

California State University, San Bernardino

CSUSB ScholarWorks

Theses Digitization Project

John M. Pfau Library

1988

Enhancing the social studies: A literature based program for fifth grade

Michael K. Gibson

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/etd-project>



Part of the [Curriculum and Instruction Commons](#)

Recommended Citation

Gibson, Michael K., "Enhancing the social studies: A literature based program for fifth grade" (1988).

Theses Digitization Project. 338.

<https://scholarworks.lib.csusb.edu/etd-project/338>

This Project is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

California State University

San Bernardino

□

ENHANCING THE SOCIAL STUDIES: A LITERATURE BASED PROGRAM
FOR FIFTH GRADE

A Project Submitted to

The Faculty of the School of Education

In partial fulfillment of the Requirements of the
Degree of Masters of Arts

in

Education: Reading Option

by

Michael K. Gibson, M.A.

San Bernardino, California

1988

California State University
San Bernardino

ENHANCING THE SOCIAL STUDIES: A LITERATURE BASED PROGRAM
FOR THE FIFTH GRADE

A Project Submitted to
The Faculty of the School of Education
In partial fulfillment of the Requirements of the
Degree of Master of Arts

in
Education: Reading Option

by
Michael K. Gibson, M.A.
San Bernardino, California

1988

APPROVED BY:


Adviser


Committee Member

ABSTRACT

In order to develop a society of literate, thinking, responsible citizens we as educators must provide students with meaningful encounters that motivate learning. Language has the potential to motivate student learning with its appeal to universal feelings and ability to elevate common experience to uncommon meaning. "To touch lives we need literature based language arts program." (English-Language Framework, 1987 p. 7).

This project will develop the students' natural curiosity about life and society and provide them with models that are socially acceptable. Literature provides such models. Through literature we see the most admirable in human values, and character. When students encounter the meaning of literature they are also treated to the most eloquent of speech. In this project students encounter literature that addresses social studies themes and provides activities for them to develop and further their meaning and understanding of the themes inherent in the text. The themes from social studies are presented in a variety of genres across the curriculum. The activities require the students to use all aspects of language. They will be speaking, listening, reading or writing in all of the activities.

It is hoped that through this project that students will become more intrinsically motivated to read and learn about the development of our country. It is also hoped that when students read and experience the past that they learn the valuable lessons that the past has to teach and apply that knowledge to their own lives in the present and in the future.

TABLE OF CONTENTS

Abstract	iii
Rationale	1
Goals and Objectives	3
Introduction	5
Review of the Literature	9
Adapting the Program to Other Grade Levels	16
Materials	20
Graphic Design	21
Staff	23
Support Services	27
Reporting Procedures	28
Research and Evaluation Components	30
Model of the Curriculum	33
Limitations	36
Appendix A: Model Unit	39
Appendix B: Unit One: The English in America ...	61
Appendix C: Unit Three: The United States Expands	70
Appendix D: Unit Four: The United States Changes	78
Appendix E: Evaluation Forms	89
Bibliography	91

RATIONALE

This project will address the topic of incorporating literature in the social studies. While the social studies text does cover an immense span of time and topics, its approach often lacks depth. In an effort to enrich the existing text the author proposes to supplement the text with literature such as historical fiction and realistic fiction, and also include media such as films, filmstrips, and videos.

Literature provides the natural setting that brings the characters and events to life. With the facts, events, and people placed in a realistic setting, the past will be more readily absorbed by the learner. Literature provides the "glue" that bonds the pieces of history together. By learning about history as a whole the student will hopefully be more motivated to pursue an understanding of it.

Literature offers the reader a more developed setting. This setting creates a mental image within the reader that sets a stage for history to play so the reader gets a sense of daily life and attitudes that shaped the motivations behind historical events.

When the affective domain is stimulated most readers will realize similarities between themselves and the characters in the book. A person is likely to remember facts about a character with whom he has something in common.

A literature enriched program will provide learning experiences that extend into many other areas of the curriculum. The multiple text approach used in this program grants the teacher flexibility and the student variety. Teachers have unlimited potential for meeting individual needs and keeping students motivated and productive. A program that keeps the individual's needs in mind will promote reading for pleasure and life-long learning.

GOALS AND OBJECTIVES

It is the intention of this project to offer sample literature and activities for implementing an integrated social studies program. It is hoped that through the implementation of this project that the following goals be accomplished.

Goals:

The structure of the project will provide students with an informative and meaningful learning experience in social studies. The literature in the project will generate intrinsic motivation among students to further investigate the history of the United States.

The quality of literature inherent in this project will motivate students to become life-long readers and pursuers of knowledge.

By using a large number of texts the student is provided with many writing models. These models will be used by the students to develop their own writing styles.

The activities in this project will provide the student with opportunities to further language acquisition.

The project will provide students with a vehicle for displaying their individual talents. These talents can be activated to demonstrate one's understanding of the content.

The constant exposure to literature in this project will provide students with a literary background, an appreciation of literature, and skills for interpreting literature.

Objectives:

Upon implementation of the program, the students will:

1. Make reasonable predictions concerning novels to be read.
2. Utilize personal background knowledge into the reading process.
3. Become aware of the vicarious experiences that literature provides and compare those experiences with their own.
4. Be exposed to a variety of reading situations including oral reading, paired reading and silent reading.
5. Improve critical thinking skills through group and class discussions.
6. Develop oral language skills through activities such as plays, oral reporting and group discussions.
7. Utilize knowledge gained from reading activities into other areas of the curriculum.
8. Develop a sense that reading is a means for establishing meaning from printed language.
9. Understand that reading is means for providing information as well as pleasure to the reader.

INTRODUCTION

"Enhancing the Social Studies Text" offers the teacher of American History/Social Studies a truly flexible program with countless opportunities for meaningful and enjoyable learning experiences. The foundation of the program is its utilization of multiple texts. By taking advantage of many different authors' contributions to a subject or theme, the learner gets a much more comprehensive view of the subject matter. Conversely, while interacting with various texts, the learner begins to see commonalties pointed out by different authors. Seeing a statement in print is usually convincing to most students, however, seeing the same statement in print in more than one text is much more convincing.

Another advantage to the multiple text approach is that students are granted the opportunity to compare and contrast how different authors present a concept. Class discussions will be richer due to the fact that a learner's experiential base will be much broader. In an age when critical thinking is highly encouraged and practiced, the multiple text approach offers a structured opportunity for students to synthesize the information they encounter and form their own opinions about what is being presented.

The single social studies text simply cannot present more than one account of any given historical event. Because the text must cover such a vast array of topics in one book,

those topics seldom get covered with the depth necessary for students to remember much of what they have read. Unfortunately, textbooks are often written in a manner that is not at all entertaining to the reader.

"Enhancing The Social Studies" is developed completely around existing literature accounts of the same historical content found in the social studies text. Instead of reading facts in print the reader is treated to the expert writing styles and storytelling abilities of Jean Fritz, Clyde Bulla and Laura Ingalls Wilder. The historical fiction so abundant in this program is more than adequately filled with facts about American history. Most of the books contain characters similar in age to the students themselves. Once again the students' experiential base is employed to make the learning experience more meaningful. As the students read there is an on-going comparison between their lives today and the character's lives 200 years ago.

It is certainly no secret that not every student is going to be completely inspired by every lesson taught, especially in social studies. This program was designed for the less-than-motivated-student in mind. The program involves much more than mere reading. Students are engaged in a variety of activities that extend into nearly every area of the curriculum. By entering other genres, students who are not particularly fond of reading are still provided with an opportunity to encounter the social studies content, in areas

such as math, art, or science. Cross-disciplinary instruction makes the learning multi-dimensional and students learn different aspects of the subject matter. Each unit in this program provides for activities in math, science, social studies, art, music, drama, writing, listening, and speaking. By involving students in all these different areas they receive a much more rounded program and see the content more holistically.

Due to many different literature sources used in this program, not every student will be involved with every activity mentioned. Instead, students are to be grouped in a variety of ways. It is at this point the program demonstrates its flexibility in providing for individual differences. Students will be grouped according to reading ability, interests, social compatibility, potential for productivity and learning styles. Groups will be both large and small. The students will be presented with options of which areas and activities they wish to participate in and will be grouped accordingly.

Grouping with these factors in mind will provide more students with the opportunity to engage in activities that compliment their particular talents. When the work completed in different groups is presented to the rest of the class, other students will benefit from the dedicated, hard work of

others. Students will employ cooperative learning techniques in many of the groups and learn to solve problems and make decisions on their own. Students can also give input to the direction of instruction or even planning of the units.

REVIEW OF THE LITERATURE

"In a turbulent age, our schools and colleges must prepare the student to meet unprecedented and unpredictable problems. He needs to work harmonious relationships with other people. Also, he must achieve a philosophy, an inner center from which to view in perspective the shifting society about him. This philosophy will influence for good or ill the development of that society." (Rosenblatt, 1983, p. 3) The purpose of this paper is to demonstrate the need for a literature enhanced social studies program. While most social text books do cover a wide range of topics, that coverage is often sparse and lacking depth. Children may answer the questions put to them but their overall comprehension of the concepts is often lacking. By using literature to enhance the social studies program students are treated to story. Stories that do offer depth and engage our interest are more enthusiastically received by students and ultimately are better comprehended by the students. Literature can provide more than just a reading experience. Once a book has been read a variety of potential activities awaits the teacher. Teaching thematic units that are centered on concepts can extend the literary experience into many different areas that utilize the different knowledge and talents inherent in every student.

While the social studies text does cover a tremendous amount of material it does not always go into a great amount of detail. As a result, students are not always motivated to study it. Jerslid (1949) found that social studies is a discipline that most school age children prefer to avoid. Girod and Harmon (1985) purport that the problem with social studies is that children simply dislike learning the content and skills necessary to attain the goals of social studies instruction. They define the goal of social studies to be to facilitate the development of informed citizenry in a participatory democracy. It would seem only natural that to facilitate informed citizens the facilitator would have to provide an indepth program that allowed students to understand the "hows" and "whys" of society past, present and future.

Risko and Alvarez (1986) found that texts that lack coherence among the concepts or that are loaded with abstract concepts not related explicitly to supporting details may contribute to students' comprehension difficulties. Due to the vast amount of information presented in the social studies text its lessons are often general in content and reduced to bare facts. "Dry accounts of facts seem remote, almost unbelievable." (Lehman & Hayes, 1985, p. 166) As Brown & Abel (1982) state, sterile accounts of dates and facts lack any sense of drama. Textbooks often do not explain the necessary scientific or possible social ramifications of

complex topics such as nuclear war or toxic waste. (O'Brien, in progress) King (1984/85) advocates that thinking and learning to process information should be the goal of education and the textbook format does not lend itself the kind of social scientific exploration that students need in order to develop the global and historic perspective required to live in the 21st century.

O'Brien (in progress) advocates that subject areas are often isolated, fragmented disciplines in which teaching is designed to cover certain facts, theories and information. Furthermore, this information is usually related to one particular subject with little or no regard to where or how the concepts relate to a broader base of knowledge. She feels that it is not enough to teach the facts and concepts of a specific content area. What is important is helping students learn the analysis, synthesis and decision making abilities which help them function as literate members of society.

A single textbook accompanied by workbooks and worksheets will not adequately accomplish the demands of what Goodman, Meredith, Smith and Goodman (1987) call a "dual" curriculum in which the emphasis centers on the development of language and thinking. The sole use of the text to teach social studies often lacks interest and meaning to many students. What is needed is a program that uses literature or historical fiction to enhance the existing program. "The teacher of literature will be the first to admit that he

inevitably deals with the experience of human beings in their diverse personal and social relations. The very nature of literature enforces this. (Rosenblatt, 1983, p. 5).

Rosenblatt further states that in contrast the analytic approach to the social studies, the literary experience has immediacy and emotional persuasiveness.

"Literature deserves a special place in the content areas." (O'Brien in progress). She states that literature is story and story is what fuels our imaginations, our emotions and our recognition of ourselves and others. Aiken (1985) advocates that stories grip the imagination and stick long after the statistics and dates slip away. The thing to do is to sandwich the stories with artful nuggets of information in such a way that both remain. Aiken feels that works of the past engender a major psychological question: "What are the basic human traits that persist despite social and cultural changes?" "Literature, more specifically historical fiction offers the reader the difference of feeling the past instead of merely knowing it.

Lehman and Hayes, (1985) advocate that the use of historical fiction in addition to other types of literature to extend the social studies text and appears to be an acceptable practice in the classroom today. Furthermore, literature humanizes pains and triumphs in a way that the social studies text cannot. Writers of historical fiction conceive what the mental atmosphere must have been like in a

given time period. They make the reader aware of what it felt like to be a participating citizen in the past.

Through historical fiction one can stand on the docks of Boston Harbor and watch the Boston Tea Party (Johnny Tremain, by Esther Forbes) or watch the Redcoats retreat from Lexington back to Boston in Howard Fast's novel, April Morning. Historical fiction gives an imaginative grasp of what the past smelt, sounded and felt like. This can only be acquired through stories, fiction and perceptive biography. "To say that the peasants lived in squalor is flat and unmemorable. One must see a peasant living next to his pig in the mud." (Aiken, 1985 p. 69-70)

Literature explores its characters in greater depth so that the reader gets better acquainted with them. Gladstone, (1986) advocates that children's literature is a transmitter of cultural values, an agent for socialization. Students are given the opportunity to learn by example, social mores, ethical values, customs, and social expectations as well as adult behaviors and attitudes. Moffet and Wagner (1983) advocate that as children share the literature with others they come to their own understanding of it which is far more solid than any verbal overlay that describes something they have yet to experience and internalize.

There are several purposes to using literature in the classroom according to Brown and Abel (1982). It provides a broad contextual base for a historical period rather than

sterile facts. Secondly, an out-growth of broad contextual background provides the students with insights about food, clothes, housing, habits, values and attitudes of those who lived during a particular period in history. "The reader seeks to participate in another's vision, to reap knowledge of the world, to fathom the resources of human spirit, to gain insights that will make his own life more comprehensible." (Rosenblatt, 1978, p. 7) "Obviously, the analytical approach needs no defending, but may not literary materials contribute powerfully to the students' images of the world, himself and the human condition." (Rosenblatt, 1983 p. 8). Aiken notes that one cannot learn all of one's history through fiction, but fiction, the fact implanted in a story does have a way of becoming knit into the mental process much more permanently, than facts on their own, unrelated ever can.

"What is needed is a thematic approach to concepts in which students are exposed to a variety of communication activities which are based on materials organized around a theme or concept and drawn from a wide range of disciplines." (O'Brien, in progress)

O'Brien states that the material chosen should extend knowledge of concepts being taught by presenting them in novel or indepth ways.

Risko and Alvarez (1986) found that a thematic approach allows the student to utilize information from their own

background. Using this knowledge enhances comprehension by providing students with a conceptual framework that is relevant to that prior knowledge.

Harste, Woodward, and Burke (1986) advocate that activities should engage as many communications as possible, including reading, writing, listening and speaking. Each of the disciplines has its own way of organizing and presenting information and the more perspectives a student is asked to gain on a topic, the deeper the understanding will be.

When students are exposed to a variety of materials they form different interpretations and better informed points of view. This allows the student to move beyond literal comprehension to higher levels of critical thinking. By using multiple texts the teacher can make the instructional decisions regarding the concepts to be taught as well as the depth, range and viewpoints of information to which the students will be exposed. (O'Brien in progress). Thematic teaching through the use of multiple texts also allows the teacher to individualize for students' interests and abilities more easily than a single textbook can. O'Brien states that well designed units, due to the nature of activities and types of materials can provide a depth and breadth of understanding for concepts that textbooks and worksheets cannot.

ADAPTING THE PROGRAM TO OTHER GRADE LEVELS

The program, as it is written, is geared for fifth grade students. The bulk of the literature deals with the building of the United States. Adapting this subject matter as it stands to grade 8 and grade 10 will require little change. Both grade levels study American history. Many of the books cited would still be interesting to many high school students.

How one adapts this program will depend on the grade level he teaches. One can either gear the material as it stands to their grade level or use the unit structure and substitute the appropriate literature for their grade level.

At the primary level the teacher will do the bulk of the reading. Many of the books listed in the bibliography are picture books and appropriate for students as young as five years old. Students can still discuss characters and situations contained in the books. Teachers will also have to provide a great deal more background information to ensure students will understand who the characters are and what their contributions were. Primary students can certainly participate in the art activities suggested in the program. Pictures of the battle-scenes, uniforms, and architecture all provide worthwhile art projects.

By fourth grade, students are able to read much more independently. Fourth grade social studies focus is

California history. Many of the books in unit three deal with Westward expansion and the settling of the West. Having fourth graders participate in the activities as well as exposing them to a number of the books cited will provide a strong background in their social studies program.

Sixth graders engaged in this project can be given responsibilities that include leading their own group discussions, keeping records of their participation in discussions and even helping tutor slower students.

Junior high students involved in this program can be given even more responsibility. The amount of material covered should also increase. Students will be given more readings and less time to complete them. Nearly all of the books listed in the bibliographies will still hold student interest. "Johnny Tremain" and "The Witch On Blackbird Pond" have protagonists that are 14-18 years old. Due to time schedules at the Junior and Senior highschool level, there might be some difficulty completing major projects with only 45-55 minutes per class period. The teacher must gear projects or discussions to fit these time blocks.

If there is cooperation between the Language Arts and Social Studies departments, the program could be modified to accommodate students in two separate classrooms. Each teacher can present the program focusing on the unit from their particular perspective. By having two teachers as presenters of the material, the students benefit from the expertise of

two professionals. Students can discuss readings, fine tune their writing and focus on story elements in the language arts classes. While students are in social studies classes they can discuss historical and aspects of the literature.

Students in grades 7-12 can work on a contract system. The teacher and students can decide how much reading, writing, researching, reporting and presenting is required and students can contract for their grade.

As a culminating activity to the contract, students will present their research findings in a variety of ways. The standard presentation would consist of an oral report followed by a question and answer period. More enthusiastic students could write and act in a play that covered specific course requirements. Still another presentation might be to film a play using a video camera. The literature will provide an excellent model of character analysis as well as an infinite variety of possible topics to portray.

This program will fit any grade level's curriculum because of the dual nature of its structure: literature at one end and content at the other. The program can offer either a generic structure from which to generate activities or an abundance of reading materials that deal with U.S. history. For grade levels that study U.S. history, the

program is already suited for immediate implementation. With a few minor alterations for resources and student interest and ability, this project can be converted for use at any grade level.

MATERIALS

The success of the program is dependent upon the availability of materials for students to read. The teacher must locate or purchase an ample supply of the books listed. Ideally, a class set of several titles can be purchased for the classroom or school library. Most schools receive state funds for library book purchases. The California Lottery also provides money that can be used to purchase materials. These financial sources could supply a great number of books.

Most of the titles cited (see bibliography) are available in paperback which will keep costs down. The paperbacks may be purchased for approximately \$2.00-\$6.00 per copy. It is not necessary to purchase an entire class set for every title. The books should be evaluated by the students and the teacher to decide which are most appropriate to the class' needs. These evaluations can influence future purchases as more money becomes available.

Non-literary materials used for art projects or writing activities are usually available in most schools as standard supplies. These supplies will include poster paint, water color paint, chalk, clay and the like. Paper and tagboard are usually available at the school site. The recordings listed are available in the California State University at San Bernardino's Music Listening Facility and can be recorded on high quality cassette decks.

GRAPHIC DESIGN

The setting for this program is quite flexible. Very little is actually required to implement the program. The following will describe an ideal situation and suggestions for making due with what is available.

The first concern to contemplate is furniture available in the classroom. Since a great deal of the work done by students is in small groups, having desks arranged into small clusters of 4 to 8 will be most beneficial. Not all classrooms have desks that can be placed into such groups so desks need to be arranged so that adequate space for group work is available on the floor or other tables in the classroom.

The room environment itself should reflect the concepts being learned by the students. Teacher designed bulletin boards, and student manufactured boards should be given generous amounts of space in the room. Teacher-made boards can include pictures, posters, charts and time-lines that pertain to specific historical content. Student boards should contain any quality work the students produce. For purposes of organization, each board should reflect a specific subject genre. One board should contain art work, while another will contain student writings. As the students see more of their work displayed they will have more of a sense of ownership and pride in their classroom.

If the students are producing projects such as dioramas or three-dimensional models, space should be given to house these. If space is not available in the classroom, the library could be used. The library is an excellent location to give students' work exposure schoolwide. If the school site has bulletin boards in the cafeteria or the office, these could also be a source to display student work.

For students involved in dramatic productions a stage will be necessary. Most schools have a stage in the cafeteria and this is ideal. However, moving desks aside and clearing space in the front of the room will also suffice. If space in the classroom is too limited, the production can be moved outdoors.

Another consideration is where to store materials. Most of the materials in this project are books and they need to be placed where they are easily accessible to the students. To make access easy, place books upright on tables or in window sills. Chalk trays at the blackboard also serve as a possible display area. The idea is to make the books highly visible to the students. When books are tucked away in bookshelves they are easily overlooked. Bookshelves that hold books so that the front covers are displayed offer an orderly way to promote the books.

STAFF

This program is designed to be run by one certificated teacher, however, team-teaching is perfectly acceptable. In fact, with teachers using similar teaching styles, combining classes is encouraged. The only caution to team-teaching is that teachers need to stay in constant communication regarding activities, grading procedures, and project due dates.

The teacher's role in this program is one of orchestrator, director of all activities. It is the teacher's job to be knowledgeable about all the books being introduced for use by the students. Ideally, the teacher will have read all the books prior to the beginning of the program. The teacher will initiate and lead many of the discussions in class. The discussions often serve as a time for students to clarify any points in the books they are not clear on.

Another function of the teacher is that of resource-person. The teacher, in most cases will have to provide all supplies for the program. The bulk of the supplies will be the books that are read by the students and by the teacher. Teachers must supply art materials. However, the role of the resource-person extends beyond just physical materials. Teachers must also be a wealth of ideas, suggestions, and constructive criticisms from which students can draw information. It is very important that the teacher have a

clear idea of what is expected of students prior to the initiating of the program. The fastest way to insure the failure of this program is to make up the rules as one goes along. The students will quickly lose enthusiasm if they feel the program lacks structure. When the teacher has a clear set of expectations established he can then concentrate on creative ways for the students to reach them. At this point the instructor has established himself as the mastermind behind the program thereby gaining the respect of the students. The students will be confident about approaching the teacher for problem-solving strategies, direction on projects and clarifying unclear passages from the readings.

Seldom is a lesson plan completed without some difficulties. A teacher must always be prepared to make alterations in the plans. Undoubtedly, teachers will be faced with students who read the material faster than was anticipated. For these students, a teacher must have activities ready to keep these students motivated and productive. Conversely, some students may find some of the material extremely difficult due to lack of prerequisite background or learning difficulties. In cases like this a teacher must modify an assignment in a way that the slower student can derive some meaning from it. For instance, students who are absolutely intimidated by a book's vocabulary can listen to the book on tape. While the students listen to the books they can follow along in a copy of the book.

Assigning a peer tutor is another way to remedy problems.

The biggest responsibility of the teacher in this program is to "sell" it to the students. The students must be absolutely convinced that the program is worthwhile and of particular meaning to them. By showing enthusiasm for the program, a teacher can generate excitement among the students.

Teachers will have to get across the idea that social studies can be enjoyable. Simply saying to the students, "this is really fun" will not suffice. The teacher must prove to the students in the opening activities that they are going to enjoy this approach to the social studies. To bolster success in this program the teacher may find it beneficial to review several language skills. Students must be comfortable with the writing process as the program does require a great deal of writing and revision.

The teacher will model techniques for the students. Reading with inflection will enhance stories and add to the personalities of the characters portrayed in each book. Teachers will also have to model art techniques and display sample products. Giving the students a visual example of what is expected will no doubt make project requirements much more clear. When students are writing and/or rehearsing plays, the teacher can model basic acting techniques or offer suggestions as to how to stage the play.

The teacher is also responsible for assigning individual grades. In order to do this accurately and fairly, the teacher must be very observant of every student. Keeping daily records on student participation in group discussions or small group activities will provide the teacher with valuable information when it is time to assign grades. The teacher must observe student's individual needs, small groups' needs and the needs of the class as a whole. Attending to the needs of the students and the class and modifying the program accordingly so as to ensure a meaningful and worthwhile encounter with social studies is the ultimate responsibility of the teacher using this program.

SUPPORT SERVICES

The potential for community involvement in this program is excellent. The most important community resource group are the parents of the students. Parents can help read and interpret difficult passages and act as discussion partners, either at home or as volunteers in the classroom. Parents can assist students in locating additional texts for research projects.

Other valuable resources are school and county librarians. Librarians can always direct students to the books they need and make valuable suggestions to students who need assistance.

Guest speakers from the community can enhance the program tremendously. History experts from local colleges can discuss history in depth with the students. The college professors might also have materials to loan such as photographs, diaries, or artifacts from particular periods. Local authors could visit the class and discuss how to develop a story and share writing experiences with the students. Drama teachers from local high schools or colleges could coach students in staging, writing, and acting in dramatic productions.

REPORTING PROCEDURES

This program varies greatly in format from traditional social studies instruction. As a result of the changes in format, parents are to be notified at the beginning of the year or at the inception of the program. Parents are better able to offer their children assistance if they understand how the program works. Parents are more likely to be supportive of a program they understand. Having enthusiastic parental support will be a real boost to the success of the program. A form letter can be sent explaining to the parents the goals of the program, the changes from traditional instruction, the grading procedure and how the parents can help their children be successful in the program. Copies of the discussion sheets that will be used should also be sent with the letter to the parents. Sending the forms home gives the parents a chance to discuss what is expected of their children.

Parents must be informed about changes in grading procedures. Parents are told that grades are largely based on a student's ability to demonstrate knowledge of the subject matter. The traditional pencil and paper test will play only a minor role in the determination of grades. This may seem highly subjective to some parents, however, others beside the teacher have input to the students' grades. The students'

self-evaluation and their peer recommendations are also taken into account when assigning grades. The teacher does have final judgment.

Letter grades will be given at the quarter and semester. Report cards will not need any modifications. Progress reports based on teacher observation, and conference results will keep parents up to date between grading periods. Students will receive letter grades on their unit projects. The average of these grades along with participation in groups and conferences will ultimately determine the students' quarter and semester grades.

RESEARCH AND EVALUATION COMPONENTS

There are a number of ways to evaluate student progress when utilizing thematic units. A teacher can begin to gather information about students almost immediately following an introductory lesson in any unit in this project. Evaluation in this program will be an on-going process that does not require heavy use of the standard pencil-and-paper test. With the standard short-answer or multiple-choice test a student's work for an entire grading period can hinge on a single test. If the test is in essay form the student is at the mercy of the teacher's subjective judgment. Rich advocates that in a whole language program materials used should fit the needs of the children rather than the children being put through the material to accomplish someone's identified objective. (Rich 1985, p. 719). Using the thematic approach offers the students many opportunities to prove their understanding of course materials.

Students engaged in the program receive grades by averaging, not percentages, but compiled responses regarding work done or in progress. Students will first evaluate themselves. This can be done in several ways. Keeping daily records in journals offers the learner the opportunity to reflect on work in progress, respond to material being read and put those responses into writing. Students can also fill out self-evaluation sheets that contain questions that force

the student to focus and reflect on work in progress. (See Appendix E for evaluation sheets) These sheets direct the student for revisions or strategy plans if needed, or they confirm that the student is indeed making progress and encourage her to continue.

Since the student will be involved in a variety of grouping situations, it seems only natural that she should receive feedback from other groups members. At the end of a group session members can evaluate their own personal participation in the group, and the group's effectiveness as a whole.

When students are making final presentations to the entire class other students can again offer constructive feedback on strengths and areas needing revision. This gives the student an opportunity to confirm her notions regarding her presentation as well as pointing out areas that may need more attention that may have been previously overlooked.

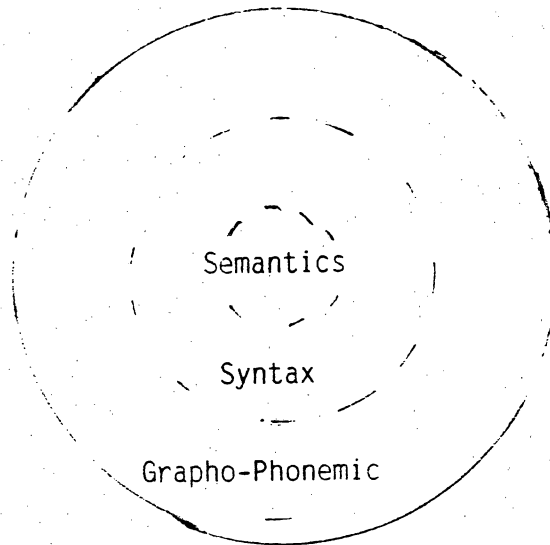
Another factor to consider during evaluation of student progress is the teacher's input. Through observation and listening to a student's participation in groups and discussions, a teacher gets a general picture of how well a student understands the concepts being presented in class. A general picture certainly is not enough to base a grade on, so teachers can interact with students during one-on-one conferences. During the conferences the teacher can determine more indepth information about the students' progress. It is

during this time a student can discuss ideas, work out rough spots in writings, clarify unclear material or simply ask for suggestions. The teacher can take brief notes during the conferences to help decide if the student is constructing meaning about the course material. The conferences also offer an ideal time to discuss self and group evaluation sheets.

Measuring student growth and reporting the findings is an ongoing, comprehensive process. "Evaluation incorporates teacher, peer, and self-evaluation and is based on process as well as product. Evaluation should give the student's strengths and weaknesses on their individual growth as readers, writers, and thinkers." (O'Brien, in progress). Students receive grades based on a number of factors such as self-evaluation, and peer evaluation and teacher/student conferences. In this way students are never shocked at the grades they receive because they know that they can play an active role in achieving a grade.

MODEL OF THE CURRICULUM

According to Harste, Woodward & Burke (1984, p. 200), no language system can be isolated from another system of language. Based on Harste's and Burke's model, language consists of three cueing systems. At the core of language is semantics (meaning). Surrounding meaning is the next layer, syntax which contains the rules of grammar. Finally, on the outer layer of language is the grapho-phonemic cueing system or letter-sound relationships.



Whole language Model (Harste & Burke, 1977)

The dotted lines are used to show that each cueing system be interdependent with all other systems. The goal of the whole language model is to build meaning whether it be from a book that is being read or from a story being written by a student. Meaning is in the reader, not the text; to find

the single meaning is an impossible task. Each students' interpretation of a text will vary slightly. The whole language model is designed to get at each student's unique interpretation, to bring it forth and share with teachers as well as other students. Once different interpretations on a given theme, topic or text are brought out, students and teachers alike can synthesize the information and form a higher, more complex understanding of the subject.

The goal of this project is to do just that: form a more indepth understanding of how the United States was formed and how our past has influenced the present. To accomplish this goal a multitude of related texts, have been included as additional materials to the social studies basal. Because each text is slightly different, students will encounter many different interpretations on the same topic. The students will use these different viewpoints to form their own personalized meanings regarding concepts presented.

A whole language program is student-oriented. The teacher does not give monotonous lectures. On the contrary, much of the responsibility for learning is placed on the students themselves. The students involved in this program will participate in a variety of cooperative learning group situations. Those situations will include activities in reading, writing, speaking and listening. The students will combine their personal knowledge and expertise to complete different assignments. Students will learn from each other.

Individual reading skills will not be taught in isolation. Skills will be reinforced in context, when the class or individuals demonstrate a need for the skills.

To help the students deepen their interpretations this program requires the student to participate in a number of writing activities. All the writings serve a purpose for helping the student construct meaning. Some of the writing is done in response journals. This offers the students a place to write whatever is on their minds. They can respond to a book, vent frustrations over confusing material or even write questions they would like answered during discussion groups.

Other writing activities are more specific in the design. Many require the students to develop a scene that is a modification of the original text. During these activities, the students have the opportunity to join creative forces with the author. Writing plays or historical fiction episodes are two examples of writing that allow the students to create a new meaning.

This program is literature-based, which is language in its purest form. The language is not fragmented or broken to teach specific skills. The reading skills are practiced daily in the program, then reading and writing. If students need reinforcement, the activities provide a meaningful foundation from which to practice on.

LIMITATIONS

This is a literature based project that follows the whole language model. Some may feel that this is a drawback because hierarchical skills are not taught in isolation. Reading skills such as: using context clues, determining fact vs. opinion or drawing conclusions are built into the discussions and will be reinforced as the student are engaged with the text. These skills are seen as part of the total framework from which meaning is derived.

Since the program uses a number of different trade books, there is no single set of ready-made materials. Most of the written work done in this program will be student generated. Dittos and skills sheets are significant only by their absence. A teacher's guide is not provided with this program. This might cause some problems for new teachers or with teachers unfamiliar with fifth grade curriculum. However, most social studies teacher's manuals can offer guidance for sequencing content.

Another limitation of the project is the availability of books. School libraries will only have a portion of the titles annotated in each unit. The number of copies available at the school site is another potential limitation. The teacher will have the additional duty of locating and providing the needed texts.

Providing finances to supply classrooms with new books might be a problem. However, lottery money or CTIIP grants can be used to purchase new materials. Many of the activities suggested in this project will require a great deal of time to complete. Some teachers may find this type of scheduling a problem. Creating murals or doing art projects require that a great many supplies be available for student use. Clean-up might be time consuming.

The activities suggested in this project are only a start. There is plenty of room for creativity and innovation within the confines of this project. The project can be easily expanded or reduced to fit the needs of any classroom. It is hoped that through the use of literature students will more enthusiastically investigate the social studies.

APPENDICES

APPENDIX A

The following is a fully developed unit. It is designed to show exactly how a unit would be structured for a three week period. Included in this unit are detailed lesson plans and activities as well as suggestions for implementing and evaluating them. The books listed in the bibliography offers ample material for fully carrying out of suggested lesson plans.

The lessons are headed with a "time-needed" line. The time periods listed are conservative estimates and can be reduced or expanded in order to accommodate specific classrooms' needs. By cutting the lessons in half, this unit could easily take 5 to 6 weeks to complete.

In all units specific objectives are listed to help maintain a unit focus. How these objectives are met is dependent upon what activities are chosen.

The remaining three units are more generally structured, but still have an ample amount of titles sighted so that the teacher may choose appropriate materials for instruction.

OBJECTIVES FOR UNIT TWO: The United States is Born

Students will:

1. Be able to give reasons for the colonists' dislike of British rule.
2. List ways in which colonists resisted British Rule.
3. Describe how the British retaliated against the colonists after the Boston Tea Party.
4. Describe the causes for the Boston Massacre.
5. Be able to identify major battles of the Revolutionary War.
6. Be able to tell how and why the French helped the Americans in the Revolutionary War.
7. Students will identify roles played by the following persons: Samuel Adams, John Adams, Thomas Paine, Thomas Jefferson, George Washington, Abigail Adams, Committees of Correspondence, Sons of Liberty, Daughters of Liberty.
8. List why few people thought the Americans could win the war.
9. List why the Americans were able to win the war despite adversity.

UNIT TWO: Colonial America 1750 - 1780

This unit is built around the following concepts:

1. Britain was unfair in its treatment of the Colonists.
2. Many of the American patriots risked their lives for independence.
3. American Independence is not to be taken for granted.
4. By familiarizing ourselves with the personalities of the individuals responsible for our independence we can better understand why such events took place.
5. The following men will be highlighted in this unit: John Hancock, Samuel Adams, King George III, Paul Revere, Benjamin Franklin, George Washington, Patrick Henry.

Literary Materials -

Historical Fiction Novels.

My Brother Sam is Dead by James L. Collier - The horrors of the Revolution reveal themselves to young Timothy Meeker. Timothy's brother Sam joins Benedict Arnold's rebels and is wrongly accused of theft while trying to defend his family.

The Bloody Country by James L. Collier - The hardships endured by a family in Connecticut as they try to settle in their new home during the Revolution.

John Treegate's Musket by Leonard Wibberly - The adventures of a young apprentice in Boston during the Revolution.

Peter Treegate's War by Leonard Wibberly - Peter becomes a war prisoner and escapes across the Delaware with Washington and travels with him to the southern mountains.

The Man with the Silver Eyes by William O. Steele - A young Indian boy gradually develops respect for a peace-loving white man in this story set in Tennessee during the American Revolution.

Sarah Bishop by Scott O'Dell - A young girl gives a first person account of her life through the American Revolution and the toll of suffering and misery.

This Time Temp Wicke? by Patricia Lee Gauch-Temperance Wicke helped the American soldiers who camped on her farm in New Jersey in 1780, until they tried to steal her horse, and then she got mad.

George Washington's Breakfast by Jean Fritz - A young boy strives to find out the one thing he does not know about our first president, what he ate for breakfast.

Early Thunder by Jean Fritz - In 1775, the early thunder of the Revolution was heard in Massachusetts, and loyalties are divided in Salem.

Johnny Tremain by Esther Forbes - After a crippling accident, young Johnny finds work as a delivery boy for the Boston Observer. He helps Paul Revere with the Boston Tea Party and his midnight ride.

The Winter Hero by James L. Collier and Christopher Collier - A fictionalized account of Shay's Rebellion set in Massachusetts of 1787.

War Comes to Willy Freeman by James and Christopher Collier - A young black girl accompanies her father to a Connecticut fort. Willy's father wins freedom for his family by joining the militia, but loses his life at the hands of British soldiers. When Willy returns home she discovers her mother has been captured by Captain Ivers. Ivers lets Willy's mother die and Willy receives help in court to fight the captain.

I'm Deborah Sampson: A Soldier in the War of the Revolution by Patricia Clapp - Deborah disguises herself as a boy and joins the Continental Army.

The Fourth of July Story by Alice Dalgliesh - Uses many characters to explain the complex theme of independence and restoration of good relations with England.

Poor Richard in France by Ferdinand Monjo - This story is told by a member of the family and from a child's point of view. There is a real sense of history and emphasis on themes of loyalty, courage and family love.

Sam the Minuteman by Nathaniel Benchley - Tells the lively story of the American Revolution. This book is targeted for younger readers.

Why Can't You Make Them Behave, King George? by Jean Fritz - A humorous look at the troubles of King George III and details his family members.

What's The Big Idea Ben Franklin by Jean Fritz - A fact filled story about Ben Franklin and all the contributions he made to Colonial society.

Tree of Freedom by Rebecca Caudill - Story set in Revolutionary War period and is rich in historical detail and vivid characterizations. Each child in the family is allowed to take one possession with them to Kentucky. Father and son quarrel over the son's choice to keep his dulcimer. The conflict does not get settled until after the war.

April Morning by Howard Fast - Young Adam Cooper joins his father on Lexington Green and awaits the arrival of the British Grenadiers. Moses, Adam's father is killed and Adam sees firsthand the brutality of war. This book depicts the "Shot heard round the world."

Poetry:

Washington by Nancy Byrd Turner - Shows George Washington as a normal young boy who answers the call of his country.

Leetla Giorgio Washeenton by Thomas Augustine Daly - A modern day Italian father tells his son the story of George Washington and the cherry tree. The poem is unique in its use of Italian dialect.

Paul Revere's Ride by Henry Wadsworth Longfellow - A rhythmic, detailed account of Paul Revere's preparation and midnight ride from Boston to Concord.

Concord Hymn by Ralph Waldo Emerson - Describes the scene on April 19th as the brave men stood at the bridge at Concord awaiting the British.

Yankee Doodle by Edward Bangs - Describes battle scenes and sounds with the British.

Benjamin Franklin by Rosemary and Stephen Benet - A playful poem that discusses Ben Franklin's love for pretty girls, food and science.

Thomas Jefferson by Rosemary and Stephen Benet - A look at Thomas Jefferson's strong and weak points. The poem shows him as hardworking, clever, modest, philanthropic but not without faults.

Poetry Anthologies:

This Land is Mine edited by Al Hine - America's history is told chronologically in over 100 poems.

Patriotism, Patriotism, Patriotism selected by Helen Hoke - A more than ample compilation of classic poems written on the American Revolution theme.

Nonliterary Materials:

Music: Songs of '76 by Oscar Brand - A folksinger's history of the Revolution.

Films/Video: April Morning, Johnny Tremain

Maps: Maps of Boston and other colonial locations are used to show battle sights and other historical events.

Photographs/Paintings: Photographs or slides of New England that show what the country looked like at the time of the Revolution.

Paintings that show the colonial patriots. The paintings help student visualize the people who were responsible for winning the struggle for Independence. Also, fashions popular in the period can be discussed.

UNIT TWO: Colonial America

ACTIVITIES

Session #1

What: King George III

Time Needed: 60-90 minutes.

Motivation: Ask students to imagine that they were ruling a land that was over 5,000 miles away.

Materials: Why Can't You Make Them Behave King George? by Jean Fritz

Procedure:

1. Students are to write what they feel it might be like to rule a country that was 5,000 miles away. Included in the writing the students would list what problems might occur and how the students might handle them.
2. Following the writing, allow the students to discuss their writings. The teacher should list problems encountered by the imaginary rulers on the board and discuss possible solutions - list the solutions. Allow 30-40 minutes for the writing and the discussion.
3. Read Why Can't You Make Them Behave King George? to the entire class. Allow 20 minutes. Ask students if any of their problems were similar to

King George's problem. Be sure students can explain ways that ruling a land from faraway can be very way that King George did.

4. Conclude by making comparisons of students and King George's problems. Ask students how they might have solved King George's problems.

Session #2

What: Ben Franklin contribution to Colonial America

Time Needed: 60-90 minutes

Motivation: Ask students how they could make improvements on the following items:

1. Eye Glasses
2. Dark Streets
3. Cold Houses

Materials: Gather odds and ends such as plastic bottles aluminum cans, scraps of wood etc. and bring them into class.

Procedure:

1. Divide the students up into three groups according to the invention they think they could improve.
2. Distribute the material brought into class among the group members.
3. Each student is to make a model using the materials present that shows improvement in the

invention they chose. The models need only be a visual model from which to discuss improvements.

4. Read Fritz's What's the Big Idea Ben Franklin?
5. Ask students to listen for improvements that Ben Franklin made in colonial life.

Session #3

What: Researching Ben Franklin's inventions

Time Needed: 60 minutes

Materials: Reference books containing information on Ben Franklin or access to the school library.

Motivation: Tell the student that they are on a fact finding mission and it will be their job to report what Ben Franklin is up to.

Procedure:

1. Have students separate into groups and be responsible for reporting on one of Ben Franklin's inventions.
2. Encourage students to work as a team taking notes, rewriting the report and making an illustration.
3. Allow each student group to present their discovery of Ben Franklin's activity to the class.
4. Encourage students to ask questions of the presenting groups.

Session #4

What: Sam Adams and unfair taxes

Time Needed: 90 minutes

Motivation: Give each student six poker chips or pieces of paper labeled "Tax Token."

Materials: Why Don't You Get a Horse Sam Adams? by Jean Fritz

Procedure:

1. List specific incidents when tax will be assessed.
2. Make a chart showing the taxable activities: pencil sharpening, using any paper, reading books, etc.
3. Students will immediately recognize the unfairness of the new system and begin to protest.
4. Enforce the "Tax System" through at least two days worth of school.
5. With the rebellious mindset still in place, begin reading Why Don't You Get A Horse, Sam Adams? Students will learn how unjustly the colonists were treated. Also, the students will see that the colonists reacted exactly the same as they themselves did under similar conditions.

6. While emotions are still high do an art lesson which students make posters depicting the British Tax Collectors as evil, unjust and unwelcome.

Session #5

What: The Boston Tea Party

Time Needed: 60-90 minutes for initial lesson.

Motivation: Explain to the students that they are going to hear a story and that they are going to retell the story using one of the following methods:

1. Pantomime.
2. Writing and Acting in a play.
3. Writing Poetry.
4. Writing and performing a puppet show.
5. Illustrating the events that took place during the Tea Party

Materials: One copy of And Then What Happened Paul Revere?, by Jean Fritz, poster paper, paint or water colors, material for making puppets

Procedure:

1. Read: And Then What Happened Paul Revere.
2. Tell students to pay particular attention to the portions dealing with the Boston Tea Party.
3. Allow students to sign up for one of the above activities. (See Motivation step)

4. Upon completion of the book, have students sign contracts that describe their intentions and procedures.
5. Assist students by giving construction ideas, and gathering necessary materials upon request. Set deadlines for all projects and have group presentations over several days' time.
6. After the initial lesson encourage students to work on presentations at home. Students could also work on projects during free time in class.

Note: Additional research may be necessary, in which case the basal text will provide needed background. This should build in the purpose to utilize other reference materials.

Session #6

What: Public Speaking as Effective Communication

Time Needed: 60-90 minutes

Materials: Where was Patrick Henry on the 29th of May? by Jean Fritz.

Motivation: Explain to students that they will be learning about another famous American Patriot. During the explanation use a dry, monotone, malcontent voice. Yawn a few times and act extremely unenthusiastic about presenting the lesson.

Procedure:

1. Ask the students how they feel about the pending lesson. They should be less than enthused.
2. Ask them why they are not interested in the lesson. If they say they are interested ask them how you must feel about the lesson. Surely, they will pick up on the signs that you are not happy about teaching it. They should respond by noting that the story sounds boring because of the way it is being presented.
3. Explain to students that a good speaker can influence public opinion and the story they are going to hear today is about a man who was a master at this art.
4. Ask them to pay particular attention to examples of how Patrick Henry moved people merely by using his voice in public.
5. After reading the book, tell the class that they are about to engage in a public debate and that the debate is going to be tape recorded. Divide the room in half to argue the following idea:
"Should the Colonists be forced to pay taxes to a government in which they have no representation"
6. Allow students 15 minutes to formulate arguments. Each side will choose 3-5 speakers to publicly argue their viewpoint. Emphasize that emotion in

the presentation is essential. Invite the principal to witness the debate and act as a judge.

7. Replay the tape for the students to listen to and have them decide on a winner for the contest.

Session #7

What: Personality Study: John Hancock

Time Needed: 60 minutes

Motivation: Get the students' attention by making an angry face at them. Ask them to tell you what you are thinking. Pantomime different moods and again have the students predict what mood you are in and if that tells anything about your personality.

Materials: (1) copy: Will You Sign Here John Hancock? Old Magazines, Construction paper, Glue or Paste.

Procedure:

1. Read the story to the students.
2. Discuss what kind of person John Hancock was.
3. Make sure students mention his flair for fashion, his royal conceit, and his desire to be liked by all.
4. Have students search through magazines looking for pictures of what they perceive to be characteristics of John Hancock.
5. Have students mount pictures in collage fashion on the construction paper.

Session #8

What: Writing/Character Analysis

Time Needed: 45-60 minutes.

Motivation: Explain to the students that they are going to create a new person through writing and visual presentation.

Materials: Collages made during Session #7.

Procedure:

1. Distribute collages from previous lesson.
2. Using the collages, have students write modern biographies for the person(s) in the collage.
3. When the writing is completed have students compare their characterizations with Jean Fritz's characterization of John Hancock.

Session #9

What: Using Colonial Data to Generate Math Problems.

Time Needed: 45 minutes.

Motivation: Tell students that they are going to get the opportunity to show off what they know about Colonial America.

Materials: Social Studies Text, Encyclopedias, Copies of Jean Fritz's picture books.

Procedure:

1. Tell the students that they are to write 5 story problems that cover any of the four basic math operations.
2. All problems must be centered around recently read books and subject matter.

3. Give the students a sample problem to get them started: "If Paul Revere rode his horse for three hours at an average speed of 17 m.p.h. how far did he travel on his ride?"

Session #10

What: Biography/Poetry

Time Needed: 60 minutes

Motivation: Tell the students that they are going to be playing a guessing game called "Name That Patriot."

Procedure:

1. Explain that it will be the students' jobs to use their knowledge to predict which patriot is being written about in the following poems.
2. Read: Paul Revere's Ride by Henry Wadsworth Longfellow, Thomas Jefferson and Benjamin Franklin both by Rosemary & Stephen Benet.
3. Tell the students to write their predictions about who they think each poem is describing.
4. When all poems have been read and students have finished their justifications, begin a discussion based on the students' writings.
5. Be sure to clarify any questions the students have.

Session #11

What: Biography/Poetry (continued)

Time Needed: 60 minutes

Motivation: Tell students that have been given the job of writing some modern poetry concerning the Fathers of Our Country.

Materials: Notes/Justifications from session #10

Procedure:

1. Explain to the students that they are going to use the previous day's notes to help them write modern poetry verse about colonial personalities.
2. Discuss possible ways to structure the poetry. Provide examples of: A) Haiku; B) Rhyming; C) Cinquain.
3. Emphasize that poem length is not a major concern.
4. Students who finish early can write more poems or work with another student and edit each other's work.

Session #12

What: Read A Book In An Hour!

Time Needed: 60 minutes

Motivation: Hold up a copy of April Morning by Howard Fast and tell the students that they must read the entire book in one hour. Next, very calmly ask if there will be any problems?

Materials: 30 copies of April Morning (class set)

Procedure:

1. Explain to the group that if they pool their resources they can easily read the entire book in an hour.
2. Break the class into small groups of 6-7 each.
3. Explain the basic plot to the groups, introduce the characters.
4. Assign each group a starting point and an ending point in the book to read.
5. At the end of the hour have the students write a summary of the part of the book that they read.
6. Collect the summaries to be used next session.

Session #13

What: Read a Book In An Hour - Extension

Time Needed: 60 minutes

Motivation: Tell students that they are going to link their story portion from the previous lesson into everyone else's to reconstruct the original storyline.

Procedure:

1. Have groups reconvene and discuss their portion of the novel. Allow 20 minutes for each group to reach consensus.
2. Each group elects a spokes person.
3. Commence with the group who read the beginning of the novel and proceed chronologically through the book until the entire text is covered.

Session #14

What: Pantomime -- April Morning

Time Needed: 60 minutes

Motivation: Challenge students to produce a short pantomime of the scene they read in April Morning.

Materials: Video Camera

Procedure:

1. Have groups meet and discuss how they would go about putting on a short pantomime of their section of the book. Allow time for a practice session.
2. Place video camera in position to record student acts.
3. Have each group to pantomime their scene in front of the class.
4. When all acts have been performed allow students to view the video tape and predict what scene is being played by the group on stage.

Session #15

What: Newspaper Articles

Time Needed: Several 60 minute sessions

Motivation: Tell students that they are colonial reporters and they are going to write newspaper articles covering the Revolution.

Materials: Reference materials, Social Studies Text.

Procedure:

1. Brainstorm possible events to report on: A) Boston Tea Party; B) Ben Franklin-Biographical Report; C) Editorial - No More Taxes; D) Other.
2. Explain that the "news staff" will meet to put together an actual paper.

Session #16

What: Newspaper Articles continued from Session #15

Procedure:

3. Allow students to discuss how they will organize their paper.
4. Give students 20 minutes to vote on newsworthy articles to be included in the paper. Leftover articles will be saved for another paper.
5. Allow students to do their paper for the class or other classrooms, perhaps the school.

OBJECTIVES FOR UNIT ONE: The English in America

Students Will:

1. Be able to identify Jamestown as the first successful English settlement in North America.
2. Be able to identify problems that colonist had in settling Jamestown.
3. Be able to describe self-government in Virginia.
4. Understand the difference between "indentured servant" and "slave."
5. Be able to describe the structure of a plantation and the work done there.
6. Understand the importance of the Mayflower Compact.
7. List similarities and differences between Pilgrims and Puritans.
8. List reasons why life in the Massachusetts Bay Colony was difficult.
9. Identify Roger Williams, Anne Hutchinson and Captain John Smith.
10. Be able to discuss why many New Englanders turned from farming to fishing.
11. Be able to identify the 13 original colonies.

UNIT ONE: The English in America 1607-1750

This unit is based on the following concepts:

1. Although Jamestown was the first English settlement to be successful in North America, life was not easy.
2. The Virginia Colony demonstrated self-government
3. To get to the colonies, many people contracted themselves as indentured servants.
4. Religious differences between Pilgrims and Puritans were often cause for conflict.
5. Native Americans were instrumental in the success of the Jamestown Colony.
6. Witchcraft was feared by early colonists.

Literary Materials

Historical fiction novels:

The Thanksgiving Story by Alice Dalglies - This story details the life of a family on the Mayflower. It includes the hardships of the voyage and the first winter in Jamestown. The arrival of a new baby, spring and harvest time are reasons to give thanks.

The First Year by Meadowcroft Books - relates the hardships of pilgrims to 7-8 year old readers.

John Billington, Friend of Squanto by Clyde Bulla - A mischievous boy sets up a meeting between the Pilgrims and the Cape Cod Indians. The story is set in Plymouth.

Squanto, Friend of the Pilgrim by Clyde Bulla. Records the events in Squanto's life as he was the last member of his tribe.

Squanto and the First Thanksgiving by Joyce Kessell. This account of Squanto's life discusses the first Thanksgiving - before the arrival of the Pilgrims. Also included are Squanto's contributions to the success of the colony and the Thanksgiving feast.

I Sailed on The Mayflower by Roger Pilkington - This is a candid account of the Mayflower's voyage and the first year in the new land.

Constance: A Story of Early Plymouth by Patricia Clapp - This book written in diary form begins in November 1620 and ends seven years later. Grim details of the first winter, and fear of Indians are only some of the many problems faced in the Colony.

Christmas On The Mayflower by Wilma Pitchford Hays - This book appeals to primary aged students and is filled with attractive illustrations.

The Witch of Blackbird Pond by Elizabeth Speare - A spirited young girl is wrongly accused of being a witch by harsh Puritans in Connecticut.

Tituba of Salem Village by Ann Petry - This story is set in Salem, 1692. Tituba, a native of Barbados, is sold as a slave. When she is suspected of being a witch tension and fear mount and great evil is done in the name of religion. This book has many similarities to The Witch of Blackbird Pond.

The Double Life of Pocahontas by Jean Fritz. Fritz examines the life of Pocahontas and includes the famous incident with Captain John Smith. The story also contains details about tribal life and the relationship between the settlers and the Indians.

The Matchlock Gun by Walter Edmunds. This is the story of a young boy's courage as he protects his family in his father's absence. The Indians are depicted evil and murderous.

Charlie's House by Clyde Bulla - Charlie Brig is shipped as an indentured servant from England to Colonial America.

A Lion to Guard Us by Clyde Bulla - Three orphan children sail for America to be united with their father in Jamestown.

Witch's Children by Patricia Clapp. Mary Warren and 9 other girls are "possessed" in Salem.

The Visionary Girls: Witchcraft in Salem Village by Marion Starkey - This story of fictionalized witch trials in Salem.

Skippack School by Marguerite deAngeli - Set in Pennsylvania around 1700. Chronicles the life of young Eli. Much to his surprise he is not punished for not doing his homework. Master Christopher recognizes Eli's talent and asks him to go to Germantown. Eli grows with every experience.

Information Books:

Colonial Living by Edwin Tunis - This well illustrated book accounts daily life in Colonial America. Excellent detail.

Colonial Craftsmen: The Beginnings of American Industry by Edwin Tunis - Very detailed account of skilled artisans in the colonial era.

A Day in The Colonial Home by John Cotton Dana - This book takes the reader on tour through the typical colonial cabin, pointing out meal preparation, table manners and daily responsibilities.

Poetry:

The following poems are appropriate for use with this unit's concepts.

Song of The Settlers by Jessamyn West - Discusses the founding principle of our country-Freedom.

Pocahontas by William Makepeace - Difficult language may present some problems for readers, however, this poem discusses Pocahontas' relationship with Captain John Smith most eloquently.

The Land of the Pilgrim's Price by Felicia Dorothea Hemans - A vivid and lyrical account of Plymouth's shores and beyond to a land where one could worship as he pleased.

First Thanksgiving of All by Nancy Bird Turner - An account of an average Pilgrim family who are grateful to be alive and with food on the table, even though the amount is very small.

The Wilderness Tamed by Elizabeth Coatsworth - A short poem describing Pilgrim progress.

School Days in New Amsterdam by Authur Guiterman - Descriptive account of first New York schools. An interesting comparison of student attitudes then and now - they are quite similar!

ACTIVITIES

The activities are organized by subject matter. Many are cross-disciplinary.

COMMUNICATION SYSTEMS

Listening: Students will listen to teachers and other students read novels, and student generated stories.

Reading: Students will be engaged in a variety of reading activities that require them to interact directly with the various texts.

Writing: All students will participate in a variety of writing activities that include story creation, historical fiction, drama, informational reports and poetry.

Speaking: Students will be involved in speaking activities that include class discussions, small group discussions and oral reports and oral reading.

Science

Students can grow corn at home or at school and measure its growth. Colonial recipes could be prepared and eaten in class.

Climates of the original colonies can be researched as well as materials used to build original homes.

Remedies and cures for illnesses could be researched.

Math

Students can chart distances traveled by sea to reach New England. Population sizes can be averaged and graphed. Story problems using historical facts as material can be written and solved by students.

Students could measure and construct hornbooks.

Social Studies

The prominent citizens, founders and contributors can be studied, discussed and presented. Students may write plays (fact or fictional) based on the lives of these people.

Students can provide maps of the early colonies and

illustrate typical architecture of given regions - early churches in Boston or plantations in the Southern Colonies are two examples.

Daily life in the early colonies can be researched and reported on. Students could write fictional diaries accounting their (imaginary) journeys on the Mayflower. Entries could be based on stories read such as I Sailed on The Mayflower by Roger Pilkington.

Newspapers could be written documenting daily life and major historical events in the colonies.

Drama

Students can write and perform plays based on the books read during this unit. This is an excellent opportunity to share material with students in other grades. Plays may be as short as a single scene or more involved. Drama offers work for everyone. Illustrators are needed to create scenery; researchers are needed to research appropriate costumes.

Music

Students can sing songs popular among the first colonists.

Writing songs with early American themes is another possible venue for students to attempt.

Physical Education

Researching and playing colonial games combines exercise and familiarity with period recreation.

Art

Students could construct models of the Jamesfort using various materials such as: clay, cardboard, sugar cubes or construction paper.

Play backdrops can be constructed by students not acting in the dramatic productions. Horn books can be made by using plywood scraps, acetate covering and leather thongs. Needlepoint can also be taught and produced by students.

OBJECTIVES FOR UNIT 3: The United States Expands

Students will:

1. Be able to show the territories that made up the U.S. in 1820.
2. Will be able to list what frontier families had to do themselves in order to survive.
3. Will show how frontier families shared responsibilities.
4. Discuss what the Louisiana Purchase meant for the United States.
5. Tell the historical contributions of: Thomas Jefferson, Lewis and Clark, Sacajawea and Andrew Jackson.
6. Discuss how Oregon and Texas became states.
7. Be able to discuss a fur trapper's life.
8. Describe the routes to the California gold fields.
9. Describe the life of a "Forty-Niner."
10. Describe the gold rush's effects on California.

UNIT THREE: The United States Expands 1780-1860

This unit is based on the following concepts:

1. The Louisiana Purchase greatly increased the area of the United States.
2. Frontier Life was difficult and all family members shared in the responsibility.
3. Many Americans contributed to the expansion of the United States such as Thomas Jefferson, Lewis and Clark, Sacajawea, and Andrew Jackson.
4. The settling of the West was not always a lucrative way of life and was often filled with great disappointment.
5. The Gold Rush helped contribute greatly to the population growth of the West.

Literary Materials

Historical Fiction Novels:

The Cabin Faced West by Jean Fritz - This story is set in early Pennsylvania. Father builds a cabin facing west and the future. A surprise visit from George Washington enhances the story greatly. This story is based on actual fact.

The Lone Hunt by William O. Steele - Story of an 11 year old boy's hunt for the last buffalo in the Cumberland Mountains.

Wait For Me, Watch For Me, Eula Bee by Patricia Beatty - Two children are taken captive in Texas by Commanche Indians in 1861.

On the Frontier with Mr. Audubon by Barbara Brenner - A thoroughly researched account of a frontier journey through the eyes of a 13 year old apprentice to Audubon the great nature artist.

The Snowbird by Patricia Calvert. - This is the tale of Willana and her brothers' travel to the Dakota Territory to join an uncle and his wife.

The Great Bamboozlement by Jane Flory - Ma and Pa argue whether farming or storekeeping should be their life's work.

The Tree in the Trail by Holling C. Holling - The history of the Santa Fe Trail described the life of a cottonwood tree, a 200 year old landmark and peace symbol to the Indians.

The Hostile Land by Harold Keith - A realistic portrayal of the Romberg's family struggle to gain a livelihood along the Cherokee Strip.

Ike and Poker by Susan Kirby - A boy's desire to accompany his father on a hog-drive.

Beyond the Divide by Kathryn Lasky - An Amish girl and her father ride on wagontrain.

The No-Return Trail by Sonia Levitin - A young wife and mother accompany a wagontrain bound for California in 1841.

By Wagon and Flatboat by Enid Meadowcroft - The Burd family travels from Pennsylvania to Ohio by flatboat.

Save Queen of Sheeba by Louise Moeri - The story of a young boy who survives a wagontrain massacre and must now take care of his younger sister.

Indian Summery by F. N. Monjo - Matt and Toby must protect the family while their father is away fighting the British. There is concern that the family's Kentucky cabin will be attacked by Indians.

Wilderness Journey by Ruth Nulton Moore - Two Irish boys travel through Pennsylvania's wilderness to join their mother.

Orphan Jeb at the Massacre by Stephen Mooser. Set in the American West in the 1850's, Jeb sets out to find his missing father.

Carlota by Scott O'Dell - Following the Mexican-American war, a brave Californian group including Carlota engage in a battle with the United States Army.

Shadow on the Sun by Henry W. Paige - Should the son of Billy-the-Kid avenge his father's death?

The Halo Wind by Judith St. George - Describes the hardships on a wagontrain to the Oregon Territory as seen through the eyes of a 13 year old pioneer, Ella Jane.

Trouble for Lucy by Carla Stevens - Lucy's pup causes trouble during a wagon trip to the Oregon Territory.

Dune Shadow by Nancy Stone - Serena, her grandmother, and a neighborhood girl are alone as winter approaches their lake Michigan home in 1850.

In the Shadow of the Wind by Luke Wallin - White settlers' and Cree Indians' conflict in Alabama in 1853.
Winter of the Wolf by Clifton G. Wisler - A white boy and a young Commanche make friends in rural Texas-set in the 1860's.

Caroline and Her Kettle Named Maude by Anne Clover - A young tomboy named Caroline longs for a real gun on her birthday. Instead she gets a copper kettle that proves to be just effective as a gun in capturing a menacing wolf.

Carolina's Courage by Elizabeth Yates - A young girl is allowed to take only one prize possession to her new home in Nebraska. Carolina's doll is good company on the trip and she trades dolls with an Indian girl. The Indians wish the Putman family a safe passage following the doll exchange.

The Year of the Bloody Sevens by William O. Steele - The horror and terror of frontier life in exquisite detail. Young Kelsey Bond is ambushed by Indians while going west to Kentucky. His friends are in trouble but Kelsey cannot help them - he brands himself a coward.

Little House in the Big Woods, Little Town on the Prairie, These Happy Golden Years by Laura Ingalls Wilder - Based on the author's own life, these books portray the

hardships and difficulties of frontier life in the 1870's as well as the fun and excitement of daily living in that time period.

Oregon at Last by A. Rutgers van der Loeff - Seven orphaned children are held together by a 13 year old boy named John. John leads them on an incredibly dangerous 1,000 mile hike to Oregon.

Poetry

The Wilderness is Tamed by Elizabeth Coatsworth - Depicts pioneer progress and the clearing of frontier forests.

Daniel Boone by Arthur Guiterman - Chronicles the events that shaped Daniel Boone's life while giving lyrical description of the man as he ages.

The Oregon Trail: 1843 by Arthur Guiterman - Describes the difficult journey across the country to Oregon.

ACTIVITIES

The following activities are organized by subject matter and many are cross-disciplinary. With each unit the general communication systems: writing, reading, speaking and listening used in all activities. See Unit One: Communication Systems.

Science

Students can research available technology during the early 1800's when Lewis and Clark explored the Louisiana Purchase and compare their feelings to today's technology.

Weather conditions can be researched and reported which might shed light on conditions facing early settlers as they crossed the plains.

Math

Students can figure averages on the price of gold being mined in California.

Students can estimate the cost of cross-country travel. Have students design budgets comparable to those of the early settlers. Students can do research to locate prices of tools, wagon supplies and food.

Writing story problems that ask students to calculate miles traveled is another way to utilize math.

Social Studies

Maps can be studied and trails or cross-country routes can be located, showing where early settlers traveled. Topographical maps can describe the type of terrain the settlers faced.

Charts can be made showing the dates that states were admitted to the Union.

Lewis & Clark, Daniel Boone, Sacajawea and other famous personalities can be researched and reports can be presented.

Guest speakers from museums can visit the class and describe life on the prairie.

Sluce boxes used for gold mining can be easily built and students could "pan for gold" demonstrating how difficult mining was.

Students can make "Sod Shanty" models using mud and grass to make adobe bricks.

Imaginary/Fictional diaries can be kept describing each day's journey across the country.

Drama

Students can write or ad-lib stories or folktales and tell them to classmates, younger students or their parents.

Students write plays based on stories read in class.

Art

Students could produce wall murals that depicted early western towns' skylines or street scenes.

Construct Conestoga wagons using various materials such as wood, cardboard, or styrofoam.

Make "flipbooks" that depict episodes of the early West such as horseback riding, planting crops or building towns.

Music

Students can sing songs of the Settlers such as "Oh, Susannah."

Teach students to play a "Jews Harp."

Make replica instruments such as rubberband banjos or guitars.

UNIT 4: The United States Changes

Students will:

1. Be able to define slavery.
2. Name rights that slaves did not have.
3. Describe the living conditions of the slaves.
4. Identify racism as a problem in the United States.
5. Describe contributions of: Harriet Tubman, Frederick Douglas, and Sojourner Truth.
6. Name what was meant by "slave states" and "free states"
7. Describe how slavery and tariffs divided the North and the South.
8. Describe what is meant by secession and name states who seceded.
9. Identify Abraham Lincoln as President during the Civil War.
10. Name advantages and disadvantages for the South and North.
11. Identify Ulysses Grant, Robert E. Lee and their contributions during the Civil War.
12. Explain the message of the Gettysburg Address in their own words.
13. Describe the reconstruction plan for the South.
14. Explain the results of segregation.

UNIT FOUR: The United States Changes 1830-1870

This unit is based on the following concepts:

1. Not all men were treated equally prior to the Civil War.
2. Racism was and still is a problem in the United States.
3. Slavery was the main cause of the Civil War.
4. Many brave people fought to abolish Slavery.
5. The North had more resources than the South.
6. Both the North and South had outstanding military leadership.
7. Slavery was legally abolished by The Emancipation Proclamation.
8. Reconstruction of The South took many years.

Literary Materials

Historical Fiction Novels:

The Drinking Gourd by F. N. Monjo - This book is named after the slave "code song" that pointed escapees toward the North Star. The words are included in the book guide a mischievous to help a family to freedom.

Thee Hannah by Marguerite de Angeli - A rebellious quaker girl despises her religious uniform yet it was this uniform that enabled a Black family to trust her and feel

safe around her. This latter changes Hannah's feelings toward her bonnet.

A Lantern in the Window by Aileen Fisher - This is the story of Peter who learns all about Quaker activities in the Underground Railroad at his uncle Eb's farm in Ohio.

Voices in the Night by Rhoda W. Bacmeister - recounts the role a young girl plays in aiding fugitive slaves making their escape.

Brady by Jean Fritz - A young boy discovers that his father is an agent for the Underground Railroad. Brady was not told because he could not keep a secret. On a night that a slave was scheduled to be transferred to the next station, Brady's father suffers a broken leg during a fire in their barn. Brady steps in and carries out the plan and gains the respect of his father.

Secret Railway by Enid Meadowcroft - This is another story that describes the workings of the Underground Railroad. David Morgan brings home a black boy who is welcomed by the Morgans. When Jim's freedom papers are destroyed he is sold into slavery. David searches for Jim and helps him escape.

Bimby by Peter Burchard - describes a very crucial day in the life of a young slave named Bimby. What starts out to be a happy day is soon changed when Bimby finds out his master is bankrupt and all the slaves are going to be sold. Bimby's friend, Jesse, is then killed while racing his wagon

with younger slaves. Bimby decides to escape even if it means risking his own life. His mother gives her blessing and Bimby escapes in Jesse's boat.

Canalboat to Freedom by Thomas Fall - A young Scottish indentured boy signs on with captain Roach in return for passage to America. Benja's only friend was former slave Lundis who teaches him the ways of nature and protects him from the bullying captain. The two help a pair of slaves escape. One day Lundis loses his life and Benja must carry out the escape of another slave with only the help of Kate and Mrs. Robbins.

Salve Dancer by Paula Fox - Jessie Bollier is kidnapped by ship hands of the "Moonlight", a slave ship. Jessie is forced to play music to dance the slaves. As the journey lags on, all become indifferent to the human suffering. Jessie must go down into the slave hold to search for his life. The descent is symbolic of the descent of human kind present in the story.

Wait for Me, Watch for Me, Eula Bee by Patricia Beatty - The Civil War is a backdrop for this action-filled story set in Texas. Eula Bee is kidnapped by Comanches. Lewtie, Eula Bee's brother rescues her and avenges his family's deaths by stealing a scalplock, a symbol of honor among the Indians.

Jed by Peter Burchard - A 16 year old Yankee soldier show that even in war a person can maintain his humanity. Although Union soldiers are looting and foraging, Jed

understand s the fear and hatred the local citizens have for the soldiers. Jed helps an injured boy return to his Confederate home.

The Vicksburg Veteran by F. N. Monjo - Written as a diary by Fred Grant, the 12 year old grandson of U. S. Grant. The story details the siege that lasted over 40 days. The pictures are similar to early Brady photographs and add authenticity to an easy-reading account of the Civil War battle.

The Perilous Road by William O. Steele - Chris Babson, an 11 year old boy is caught between loyalties of the Civil War. Living in Tennessee he was certain of his hate toward Union soldiers as they raid family crops and steal the family's horse. He reveals the position of a Union wagontrain only to realize too late that his brother is a Union soldier. Chris panics and attempts to find and warn his brother. He reaches him in time and spends the night with the Union troops.

And Forever Free ... by Joanne Williamson - The Civil War as seen through the eyes of a young boy recently arrived from Germany in New York. Martin, a young newspaper reporter, debates the issues of the day and even covers the battle of Gettysburg. The intense feeling against the War are amply depicted.

Orphans of the Wind by Erik Haaugard - Tells the story of the Civil War from various viewpoints of an English crew

that discovers they are on a blockade runner. Feelings are divided over the issue of Slavery. The boat is burned and the men vow to go north and fight for the Union troops. To get to the north the men hide in the Confederate ranks and travel north. One is killed and the other two eventually do join the Yankee ranks.

Across Five Aprils by Irene Hung - The story of how the war effected a frontier family in Illinois. Nine year old Jethro thinks the war is exciting at first, but one by one Jethro's relatives and teacher join the Northern forces. Jethro has learned that war is not glorious or exciting, but instead destructive.

Rifles for Watie by Harold Keith - Describes the life of a Union soldier and spy engaged in the western campaign of the Civil War. Young Jeff joins the Union forces and accidentally becomes a member of Stand Watie's Cherokee Rebels.

Turn Homeward Hannalee by Patricia Beatty - The story of mill workers who become displaced as a result of the Civil War.

Hew against the Grain by Betty Sue Cummings - The Civil War ravages a divided Virginia family as expressed by the youngest daughter.

Zoar Blue by Janet Hickman - The effects of the Civil War on a pacifist community as experienced by a young girl.

Sing Down the Moon by Scott O'Dell - The tragic forced march account of Indian/White conflicts during the Civil War. The story is based on actual facts.

Thunder On Tennessee by Clifton G. Wisler - A young child witnesses firsthand, the horror of war after he joins the Confederate troops.

Poetry:

The following anthologies can provide poetry that address the concepts of this unit.

Story Poems - New and Old - edited by William Cole.

The Best Loved Poems of the American People - selected by Hazel Felleman.

The Golden Treasury of Poetry - selected by William Untermeyer.

Patriotism, Patriotism, Patriotism - selected by Helen Hoke.

This Land is Mine - edited by Al Hine.

100 Story Poems - selected by Elinor Parker.

The following poems are appropriate for use with this unit's concepts:

Boston Hymn by Ralph Waldo Emerson - A wonderful summing up of American ideals using freedom as the foundation.

Liberty and Union by Daniel Webster - A plea to never let the union disband, for liberty and union are inseparable.

A House Divided by Abraham Lincoln - Lincoln's plea to keep the states united giving the world an example that people can live free.

The Slave by James Oppenheimer - A description of slavery that extends beyond bondage and being set free.

Barbara Frietchie by John Greenleaf Whittier - The story of a brave woman who flies the Union flag from her window as the Confederate soldiers march into her town for battle.

O Captain, My Captain! by Walt Whitman - Depicts Lincoln as the captain of a ship bound for the ultimate destination. With slavery abolished and the union re-united, Lincoln is laid to rest, his noble work done.

Victor and Vanguished by Ulysses S. Grant - Grant recounts the meeting with Robert E. Lee at Appomatox Courthouse. There was little celebration just respect for each other's valiant bravery in battle.

The Blue and The Gray by Frances Miller Finch - Opposing forces during the Civil War had a great deal in common, the loved ones lost in battle.

The Brigade must not Know Sir! Anonymous - Soldiers surveying the dead after battle discover Stonewall Jackson's body among the fallen.

The Monitor's Cruise by George Henry Boker - This poem tells the story of the Monitor and the Merimac, a naval battle fought during the Civil War.

ACTIVITIES

Science

Students can research the invention of the Cotton Gin and discuss its effects on labor on cotton plantations.

Inventing the building machines (models) that would make plantation work easier could be done using simple materials.

Once students have learned about the areas in Africa, where slaves came from, they can compare environments of Africa, the slave ship, and the plantations.

Students can graph resources of both South and North and discuss advantages and disadvantages.

Analyzing how wounded soldiers were treated during the war will illustrate the severity of war.

Social Studies

Students can research and write reports on famous Americans of the Civil War era: Abe Lincoln, Jefferson Davis, Harriet Tubman and John Brown.

Producing maps can illustrate shipping routes that brought blacks to the United States.

Editorials can be written by students from "Southern" or "Northern" states in favor or denouncing slavery, war or the demolition of the union. These editorials are an excellent springboard to debates.

Timelines can be constructed and illustrated showing the development, fighting and ending of the Civil War.

Math

Students can calculate the length of time it took slave ships to travel from Africa to America.

Compare and graph slave populations among the states.

Using Southern or Northern resources as subject matter, students can construct circle graphs using fractions to illustrate concentrations in each area.

Investigating map scales, students can determine how far soldiers had to travel to engage in battle.

Drama

Students can pantomime events listed on timelines made during social studies activities.

Have students write plays based on historical fiction novels read in class. Students can rehearse and act in their own plays.

For those less inclined to act in plays, illustrating backdrops or designing and building scenery can be a productive use of time.

Art

Students can design and illustrate posters asking for volunteers to enlist in the military during the Civil War.

Cartoon strips can be constructed emphasizing serious or humorous events of the Civil War era.

Creating diaramas of books or poems read can be made using shoe boxes and construction paper.

Music

Students can sing songs popular during the Civil War era such as Battle Hymn of The Republic, Dixie, and John Brown's Body. Also, the lyrics of these songs can be analyzed for historical content.

Front

APPENDIX E

Back

Self-Assessment Form

Name: _____ Date: _____

Unit _____

Project _____

While doing this project I:

Things I know about now that I didn't know before completing this project:

I still want to work on:

Something I would change about the project is:

Because:

Front

Back

Group Assessment Form

Name: _____ Date: _____

Unit _____

Activity _____

The completed project the group did was (circle one):

very good good fair poor

Why?

What the group did best was:

My contribution to the group was (circle one):

very good good fair poor

Because:

What I liked best about working in this group was:

Teacher Evaluation Form

Conference Date: _____ Observations: _____ Suggested Lessons: _____			
Reading	Writing	Listening	Speaking

Back

Name	Date	Unit	Type of Project	Strengths	Address
Art	Music	Drama	SocSci	Sci	

Teacher Evaluation

BIBLIOGRAPHY

- Aiken, J. (1985). Interpreting the past. Children's Literature in Education. 16, 67-83.
- Bacmeister, R. (1965). Voices in the Night. Indianapolis: Bobbs & Merrill.
- Beatty, P. (1949). Turn Homeward Hanna Lee. New York: Doubleday.
- Beatty, P. (1978). Wait for Me, Watch for Me, Eula Bee. New York: Morrow.
- Beatty, P. (1978). Wait for Me, Watch For Me, Eula Bee. New York: Morrow.
- _____ (1973). The Bad Bell of San Salvador. New York: Morrow.
- Benchly, N. (1969). Sam The Minuteman. New York: Harper.
- Brown 1 & Abel. (1982). Revitalizing American History Social Studies. 73, 297-283.
- Bulla, C. (1981). A Lion to Guard Us. New York: Crowell.
- Bulla, C. (1983). Charlie's House. New York: Crowell.
- Bulla, C. (1956). John Billington, Friend of Squanto. New York: Crowell.
- Bulla, C. (1954). Squanto, Friend of Whiteman. New York: Crowell.
- Burchard, P. (1968). Bimby. New York: Coward-McCann.
- Burchard, P. (1960). Jed. New York: Coward-McCann.

- Calvert, P. (1980). The Snowbird. New York: Scribners.
- Cartwright, W. & Watson, R.L. Jr. (Eds.). (1961).
Interpreting and Teaching American History. (31st
Yearbook of the National Council for the Social
Studies.) Baltimore: Universal Lithographers, Inc.
- Caudill, R. (1949). Tree of Freedom. New York: Viking.
- Clapp, P. (1968). Constance: A Story of Early Plymouth. New
York: Lothrop.
- Clapp, P. (1982). Witches Children. New York: Penquin.
- Clapp, P. (1977). I'm Deborah Sampson. New York: Lothrop.
- Clover, P. (1964). Bread and Butter Journey. New York: Holt,
Rinehart & Winston.
- Cole, W. (Ed.). (1957). Story Poems-New and Old. Cleveland:
World.
- Collier, J. L. (1985). My Brother Sam Is Dead. New York:
Scholastic.
- Collier, J. L. & Collier C. (1987). War Comes To Willy
Freeman. New York: Dell.
- _____ (1976). The Bloody Country. New
York: Four Winds.
- Dana, J. C. (1938). A Day in The Colonial Home. Boston:
Marshall Jones Company.
- Davis, B. (1975). Three For The Revolution. New York:
Harcourt Brace Jovanovich.
- De Angeli, M. (1961). Skippack School. New York: Doubleday.
- De Angeli, M. (1949). Thee Hannah. New York: Doubleday.

- Edmunds, W. (1941). The Matchlock Gun. New York: Dodd.
- English-Language Art Curriculum Framework and Criteria Committee. (1987). English-Language Framework for California Public Schools Kindergarten Through Grade Twelve, California State Department of Education.
- Fall, T. (1966). Canalboat to Freedom. New York: Dial.
- Fast, H. (1961). April Morning. New York: Crown.
- Felleman, H. (Ed.). (1936). The Best Loved Poems of the American People. New York: Doubleday.
- Fisher, A. (1957). A Lantern in the Window. New York: Hale.
- Flory, J. (1982). The Great Bamboozlement. Boston: Houghton Mifflin.
- Forbes, E. (1943). Johnny Tremain. Boston: Houghton Mifflin.
- Fox, P. (1973). Slave Dancer. New York: Scarsdale.
- Fritz, J. (1967). Early Thunder. New York: Coward, McCann.
- Fritz, J. (1969). George Washington's Breakfast. New York: Coward, McCann.
- (1973). And Then What Happened Paul Revere. New York: Coward, McCann and Geoghegan.
- (1974). Why Don't You Get A Horse Sam Adams? New York: Coward, McCann and Geoghegan.
- (1975). Where Was Patrick Henry On The 29th Of May? New York: Coward, McCann and Geoghegan.
- (1976). What's the Big Idea Ben Franklin? New York: Coward, McCann and Geoghegan.
- (1976). Will You Sign Here John Hancock? New

- York: Coward, McCann and Geoghegan.
- (1977). Can't You Make Them Behave King George.
New York: Coward, McCann and Geoghegan.
- Fritz, J. (1987). The Double Life of Pocahontas. New York:
Puffin.
- Fritz, J. (1958). The Cabin Faced West. New York: Coward-
McCann.
- Fritz, J. (1960). Brady. New York: Coward-McCann.
- Gauch, P. (1974). This Time Tempe Wicke? New York: Coward,
McCann and Geoghegan.
- Girod, G. & Harmon, G. (1985). Selling the social studies.
Social Studies. 77, 245-248.
- Gladstone, B. (1986). Views of children's literature over
time. Language Arts. 63, 791-800.
- Glazer, J.I. & Williams, G. III (1979). Introduction to
children's literature. New York: McGraw-Hill Book
Company.
- Goodman, K., Smith, E. B., Meredith, R., & Goodman Y. (1987).
Language and thinking in school. New York: Richard Owen.
- Harste, J., Woodward, V., & Burke, C. (1984). Language
stories and literacy lessons. New Hampshire: Heinmann.
- Hays, W. P. (1956). Christmas on The Mayflower. New York:
Coward-McCann.
- Hickman, J. (1978). Zoar Blue. New York: Macmillan.
- Hine, A. (Ed.). (1965). This Land is Mine. Philadelphia:
Lippincot.

- Holling, H. (1977). The Tree in The Trail. Boston: Houghton Mifflin.
- Hoke, H. (Ed.). (1963). Patriotism, Patriotism, Patriotism. New York: Franklin Watts.
- Huck, C. (1976). Children's literature in the elementary school. New York: Holt, Rinehart, and Winston.
- Hunt, I. (1964). Across Five Aprils. Chicago: Follet.
- Jerslild, A. (1949). Children's interests and what they suggest for education. New York: Bureau of Publications, Teacher's College, Columbia University.
- Keith, H. (1957). Rifles for Watie. New York: Crowell.
- Kessel, J. (1983). Squanto and The First Thanksgiving. Minnesota: CarolRhoda Books.
- King, D. (December 1984/January 1985). Re-tooling the social studies. Educational Leadership. 65-68.
- Kirby, S. (1981). Ike and Poker. New York: Avalon.
- Langer, J. (1987). Envisionment: A reader-based view of comprehension. The California Rader. 3, 4-7.
- Lasky, K. (1983). Beyond the Divide. new York: Macmillan.
- Lehman, B. & Hayes, D. (1985). Advancing critical thinking through historical fiction and biography. 7, 165-169.
- Mason, M. (1951). Caroline and Her Kettle Named Maud. New York: Macmillan.
- Meadowcroft, E. (1946). The First Year. New York: Crowell.

- Meadowcroft, E. (1983). By Wagon and Flatboat. New York: Crowell.
- Meadowcroft, E. (1948). Secret Railway. New York: Crowell.
- Moeri, L. (1981). Save Queen of Sheeba. New York: Dutton.
- Moffet, J. & Wagner B. (1983). Student centered language arts and reading, K-13: A handbook for teachers. Boston: Houghton Mifflin.
- Monjo, F. N. (1968). Indian Summer. New York: Harper & Row.
- Monjo, F. N. (1973). Poor Richard in France. New York: Simon & Shuster.
- Monjo, F. N. (1970). The Drinking Gourd. New York: Harper & Row.
- Moore, R. N. (1979). Wilderness Journey. Pennsylvania: Herald Press.
- O'Brien, K. (In progress). Engaging Voices. Reading and writing in the content areas. (ed.) P. Anders.
- O'Dell, S. (1980). Sarah Bishop. Boston: Houghton Mifflin.
- O'Dell, S. (1970). Sing Down the Moon. Boston: Houghton Mifflin.
- Paige, H. (1984). Shadow on the Sun. Rutherford, NJ: Warner.
- Petry, A. (1964). Tituba of Salem Village. New York: Crowell.
- Pilkington R. (1966). I Sailed on The Mayflower. New York: St. Martin Publishers.
- Rosenblatt, L. (1983). Literature as exploration. The modern language association of America: New York.

- Risko, V. & Alvarez, M. (1986). An investigation of poor readers' use of a thematic strategy to comprehend text. Reading Research Quarterly. 21, 298-305.
- Rutgers, A. (1971). Oregon At Last. New York: Harper & Row.
- Speare, E. (1958). The Witch of Blackbird Pond. New York: Dell.
- Starkey, M. (1973). Visionary Girls. Boston: Little.
- Steele, W. O. (1956). The Lone Hunt. New York: Harcourt Brace & Jovanovich.
- Steele, W. O. (1963). The Year of The Bloody Sevens. New York: Harcourt Brace and Jovanovich.
- Stevens, C. (1979). Trouble for Lucy. Boston: Houghton Mifflin.
- Stone, N. (1980). Dune Shadow. Boston: Houghton Mifflin.
- Sutherland, Z. & Arbuthnot, M. (1977). Children and books. Illinois: Scott Foresman and Company.
- Tunis, E. (1976). Colonial Craftsmen. New York: Crowell.
- Tunis, E. (1976). Colonial Living. New York: Crowell.
- Untermeyer, W. (Ed.). The Golden Book of Poetry.
- Wallin, L. (1984). In The Shadow of The Wind. Riverside, NJ: Bradbury Press.
- Wibberly, L. (1959). John Treegate's Musket. New York: Farrar.
- Wilder, L. I. (1971). The First Four Years. New York: Harper & Row.

Wilder, L. I. (1943). These Happy Golden Years. New York:
Harper & Row.

Wilder, L. I. (1932). Little House in the Big Woods. New
York: Harper & Row.

Wilder, L. I. (1941). Little Town on the Prairie. New York:
Harper & Row.

Wisler, C. G. (1983). Thunder On Tennessee. New York:
Lodestar.

ABSTRACT

In order to develop a society of literate, thinking, responsible citizens we as educators must provide students with meaningful encounters that motivate learning. Language has the potential to motivate student learning with its appeal to universal feelings and ability to elevate common experience to uncommon meaning. "To touch lives we need literature based language arts program." (English-Language Framework, 1987 p. 7).

This project will develop the students' natural curiosity about life and society and provide them with models that are socially acceptable. Literature provides such models. Through literature we see the most admirable in human values, and character. When students encounter the meaning of literature they are also treated to the most eloquent of speech.

In this project students encounter literature that addresses social studies themes and provides activities for them to develop and further their meaning and understanding of the themes inherent in the text. The themes from social studies are presented in a variety of genres across the curriculum. The activities require the students to use all aspects of language. They will be speaking, listening, reading or writing in all of the activities.

It is hoped that through this project that students will become more intrinsically motivated to read and learn about the development of our country. It is also hoped that when students read and experience the past that they learn the valuable lessons that the past has to teach and apply that knowledge to their own lives in the present and in the future.

ABSTRACT

In order to develop a society of literate, thinking, responsible citizens we as educators must provide students with meaningful encounters that motivate learning. Language has the potential to motivate student learning with its appeal to universal feelings and ability to elevate common experience to uncommon meaning. "To touch lives we need literature based language arts program." (English-Language Framework, 1987 p. 7).

This project will develop the students' natural curiosity about life and society and provide them with models that are socially acceptable. Literature provides such models. Through literature we see the most admirable in human values, and character. When students encounter the meaning of literature they are also treated to the most eloquent of speech.

In this project students encounter literature that addresses social studies themes and provides activities for them to develop and further their meaning and understanding of the themes inherent in the text. The themes from social studies are presented in a variety of genres across the curriculum. The activities require the students to use all aspects of language. They will be speaking, listening, reading or writing in all of the activities.

It is hoped that through this project that students will become more intrinsically motivated to read and learn about the development of our country. It is also hoped that when students read and experience the past that they learn the valuable lessons that the past has to teach and apply that knowledge to their own lives in the present and in the future.