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Literature-Based Social Studies Learning Activities for First Grade Students in the Selah School District, Selah, Washington

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LITERATURE-BASED SOCIAL STUDIES
LEARNING ACTIVITIES FOR FIRST GRADE
STUDENTS IN THE SELAH SCHOOL
DISTRICT, SELAH, WASHINGTON

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for
Master of Education

by
Bonnie D. Isom
November, 1991

LITERATURE-BASED SOCIAL STUDIES
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The purpose of this project was to develop literature-based social studies learning activities to be used with first grade students in the Selah School District. To accomplish this purpose, literature-based social studies learning activities for first grade students were gathered and developed for inclusion in a teacher resource packet. Appropriately used, children's literature can enhance learning in social studies and lead to increased teacher effectiveness.

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CHAPTER 1

Background of the Study

Introduction

"Social Studies Curriculum, in fact all curricula, should be based upon the experiences, needs, and interests of children approaching the twenty-first century. Within this endeavor, the use of literature is of benefit, since it comes closer to describing events and places as children comprehend them" (Clarke, 1990. p. 24).

Larson (1985) has also stated that children's literature is rich with opportunities for helping students, beginning in kindergarten, become knowledgeable and active citizens. Larson believes that literature also managed to connect the topics of social studies to the humans that experience them.

It has also been the belief of Egan (1986) that young children find all social studies concepts difficult to grasp. The understanding of concepts has depended upon "slow experiences." Egan has advocated experiences which have included the complex nuances contained in such concepts as community, equality, and freedom.

Finally, Billig (1977) has contended that when children read or listen to a piece of literature, involvement with the

concept intensifies. It has been Billig's belief that children are motivated to go beyond the story and to search for answers to questions that may have been raised in the course of reading or hearing the story. Billig concludes that when a social studies unit emerged spontaneously out of honest interest and curiosity, the depth of understanding that develops is immeasurably greater than that which results from an often irrelevant teacher imposed assignment.

Purpose of the Project

The purpose of this project was to develop literature-based social studies learning activities for first grade students in the Selah School District, Selah, Washington.

To accomplish this purpose literature-based social studies learning activities were gathered and developed for inclusion in a teacher resource packet.

Significance of the Study

According to Clarke (1990) children's literature in elementary social studies has provided material that is lively, stimulating, and more in keeping with the ways in which children view the world and process new information. It has been Clarke's belief that literature has cultivated children's awareness of the complex nature of humanity; of individual differences, varying perspectives of the world, and disparate interpretations of events in the world.

Finally, Clarke has declared, "Knowledge in these complexities is a first step toward achieving global understanding."

Billig (1977) has explained how, with the expansion of the paperback book market, the needs and interests of the children approaching the twenty-first century have been more readily satisfied. With multiple copies available, the students have been able to read the same book at the same time. This permits the members of the group to interact with each other and to the information and ideas contained within the reading. Billig concludes that the heightened excitement and sharpened thinking that results from such interaction has astonished and delighted teachers.

Common (1986) has found that stories have catered to the children's abilities and limitations. Listening to a story read or told has enabled the children to push back the boundaries of the world, so that the expanse of the imagination could be reflected. In this way, Common believes, stories have encouraged children to investigate a concept or idea more formally, and discover the universe of reality.

Limitations of the Study

For purpose of succinctness and focus, it was necessary to set the following limitations for this study:

1. Population. The student population involved in this study were the students and staff from John Campbell

Elementary School located in Selah, Washington. The school serves seven-hundred and fifty-eight students, kindergarten through second grade. Selah is agrarian in nature, with a large percentage of the adult population involved in fruit related occupations.

First grade classes involved in the study embodied students in both the "talented and gifted" population and those identified for remedial or special programs.

2. Activities. The literature-based social studies learning activities developed for use in this project were designed to utilize literature that was already available in the classroom or media center at John Campbell Elementary School in Selah, Washington. Many of the available trade-books were a part of a district reading adoption implemented the previous year.

Definition of Terms

Significant terms used in the context of this study have been defined as follows:

1. Literature-based. An instructional method which utilizes various forms of literature as the foundation for concept instruction. In order to use literature in the curriculum, teachers must become familiar with a wide range of quality children's literature. Teachers must also expand their views as to what constitutes "literature" in the broadest sense (Brozo, 1986).

2. Literature. A rather broad definition of literature has been used in social studies education. Trade-books, poetry, fables, myths, legends, and tall-tales have been included in this definition. Also included have been biographies, published letters, diaries, and drama (plays). Teachers have used the plot, characters, settings, themes, and relationships in selected works to develop activities that promote social studies skills (Clarke, 1990).

3. Trade-books. Any print materials other than textbooks have been labeled trade-books. This includes books of verse, storybooks, and picture books, which are also referred to as children's fiction. Picture books and storybooks introduce a range of social studies experiences for children (McGowan, 1987).

4. Student Learning Outcomes (SLO's). Statements of what students are expected to learn. Sometimes referred to as goals or objectives (Klein, 1989).

CHAPTER 2

Review of Related Literature

Introduction

The review of research and literature summarized in Chapter 2 has been organized to address:

1. Literature-based instruction; and how such instruction contributes to student interest and motivation to learn
2. Using literature to teach history
3. Using literature to teach citizenship
4. Using literature to teach cultural awareness
5. Using literature to teach geography
6. Criteria for selecting appropriate literature
7. Supplementing textbooks with selected literature
8. Summary

An Educational Resources Information Center (ERIC) computer search was conducted to identify current literature, research, and data.

Literature-Based Instruction

During the past decade, the State of California has been engaged in redesigning its social studies curriculum. Those involved in this process concluded: social studies textbooks

in classes below the fourth grade should be abandoned; and, social studies textbooks could not fully outdistance the many fascinating trade-books that could just as easily be used in the primary grades (Staff, 1990).

In a review of social studies textbooks for children in the primary grades, Larkin (1990) maintained that the entire spectrum was a disaster area. In considering the leading programs used around the nation, employing the expanding environments convention, Larkin asserted that "truly dreadful subject matter" was found.

Larkin further concluded, that much textbook content at the lower elementary level has been inappropriate. Controversies have been sanitized and purged of any remote opportunity to give offense. Topics have been described in arid and stifling language, restricting the interest of young children. For example, Families and Friends, published by Harcourt, Brace, and Janovich, contained lessons to teach children to use their senses, to share feelings, to recognize the importance of love, and to encourage helping others. Each of these lessons consisted of a group of photographs on one page, followed by a worksheet. Children were expected to look at the photographs, talk about them, then do the assigned page. It was evident even to the newest of teachers, that the use of this type of textbook lesson neither informed or inspired (Larkin, 1990).

Larkin also described another lesson designed to help the children "meet the people at school," including the teacher, the principal, and the custodian. In this instance the children had only to get up from their seats and walk down the hall and be treated to a lesson about the people at school.

Similarly, it has been important for children to appreciate how everyone is unique. Instead of looking at pictures of other children in a textbook it has made more sense to look at each other (Larkin, 1990).

According to McGowan (1987), despite periodic reform efforts, traditional social studies teaching methods have continued to be used in grades K-6. However, McGowan's research concluded that elementary students did not like or value social studies when traditional methods were used to organize and teach its contents.

McGowan (1987) has suggested that through the use of picture and story books, teachers could utilize characters, plots, settings, themes, and relationships to introduce activities that assist in developing the skills associated with the social studies curriculum.

The Florida State Department of Education (1979) conducted a study which compared text-based social studies instruction to instruction which employed children's literature. The study found that textbooks were no longer adequate, since they catered to average reading levels, and seemed to become outdated almost as soon as they were

printed. Children's literature, the study contended, offered a timeless and diverse source of understanding.

Effective schools research of the last decade has provided us with a solid body of knowledge about teaching. Lehman and Crook (1988) confirmed that both effective schools research and reading research supported the view that:

1. More time should be devoted to reading literature that captures and feeds the imagination.
2. More than basal materials are necessary for effective instruction (p. 235).

In a paper presented to the Florida State Reading Association, Stoddard (1984) asserted that children's literature has served many educational purposes. Besides being used for entertainment and reading readiness, Stoddard claimed:

Books have been used to sensitize children to coping with life's problems, developing a positive self-image, recognizing cultural differences, managing change, and experiencing designated areas of skill development (p. 3).

According to Lehman and Crook (1988), within children's books lies the potential to change instruction from mere skill acquisition to discovery, learning, insight, and knowledge. It has been the belief of Lehman and Crook, that including children's books in the curriculum has increased teacher effectiveness.

Children preferred the varied story structures of children's books, which were not found in even the best literature-based basal, contended Morrow (1982).

Expressing the same view, Cook and White (1977) found that children also preferred listening to folk tales, epics, myths, fables and verse over contemporary basal readers.

Supporting this notion, Common (1986) believed that stories have been a powerful way to engage students' interest in the social studies curriculum. It has been the belief of Common, that information about social studies matters existed not as independent, factual, and conceptual bits, but was locked into a context of human intentions and activities. As instructional tools, stories have enabled teachers and students to begin shared experiences in social studies with a common point. Stated Common, everyone had something to say about the story, even the shyest of students.

According to McGowan (1987), fictional books contained information about emerging values, people, and relationships, the effect of society and institutions on personal behavior, and lessons about people from various time periods. McGowan also believed that children's literature was a source of useful information about diverse cultures, historical events, current issues, and global themes, and lifestyles.

Reading aloud has been one of the most effective ways to attract students to literature. DuBois and McIntosh (1986) claimed:

High school teachers who read to their students helped students comprehend the content covered by developing the concepts of history and increasing vocabularies; aided students in understanding the format of the textbooks; improved students' language and speaking skills; increased students' motivation to read; and affected students' social attitudes (p. 211-213).

Children's author, Natalie Babbitt (1990), observed that a good story is often sufficient as the story stands. If a story has something to teach, let the teaching sufficiently come from the experience. Let a story keep the magic and fulfill a purpose, Babbitt has asserted.

Schreiber (1984) also believed this was especially true of stories that provoked a sense of awe, wonder, or personal intimacy, such as some folk and fairy tales, poetry, and general fiction. By their nature, other genres such as biographies, fables, and historical ballads have called for discussion or have required contextual background to become accessible to students.

Using Literature to Teach History

Levstik (1986) compared early history instruction to exposure to children's literature. Many teachers felt that good readers have had early exposure to literature and have been given books to "read" long before they could decode the

text or undertake a formal analysis. It has been noted by Levstik, that there has been the absence of a similarly early exposure to history for children: During the years when social studies has emphasized the here and the now, children's literary interests have involved the distant and the fantastic.

According to Apostol (1982), history made an appearance as narrative in our past ages, and throughout the centuries, stories have been the primary means for the oral transmission of people's history and for the communication of institutional structures, cultural practices, and spirituality.

Aiken (1985) observed that stories have been the only means of acquiring an "imaginative grasp of the past" which truly conveyed what life was like at any given time. Once students have been engaged in a story, the reenactment of people and events occurred in an imaginative manner, in an attempt to interpret the events. Aiken further observed, that in order to garner clues about people and events, the literary experience was penetrated.

Common (1986) concluded that it is through the process of comparison that the development of judgement occurs. It has been Common's assertion that judgement is the essence of education and the central action of the educated mind.

Using Literature to Teach Citizenship

It has been the belief of Larson (1985) that children build citizenship skills in order to function productively in American society, and through learning about how people lived, students have acquired skills to make effective social decisions and the willingness to participate in the decision-making process.

As related by McGowan (1987), opportunities for children to model these qualities have filled the pages of children's literature. McGowan believed further that story books contained knowledge about people and relationships, and the characters dealt with emerging values, communicated with each other, determined cause and effect, processed information, and thought reflectively.

McGowan has also promoted the use of story books to convey the tools of citizenship. The characters of children's fiction have been concerned about and involved in society, making choices every citizen must make even though the welfare of others has been influenced.

To Common (1986), literature has been an ideal means of encouraging moral education. Values have not been found in maps, dates, or charts, but in artistic forms. Finally, Common has concluded, since an important aspect of social studies is moral development, we would be unwise to ignore literature in the curriculum.

Using Literature to Teach Cultural Awareness

Smith (1988) stated, that in this age of "world-mindedness," children should develop an appreciation and understanding of people of other cultures. The use of children's literature is a natural approach in the development of cultural awareness that has not been offered by textbooks or other formal social studies teaching methods. This approach gave children, stated Smith, a more complete picture of the cultures of other countries than could be gained through textbooks dealing with factual material.

Smith further indicated that folklore has helped students to appreciate other people's cultures. The customs and values of a culture often have been transmitted through folklore. The survival of folklore over the centuries has been a good indication of interest and importance to the teller and to the listener. Children have found folktales just as fresh and interesting as did children hundreds of years ago (Smith, 1988). Smith concluded further that this type of literature has provided insight into the way that people thought about and explain events.

Henning (1982) also saw the relationship of folk heritage to social studies. Folk stories have provided content for discussions that focused on values-related questions, and in this respect the stories have served as hypothetical situations that children have been able to examine from several points of view.

Similarly, folk stories, whether fairy tales, fables, or myths, have originated in basic problems of living. Henning has claimed:

Human beings, from the earliest times, have struggled with the search for food and shelter, the search for both freedom and personal security, the inevitability of change, the conflicts that occur as people interact, the problems that resulted as human beings moved within the natural environment, the need for rules to govern interaction among people, and the rules to govern the use of environment (p. 288).

Using Literature to Teach Geography

Dowd (1990), claimed that children's literature could be linked with geography because titles of realistic fictitious picture story books offered valuable lessons via both illustrations and text about specific geographical settings. In fact, it has been a challenge to find a book that had no relevance to geography, asserted Schreiber (1984).

Quality literature, whether fiction, or nonfiction, has had the power to capture students' interest in the places associated with the characters. It has been Levstik's (1986) contention that literary sources with strong geographical features have motivated interest and have also provided a

meaningful context for map interpretation and geographical information.

According to McGowan (1987), the curriculum linkage between children's picture and storybooks and geography has offered tremendous possibilities to the educator.

Dowd (1990) has recommended folktales as an ideal source of information about geography, since the settings have been traceable to a particular geographic region. Aspects of physical geography, such as landforms and water bodies, have often been described in the setting of folktales. In many cases, Dowd has found, the illustrator and/or author has included pertinent facts about the geographic location in which the story has taken place before or after the story.

According to Dowd, all of these sources have provided readers with geographic information that has served as a basis for teaching geography.

As classroom teachers and school librarians have guided students in completing activities and in obtaining and interpreting geographical information, the students have been prone to gain an increased awareness of location and a better understanding of the significance of place, claimed Backler and Stoltman (1986).

By combining geographic concepts with children's literature in the classroom and in the media center, librarians and teachers have implemented a strategy which

participants in the National Geographic Society's 1988 Gallup Poll believed would greatly improve geographic literacy.

Criteria for Selecting Appropriate Literature

According to Stoddard (1984), certain general standards can be applied in selecting the best literature for social studies teaching. The following questions need to be asked:

1. Does the book portray children candidly and accurately?
2. Is the book within the child's range of mental processes?
3. Does the book support the process of becoming a fully functioning person whose basic needs must be met?
4. Does the book avoid perpetuating stereotypes? (p. 288)

Stoddard has stated further that the criteria for identifying children's books should be used in considering books for primary social studies. Children should have a wide variety of books from which to select, and teachers should share the quality books known to have the elements of good children's literature and books which emphasize particular social studies concepts.

Stoddard has urged educators to use the following criteria as a basis for evaluating books used to teach social studies in the primary grades:

1. Characterization

The people and animals portrayed in children's books should be convincingly lifelike and real. Also, the actions of the characters should reflect the true nature of culture, age, and background.

2. Setting

The setting of a story may be in the past, present, or future, taking place in a specific locale. Whenever a period of time or locale is presented, the presentation should be as authentic as possible. The setting does much to create the mood and theme of the book.

3. Dialogue

Through conversations, the characters, thoughts, beliefs, and feelings emerge.

4. Plot

The plot is the plan of action. The following question is answered: What is exciting in the story to carry the reader along? Most plots in children's books are linear because children lack the maturity to follow several plots and numerous flashbacks. A well constructed plot must be simple enough to follow, but complex enough to hold the listener's interest.

5. Conflict

Conflict is the driving force in a book which makes things happen. The conflict may be physical

or mental, but above all, must be believable, understandable, and convincing.

6. Theme

Another point for evaluation for books for social studies concepts is theme, the underlying idea, the author's purpose in writing the book. Acceptance of self, and others, overcoming fear or prejudice, moral dilemmas, and human concerns provide themes for books for young children. The theme should be worthwhile, for children recognize the underlying meaning in a story long before verbalization takes place.

7. Style

Style represents the language of the author. The order and sound of words and how events are sequenced help create the action of the story. Visual images are determined by the choice of the narrative voice, the personal first person, or impersonal third person. When evaluating books, the question to answer is why did the author choose a point of view and how choice contributed to the effectiveness of the story. Although unable to analyze an author's style, children react, recognizing immediately what is exciting and what is mundane (pp. 6-8).

Finally, Stoddard (1984) has recommended that teachers should select books that are up-to-date and which provide accurate information. Stoddard has offered the following example for organizing children's literature for use in primary social studies classes:

1. Area study, which makes use of historical fiction, folklore, and wordless picture books.
2. Problems approach where children can study through literature specific themes such as ecology, pollution, global community, urban environment, changing lifestyles, and life problems.
3. Fiction that describes life in different countries and worldmindedness. The books give insight into how children live around the world, and at the same time, provide information about history and geography (p. 9).

Cullinan (1981) has developed the following guide to story selection based on age characteristics of several theorists, with particular emphasis on the cognitive development theory of Piaget:

Early Primary (Ages 5-7):

1. Children express normal fears.
2. Self-identities are developing.
3. Children have a rich imaginative life.
4. Children are developing a sense of story.

5. Children have an eye-for-eye morality.
6. Children have a power of observation.

Stories should have the following characteristics:

1. Reassuring themes.
2. Importance of self.
3. Presents fantasy believable.
4. Clear plot sequence.
5. Predictable plots.
6. Justice prevails.
7. Attention to data (p. 15).

Supplementing Textbooks with Selected Literature

It has been Brozo's (1986) contention that, unfortunately, many students have received for the first time a serious look at different cultures, historical eras and events, politics, and the scientific advancement of the human race through published textbooks. The stories that lie within all human interactions have usually been omitted. As a result, many of the classroom lessons based on the text have been dry and lifeless (Brozo, 1986).

To those educators having to use a social studies textbook, Brozo has suggested:

Children's literature has been skillfully used in "tandem" with the textbooks. Supplemental use of children's literature has made the content curriculum more palatable, comprehensible, and

memorable. The use of literature has likely promoted student interest in and involvement with content material and has thereby increased learning (p. 288).

Anderson (1985) has believed that, for many children, the transition to content texts has lead to the first experience in reading difficulties. While children's literature has been a powerful motivator for reading, combining the use of literature with content area textbooks has offered a solution for the problem that has existed in classrooms that have been "required" to cover a social studies textbook during the course of a year.

According to Brozo (1986), textbooks have been excellent dispensers of facts, but often have lacked explicit development of important concepts. In these cases, Brozo has claimed:

Teachers must identify concepts for further development. Following the identification of salient concepts, teachers must be able to identify appropriate trade-books which has required a knowledge of a variety of children's books (p. 29).

Brozo has further concluded that the following suggestions will guide teachers in the use of trade-books in supplementing the social studies textbooks in the teaching of social studies:

1. Present the trade-book to students as a schema and interest builder before reading the text.
2. Use trade-books for elaboration and extension of content and concept, asking questions during and after reading the text.
3. Use worthwhile activities following text and trade-book reading to allow students to interpret and personalize the new knowledge and allow teachers to evaluate students' learning and check for misconceptions.
4. To capitalize on prior reading, teachers should direct students toward activities that synthesize text and trade-book learning (pp. 290-291).

Several recommendations from Brozo accompanied the model for supplementing the textbook with trade-books. They are, including:

1. Look for opportunities to integrate trade-books with textbooks.
2. Carefully develop each unit's objectives and salient concepts, considering how trade-books and text will interplay from the introduction to the conclusion of the unit.
3. Teachers should take courses in children's and adolescent literature in order to become familiar with the field of children's literature (p. 289-292).

Atkinson (1991) has also suggested that literature can be used effectively to supplement material found in textbooks. Many shorter genres, picture books, and poetry among them, have piqued interest and enhanced understanding. Atkinson has concluded, that often the "spell" of certain literary works made the difference in students' enjoyment of social studies.

Summary

The research and literature summarized in Chapter 2 supported the following predominant themes:

1. Effective schools research has shown that more time should be devoted to reading literature that captures the imagination.
2. More than basal social studies materials have been necessary for effective instruction and children's literature has been used effectively to supplement the textbook.
3. Quality literature, whether fiction or nonfiction, has had the power to capture students' interest in all disciplines of social studies.
4. The curriculum linkage between children's literature and geography has offered tremendous possibilities to the educator with the inclusion of relevant geographic concepts in many stories.
5. Stories containing relevant social studies concepts have been read aloud to young children, allowing

non-readers to successfully learn from the experience.

6. The pages of children's literature have been filled with opportunities for young children to model the qualities of citizenship, to develop an awareness of cultural diversity, and to acquire a grasp of the past.

CHAPTER 3

Procedures of the Study

The purpose of this project was to develop literature-based social studies learning activities for first grade students in the Selah School District, Selah, Washington.

Chapter 3 contains background information detailing:

1. The need for the study.
2. Establishment of district and building level support.
3. Procedures for the preparation of staff.
4. Implementation of the resource packet.

Need for the Study

Through the testbook adoption process utilized in the Selah School District, student learning outcomes have been developed and approved. These outcomes have provided a framework for the social studies curriculum as well as a guide in materials selection. Instructional strategies, lessons, and material development have been left to teacher discretion and initiative. The need for a more organized and consistent approach to instructional practices, particularly in social studies, was found to exist as a result of the 1989-90 self-study. The development of a literature-based

social studies learning activities resource packet was identified as a viable option for satisfying that need.

Establishment of District and Building Level Support

Support for the literature-based social studies learning activities resource packet was developed in two phases:

1. Phase one included membership on the district social studies curriculum committee, including involvement in the process of goal setting and material selection.
2. Phase two included the presentation of district goals and materials selection to grade level teachers, involving the introduction of the idea for the literature-based social studies learning activities resource packet.

Procedures for the Preparation of Staff

A questionnaire was developed and administered to the twenty-six primary teachers at John Campbell Elementary School in the Selah School District.

The questionnaire was designed to provide for developmentally appropriate learning activities. The format of the questionnaire also required the activities to be thoroughly planned. The first section of the questionnaire, entitled, "Curriculum Area," Social Studies-Literature-Based learning activities, was provided to give direction and focus to the lesson planning.

The second section was "Lesson Topic," and the responses included the concept or skill being taught on that particular lesson.

The third section, "Lesson Objective," was related to the desired student learning outcome.

The fourth section, "Resource," gave the planner the opportunity to provide the name of the book, poem, document, etc. to be used in the learning activity.

The next section, labeled "Learning Activity," gave the respondent the opportunity to describe the literature-based learning activity.

In addition, "Materials" included those supplies and materials needed to teach the lesson.

"Evaluation" was the final section of the questionnaire. Suggested evaluative techniques were to be provided in this section.

The explanation of the project was presented at a faculty meeting, covering all aspects of the study. Those included: the purpose of the study, the statement of the problem, directions for completing the questionnaire, and subsequent treatment of the data. Participating teachers were asked to complete the questionnaire and return within two weeks.

Using the information provided on the returned questionnaires, activities were identified and used to develop student learning activities.

The following criteria were to be considered essential to the selection of literature-based social studies learning activities:

1. Each activity should incorporate developmentally appropriate practices.
2. Each activity should include an example of literature considered to be of high quality.
3. Each activity should have a specific objective relative to a district mandated student learning outcome.
4. Each resource chosen for the lesson focus should be available from the media center or be contained within the classroom library.
5. A wide variety of activities should be included to meet the needs of a diverse school population.

Implementation

Implementation of the literature-based social studies learning activities project developed as a result of this study was completed at John Campbell Elementary during the 1991-1992 school year. The resource packet was reviewed and the activities were outlined during a grade level meeting for first grade teachers.

CHAPTER 4

The Project

The resource packet produced as a result of this project has been utilized to facilitate the teaching of literature-based social studies activities in the first grade classrooms at John Campbell Elementary School in the Selah School District, Selah, Washington.

Chapter 4 contains a total of fourteen lesson plans developed to implement the literature-based social studies learning activities for first grade students at John Campbell Elementary.

The chapter has been organized to provide an overview of appropriate lesson plans and related children's literature for each of the seven first grade student learning outcomes for social studies, including:

- SLO #1. Responsible Participation in a Group: (Lesson Plans 1 and 2, and Additional Resources).
- SLO #2. Families Around the World: (Lesson Plans 3 and 4, and Additional Resources).
- SLO #3. Needs and Wants: (Lesson Plans 5 and 6, and Additional Resources).
- SLO #4. American Patriotic Symbols: (Lesson Plans 7 and 8, and Additional Resources).
- SLO #5. Maps: (Lesson Plans 9 and 10, and Additional Resources).

SLO #6. Natural Resources: (Lesson Plans 11 and 12,
and Additional Resources).

SLO #7. Community Service: (Lesson Plans 13 and 14,
and Additional Resources).

*LITERATURE-BASED SOCIAL STUDIES
LEARNING ACTIVITIES
FOR FIRST GRADE STUDENTS*

*JOHN CAMPBELL ELEMENTARY
SELAH SCHOOL DISTRICT #119
SELAH, WASHINGTON*

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STUDENT LEARNING OUTCOME #1

Lesson Plan One: Responsible Participation

JOHN CAMPBELL ELEMENTARY
SELAH SCHOOL DISTRICT #119

QUESTIONNAIRE FOR IDENTIFYING LITERATURE-BASED
SOCIAL STUDIES LEARNING ACTIVITIES

CURRICULUM AREA:

Social Studies

LESSON TOPIC:

Responsible participation in a family

LESSON OBJECTIVE:

Generate a list of ways to get ready for a new baby in
the family.

RESOURCE:

"The Very Worst Monster" by Pat Hutchins
Mulberry Books, 1985.

LEARNING ACTIVITY:

1. Before reading the story, explore with the students the reasons why children may be angry with a new baby in the family. Discuss the meaning of the word jealousy.
2. After reading the story, ask the students the following questions:
 - a. What did Hazel do to show she was jealous?

- b. What made her change and not be jealous any longer?
 - c. What could her parents have done to help her get over her angry feelings?
3. At this point, hand out the student worksheet, and ask each student to complete the sentence frame, thinking of one way to get ready for a new baby. Illustrations can be added and the pages can be put together to make a class book.
4. Extension: Invite younger family members to come to class. Have the students plan for games and a healthy age-appropriate snack.

MATERIALS NEEDED:

"The Very Worst Monster" by Pat Hutchins

Student worksheet

Chart paper for list making

Felt-tip pens

Pencils

Crayons

Construction paper for cover of class book

EVALUATION:

Teacher observation will be used to evaluate the students on participation in the discussion and the completion of a page for the class book.

I would get ready
for a new baby by

STUDENT LEARNING OUTCOME #1

Lesson Plan Two: Responsible Participation

JOHN CAMPBELL ELEMENTARY
SELAH SCHOOL DISTRICT #119

QUESTIONNAIRE FOR IDENTIFYING LITERATURE-BASED
SOCIAL STUDIES LEARNING ACTIVITIES

CURRICULUM AREA:

Social Studies

LESSON TOPIC:

Group membership

LESSON OBJECTIVE:

To see the benefits of working together as a team

RESOURCE:

"Swimmy: by Leo Lionni
Pantheon, 1963.

LEARNING ACTIVITY:

1. Read the story.
2. Let the students talk about how the little fish felt before the fish worked together as a team.

3. Ask the following questions:
 - a. What was Swimmy's idea?
 - b. Why did it work?
 - c. What groups of children or adults wear uniforms?
 - d. What ways can children work together at school?
4. Let each student make a red fish using the "Swimmy" pattern.
5. Put the fish together on a bulletin board covered with blue paper.
6. Extension: Invite a guest speaker who wears a uniform to speak to the class.

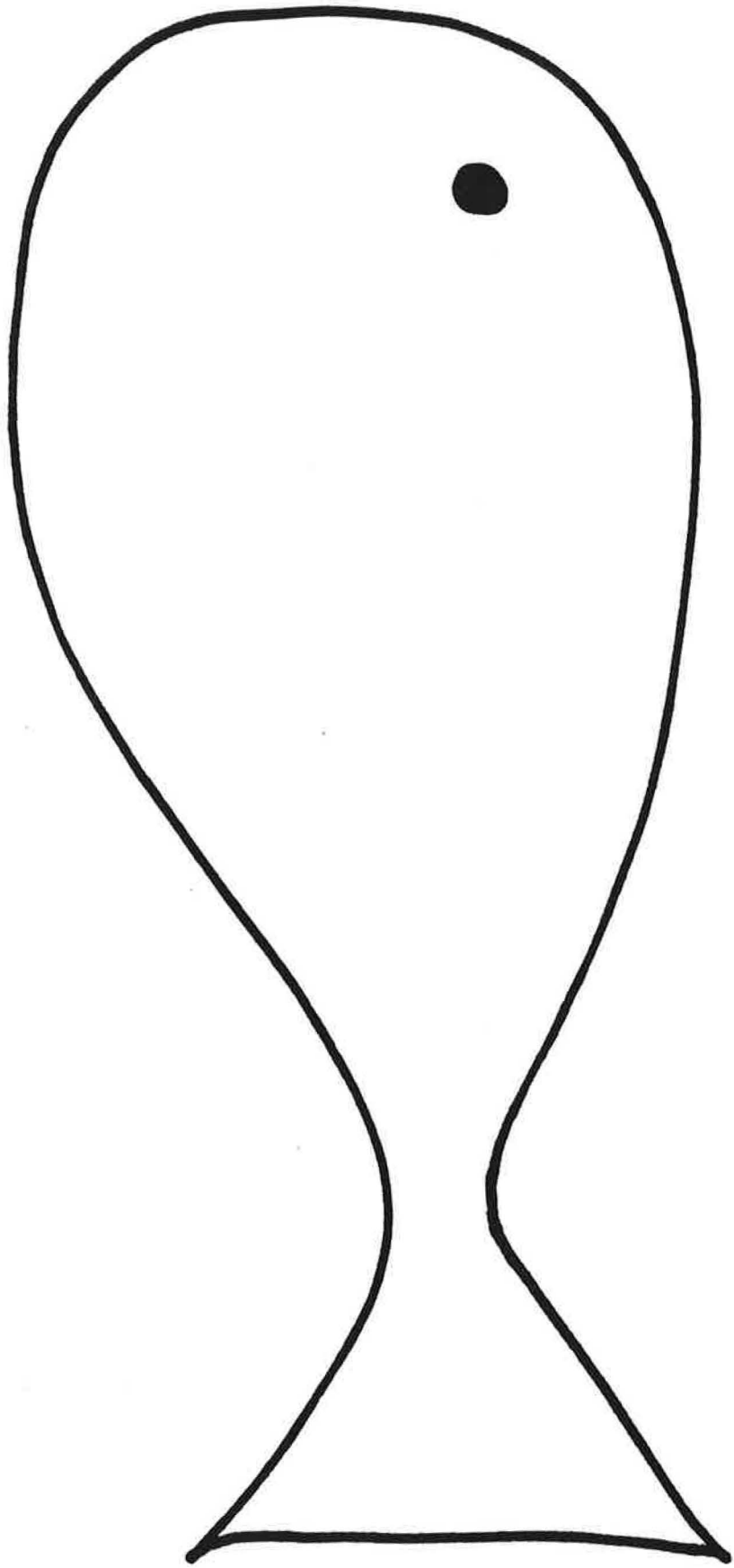
MATERIALS NEEDED:

"Swimmy" by Leo Lionni
Fish pattern
Red construction paper
Blue butcher paper for bulletin board
Scissors
Pencils
Stapler

EVALUATION:

Teacher observation will be used to evaluate the students on participation in the discussion and the completion of a red fish.

"Swimmy" pattern



ADDITIONAL RESOURCES

ADDITIONAL RESOURCES:

- Aesop. **The Aesop for Children.** Pictures by Milo Winter. Ameron Ltd. Reprint of 1947 edition, or Checkerboard Press (MacMillan), 1984.
- De Poala, Tomie. **Pancakes for Breakfast.** Harcourt, 1978.
- Dr. Seuss. **I had Trouble Getting to Solla Sollew.** Random, 1980.
- Grimm, Jacob, and Wilhelm Grimm. **The Bremen Town Musicians.** Retold and illustrated by Ilse Plue, Harper, 1987.
- Heine, Hilme. **The Pearl.** MacMillan, 1985.

STUDENT LEARNING OUTCOME #2

Lesson Plan Three: Families Around the World

JOHN CAMPBELL ELEMENTARY
SELAH SCHOOL DISTRICT #119

QUESTIONNAIRE FOR IDENTIFYING LITERATURE-BASED
SOCIAL STUDIES LEARNING ACTIVITIES

CURRICULUM AREA:

Social Studies

LESSON TOPIC:

Families Around the World

LESSON OBJECTIVE:

Discussion of the ways that families are alike and different around the world.

RESOURCE:

"Where Children Live" by Thomas Allen
Prentice Hall, 1980.

LEARNING ACTIVITY:

1. Show the globe to the students and explain that children live in almost every land shown there. Point out the cold regions near the north pole, the tropical regions near the equator, and the desert and temperate regions in between.
2. Tell the students that people all over the world are alike in many ways, but because of differences in the places where people live they sometimes dress and live in ways that are unusual to us.

3. Begin reading the book, stopping to discuss each child they meet. Put a label on the globe for marking the place where each child lives. Ask the following questions about each child in the story"
 - a. What kind of clothes are worn?
 - b. What kind of house does he/she have?
 - c. How does the person's family eat and how do they get the food?
4. Using a large retrieval chart have the students work in pairs to record the information for each child in the story. If the students are not able to fill in the retrieval chart, use an overhead transparency and fill in the spaces as the students tell about each child.
5. Following the completion of the retrieval chart have the students draw a picture of themselves living in the same place.

MATERIALS NEEDED:

"Where the Children Live" by Thomas Allen

Globe

Felt-tip pens

Retrieval chart/optional overhead transparency

Transparency pens

Drawing paper

Crayons

EVALUATION:

Teacher observation will be used to evaluate the students on participation in the group discussion, the retrieval chart activity, and completion of an illustration.

NAME OF CHARACTER

PLACE WHERE THEY LIVE

TYPE OF CLIMATE

TYPE OF HOUSE

T-15

TYPE OF CLOTHING

HOW THEY EARN A LIVING

HOW THEY GET FOOD

WHAT THEY EAT

91-16

STUDENT LEARNING OUTCOME #2

Lesson Plan Four: Families Around the World

JOHN CAMPBELL ELEMENTARY
SELAH SCHOOL DISTRICT #119

QUESTIONNAIRE FOR IDENTIFYING LITERATURE-BASED
SOCIAL STUDIES LEARNING ACTIVITIES

CURRICULUM AREA:

Social Studies

LESSON TOPIC:

Different cultures have a variety of foods that might be unusual.

LESSON OBJECTIVE:

To appreciate foods from various cultures.

RESOURCE:

"Watch Out for the Chicken Feet in Your Soup" by Tomie de Poala, Prentice Hall, 1974.

LEARNING ACTIVITY:

1. Read the introduction to the story first.
2. Talk about why Joey is embarrassed of his grandmother.
3. Read the story.
4. Discuss the fact that Joey, at the end of the story, is no longer embarrassed of his grandmother.
5. After the discussion, set up the bread-making activity, and with the help of a parent or

grandparent, have small groups of children make the bread doll, using the recipe found in the back of the book; or use a commercially frozen bread dough like Rhoads.

6. Extension: Have the students brainstorm a list of foods that their parents or grandparents make that might be unusual. Draw a picture of the food and complete the sentence frame on the worksheet.

MATERIALS NEEDED:

"Watch Out for the Chicken Feet in Your Soup" by Tomie de Poala

Bread Recipe and ingredients

Bread-making utensils

Or commercially frozen dough (like Rhoads)

Worksheet

Pencils

Crayons

Convection oven

Hot pads

Baking sheets

Paper plates

EVALUATION:

Teacher observation will be used to evaluate the students on participation in the discussion, in making the bread-doll, and the completion of the sentence frame and illustration.

Something unusual
that we make at
home is_____.

ADDITIONAL RESOURCES

ADDITIONAL RESOURCES:

Brown, Margaret Wise. *The Runaway Bunny*. Harper and Row,
1972.

Drescher, Joan. *Your Family, My Family*. Walker, 1980.

Fisher, Iris. *Katie-Bo*. Adama, 1987.

Gray, Nigel. *A Country Far Away*. Orchard Books, 1989.

Morris, Ann. *Hats, Hats, Hats*. Lothrop, Lee, & Shepard
Books, 1989.

STUDENT LEARNING OUTCOME #3

Lesson Plan Five: Needs and Wants

JOHN CAMPBELL ELEMENTARY
SELAH SCHOOL DISTRICT #119

QUESTIONNAIRE FOR IDENTIFYING LITERATURE-BASED
SOCIAL STUDIES LEARNING ACTIVITIES

CURRICULUM AREA:

Social Studies

LESSON TOPIC:

Needs and Wants

LESSON OBJECTIVE:

To become aware of the different kinds of "houses"

RESOURCE:

"Village of Round and Square Houses" by Ann Grifalconi.
Little, Brown, 1986.

LEARNING ACTIVITY:

1. Read the story to the students.
2. Find Africa on the map or globe and explain that the story is set in central Africa in a village where the women live in round houses and the men live in square houses.
3. After reading the story, discuss how different members of our family go to different "houses" each day for work, school, church, daycare, and shopping, while at night and on weekends everyone usually gathers at the family house.

4. Make a list of the various "houses" and their purposes.
5. Have each student make a house booklet using one of the patterns provided, or make one that is an original. Ask the students to write about the house they have chosen.

MATERIALS NEEDED:

"The Village of Round and Square Houses" by Ann
Grifalconi

House patterns

Construction paper in various colors

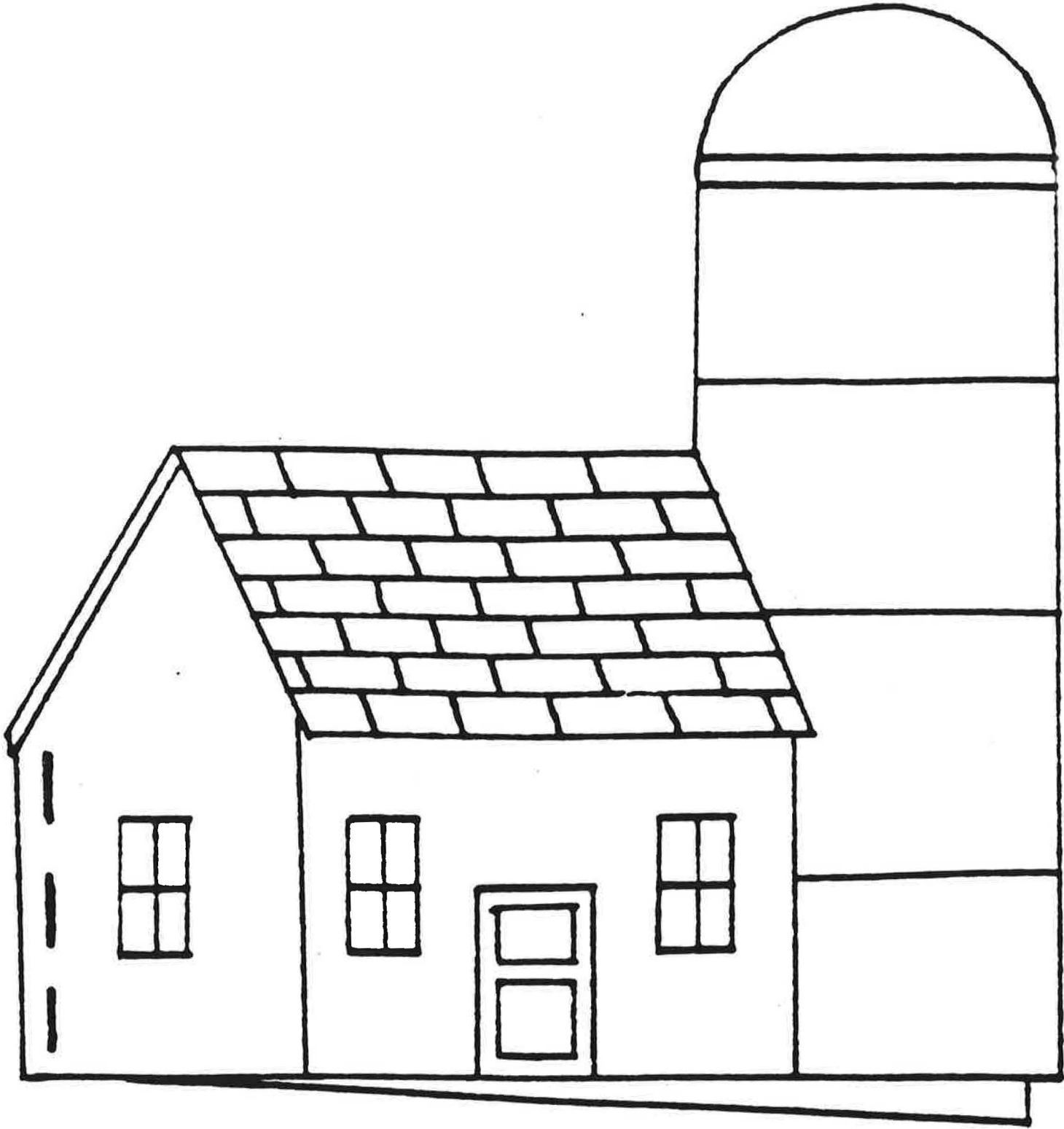
Scissors

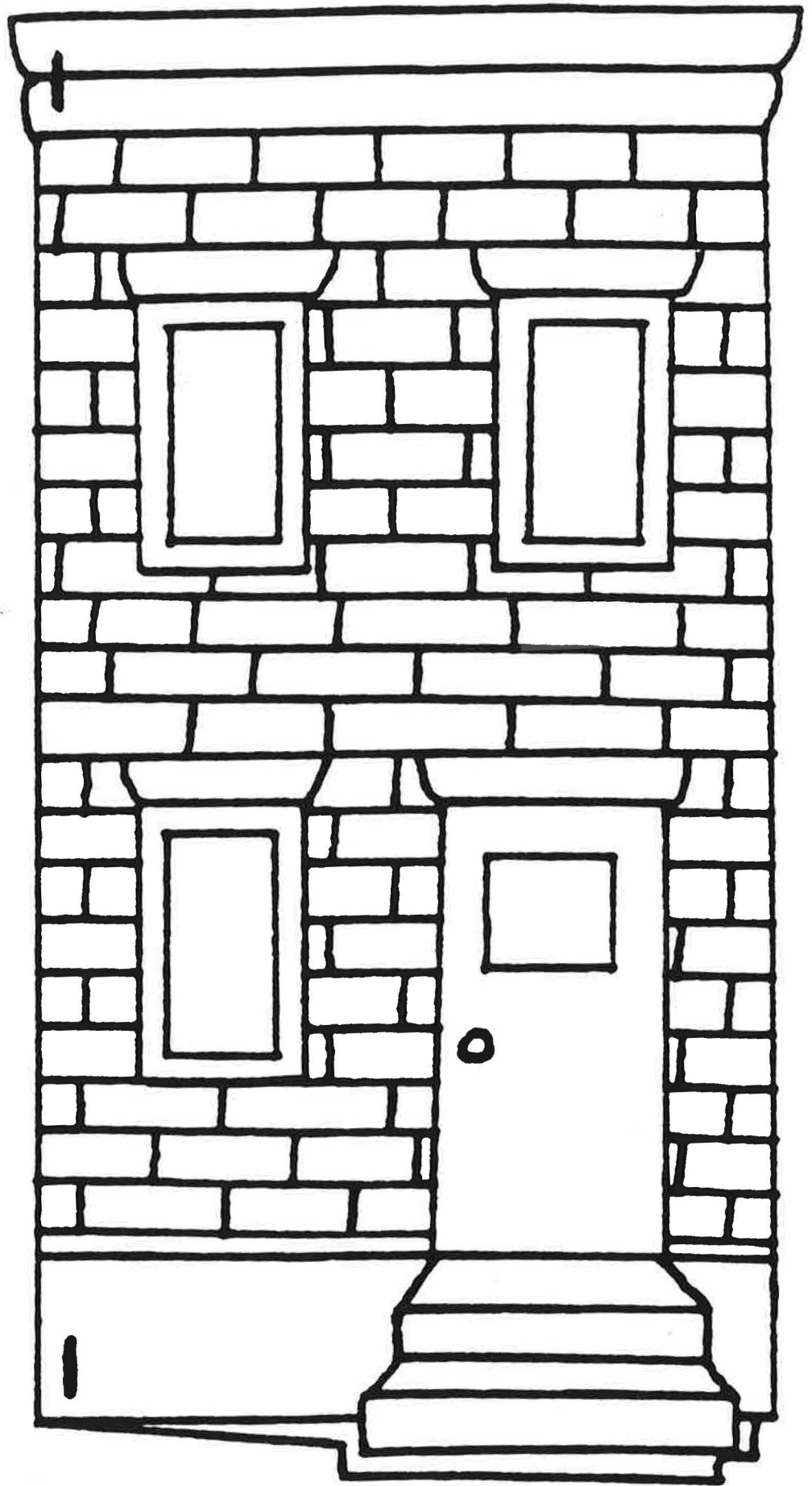
Stapler and staples

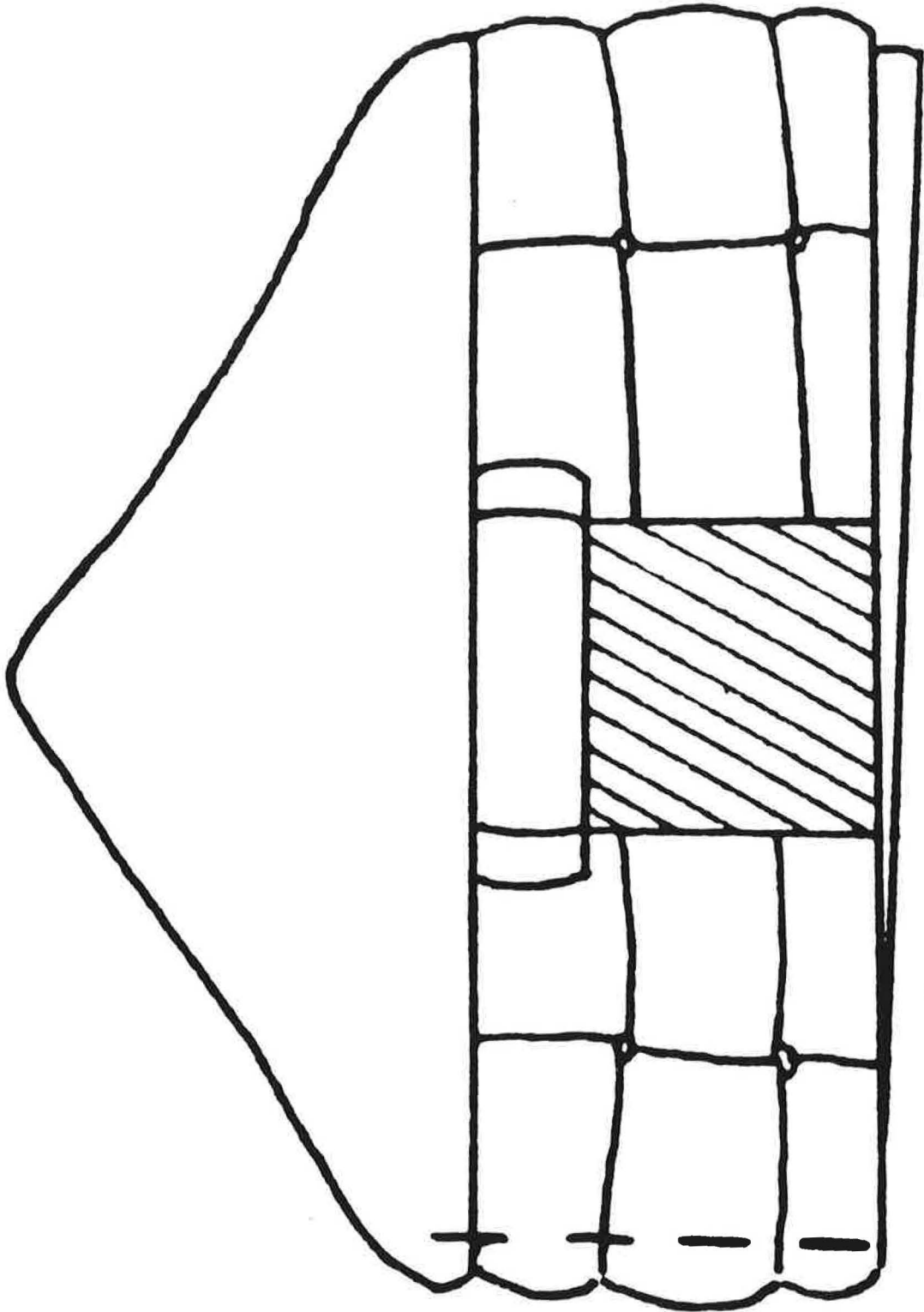
Lined paper

EVALUATION:

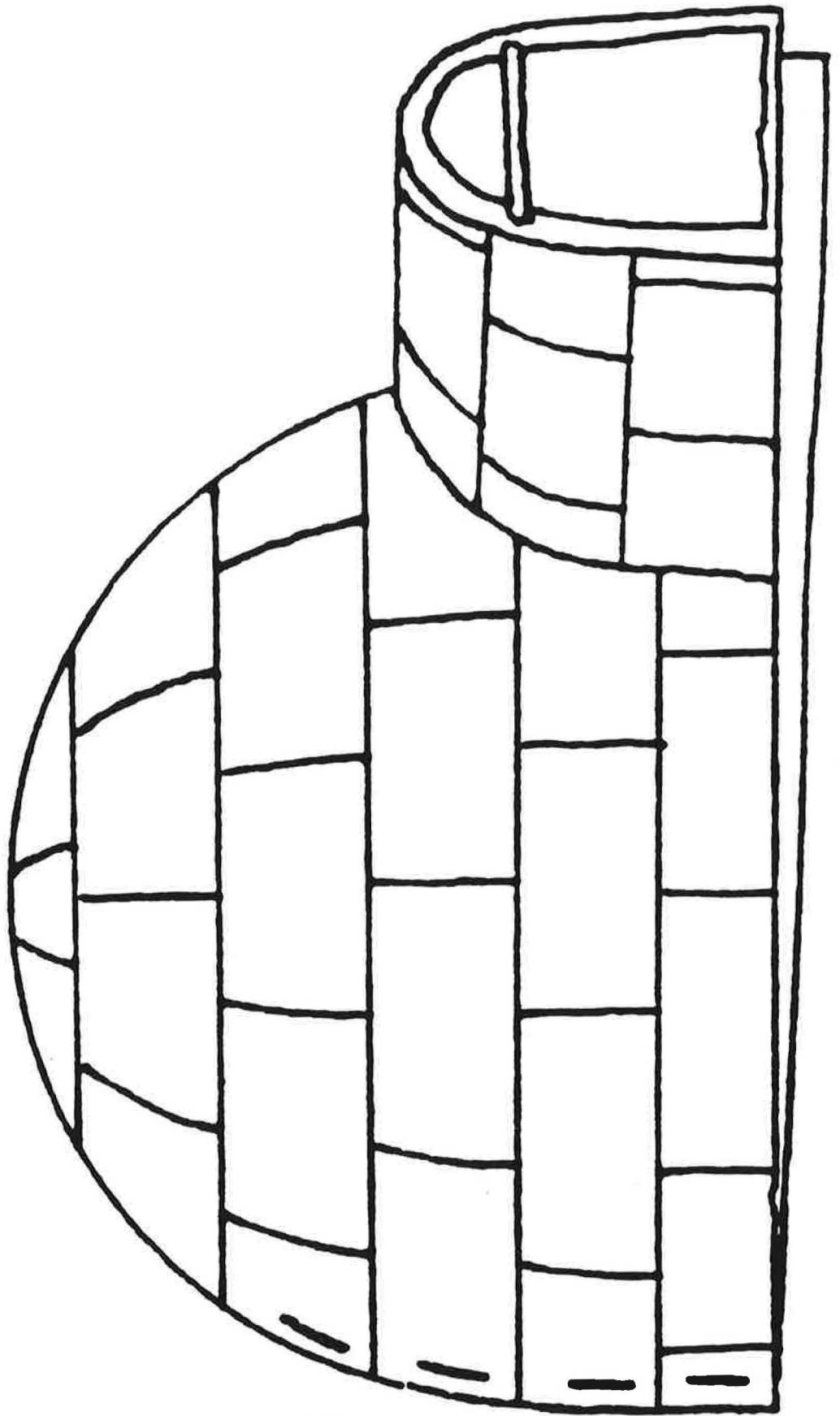
Teacher observation will be used to evaluate participation in the group discussion and the completion of a "houses" book.



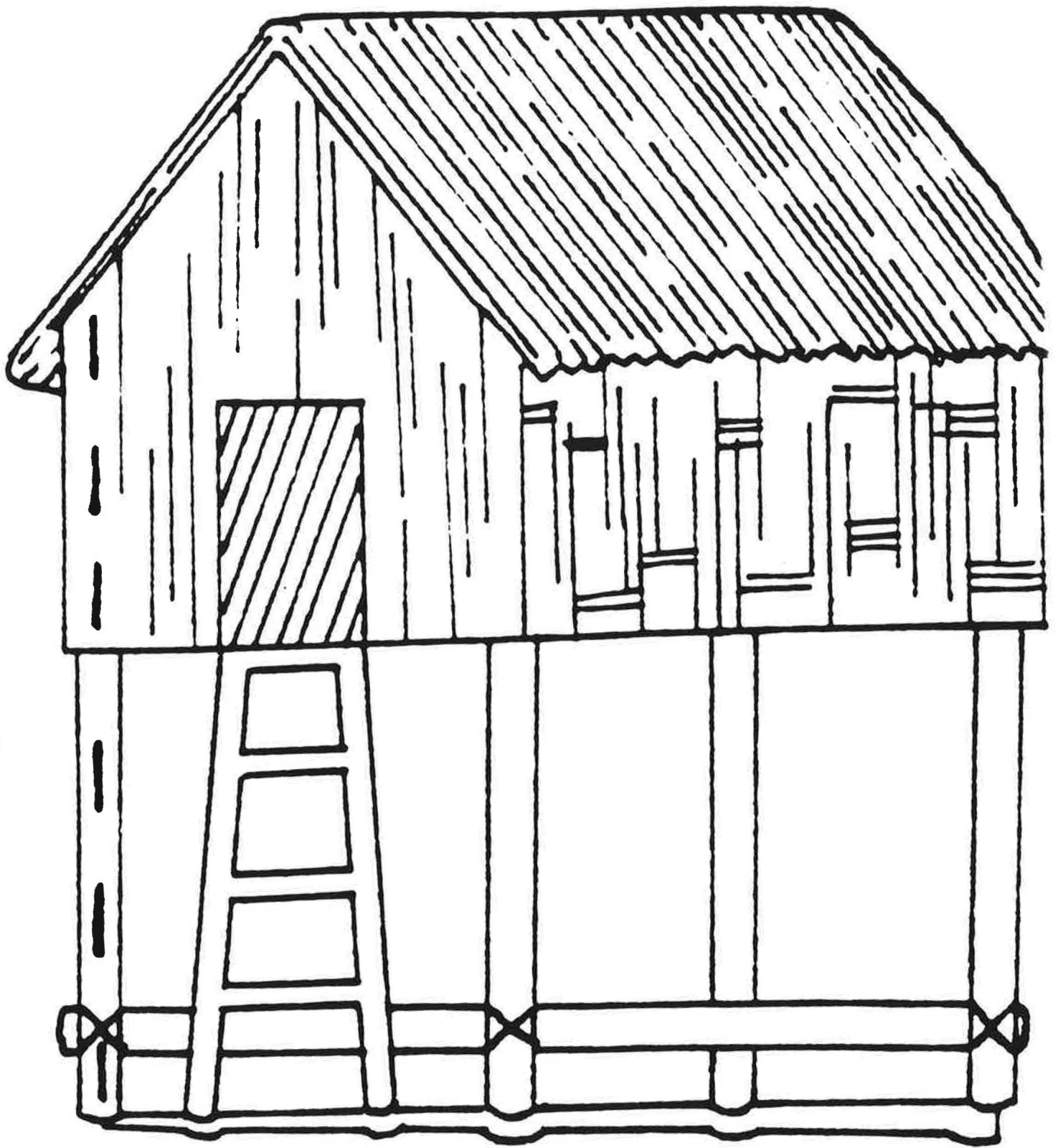




T-28



T-29



STUDENT LEARNING OUTCOME #3

Lesson Plan Six: Needs and Wants

JOHN CAMPBELL ELEMENTARY
SELAH SCHOOL DISTRICT #119

QUESTIONNAIRE FOR IDENTIFYING LITERATURE-BASED
SOCIAL STUDIES LEARNING ACTIVITIES

CURRICULUM AREA:

Social Studies

LESSON TOPIC:

Needs and Wants

LESSON OBJECTIVE:

Categorization of family purchases as wants or needs

RESOURCE:

"Tight Times" by Barbara Hazen
Viking, 1979.

LEARNING ACTIVITY:

1. Show the book to the students and ask if anyone knows why the book was given that title.
2. Read the story to the students.
3. Ask the same question: Does anyone know why the story was given that title?
4. Have the students generate a list of "wants" the little boy had because of tight times.
5. Have the students think of ways that the family still knew that they had love.

6. Make a list of the "needs" that were the most important to the family.
7. Make a list of the things a family could do for fun even when time are difficult.
8. Have the students work in groups of three to make a poster advertising fun things to do for little or no cost. Have each group present the poster to the class when they have finished. Hang the posters around the school to remind others about having fun without spending money.
9. Extension: Plan an outing for the class and their families based on ideas generated during the lesson.
10. Develop a class directory of fun things to do and places to go and continue to add to it as ideas present themselves.

MATERIALS NEEDED:

"Tight Times" by Barbara Hazen

Chart paper

Poster paper

Felt-tip markers

Poster paint

EVALUATION:

Teacher observation will be used to evaluate the students on participation in the discussion and the completion of the poster and presentation.

ADDITIONAL RESOURCES

ADDITIONAL RESOURCES:

- Blaine, Marge. *Terrible Thing That Happened At Our House.*
Parent Magazine, 1975.
- Kraus, Robert. *Another Mouse to Feed.* Simon and Schuster,
1984.
- Ryland, Cynthia. *This Year's Garden.* Bradbury, 1984.
- Viorst, Judith. *Alexander, Who Used to be Rich Last Sunday.*
Atheneum, 1978.
- Williams, Vera B. *A Chair For My Mother.* Greenwillow, 1982.

STUDENT LEARNING OUTCOME #4

Lesson Plan Seven: American Patriotic Symbols

JOHN CAMPBELL ELEMENTARY
SELAH SCHOOL DISTRICT #119

QUESTIONNAIRE FOR IDENTIFYING LITERATURE-BASED
SOCIAL STUDIES LEARNING ACTIVITIES

CURRICULUM AREA:

Social Studies

LESSON TOPIC:

American patriotic symbols

LESSON OBJECTIVE:

Describe why the flag is valued by the citizens of the
United States

RESOURCE:

"The Star-Spangled Banner" by Peter Spier
Doubleday, 1979.

LEARNING ACTIVITY:

1. Play a recording of the "Star-Spangled Banner" and ask the students to listen and see if they can recognize this song. Make a list of the occasions when they have heard it played.
2. Ask if anyone knows the words. Show a poster with the words and read the words to class.
3. Discuss the meaning of the words.
4. Share the information from the back of the book concerning the circumstances under which Frances Scott Key wrote the words in 1814.

5. Read the book to the students, letting them join in as they can.
6. Ask the students to help make a list of the many places where the flag is displayed.
7. Discuss the colors and design of the flag over the years. Have students choose one of the designs to make with construction paper.
8. When the flags have been completed, display on a timeline on the bulletin board.

MATERIALS NEEDED:

"The Star-Spangled Banner" by Peter Spier
Recording of the Star-Spangled Banner
Red, white, and blue construction paper
Glue
Scissors
Poster with the words to the song
Reference book with timeline and flag designs

EVALUATION:

Teacher observation will be used to evaluate the students on group participation and the completion of a flag design.

STUDENT LEARNING OUTCOME #4

Lesson Plan Eight: American Patriotic Symbols

JOHN CAMPBELL ELEMENTARY
SELAH SCHOOL DISTRICT #119

QUESTIONNAIRE FOR IDENTIFYING LITERATURE-BASED
SOCIAL STUDIES LEARNING ACTIVITIES

CURRICULUM AREA:

Social Studies

LESSON TOPIC:

American Patriotic Symbols

LESSON OBJECTIVE:

Describe why the Statue of Liberty is a valued American
patriotic symbol

RESOURCE:

"The Story of the Statue of Liberty" by Betsy and Guilo
Maestro. Lothrop, Lee, & Shepard, 1986.

LEARNING ACTIVITY:

1. Introduce the book by telling the students that the
statue is a symbol of freedom.
2. Ask them to listen for the reason she holds up the
lamp in her raised hand and for facts about the
statue.
3. After reading the book, ask for facts about the
statue and list them on chart paper.
4. Refer to the book to verify the facts they recall.

5. Have the class make a fireworks border to put around the facts chart on the bulletin board.
6. Extension: Brainstorm all of the statues located in your own locality. Research the reason for the statues.
7. Write a story about what it would be like to come to America and see the Statue of Liberty for the first time.

MATERIALS NEEDED:

"The Story of the Statue of Liberty" by Betsy and Guilo
Maestro

Chart paper

Felt-tip pens

Construction paper

Glue

Scissors

Glitter

Stapler

EVALUATION:

Teacher observation will be used to evaluate the students on the participation in the discussion and the completion of fireworks for the bulletin board.

ADDITIONAL RESOURCES

ADDITIONAL RESOURCES:

Bunting, Eve. *How Many Days to America?* Clarion, 1988.

Krementz, Jill. *A Visit to Washington, D.C.* Scholastic,
1987.

Sandin, Joan. *The Long Way Westward.* Harper and Row, 1989.

Shapiro, Mary. *How They Built the Statue of Liberty.* Random
House, 1975.

Spier, Peter. *Tin Lizzie.* Doubleday, 1978.

JOHN CAMPBELL ELEMENTARY
SELAH SCHOOL DISTRICT #119

QUESTIONNAIRE FOR IDENTIFYING LITERATURE-BASED
SOCIAL STUDIES LEARNING ACTIVITIES

CURRICULUM AREA:

Social Studies

LESSON TOPIC:

Maps

LESSON OBJECTIVE:

Maps represent a place

RESOURCE:

"Count Your Way Through Japan" by Jim Haskins
Carolrhoda, 1987.

LEARNING ACTIVITY:

1. Display a world map and ask the students to find Japan.
2. Discuss its location in relationship to your own state.
3. Also provide a primary atlas and a globe for use in locating Japan.
4. Ask for ideas from the students about why we use maps. Record ideas on a chart.
5. Read the story to the students.

6. After reading the story, find Japan once again on the world map. If possible, have travel posters to show what Japan is like.
7. Extension: Rewrite the story, using your own state as the setting. Provide travel maps of Washington to generate places to stop.
9. Put the students in groups of three to complete one page for a class big book. Have a member of the group select a number from a bag telling what number the group will write about.
10. After illustrating the pages, put them together to make a big book. Have the students take turns reading the book to each other, and then to younger students.

MATERIALS NEEDED:

"Count Your Way Through Japan" by Jim Haskins
Map of the world, map of the state, map of Japan
Globe, atlas
Travel posters
Chart paper
Felt-tip pens
Crayons

EVALUATION:

Teacher observation will be used to evaluate the students on the participation in the group discussion and the completion of a page for the big book.

STUDENT LEARNING OUTCOME #5

Lesson Plan Ten: Maps

JOHN CAMPBELL ELEMENTARY
SELAH SCHOOL DISTRICT #119

QUESTIONNAIRE FOR IDENTIFYING LITERATURE-BASED
SOCIAL STUDIES LEARNING ACTIVITIES

CURRICULUM AREA:

Social Studies

LESSON TOPIC:

Geography

LESSON OBJECTIVE:

Location of places on a map

RESOURCE:

"Paul Bunyan" by Steven Kellogg
William Morrow, 1984.

LEARNING ACTIVITY:

1. Before reading the story, talk to the students about what a tall tale is, telling them that the people in the story tend to appear larger than life and are often based on real life.
2. Read the tale.
3. Ask the students to think about the landforms that were talked about in the story. Make list of the landforms mentioned in the story. Use the form provided on the following page for a transparency, or make a large chart on butcher paper.

4. Have the students think of real places that fit into each of the landform categories. This could be a small group activity, with each group taking one category and finding several real places for their one category. Or each small group of students could find one real place for each of the categories mentioned.
5. Following the completion of the data collection, have each student make a landform model of their choice. Provide topographical maps for reference.
6. Provide a classroom collection of books about landforms.
7. Display the landform models in the classroom and give each student an opportunity to make an oral presentation concerning their landform.

MATERIALS NEEDED:

"Paul Bunyan" by Steven Kellogg
Topographical maps, map of the United States
Chart/overhead of data retrieval
Felt-tip pens
Playdough or modeling clay
Paint, glue
Cardboard (pieces large enough to create a landform)

EVALUATION:

Teacher observation will be used to evaluate student participation in the class discussion and the completion of both a retrieval chart and a landform model.

NAME OF REAL PLACE

NAME OF REAL PLACE

NAME OF REAL PLACE

NAME OF REAL PLACE

T-50

ADDITIONAL RESOURCES

ADDITIONAL RESOURCES:

Aliki. Johnny Appleseed. Prentice-Hall, 1979.

Bell, Neil. The Book of Where: Or How to Be Naturally Geographic. Little, Brown, 1982.

Knowlton, Jack. Geography From A to Z. Crowell, 1988.

Sharmat, Marjorie Weinman. Gila Monsters Meet You At The Airport. MacMillan, 1982.

Williams, Vera. Three Days on a River in a Red Canoe. Greenwillow Books, 1983.

STUDENT LEARNING OUTCOME #6

Lesson Plan Eleven: Natural Resources

JOHN CAMPBELL ELEMENTARY
SELAH SCHOOL DISTRICT #119

QUESTIONNAIRE FOR IDENTIFYING LITERATURE-BASED
SOCIAL STUDIES LEARNING ACTIVITIES

CURRICULUM AREA:

Social Studies

LESSON TOPIC:

Environment/Endangered Species

LESSON OBJECTIVE:

To generate a list of ways we can help protect the environment and prevent the endangered species list from growing longer

RESOURCE:

"Hey! Get Off Our Train" by John Birmingham
Crown, 1989.

LEARNING ACTIVITY:

1. On the board write the following words: recycle, environment, waste, resources, habitat, endangered species, and exhaustible.
2. Tell the students, that after hearing the story, they will have a chance to talk about their feelings concerning these words.
3. Read the story.

4. Have the students share their understanding of the words that have been written on the board.
5. Help them to understand that the choices we make in life impact the earth in every way.
6. Have the students think of ways to protect the earth's environment and allow for the habitats of animals to remain safe. Make a list on chart paper.
7. Using the ideas generated, have the students write and illustrate about one of the ideas.
8. Extension: Write a class letter to those who shape environmental policy. After studying an environmental issue write a letter on chart paper, having all of the children sign it. Here are the addresses for your Congress members:

Honorable _____

U.S. House of Representatives

Washington, D.C.

Honorable _____

U.S. Senate

Washington, D.C.

MATERIALS:

"Hey Get Off Our Train" by John Burningham

Chart Paper

Felt-tip pens

EVALUATION:

Teacher observation will be used to evaluate the students on group discussion participation and the completion of a writing project.

STUDENT LEARNING OUTCOME #6

Lesson Plan Twelve: Natural Resources

JOHN CAMPBELL ELEMENTARY

SELAH SCHOOL DISTRICT

QUESTIONNAIRE FOR IDENTIFYING LITERATURE-BASED
SOCIAL STUDIES LEARNING ACTIVITIES

CURRICULUM AREA:

Social Studies

LESSON TOPIC:

Natural resources/environment

LESSON OBJECTIVE:

"The Way To Start A Day" by Byrd Baylor
MacMillan Publishing Company, 1978.

LEARNING ACTIVITY:

1. Before reading the story to the class, ask the students how they start the day.
2. After several students have responded, tell them that in some parts of the world people go out and greet the sun as a way to start the day.
3. Read the story to the students.
4. Using a globe or a world map locate the countries mentioned in the story.
5. Read the story again.
6. Let the students discuss ways that people around the world welcome the sun.

7. Suggest to the students that the class write a poem to welcome the sun. Have the students share ideas of why they are glad to see the sun come up in the morning. Record their responses as an unrhymed poem.
8. Have the students copy their favorite welcome line on a large sheet of white construction paper.
9. Using watercolors, paint a scene showing the sun coming up in the morning. If possible, watch the sun first thing in the morning.
10. Read the new class composed poem while students hold up the pictures they painted to correspond with the welcome lines.

MATERIALS NEEDED:

"The Way To Start A Day" by Byrd Baylor

Chart paper

Construction paper

Watercolor paints/brush

EVALUATION:

Teacher observation will be used to evaluate the students on group discussion participation and the completion of a painting with a welcome line.

ADDITIONAL RESOURCES

ADDITIONAL RESOURCES:

Baker, Jeannie. *Where the Forest Meets the Sea.*

Greenwillow, 1987.

Gates, Richard. *Conservation: A New True Book.* Four winds

Press, 1989.

Globe, Paul. *The Gift of the Sacred Dog.* Bradbury Press,

1978.

Hall, Donald. *Ox-Cart Man.* Viking/Penguin, 1979.

Silverstein, Shel. *The Giving Tree.* Harper, 1964.

Wisniewski, David. *The Warrior and the Wiseman.* Lothrop,

Lee, & Shepard Books, 1989.

STUDENT LEARNING OUTCOME #7

Lesson Plan Thirteen: Community Service

JOHN CAMPBELL ELEMENTARY

SELAH SCHOOL DISTRICT

QUESTIONNAIRE FOR IDENTIFYING LITERATURE-BASED
SOCIAL STUDIES LEARNING ACTIVITIES

CURRICULUM AREA:

Social Studies

LESSON TOPIC:

Community Service

LESSON OBJECTIVE:

To make a list of ways to improve your community

RESOURCE:

"Flat Stanley" by Jeff Brown

Harper and Row, 1984.

LEARNING ACTIVITY:

1. Read the story to the students.
2. Ask the students, after reading the story, if they can think of what "society" means.
3. Have the students help to generate a list of things that people can do to help their community.
4. Have the students make a "flat" Stanley to put on the bulletin board.
5. Give each student a talking bubble. Have them write something for Stanley to say to people about helping society.

6. Extension: Give each student in the class a chance to share the ideas with someone from another class by bringing in a friend during recess and showing the friend the bulletin board.
7. Extension: Take a survey of parents and neighbors to find out what we need more of in our community. Use the worksheet to collect data. Have a group discussion as soon as everyone has returned the form to school. Decide to work on one community improvement project.

MATERIALS NEEDED:

"Flat Stanley" by Jeff Brown

The bulletin board covered with bright butcher paper

Bulletin board letters: "Flat Stanley says:"

Paper

Scissors

Felt-tip pens

Crayons

Stapler

Stanley pattern

Talking bubble

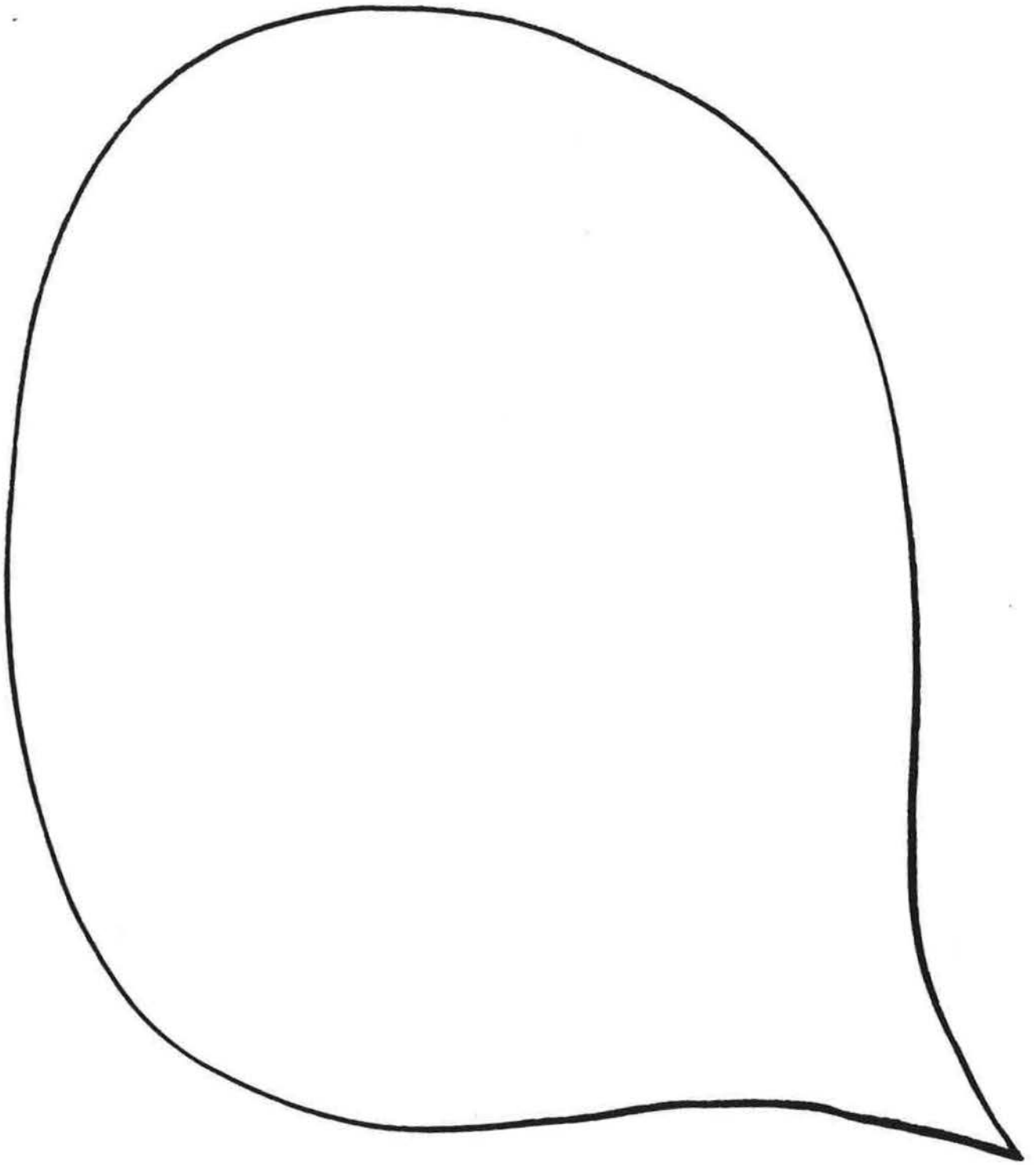
Art box with fabric, etc.

EVALUATION:

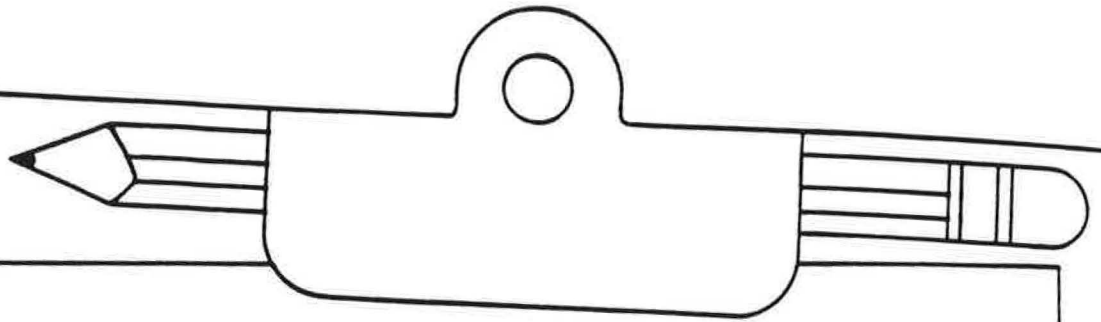
Teacher observation will be used to evaluate student participation in the group discussion and the completion of a flat Stanley project.



T-65



T-66



1. What do we need more of in our community ?

	YES	NO
Schools		
Jobs		
Police		
Fire Fighters		
Playgrounds		
Movie Theaters		
Doctors		
Zoos		

2. Which of these things in our community needs the most improvement ? _____

STUDENT LEARNING OUTCOME #7

Lesson Plan Fourteen: Community Service

JOHN CAMPBELL ELEMENTARY
SELAH SCHOOL DISTRICT #119

QUESTIONNAIRE FOR IDENTIFYING LITERATURE-BASED
SOCIAL STUDIES LEARNING ACTIVITIES

CURRICULUM AREA:

Social Studies

LESSON TOPIC:

Community Service

LESSON OBJECTIVE:

To see how each of us can contribute to community
service

RESOURCE:

"Miss Rumphius" by Barbara Clooney.
The Viking Press, 1982.

LEARNING ACTIVITY:

1. Read the story.
2. Following the reading aloud of the story, let the students talk about their feelings and favorite parts.
3. Ask the students to name the three goals that Miss Rumphius had.
4. Ask the following questions:
 - a. Why should we have goals

- b. Why should one of our goals be to make the world more beautiful?
- c. How can each of us contribute to this goal?
5. After sharing our ideas, ask the students to make a pledge to help make the country a better place to live using the worksheet provided.
6. Upon completion of the pledge, staple them to a red, white and blue bulletin board.
7. Extension: Have the students write about the picture of the children who are cleaning up a park.
8. Extension: Have the students make puppets of Miss Rumphius and Grandfather. When the puppets have been finished, have partners role play what Alice and her grandfather would have thought about your ideas.
9. Bring seeds from home and plant in areas around the school or anyplace that you have permission to plant.

MATERIALS NEEDED:

"Miss Rumphius" by Barbara Clooney

Worksheet for pledge

Worksheet for playground picture

Red, white and blue paper for bulletin board

Paper sacks



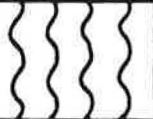

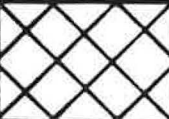

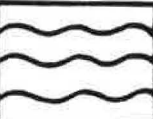







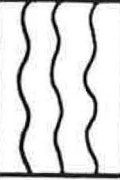

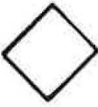




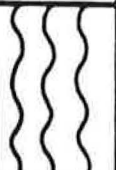
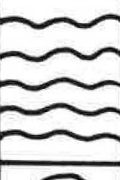



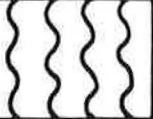


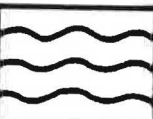

Puppet patterns

Glue

Scissors

EVALUATION:

Teacher observation will be used to evaluate student participation in group discussion and the completion of projects.

													
	<p>I pledge to _____</p> <p>_____</p> <p>so my country will be a good place to live.</p> <p>Signed: _____</p>												
													
													
													
													
													
													
													
													



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

ADDITIONAL RESOURCES

ADDITIONAL RESOURCES:

Cowley, Joy. **What a Mess!** The Wright Group, 1980

Pellowski, Michael J. **The Messy Monster.** Trool, 1986.

Raposo, Joe. **The Garden.** Harcourt, Brace, and Janovich,
Inc., 1991.

Tison, Annette and Talus Taylor. **Barbapapa's Park.** Xerox
Education Publications, 1974.

Walker, Colin. **Protecting Plants.** Modern Curriculum Press,
1988.

CHAPTER 5

Summary, Conclusions, and Recommendations

Summary

The purpose of this project was to develop literature-based social studies learning activities for first grade students. To accomplish this purpose literature-based social studies learning activities for first grade students were gathered and developed for inclusion in a teacher resource packet.

Conclusions

Conclusions reached as a result of this project were:

1. Appropriately used, children's literature can enhance learning social studies and lead to increased teacher effectiveness.
2. All forms of children's literature have offered tremendous possibilities to capture the students' interest in places associated with the characters, leading to an increased awareness of location and a better understanding of place in the geographical sense.
3. Students should have early exposure to children's literature in social studies, even before they can decode the text or undertake a formal analysis.

Recommendations

As a result of this project the following recommendations have been suggested:

1. Teacher training programs should require coursework in children's literature and include literature components in all content area courses.
2. Strategies which combine social studies concepts with children's literature should be implemented in the classroom and media center.
3. Students should have a wide variety of literature from which to choose, and educators, using the accepted criteria, should select and share quality books which emphasize particular social studies concepts.
4. With an abundance of quality children's literature available, it is recommended that the resource packet for first grade be supplemented periodically and be expanded to include the second grade student learning outcomes for social studies.

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APPENDIX A

Letter Requesting Literature-Based
Social Studies Learning Activities

Bonnie D. Isom
Graduate Studies Program
Department of Education
Central Washington University
May 15, 1991

Dear John Campbell Colleagues:

During the past two years I have been pursuing Master's Degree Studies in Educational Administration with an emphasis in Curriculum and Supervision. As part of my graduate program requirement at Central Washington University I am attempting to identify a variety of literature-based social studies learning activities that may be used by first grade teachers.

I have attached a questionnaire for your use in identifying one literature-based learning activity for social studies. Please address one of the district's Student Learning Outcomes (SLO's) for social studies listed on the following page when choosing a lesson topic or the lesson objective.

Also attached you will find a sample lesson to help you as you complete the survey. Please feel free to contact me at any time for assistance. I need to have the form returned to me at John Campbell Elementary School no later than June 3, 1991.

As mentioned at the John Campbell staff meeting, the results will be shared with the teaching staff during the 1991-1992 school year.

Thank you for your time, knowledge, and experience in sharing your ideas for literature-based social studies learning activities.

Bonnie D. Isom
Master's Degree Candidate
Central Washington University

Dr. Jack McPherson
Master's Degree Supervisor
Department of Education
Central Washington University
Ellensburg, Washington 98926

APPENDIX B

First Grade Social Studies Student Learning Outcomes

Selah School District #119

FIRST GRADE SOCIAL STUDIES STUDENT LEARNING OUTCOMES
SELAH SCHOOL DISTRICT #119

1. Students will develop skills for responsible participation in a group (family, neighborhood, and school).
2. Students will identify the way that families are alike and different around the world.
3. Students will identify needs and wants (food, clothing, and shelter) that a family does not produce for itself.
4. Students will recognize the Statue of Liberty, the Liberty Bell, and the Bald Eagle as American patriotic symbols.
5. Students will recognize that maps are a representation of a classroom, home, or other area.
6. Students will recognize that natural resources are exhaustible.
7. Students will recognize the value of community service.

APPENDIX C
Questionnaire

JOHN CAMPBELL ELEMENTARY
SELAH SCHOOL DISTRICT #119

QUESTIONNAIRE FOR IDENTIFYING LITERATURE-BASED
SOCIAL STUDIES LEARNING ACTIVITIES

CURRICULUM AREA: Social Studies - Literature-Based Learning
Activities

LESSON TOPIC:

LESSON OBJECTIVE:

RESOURCE (name of book, poem, document, etc.):

LEARNING ACTIVITY: Briefly describe the literature-based
activity used to teach the above lesson.

MATERIALS NEEDED: List materials used to teach the above
lesson.

EVALUATION: Briefly describe the technique used to evaluate
the above lesson.