was interesting that has dialogue.
- Write a puppet script - decide on parts.
- Practice parts.
- Research the kind of clothes the people wore.
- Design and make a puppet wearing the appropriate clothing.
- You may use paper lunch bags, felt or socks as the foundation of your puppet.

INFORMATIONAL BOOK
LESSON PLANS

Crossword Puzzle
Vocabulary Pictures
Expository Writing

Crossword Puzzle

Objective:

To construct a crossword puzzle using graph paper and terms from an informational book.

Materials and Preparation:

- graph paper
- rulers, markers, pencils
- dictionaries

Procedures:

- Select about 10 key words or terms from your book.
- Looking for possible crossword arrangements put the largest word in the middle of your graph paper using one box for each letter.
- Connect the other words on the paper with the first word.
- Recheck your spelling.
- Number your words.
- Make two columns, 1 Down and 1 Across.
- Put the numbers in the appropriate columns.
- Using your book and dictionary write the definitions beside the correct numbers.
- Use a pencil and mark the outline of your crossword on a new piece of graph paper.
- Copy the numbers and definitions
- Darken in the lines for the boxes
- Ask your teacher to duplicate it for you.
- Give to a peer to complete.

Vocabulary Pictures

Objective:

To reinforce new vocabulary by drawing pictures using the words of definition as the picture.

Materials and Preparation:

- examples of concrete vocabulary pictures
- paper - pencils - markers and crayons
- Dictionaries

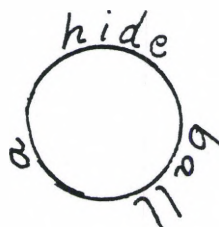
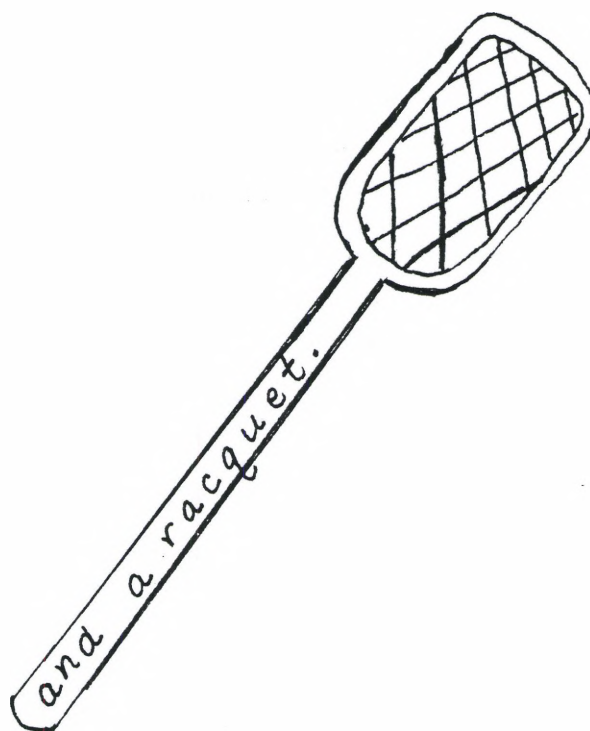
Procedures:

- Explain that new words are learned easier when we visualize a picture using the new word and use the word in a sentence.
- Show an example of a concrete vocabulary picture.
- Choose one of your new vocabulary words.
- Find the definition either in your book or in a dictionary.
- Draw a very light outline of your picture.
- Write the definition words on the outline.
- You may draw a few simple details.
- Color your details if you wish.

Example: Concrete Vocabulary Picture

Lacross is a game

played using 2 goals



Expository Writing

Objective:

To write a paragraph using three to five details on a narrowed topic.

Materials and Preparation:

- paper
- pencil
- dictionaries/encyclopedias

Procedures:

- Choose one narrowed or specific topic such as the landing of a lunar module or grafting of apple trees.
- Find and write down three to five details on this subject.
- Decide upon a good order to write the details.
- Write a main idea sentence.
- Write sentences including your details.
- Write a summary sentence.

BIOGRAPHY LESSON PLANS

Dialogue Bubbles

Time Lines

Mapping the Events

"Who Am I"

Friendly Letter Writing

Dialogue Bubbles

Objective:

To apply what is known about the person by writing what other people who knew him may have said about him.

Materials and Preparation:

- overhead transparency from the read aloud book with examples to show what a peer may have said about the main character.
- dialogue bubbles worksheet
- write eulogy on the board

Procedures:

- Pointing to the word eulogy on the board, explain that an eulogy is praise about someone. Eulogies are usually given after the person has died.
- Show the overhead transparency with the bubbles filled in with positive statements given by people in the "read aloud" book.
- Ask students who might have said these words and then fill in the blanks.
- Ask "What would you say?" and fill in the bubble.
- Give each student a "Bubble Dialogue" worksheet.
- They may look in their book for ideas to fill in the bubbles.
- After writing the person's name, draw a face on the blank face which fits the description in the book.

Time Lines

Objectives:

- To fill in a time line recording the main events in the person's life.
- To use an encyclopedia as reference for events not given a time in the biography.

Materials and Preparation:

- time line worksheets
- encyclopedias
- overhead transparency with a time line
- overhead transparency with birth - school graduation - marriage - important events or decisions - death - dates of main events in "read aloud" biography

Procedures:

- Discuss common events in people's lives using the transparency
- Ask for two birthdates
- Explain that a time line is like a map or calendar of someone's life.
- Make a time line on the transparency showing the main events in the "read aloud" biography.
- Review the use of an encyclopedia
- Students make time lines of their biographies using the encyclopedias for reference as needed.

Mapping the Events

Objective:

To locate as a group on an Ohio or U.S. map the places of key events in the person's life.

Materials and Preparation:

- Display a large Ohio and/or U.S. road map in each learning center.
- Provide drawing and construction paper, a stapler, pins, or tacks.
- Students will need scissors, crayons, or markers.
- A list of places and events in the life of the person in the "read aloud" book.
- Paper figures of people, wigwams, arrows, horses etc., which were relevant to the biographical figure.

Procedures:

- Using the map ask students to show where they were born, parent's married, etc.
- Now discuss places of importance to the life of the person in the read aloud book.
- Display paper figures at these places with a tack or pin.
- Students locate at least 10 key places on the maps of their famous person.
- Make paper designs to represent what happened at these locations, for example, baby for birth, gun for a battle etc.

"Who Am I"

Objective:

To review the key events and facts about the person read.

Materials and Preparation:

3 x 5 fact cards prepared by the students

Procedures:

- A day or more in advance on a 3 x 5 card each student writes 10 facts about their person and the person's name.
- Collect the cards and preview the facts - before class.

Game Directions

- Shuffle the cards
- A student draws a card and reviews the facts.
- All other students ask questions of the person who has the card.
- The questions are to have yes/no answers about the famous person.
- After 5 questions the students may guess who the person is.
- The one who guesses correctly gets to draw a card.
- If no one guesses after 8 questions then the card holder relates the person and facts on the card.
- Then he chooses the next card holder.

Friendly Letter-writing

Objective:

To write a friendly letter recalling details of an event occurring in the biography.

Materials and Preparation:

- letter writing paper/pencils
- dictionaries

Procedures:

- Pretend you are your famous person's pet, grandmother, brother, or friend etc.
- Think of an important "happening" in the life of the person in the biography. Make a list answering these questions.

...What exactly happened?

...Who was there?

...When did it happen?

...What did you see, feel, hear, smell, taste?

...How would it make you feel if you were this imaginary person?

- Write a friendly letter to your famous person telling him some of the things you wrote on your list.

REALISTIC FICTION
LESSON PLANS

"What If" Story
Character Sketch
Book Symbols and Themes
Play Script
"I'm Hungry"

"What If" Story

Objective:

- To add a story to the book telling what is happening to the main character 1 year from the ending.
- To use vocabulary words in a story.

Materials and Preparation:

- writing paper
- character sketch pages
- pencil/pen

Procedures:

- Review the characteristics of each main character in the book.
- What would you say if you had to add a chapter to the book telling what happened 1 year from the ending?
- Remember your characters still will act and talk like the people in the book.
- Write your story including five new vocabulary words you learned in this book.

Character Sketch

Objective:

To identify details and characteristics of the main characters in the book.

Materials and Preparation:

- character page worksheet

Procedures:

- As the students read their book they fill in the:
 - ...main characters names
 - ...what they look like
 - ...their good traits (give an example)
 - ...their bad traits (give an example)
 - ...their home, place and description
- Record the page numbers where these answers are found.

Book Symbols and Themes

Objectives:

- To identify the main symbols used in the realistic fiction book.
- To identify the main theme in the realistic fiction book.
- To correlate the relationship between symbols and themes.

Materials and Preparation:

- drawing paper
- pencils, crayons, markers
- overhead transparency drawing of a jacket (removable sleeve and collar portions - buttons)

Procedures:

- Teacher discussion
 - ...Authors use symbols which represent special thoughts or feelings of the main characters.
 - ...Show transparency - remove parts as discussed. For example, Duke VanSwearingen's blue jacket no longer had sleeves or collar and was fastened only by one button.
 - ...This symbol could represent how he wanted to rid himself of the white man's ways as he did the sleeves and collar.
 - ...What might the one button represent? (His family ties [especially for his little brother] was keeping him at home).

- Activity - (students may need some individual help identifying a symbol)

...Draw a picture of one symbol in your realistic fiction book.

...Write a paragraph telling what you think this symbol represents in your book.

...Color the picture.

Play Script

Objective:

To write a simple script and act it for the class.

Materials and Preparation:

- script worksheet
- overhead transparency with a play script

Procedures:

- Discuss setting - place and time of story
- Discuss play set and props - what can be used to show place and time in a play
- Discuss dialogue - conversation between at least 2 people.
- Show the overhead transparency. There are people talking in this play. How is it different from your story. (Names are listed but not spoken. Directions are in () and not read).
- Choose 1 - 2 pages in your book and write a play script for those pages - use the script worksheet to help you.

Script Worksheet

Book Title: _____

Pages in the book the play is taken from: _____

Characters speaking: _____

Setting: place _____

time _____

Props (used to help show time and place):

Follow this sample form to write your play.

Character: (What he does) "What he says."

Example:

Suzie Q: (Yawning) "I think I'll go to bed."

"I'm Hungry"

Objective:

- To use reference material (cookbook) to find a simple recipe for a food in the book.
- To follow directions in preparing the food.

Materials and Preparation:

- cookbooks
- any supplies and equipment necessary for food preparation.

Procedures:

- Because everyone eats daily (almost) every biography or realistic fiction book will mention a meal or food.
- Find a place where food is mentioned in your book.
- Using the index or table of contents find a recipe for this food.
- Read it.
- Decide if it is simple enough for classroom preparation.
- Use the recipe worksheet to plan the food preparation.
 - ...Make a list of food supplies.
 - ...Make a list of equipment supplies.
 - ...Decide who will contribute the needed items.
 - ...Decide who will be responsible for each step of the food preparation.
 - ...Decide who will clean up.

Recipe Worksheet

Food Name: _____

Supply List (Ingredients): _____

_____	_____
_____	_____
_____	_____
_____	_____

Equipment List (Bowls, spoons, hot plate etc.):

_____	_____
_____	_____
_____	_____
_____	_____

- Place your initials beside the items for which you are responsible and make a separate list to take home.
- Duplicate or copy the recipe. Write the names beside the steps each person is responsible for.
- Clean up committee: _____
- Serving committee: _____
- Did you enjoy this food as much as the character in the story? _____ Why or why not? _____
- Why do you think the author chose this food to include in the book? _____

FANTASY LESSON PLANS

Fantasy and Tall Tale
Write a Fantasy

Fantasy and Tall Tale

Objective:

To discern relevant facts indicating life styles from the exaggerations found in fantasies.

Materials and Preparation:

Fact/Fantasy sheet

Procedures:

- Relate a story involving a local tall tale if possible. (Be sure to include believable facts as well.)
- Orally ask students to pick out the exaggerations or fantasies.
- Ask pairs of students to write other facts about the story which are believable on a piece of paper.
- As those facts are shared orally, ask another pair of students if these facts tell about the way people did things in that time period, for example, Mike Fink went to contests to prove his abilities - contests were a part of frontier life.
- Using the fact and fantasy chart find 2 exaggerations or untruths and 5 things which tell about their real lifestyle.

Fact/Fantasy Sheet

Book Title: _____ Author: _____

Page #	Event	Fantasy	Fact that tells about lifestyle

Write A Fantasy

Objective:

To write and illustrate a fantasy using the lifestyles of the era or subject being studied as a tall tale.

Materials and Preparation:

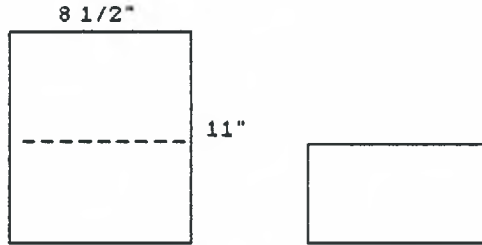
- fact/fantasy worksheet
- paper - pencil - dictionary
- booklet directions
- model booklet

Procedures:

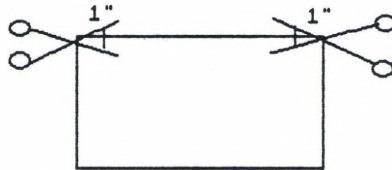
- Using the Fact/Fantasy Worksheet plan your tall tale.
- Give your story a title. You are the author.
- Remember to use the life styles of the people in your unit and then exaggerate their actions.
- Write a first draft of your story. Edit it.
- Plan your picture.
- Using the directions make your booklet.
- Write the title on the cover page.
- The next page is blank. (p. 1)
- Page 2 is the author page. Write your name.
- Write your story on the other pages.
- Be sure to include your picture on one page.
- The back of the cover is blank.

Making a 5 1/2" x 8 1/2" Booklet

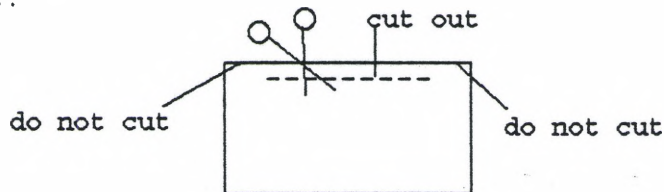
1. Take 2 pieces of plain 8 1/2" x 11" paper. Fold in half so that the fold divides the paper into 5 1/2" x 8 1/2" sections.



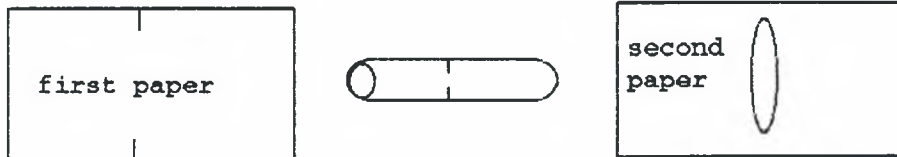
2. On the first paper cut a 1" slit on both ends of the fold.



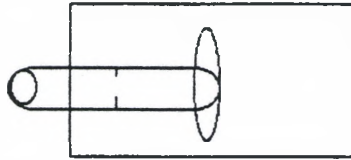
3. On the second piece cut a 1/8" strip out of the middle on the fold. Be sure to leave about 1 1/4" on the ends uncut.



4. Open the first paper and roll it into a tube or cylinder. Open the second paper.



5. Slip the rolled cylinder through the hole in the second piece of paper and unroll.



6. Make sure the slits in the first paper fit into the second paper.
7. You now have a book which will not come apart that uses no staples.

BOOK LISTS

Rivers
Indians
Pioneers
Farming
Electricity/Industry
Aviation/Space

RIVERS BOOK LIST

- Chambers, Catherine E. Flatboats on the Ohio, illustrated by John Lawn. Troll, 1984.
- Harrison, C. William. A Walk by the River, Reilly and Lee, 1973.
- Holing, Clancy. Minn of the Mississippi, Houghton Mifflin, 1951.
- Hunt, Bernice Kohn. Dams Water Tamers of the World, illustrated by Charles Robinson. Parent's Magazine, 1977.
- Kalman, Bobbie. Early Travel, Crabtree, 198.
- McCall, Edith. Steamboats to the West, illustrated by Robert Borja. Regensteiner, 1959.
- Morgan, Patricia Griffith. A River Adventure, photography by Michael Plunkett. Troll, 1989.
- Radlauer, Edward and Ruth. Water for Your Community, illustrated by Harry Garo, Elk Grove Press, 1968.
- Santrey, Laurence. Rivers, illustrated by Lynn Sweat. Troll, 1985.
- Stephen, Richard. Rivers, illustrated by Isabel Bowring. Troll, 1990.
- York, Carol Beach. Mike Fink, illustrated by Ed Parker. Troll, 1980.
- VanSickle, Sylvia. Rivers and River Life, MacDonald, 1975.

INDIANS BOOK LIST

- Allen, Leroy. Shawnee Lance, Delacorte, 1970.
- Amon, Aline. Talking Hands, Doubleday, 1968.
- Bains, Rae. Indians of the Eastern Woodlands, illustrated by Mark Hannon. Troll, 1985.
- Baker, Olaf. Where the Buffaloes Begin, illustrated by Stephen Gammell. Puffin, 1981.
- Belting, Natalia. The Long-tailed Bear, illustrated by Louis Cary. Bobbs-Merrill, 1961.
- Brandt, Keith. Indian Crafts, illustrated by George Guzzi. Troll 1985.
- Brandt, Keith. Indian Festivals, illustrated by George Guzzi. Troll, 1985.
- Clifton, James A. The Potawatomi. Chelsea House, 1987.
- Cohlene, Terri. Little Firefly, illustrated by Charles Reasoner. Watermill Press, 1950.
- deWitt, Dorothy. Talking Stone, illustrated by Donald Crews. Greenwillow, 1979.
- Falk, Elsa. Fence Across the Trail, illustrated by Harve Stein. Follett, 1957.
- Fleisher, Jane. Tecumseh Shawnee War Chief, illustrated by Hal Frenck. Troll, 1979.
- Holberg, Ruth Langland. Luke and the Indians, illustrated by Joshua Tolford. Hastings House, 1969.
- Hook, Jason. Tecumseh Visionary Chief of the Shawnee, illustrated by Richard Hook. Sterling, 1989.
- Liptak, Karen. North American Indian Sign Language, illustrated by Don Berry. Franklin Watts, 1990.
- Meiczinger, John. How to Draw Indian Arts and Crafts. Watermill, 1989.
- Peckham, Howard. Pontiac, illustrated by Bob Doremus. Bobbs-Merrill, 1963.
- Toye, William. The Loon's Necklace, illustrated by Elizabeth Cleaver. Oxford, 1977.

Vance, Marguerite. Esther Wheelwright, Indian Captive,
illustrated by Lorence F. Bjorklund. E. P. Dutton, 1964.

Wolfson, Evelyn. Growing Up Indian, illustrated by William
Souts Bock. Walker, 1986.

PIONEERS BOOK LIST

- Avi, W. Encounter at Easton, Pantheon, 1980.
- Avi, W. Night Journeys, Patheon, 1979.
- Ball, Zachary. Young Mike Fink, illustrated by Paul Lantz.
New York: Halliday, 1958.
- Blos, Joan W. A Gathering of Days, MacMillan, 1979.
- Brink, Carol Ryrie. Caddie Woodlawn, illustrated by Kate Seredy. MacMillan, 1936.
- Chambers, Catherine E. Indiana Days, illustrated by John Lawn. Troll 1984.
- Crompton, Anne Eliot. The Ice Trail. Methuen, 1980.
- Dalgleish, Alich. The Courage of Sarah Noble, illustrated by Leonard Weisgard. Scribner, 1954.
- deAngeli, Marguerite. Thee, Hannah!, Doubleday, 1949.
- Field, Rachel. Calico Bush, illustrated by Allen Lewis.
Dell 1990.
- Fritz, Jean. Brady, illustrated by Lynd Ward. Coward
McCann, 1960.
- Fritz, Jean. The Cabin Faced West, Puffin, 1958.
- Edmonds, Walter, D. The Matchlock Gun, illustrated by Paul Lantz. Dodd, Mead, 1941.
- Henry, Joanne Landers. Log Cabin in the Woods, illustrated
by Joyce Audy Zarins. MacMillian, 1988.
- Kalman, Bobbie. The Early Settler Life Series, Crabtree,
1990.
Early Family Home
Early Settler Children
Early Schools
Early Settler Storybook
- Kirby, Susan. Ice and Porker. Houghton Mifflin, 1983.
- Levin, Ellen. Ready Aim Fire!, Scholastic, 1989.
- Monjo, F. N. The Drinking Gourd, illustrated by Fred
Brenner. Harper, 1970.

- Phillips, Josephine E. Wagons Away, illustrated by Gertrude H. Howe, McLain, 1969.
- Schwartz, When I Grew Up Long Ago: Older People Talk About the Days When They Were Young, illustrated by Harold Berson. Lippincott, 1978.
- Speare, Elizabeth George. Calico Captive, illustrated by W. T. Mars. Dell, 1989.
- Speare, Elizabeth George. The Sign of the Beaver, Houghton Mifflin, 1983.
- Steele, William. The Lone Hunt, illustrated by Paul Galdone. Harcourt, 1956.
- Stoutenburg, Adrien. American Tall Tales, illustrated by Richard M. Powers. Viking, 1966.
- Walker, Barbara Ann. The Little House Cookbook, illustrated by Garth Williams. Harper Trophy, 1979.
- Wilder, Laura Ingalls. Little House in the Big Woods, illustrated by Garth Williams. Harper and Row,
- Wilder, Laura Ingalls. Little House on the Prairie, illustrated by Garth Williams. Harper and Row,
- Wilder, Laura Ingalls. Little Town on the Prairie, illustrated by Garth Williams. Harper and Row, 1941.
- Wilder, Laura Ingalls. The First Four Years, illustrated by Garth Williams. Harper and Row, 1971.
- Wilder, Laura Ingalls. These Happy Golden Years, illustrated by Garth Williams. Harper and Row, 1943.
- Zimmer, Louise. True Stories of Pioneer Times, Broughton Foods, 1987.

FARMING BOOK LIST

- deAngeli, Arthur C. and Marguerite. The Empty Barn, illustrated by Marguerite deAngeli. Westminster, 1956.
- Arnow, Jan. Hay from Seed to Feed, photographed by Jan Arnow. Alfred A. Knopf, Inc., 1986.
- Collins, David R. Johnny Appleseed, illustrated by David R. Collins. Mott Media, 1985.
- Cook, Brenda. All About Farm Animals, illustrated by Ann Winterbotham. Doubleday, 1988.
- Enright, Elizabeth, Thimble Summer, illustrated by Elizabeth Enright. Holt, 1938.
- Flanagan, Geraldine. Window into an Egg: Seeing Life Begin. Young Scott, 1969.
- Gunby, Lise. Early Farm Life. Crabtree, 1959.
- Hogner, Dorothy Childs. Farm Animals, illustrated by Nils Hogner. Oxford, 1945.
- Hunt, Irene. Trail of Apple Blossoms, illustrated by Don Bolognese. Follett, 1968.
- Kohn, Bernice. Apples a Bushel of Fun & Facts, illustrated by Rolland Rodegast. Parent's 1976.
- Lasky, Kathryn. Sugaring Time, photographs by Christopher G. Knight. Macmillan, 1983.
- Lenski, Lois. Corn-Farm Boy, Lippincott, 1954.
- Moore, Eva. Johnny Appleseed, illustrated by Judith Ann Lawrence. Scholastic, 1964.
- Parish, Peggy. The Story of Grains, illustrated by William Moyers, Grosset & Dunlap, 1965.
- Parent, Dorothy Hinshaw. An Apple a Day, photographs by William Munoz. E. P. Dutton, 1990.
- Pohl, Kathleen. Potatoes. Raintree Publishers, 1987.
- Russell, Solveig P. The Farm, illustrated by Shelly Fink. Parent's, 1970.
- Sabin, Louis. Agriculture, illustrated by Joseph Veno. Troll, 1985.

- Shay, Arthur. What Happens at a State Fair. Reilly and Lee, 1973.
- Warner, Matt. Flowers, Trees, and Gardening, Western, 1975.
- Wilder, Laura Ingalls. Farmer Boy, illustrated by Garth Williams. Harper and Row, 1933.
- Wise, William. Canned and Frozen, illustrated by Shelly Fink. Parent's, 1971.
- York, Carol Beach. Johnny Appleseed, illustrated by Joan Goodman. Troll, 1980.

ELECTRICITY/INDUSTRY BOOK LIST

- Bains, Rae. Discovering Electricity, illustrated by Joel Snyder. Troll, 1982.
- Brandt, Keith. Electricity, illustrated by Chuck Harrison. Troll, 1985.
- Challand, Helen J. Experiments with Electricity. Regensteiner, 1986.
- Chapman, Phil. Electricity, Usborne, 1976.
- Compere, Mickie. The Wizard of Manlo Park, illustrated by Jerome B. Moriarty. Scholastic, 1964.
- David, Eugene. Electricity in Your Life, illustrated by Alike. Prentice-Hall, 1963.
- Merrill, Jean. The Toothpaste Millionaire, illustrated by Jan Palmer. Houghton Mifflin, 1972.
- Math, Irwin. Wires and Watts: Understanding and Using Electricity, illustrated by Hall Keith. Scribner, 1981.
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CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

Research has clearly shown that the use of literature based reading to teach reading is successful and promotes a positive attitude toward reading. As students practice using books and literature as resources of information and sources of recreation they will become well informed and ready to advance to higher levels of achievement. Those students who read have a greater chance of success.

Social studies is considered boring by many students who are faced with social studies texts with a propensity for terms and concepts. Fourth grade is an especially appropriate grade level to use literature based reading techniques because they need a broader background of terms and concepts to help them relate to the new ideas presented in social studies textbooks. Reading literature can help enlarge their prior knowledge in these areas.

Conclusion

A literature based handbook was written for Ohio fourth grade social studies teachers to teach Ohio social studies. The handbook used the elements of literature based reading; reading aloud, sustained silent reading, self selection, shared book experiences, guided reading, and the writing process. Four literature styles or genre; biography,

informational, realistic fiction, and fantasy were used to cover six social studies areas of rivers, Indians, pioneers, farming, electricity/industry, and aviation/space. It is divided into five activity sections: group and independent, informational, biography, realistic, fiction and fantasy plans. There are book lists provided for each social studies area.

The handbook for using literature based reading to teach fourth grade Ohio social studies can serve as the content of a six week unit or can supplement existing curriculum.

Recommendations

There is a need for more high quality information books written near a fourth grade reading level on such topics as trucking and transportation, the automobile industry, food processing, animal husbandry, crop production, and the Shawnee/Miami Indians. Good juvenile biographies about Generals Arthur St. Clair, Anthony Wayne, William Henry Harrison, Chief Little Turtle, Charles Kettering, and Lowell Thomas are also needed. Some classics need reprinted such as Betty Zane and Wilderness Trail by Zane Grey.

Further study is warranted to test the effect of comprehension and positive reading attitudes using a focused literature based reading program with a specific content area such as Ohio social studies.

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