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INTEGRATING THE LANGUAGE ARTS INTO THE
HISTORY-SOCIAL SCIENCE CURRICULUM TO
DEVELOP CRITICAL THINKING IN CHILDREN

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Reading

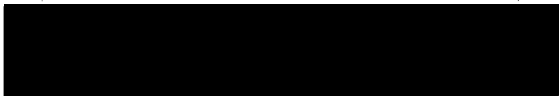
By
Melanie Anne Barnes
June 1993

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Abstract

This project has developed a resource guide that will help kindergarten, first and second grade teachers implement an integrated history-social science curriculum that encourages children to become critical thinkers.

This resource guide is written in two parts. The first part contains examples of different strategies that can be used to integrate the four language processes of reading, writing, listening and speaking into the curriculum.

The second part of this resource guide is a model history-social science integrated unit. The unit contains simple, easy to use strategies that engage children in active learning. Also included in the unit are general and topic specific activities, relevant and meaningful concepts, and print and non-print resources.

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Introduction

The goals of our educational reform movement are to prepare all students to function as informed and effective citizens in a democratic society, to function effectively in the world of work, and to realize personal fulfillment (English-Language Arts Framework, 1987, p. v).

This powerful statement stands as a challenge to all educators today. Parents and children alike have put their trust in teachers to prepare children for life in the 21st century. If children are to truly become functioning, thinking citizens prepared to meet an uncertain future, then educators must prepare them to become critical thinkers capable of solving complex tasks and problems. One way to accomplish this goal is to use an integrated curriculum that will guide children to make connections between what they learn in school and their lives.

Statement of the Problem

The children of today face an uncertain future in the 21st century. Although no one today can know exactly what students will face, there are indications that these children's lives will be affected by "domestic and international politics, economic flux, technological developments, demographic shifts, and the stress of social change" (History-Social Science Framework, 1988, p.2). Business will no longer call for employees to have only factual knowledge, but instead will ask for employees to process information (Ehli, 1990. p.57). Children in our classrooms today must be prepared to meet the challenges of the next century.

Teachers today face a monumental task. As educators, they are responsible for and challenged to prepare children for life in the next century. The problem for teachers today lies in developing a curriculum that will make students capable of thinking critically, solving complex problems and participating effectively as citizens of a democracy in an information age. Their main obstacle to reaching this goal is that the traditional classroom is typified by a fragmented curriculum that rarely addresses these issues. This project will suggest one solution for teachers who are looking for curriculum that will prepare students for the future.

Smith (1985) says that a traditional, fragmented curriculum does not provide children with meaningful experiences in reading enterprises and is uncharacteristic of how children learn. An integrated curriculum, however, gives children a holistic approach to curriculum and uses reading,

writing, speaking and listening in all content areas. The curriculum presented in this project will integrate the language processes into a central history-social science theme. It will incorporate whole language strategies applied to the teaching of history-social science content and provide activities and resources that will help learners become the citizens of tomorrow.

One advantage California's teachers have today is that curriculum reform is being called for by the California State Board of Education. However, teachers are very hesitant to try new curriculum strategies. Short and Burke (1991) see this problem occurring because teachers in the past have been passive participants in curriculum decisions. They became reliant on "curriculum guides, teacher's manuals, standardized tests, classroom furniture, school schedules, and tradition" (p. 56) and have not sought out their own ideas and questions about curriculum.

The California English-Language Arts Framework (1987) advocates a reform of curriculum in the classroom. The main goal of the English-Language Arts Framework is to revitalize instruction of the language arts through an integrated literature-based curriculum. It suggests that the instructional program needs to tie together reading, writing, listening, and speaking. It calls for teaching language skills in meaningful contexts as well as guiding all students "through a range of thinking processes as they study content and focus on aesthetic, ethical, and cultural issues" (p. 3).

The California History-Social Science Framework (1988)

also calls for curriculum reform in a similar way. The approach to curriculum that the developers of this framework endorse is one that uses content appropriate teaching methods that actively engage students in the learning processes of language and critical thinking.

The California frameworks provide teachers with only a guideline for curricular choices. This may be frightening to teachers because it does not provide the support of prepackaged program materials, courses of study or units that tell when and what to teach to students. Many teachers may also feel apprehensive because they question whether they have the time or resources needed to provide an effective and creative instructional mode that meets the needs of all members of the classroom.

To help bridge the gap between calls for curricular reform by state boards of education and classroom practices that help students become critical thinkers, this project will develop a history social-science curriculum unit based on central history-social science strands. The guide will be designed as a resource for implementing integrated curriculum. It will provide meaningful, whole language activities that utilize the language processes of reading, writing, listening, and speaking. Decision making strategies, immersion in quality literature from various disciplines and inquiry learning will be addressed. Relevant concepts, or overall goals, will be developed for the unit. The concepts are the important ideas to be learned in the unit. Students will be encouraged to make decisions about how and what content they will learn.

Theoretical Foundations of the Project

Smith (1985) says that "Nothing can be taught unless it has the potential of making sense to the learner, and learning itself is nothing but the endeavor to make sense" (p. xiii). Curriculum is a framework in which all knowledge is created collaboratively through interaction between and among learners as well as teachers. Learning is a process in which children make sense out of their surrounding world.

English/ Language Arts

The California English-Language Arts Framework (1987) defines an exemplary practice in curriculum for grades kindergarten through three as one that emphasizes understanding of meaning as "the first and most important reason for learning language". Meaning should be the primary focus of all language arts activities and "early language arts programs must provide for considerable flexibility in pacing and the content of the language arts program" (p. 27).

This project will be based on a whole language philosophy of teaching as it applies to social studies. In this theoretical model, language is viewed as a process that is learned through active and purposeful communication. Language should be "kept whole and involve children in using it functionally and to meet their needs" (Goodman, 1986, p. 7). Whole language is also a system of language in which reading, writing, speaking, and listening are considered interdependent and interactive aspects of a single process (Harste & Burke, 1980). The underlying emphasis of the model is always meaning.

The whole language philosophy advocates that all people

in the classroom need to be learners, including both teachers and students. Students need to be active participants and teachers need to act as role models in the learning process. Teachers need to provide a curricular framework in the classroom that is conducive to the learning process. They should act as a resource for instruction and guidance rather than dictating the entire curriculum. They should also build the curriculum around the children's interests, needs, and questions. Teachers also need to make the child's desire and natural ability to learn the central organizing facts in the classroom (Shanahan, 1991). Teachers must design activities that are child-centered and invite children to inquire into the nature of the activity and its application to their own lives. Activities must also invite pupils to use their own natural language. Curriculum should "get them to talk about things they need to understand. Show them its all right to ask questions and listen to answers, and then to react or ask more questions" (Goodman, 1986, p. 7). The curriculum should encourage children to become critical thinkers.

Goodman (1986) also states that instruction should be authentic and make the children want to experience language because "it is useful, fun, or interesting for them" (p. 31). Children should be encouraged to take an active role in deciding what areas they want to become experts and then make curricular choices that will develop the course of study in the classroom.

Integrated Curriculum

One way to change curriculum is to go from a fragmented curriculum that compartmentalizes content into distinct, non-

related subjects to an integrated curriculum. By using an integrated approach to teaching history-social science, teachers can interweave language arts, math, science, and visual and performing arts throughout a history-social science theme. This will provide students with "a focal point for inquiry, for use of language, for cognitive development. It involves pupils in planning, and gives them choices in authentic, relevant activities within productive studies" (Goodman, 1986, p.31).

Shanahan (1991) also advocates the use of integrated curriculum. He states that learning takes place when children are actively involved with learning and that they need to manipulate their environment in order to understand it. The students need a classroom environment that fosters discovery of what things are and how they work. Shanahan argues that curriculum should be holistic and not fragmented into a number of isolated skills because children may find it difficult to assimilate all the parts back together in a meaningful context. An integrated curriculum does not fracture content into pieces, but presents material in a cohesive manner that will help students find the connections between all content areas as well as connections to their own personal experiences.

As children start to comprehend the relationships between their own experiences and the various academic disciplines, they learn that events in history as well as their lives have many plausible solutions and answers and that all problems and solutions are speculative and subject to change depending on an ever-changing world. Today's

children discover situations arise that cause them to process information, identify problems, and make decisions about how to find solutions for the dilemmas that face them daily. They start to understand that they will no longer be able to be bystanders in their own lives, but must become actively involved in making decisions and solving problems for themselves. They realize that becoming critical thinkers is a vital part of their lives as citizens of a republic.

Burke and Short (1991) state that for any curricular framework to be successful and generative, it must support all learners, both adults and children, in inquiry. They add that the function of curriculum is to support the inquiry process of searching for questions and looking at those questions.

Without inquiry, a sense of purpose and meaning for learning is lost and our natural inquisitiveness as learners is deadened. Instead of studying topics to gain bits and pieces of information, we ask our own questions and engage in inquiry. We learn to search for problems as well as explanations for our problems. We are both problem posers and problem solvers (p. 55).

Whole Language in History-Social Science

Social studies curriculum in the past has spent very little time dealing with the issue of inquiry. Social studies was rarely anything more than textbooks and worksheets. Teachers are discovering that this type of curriculum no longer meets the needs of their students. Atwood, McGuire and Nickell (1989) state that children view their world holistically and need a curriculum that views content holistically. Curriculum must be developed to show the natural connections between academic and personal

disciplines. They suggest that in teaching social sciences, topics and problems must be chosen that motivate the learner, are relevant, and can be taught through direct experience or by building on prior knowledge. An integrated curriculum provides the needed framework.

Using integrated social studies curriculum is not a new idea. Downey (1986) says "the purpose of social studies is to help young people understand themselves and the society and the world in which they live so that they may act intelligently and responsibly as individuals and citizens" (p. 490). He describes a program in social studies as one that mirrors society, uses collective human experiences, and reaches across cultural boundaries. He describes social studies as a way of broadening students' "intellectual and social horizons" and expanding the "known universe" in which they live (p. 490).

Joyce, Weil, and Showers (1992) describe a social studies curriculum that helps develop inductive mental processes, especially the ability to categorize and use categories. This model is based on the work of Hilda Taba (1966) who pioneered the use of thinking and inquiry in the social sciences discipline. In this model concept formation is "the basic higher-order thinking skill that all other analytical and synthetic skills depend on..." (p. 116).

This curriculum was developed as a sequence of thinking skills taught in order as a series of building blocks for critical thinking. Instruction developed during the sixties did not infuse the philosophy of whole language, and was oriented toward direct instruction. However, these strategies

are useful for inquiry and can be incorporated in the whole language philosophy by accessing the thinking process at any point new information is encountered, rather than in a fixed sequence. Children will decide when and how they need to apply the principles learned in Taba's model, thereby making them the decision makers and inquirers.

Whole language learning also calls for immersion in quality literature. According to Johnson and Louis (1990), "Whole language advocates take a common sense view that children can best be introduced to written language by being exposed to real examples of literature, natural texts written for purposes other than instruction..." (p. 160). These natural texts can serve as means for studying history in depth as well as a story well told, both of which are requirements for implementing the History-Social Science Framework.

Ravitch (1989) explains that by using literature as a basis for the study of history, children will become excited and motivated to learn history. She feels this break with tradition will alter the pattern of a "vapid, boring, social studies curriculum that teaches children what they already know about supermarkets, the post office, and assorted community helpers" (p. 38).

Ravitch's ideas about using literature as a base for history-social science is consistent with the philosophy of whole language. Whole language advocates the use of literature as a base for meaningful, relevant learning situations that help children draw conclusions and make connections between what they have read and experienced in

their own lives. Using literature in history-social science can inspire children to look at struggles and solutions of past history and apply what they have learned to present and future situations. Integrated history-social science with literature as its base can provide students with an exciting, relevant curriculum that was not offered to them in the past.

Literature Review

This literature review will discuss four aspects important to teachers who are making the transition from a fragmented, non-related, product-oriented, and textbook-driven curriculum to one that connects all curricular areas with meaningful learning experiences and interrelates content and context. This classroom uses quality children's literature as its base.

The first of the four aspects to be discussed is the definition of integrated curriculum. The theoretical orientations and pedagogy of integrated curriculum are presented. Second, the review will show how critical thinkers and inquirers develop in a classroom that uses integrated curriculum. The third aspect will deal with why integrated curriculum needs to use literature as its base. Finally, this review will contrast integrated curriculum and units of study that are correlated, while not completely integrated.

Integrated Curriculum

Recent literature (Caine & Caine 1991, Goodman 1986, O'Brien in press, Routman 1991, Shanahan 1991, Short & Burke 1991, and Watson, Burke, & Harste 1989) overwhelmingly advocates the use of a holistic approach to teaching and the use of integrative curriculum. No longer should classrooms be dominated by a back to basics curricular framework that promotes standardized testing, fragmented and non-related subjects, and mastery of highly specialized and decontextualized skills taught through direct instruction. Verl Short (1991) believes that curriculum today should use an integrated approach to learning. He says that

The whole curriculum is truly greater than the sum of its parts. Units of study over prolonged periods of time promote understanding and application to real life. Children, like adults, learn best when content is related to their actual experiences. An integrated curriculum facilitates meaningful learning, the key to success in education (p. 12).

Classrooms need to be holistic and naturalistic for children, and should, therefore, have a curriculum that is coherent and has meaning for children (Shanahan, 1991). An integrative curriculum provides children with meaningful context and content and shows the interrelationships of all curricular areas. White (1986) states that, "In an integrative curriculum, teachers act as cultural brokers to organize contexts in which the students can make meaningful connections between their personal experience and academic knowledge" (p. 337). O'Brien (in press) also examines some theoretical reasons for using an integrated approach to curriculum. She states that:

Students are rarely taught or encouraged to make connections between different disciplines or between subject matter and their own lives. This piece-meal approach to learning cannot meet the demands of preparing students to think and function as critical, informed adults. What is needed is a view of curriculum which reflects the integration of language, content, thinking and learning processes" (p. 1).

Frequently, an integrative curriculum is organized around one central theme that involves all content areas, related literature, and uses a wide range of teaching strategies.

The English-Language Arts Framework (1987) states that language is used to make sense out of chaotic happenings in our world. Human beings use language to 1) construct meaning by integrating old knowledge with new, 2) become actively involved with learning enough to relate it to their own goals 3) communicate interactively with others 4) plan to use language strategically to suit their own purposes and 5) approach reading and writing with confidence and fluency. For learning to occur:

Students' use of language must be both motivated and integrated. To use language effectively, human beings must want to communicate, and they must be equally skilled both in listening and speaking and in reading and writing in order to open all the possibilities of learning" (English Language Arts Framework, 1987, p.6).

The implications of this statement for teachers is that language arts instruction in the classroom must be integrated with all disciplines because language is the backbone of all learning.

The integration of subject matters, according to Shanahan (1991), is important because it shows children that reading, writing, speaking, and listening are processes used

in all curricular areas. The children must be given exposure to all specialized vocabulary, text structure, jargon, and unique problems of each area in order to ensure the comprehension of that area by the child. With exposure to language in meaningful contexts, children will be able to transfer reading and writing proficiently across all content areas.

Integrating language arts is an approach to learning that respects the interrelationships of the language processes of reading, writing, listening, and speaking as integral to meaningful teaching in any area. Major concepts and larger understandings are developed in social contexts and related activities are supportive and important. They should also be of critical importance to the children and should be the major topics addressed in curriculum (Routman, 1991).

Verl Short (1991) says that a vital part of curriculum implementation for children needs to incorporate creative arts. These include arts, crafts, drama, movement, and music. The use of the arts ensures that students realize creative self-expression. Through the process of enjoying the arts, children learn to use their creative abilities. Watson, Burke, and Harste (1989) advocate the use of alternate communication systems such as the visual and performing arts to help children to start seeing the connections between the arts and all other areas. These authors conclude that an integrated curriculum helps children acquire meaning and relationships in school. Beyer (1987) supports this idea with his statement that "The payoff for students, in terms of

subject matter as well as skill learning and retention, seems greater when skills are taught within subject matter" (p. 107).

Shoemaker (1991) describes a school district that has applied the theory of integration in curriculum. The findings of this three year study reported that the "detailed, fragmented, specific curriculum" be replaced with a "concept based integrated general curriculum" (p. 793).

The need for children learning how to process information is the greatest challenge for educators. Ravitch (1989) strongly feels that a curriculum that addresses the needs and interests of all students is vital to produce citizens to lead our country. She says that all students must learn their rights and responsibilities as citizens. They must acquire the knowledge and skills that the liberal arts and science provide. They need to have the understanding and wisdom of what it is to be human in order to deal with "the tragedies and trials that life deals out to all of us" (p. 38).

Inquiry and Developing Critical Thinkers in the Classroom

The current literature also says that in order for real learning to take place, children must be actively involved in curriculum and education. Goodman (1986) advocates children feeling ownership over their learning. He believes that the school program should help empower the student because the literacy and success of any student depends on how much power they have to use their literacy. Helping the children to "achieve a sense of control and ownership over their own use of language and learning in school, over their own reading,

writing, speaking, listening, and thinking, will help to give them a sense of their potential power" (p.10).

Watson, Burke, and Harste (1989) state that learning involves finding patterns that connect. The brain is programmed to find patterns and relate them back to reality. Learning takes place when new patterns and connections between patterns are made that never existed before. Growth of learning comes when patterns continually broaden and grow. An integrative curriculum helps children build and understand these patterns in learning and their connections to real life.

Pahl and Monson (1992) view curriculum as a model in which learning is seen as process-oriented and student-centered. The teacher facilitates student learning by "acting as a catalyst for problem solving and by creating the environmental conditions that support active learning" (p.519). Teachers provide demonstrations of the learning process and model meaning making strategies since the purpose of learning is to construct meaning. The learner is responsible for applying newly learned strategies during interactions with new information or instructional contexts. Knowledge is conceptual and holistic. Therefore, curriculum should be viewed as a shared creation between students and the teacher. It should be student-centered and give a sense of ownership over learning to all the people involved in the classroom setting. Curriculum then becomes a result of the transactions between students and content.

Joyce, Weil, and Showers (1992) describe a social studies curricular model developed by Hilda Taba (1966). This

model provides teachers with strategies that improve student's abilities to process information. The model they discuss involves the use of three different teaching strategies. The first one is concept formation. Concept formation presents relevant data to a problem, groups this information, and develops labels for these categories. The purpose of this strategy is to expand "the conceptual system with which they (students) process information" (p. 118) and form concepts that can be used to analyze new information.

The second teaching strategy discussed is the interpretation of data. Students are asked to identify critical aspects of data, explore relationships, and interpret cause and effect. The third strategy is the application of principles to new information. This strategy has children predicting, explaining and hypothesizing, then supporting and verifying their hypotheses or predictions. Each strategy assumes that students will go through "certain operations to perform the activities" and that each strategy is accompanied by "underlying mental processes" (p. 121).

Eggen and Kauchak (1988) call this same model an "integrative model". Taba's social studies model is flexible and allows teachers to "focus on content, on thinking skills, or both equally according to their goals" (p. 163). Taba's teaching strategies provide students with the content, processes, problem solving and critical thinking necessary to help them develop strategies to integrate new knowledge into their realm of understanding. Students develop another strategy for inquiry learning.

Logic tells educators that during the teaching/learning

process, all students inevitably receive external sensory input and then internally process this information (Nummela and Rosengren, 1986). Curriculum then, needs to be real and pertinent to children's lives and interests and should stimulate children's inquiries. It should be a self-generating process where the children seek to answer their own questions which will in turn cause them to ask further questions (Harste & Lowe, 1991). Short and Burke (1991) believe that "curriculum is a prediction concerning how people learn, what people should be learning, and the contexts that will support the learning" (p.33). They say that curriculum should always be connected to students life experiences and involve choice. The curriculum must be based on the children's past experiences and understanding, for without this key element, children will have difficulty generating new knowledge. Classrooms must be learning environments that are based on past learning experiences in order to invite students to consider new learning opportunities. In other words, the classroom setting must have meaning for the child, hold their active attention and engage them to think critically.

Children also need an opportunity to connect relevant language and experiences to show the internalization of meaning (Sinatra, 1991). The English-Language Arts Framework (1987) says that students who are allowed to take active roles in their learning will take the ideas and skills developed through group discussions, sharing of ideas, asking questions, and writing, discussing and making presentations into their adult lives. The children will take ownership of

their learning and start developing into critical thinkers that can apply what they have learned in school to their own lives.

Caine and Caine (1991) argue that educators today must recognize what brain research is saying about how children learn. Brain-based research says that "learning involves acknowledging the brain's rules for meaningful learning and organizing teaching with those rules in mind" (p. 4). Brain-based research shows that all academic disciplines should be taught in relation to one another and that they all share common information. The information is then processed into information that the brain can organize and recognize. In other words, children become critical thinkers by examining information, analyzing possible implications and making decisions about possible problems or outcomes. Therefore, teachers need to teach curriculum that will support this process.

Nummela and Rosengren (1986) state that the most comprehensive learning includes an absence of threat, real-life experiences, and an understanding of barriers to learning. "Brain research also establishes and confirms that multiple complex and concrete experiences are essential for meaningful learning and teaching" (Caine & Caine, 1991, p. 5). Understanding that the natural efficiency with which the brain makes connections, teachers will maximize the learning process. Students will learn that content and context in learning are inseparable. Experience with learning becomes primary. When children feel that a classroom is supportive of their language, thinking processes, and actions, children

will feel free to explore their options towards information they acquire in their world. They will feel that they may use this knowledge any way they like, and therefore make connections to their lives. This will allow children to internalize the meaning of the situations they become involved in, and therefore they learn how to think critically about problems they encounter.

Using literature as a base for integrated curriculum

The History-Social Science Framework (1988) describes the ideal curriculum as one that uses a wide range of literature across all disciplines. Teachers are challenged to never forget "the value of good storytelling as a source of motivation for the study of history" (p. 4). The English-Language Arts Framework is parallel in its call to educators to use a literature-based program. It examines the question of how to develop students who are literate, thinking individuals by devising means that will provide students with meaningful encounters with the most effective sources of human expression (p. 6). Both frameworks say that the way to meet the mandates is through curriculum that is literature-based.

A literature-based program will provide students with 1) a solid body of knowledge derived from a common cultural heritage, 2) experience in confronting important human issues and conflicts, 3) a strong sense of values, including personal, social, and aesthetic values, and 4) the necessary language and thinking skills acquired through frequent and meaningful listening, speaking, reading, and writing (English-Language Arts Framework, 1987, p. viii). It will

also draw attention to the values that are reflected in literature that deal with real dilemmas faced by all human beings both in traditional and modern works.

A literature-based curriculum will also provide students with three important approaches to discovering the meaning of human experience through the language of literature. These are 1) an in depth study of core literary works which speak to important questions and values all in a community must address, 2) reading of literature that extends the study of the core work, captures students individual interests, and challenges them to explore new avenues on their own, and 3) recreational motivational reading that is based on natural curiosity and encourages them to read for pleasure (English-Language Arts Framework, 1987, p. 7). In other words, a literature-based program will give students a reason to read and will teach them to critically examine issues presented in their reading.

Reading stories according to Weaver (1988) also sends a very clear message to children: oral and written stories are respected in the classroom and are an important part of the curriculum. They help students relive history, spark their imaginations, and create images for them to later apply to their own reading and writing. Sharing stories also celebrates and preserves literary heritage as well as shows students that literature is the heart of a their reading program. Literature gives students meaningful experiences to think about and use in their daily lives.

Watson (1989) explains that "when teachers read or tell stories as a natural part of the curriculum... then there is

no pressure; students are in safe harbors in which they can draw on their own backgrounds in order to create meaning." She goes on to say that "awareness of literature from other cultures promotes understanding of those cultures as well as deeper regard for one's own" (p. 135). O'Brien (1988) adds that "a close examination of literature in the context of social studies will deepen and extend a student's understanding of people and the societal contexts which shape them" (p. 53).

The History-Social Science Framework (1988) wants students that "see the connections between ideas and behavior, between the values and ideals that people hold and the ethical consequences of those beliefs" (p.3) as well as acquire knowledge and cultural understanding. In order for students to acquire knowledge and cultural understanding, teachers must teach the literary strands set forth in the framework. Some of the strands are historical, ethical, cultural, geographic, and economic literacy. Each strand examines a different aspect of the history-social science curriculum.

Historical literacy examines historical events and their causes and effects. It looks at the reasons for change and continuity in a culture as well as the politics, religions, and philosophy. Ethical literacy teaches students respect for each person as an individual and how different societies deal with ethical issues. Cultural literacy explores all the aspects of a society: its history, sports, philosophy, architecture, technology, education and visual and performing arts. Geographic literacy helps students understand major

environmental issues and the location of historical events and economic literacy poses the question of how society confronts basic economic problems.

Drake and Drake (1990) discuss the use of historical literature to add content to the social studies curriculum. Historical literature helps history "come alive for children." Historical literature, both biographical and historical fictional accounts, give students "the opportunity to become acquainted with the people, events, and issues of an era" (p. 6). The story format can also "engage children's interest and sustain it over time" and "become the framework upon which he/she can construct and develop historical concepts" (p. 6). Teachers can also use historical literature to help students acquire knowledge and cultural understanding and understand why geography, economics, politics, religion, and philosophy are always basic to the structuring of any society.

Literature should also be used as a springboard for learners to derive a meaningful frame of reference for their lives. The English Language Arts Framework (1987) explains that students discover "a rich variety of literature in children's classics, folk and fairy tales, and modern stories" and allows students to "bring their own experiences, intentions and purposes to reading and writing, rather than struggling with fragmented materials and bland stories dulled and adapted by excessive use of readability formulas and controlled vocabularies" (p. 9). Children, by listening to stories, gain information that will help them in their reading and writing. Watson (1989) says they can use what

they know about story structure to help them predict what happens next and construct meaning when reading or writing on their own.

Teachers should be encouraged to put aside state adopted textbooks and instead use good literature as the basis for teaching all content areas. Goodman (1986) explains that it is important for teachers to realize the limitations of textbooks. He says that a good textbook should support the curriculum and not be the basis for study. Holistic teachers should instead "build cooperative relationships with librarians, publishers, and authors so that students can become aware of the large variety of written language resources they can use to build the knowledge they are looking for" (p. 52).

Sanacore (1991) states that a classroom library should be established to provide variety. Books, newspapers, and magazines should all be given emphasis. Children should be encouraged to read what they want in order to help develop fluency. When fluency is developed, students "demonstrate more risk taking by reading aloud to peers, sharing stories with parents, and showing new reading interests" (p. 211).

Sanacore (1991) goes on to say that the material in the classroom libraries should be used in all content area teaching and be read aloud by the teacher. This way children will see good literature read and they will realize that all types of reading material are important, interesting, and fun. Varied reading materials also help young students see that content area reading can be enjoyable and meaningful to their lives.

Literature can be the base for students to explore meaning and their opinions through alternate communication systems. Stewig (1983) says that literature can be used for improvisation and interpretation in dramatic events. Students can interpret the story or poem and make the authors words come alive by acting out the story. The English-Language Arts Framework (1987) also promotes the use of a variety of teaching strategies because non-linear learners can become involved with language and learning if non traditional approaches are used. Using visual arts might inspire visual learners. Auditory learners may respond to hearing stories read aloud, participating in role-playing, improvisation, or oral brainstorming. Kinesthetic learners could respond to the use of models, illustrations, costumes, journals, or books. By using literature in a variety of ways, the teacher ensures that all students, despite their learning styles, will be actively involved in language and develop into literate people.

O'Brien (1991) describes a successful third/fourth grade combination class that uses literature as a base for its literacy program. The emphasis of the program was on a broad range of reading participation in critical discussions about literature and responding to literature by using the articulation and sharing of personal responses (p.113). Students were encouraged to think and talk about literature, and therefore their understanding grew. "A successful literature program combines interpretation, criticism, and response in a variety of ways. It fosters the ability to evaluate literature in terms of its design and promotes

reflection and sharing of the individuals reader's response" (p. 113).

This literature-based program used very different thinking about books than basal reading programs do. Individual interpretation and response to literature was emphasized and basal workbook activities were kept minimal. Books were kept whole and not broken down into chapter reading or excerpts. Literature study groups were used. This allowed four or five books to be studied by the class at the same time, allowing diversity and choice for students. Students learned that any given text could have different interpretations and meaning and that each person's opinion about a book should be respected and considered. Discussions of the texts, led by teachers and students, were mandatory. Themes, authors, and genres were studied in depth, and there was a strong focus on the ideas of the book. Reading was not seen as a series of skills, but as a reflection of life. O'Brien (1991) concluded that "because of the way the students were encouraged to think and talk about literature, their understanding of it grew" (p. 113).

A good literature-based program then respects, above all, the child's ability as a reader. The integrity of the text is honored and the child's ability to respond to literature is considered most appropriate for learning situations. All cultures are represented and respected, and the teacher fosters literacy in all the students and a love of literature is developed.

Comparing the differences between integrated curriculum and correlated units of study

The literature review presented has overwhelmingly supported the use of an integrated curriculum that is holistic, meaning-centered, and interrelated. Literature is a basis of instruction and student choice in decision making is crucial. The teacher is a facilitator of learning and a helper for students developing their own ideas and knowledge. Children are actively involved in real life situations and a variety of activities challenge them to learn and think critically. The problem now facing teachers is to develop units or themes of study in order to provide students the kind of curriculum that best promotes learning.

Teachers, attempting to solve this problem, often purchase commercially prepared units or themes. These units or themes are not truly integrated curriculum, but resource units that merely correlate references but do not integrate them. Routman (1991) explains:

Unfortunately, many of the thematic units teachers buy are nothing more than suggested activities clustered around a central focus or topic. The units incorporate some elements of math, science, social studies, art, and music, but there is little or no development of important ideas. This is correlation, not integration (p. 277).

She adds that "a thematic unit is an integrated unit only when the topic or theme is meaningful, relevant to the curriculum and students lives, consistent with whole language principles, and authentic in the interrelationships of the language processes" (p. 278).

Many of the practices in classrooms today separate content from process. For true integration of curriculum to

occur, process and content need to "stand in relation to each other, and each is embedded in the other." Process is "learning how to manipulate content in order to extend its relationships" and content shows "significance, questions behind the information, the structural aspects of disciplines, and how specific content in one field relates to specific content in another" (Crowell, 89, p. 61).

Themes, according to Caine & Caine (1991), "allow for the organization of seemingly fragmented topics" and should encompass the subject matter to be studied. Teachers should help students create "maps" in the brain to show the connections between what children know and what they are learning. This can be done by teaching curriculum as a "whole" and not as a series of isolated pieces. Opportunities for making connection must be abundant so children can "extract meaningful patterns and global relationships" (p.111).

Curriculum should be a frame of reference that allows for creativity by students and is generated by the students to meet their learning needs. The program should be whole and allow for "flexibility, change, and excitement" (p. 111). Routman supports these ideas about integration. She says that with true integration:

The relationships among the disciplines or subject areas are meaningful and natural. Concepts identified are not only related to the topic or subject but are important to them. With correlation, the connections are superficial and forced and there is no important concept development (p.277).

Teachers today need to realize that in order to develop curriculum that will not only compete with the technological

advancements of today but also prepare students for life in the next century, they must keep children actively involved. Curriculum must be built on concepts that are relevant to the students lives. No longer will commercial units that are all product oriented and activity based be enough. Teachers need to demand a curriculum that will be meaningful to children and prepare them for life in the fast paced, everchanging future.

Conclusion

The California State Department of Education is calling for curricular reform. The state is asking for classrooms that will develop the literate citizens of tomorrow that are critical thinkers. The curriculum that will meet these rigorous requirements is an integrated curriculum. An integrated curriculum shows the connections between all academic disciplines, keeps students actively involved by using inquiry and other teaching strategies to develop critical thinkers, has literature as its base, and uses units of study that are student-generated, meaningful and concept based. A classroom that uses integrated curriculum will develop literate students who are able to identify and analyze a variety of situations and seek solutions for many types of problems they confront.

Summary of the Project

The purpose of this project is to design an integrated history-social science curriculum. An integrated curriculum is one that incorporates the language processes across all content disciplines. Reading, writing, listening and speaking are used in a meaningful situations. Learners are shown the interrelationships of all content areas, and how the language processes are needed for understanding of all areas. The child's natural abilities and insights are cultivated, and the children have an active role in making decisions about the content they learn. The classroom fosters inquiry as a process, holistic and naturalistic settings and above all, provides meaningful learning situations and activities for the learner.

Lessons are built around the idea that the teacher acts as a role model for learning and provides needed assistance in inquiry learning. Meaningful literature is used to help motivate children to ask questions, seek solutions to problems, model appropriate language, present applicable situations and resolutions and provide content in a familiar format. Ideas, interests, and questions the children develop during the learning process drive the curriculum.

Whole language philosophies about learning are practiced and valued. Children are exposed to curriculum that will be meaningful and student-centered. The children bring to the classroom their own experiences and the teacher respects and builds the curriculum accordingly. The children's language is accepted and valued. The classroom is risk free, so children feel free to express themselves in a variety of ways.

This project will contain two separate sections. The first section will contain activities for integration of reading, writing, listening and speaking into the history-social science curriculum. The second section contains an integrated history-social science unit based on the strands of the California History-Social Science Framework (1988). The unit will include a list of activities that promote active learning, a list of concepts that are relevant and meaningful to children and a list of unit topic specific activities that will help children understand the unit concepts. A list of resources for use within the unit is also included. The unit is literature based, so the resource section will include a list of literature as well as other media to support the learning process.

Goals and Limitations

Goals

This project will address three goals. The first goal is to provide primary grade teachers with a resource for integrating the language art processes of reading, writing, speaking, and listening into the history-social science curriculum.

The second goal of this project is to show teachers how integrated curriculum can support inquiry learning. This project will discuss the need for active involvement in curricular decisions by both students and teachers, holistic methods and activities to support the concepts or goals of the unit, and how to get students to become critical thinkers and problem solvers.

The third goal of this project is to demonstrate how to use a literature-based program in the area of history-social science. Using a literature-based, integrated curriculum will allow students to experience meaningful, relevant, real life situations in a format that is recognizable to them. Using quality literature will also develop literacy and provide students with a forum for using the language processes.

Limitations

There are several limitations to this project. The first is that teachers may use this project only as a complete, scripted lesson plan. This project is intended to be a guideline for teachers who are interested in integrating the language processes into the area of history-social science. It is not intended to provide the entire curriculum, but only a guideline. The theory behind this entire project would be in direct conflict with the idea of preplanned curriculum because inquiry and active learning must use the questions and ideas developed by the students in the inquiry and learning process to develop the course of lesson planning in the classroom.

The ideal goal of this project is to integrate the language processes of reading, writing, listening and speaking into all the academic disciplines. The second limitation of this project is narrowing the focus of complete integration and emphasizing the integration of the language processes to the area of history-social science. The project includes a brief discussion of how to integrate other academic disciplines, but time does not allow for complete integration of all areas.

Another limitation of this project is that for proper implementation, teachers must have access to the resources proposed by this project. Most school districts have very tight budgets, and the financial support for proper implementation is limited. As funds become available, this limitation will become less pronounced.

The fourth limitation of this project is that the

guidelines developed are by no means a complete list of all activities and resources to be used in the classroom. They are just a beginning for teachers who wish to implement integrated curriculum in their classrooms.

The fifth limitation of this project is that the activities in this project are designed to meet the California curriculum guidelines for the primary grades, although they may be adjusted and reworked to meet the needs and requirements of the upper grades.

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Introduction to the Project

This purpose of this resource guide is to design an integrated history-social science curriculum. An integrated curriculum is one that integrates the language arts processes of reading, writing, listening and speaking across the curriculum. This project will focus on integrating the language processes into the area of history-social science. It is written as a resource for kindergarten, first and second grade teachers who want to get away from teaching a curriculum that fragments learning into distinct, non-related topics to one that is integrated.

An integrated curriculum, according to Routman (1991) is one that shows the relationships among disciplines in meaningful and natural settings. It is integrated only when "the topic or theme is meaningful, relevant to the curriculum and students lives, consistent with whole language principles, and authentic in the interrelationships of the language processes" (p. 278)

Whole language advocates that all learners in a classroom be active participants in the curriculum. Learning needs to be a process that involves both the teacher and the children. The children must also have ownership over their own learning, and their interests and needs must be the driving force behind the curriculum. Teachers should never forget that learning is a process that involves finding patterns and connections and relating them back to reality (Watson, Burke, & Harste, 1989). Children need to be encouraged to inquire into the relationships that are presented in an integrated curriculum and become critical

thinkers.

Integrated curriculum also uses a wide range of literature across the curriculum. This way children are given a broad base of ideas about any given area. Using literature in the area of history-social science gives children an opportunity to "bring the past to life, to make vivid the struggles and triumphs of men and women who lived in other times and places" (History-Social Science Framework, 1988, p.4) as well as serve as motivation for studying history. Literature also serves as a meaningful frame of reference for the childrens' lives and varied reading materials in all curricular areas helps young children see that content area reading can be interesting, fun, and enjoyable.

This project is written and divided into two sections. The first section of this resource guide contains whole language strategies for the areas of reading, writing, listening and speaking that can be integrated across the curriculum, with an emphasis on history-social science. The language processes should not be taught as separate entities, but as support systems to the other processes. By doing this, teachers will find that the curriculum almost integrates itself.

Although each language process will be presented as a separate section, teachers should try not focus on just one area, but try to integrate all four processes into their daily planning. While one child is using a speaking strategy, other students are listening. While one student is writing and having his/her work edited, the editor of the piece is reading.

The second section of this resource guide is a model history-social science integrated unit. It is based on the literary strands of the History-Social Science Framework (1988). It contains print and non-print resources and concepts that are relevant and meaningful to children. Included in this section are activities developed to invite children to become actively involved with the literature presented, to become inquirers into the learning process, to make decisions about the content they are learning, and to help teachers decide what types of teaching strategies and activities to plan according to the children's interests, needs and questions. Children will be challenged to think critically and develop creative ways to solve problems.

The project will also contain an evaluation section. This section will provide teachers with examples of informal assessments that can be used to measure the effectiveness of the curriculum.

The activities and resources in this project are by no means intended to be a complete list of everything that can be done to integrate the language processes across the curriculum or have students become active learners and critical thinkers. The ideas in this project are presented as a guide and should be used as just that, a guide. Student-centered, meaningful curriculum always makes the needs and interests of the students its primary focus. Therefore, the activities in this project should be adapted to fit the needs of the students in the classroom. All activities will not work with all students. Teachers need to be selective when deciding which activities will most benefit students.

Sample Language Strategy Lessons for Integrating the Language Processes of Reading, Writing, Listening and Speaking into the History-Social Science Curriculum.

Reading:

Children can read in a variety of ways to help them become proficient. One of the most important reading strategies for primary students is to have literature read aloud. Routman (1991) says "Reading aloud is seen as the single most influential factor in young children's success in learning to read" and reading aloud improves "listening skills, builds vocabulary, aids reading comprehension, and has a positive impact on student's attitudes toward reading" (p. 32). Trelease (1989) agrees and states that the reason reading aloud is so important is because it inspires, entertains, informs or explains, arouses curiosity and creates and strengthens a positive attitude about reading. His book, The New Read-Aloud Handbook is a valuable resource for ideas on why and how to begin a read-aloud program. It also has a resource section of appropriate books to use for read-aloud opportunities for all ages.

One way to provide children with the opportunity to hear books read aloud is to have the teacher become the reader. When teachers read aloud, they expose children to a variety of literary styles and genres and model good reading practices. Reading aloud by both the student and the teacher should be an integral part of each instructional day. Weaver (1988) says that reading aloud also sends a message to students that oral and written stories are respected and an important part of the curriculum.

Strategies:

Read Aloud Literature. In picking literature to be read aloud, teachers should chose books that "stimulate children's emotions, minds, and imaginations,... will stay with them for years to come..." (Trelease, 1989, p.150). Books titles to include are picture books, poetry, non-fiction works, biographies, folktales, fairy tales, and content area trade or library books. Try to include non-fiction titles that are historical retellings or have multicultural perspectives. Books that are read during read-aloud time should relate back to the unit theme, and should be diversified as much as possible to include all areas of the curriculum. Magazines, student writings and newspapers are also valuable sources of read aloud material. Children can also participate in read aloud times by reading their own writing, edited works, poems, plays, skits, recipes, homework, observations and responses to literature.

Shared Reading. Another strategy to get children reading is shared reading. Students work with either a partner or small group and read to each other a variety of materials including reports, stories and observations. Students can work in cooperative groups to read a piece of literature and then work as a group to develop a response to show their understanding of the piece.

Primary students, especially kindergartners, can feel success in reading by reading along with a book on tape. This strategy has students listening to a variety of literary works, including child authored stories, on tape through headphones at a listening center that is a permanent fixture

in the room.

Sustained Silent Reading. Another strategy that promotes fluent reading is the use of sustained silent reading, or S.S.R. Sustained silent reading occurs when children pick up a book of their choice and read it to themselves silently for a select period of time. In non-readers, this practice will be anything but silent. However, students realize the importance of reading to themselves. This strategy is one that children and teachers should practice for 10 to 20 minutes daily.

Reading Around the Room. Students can also spend valuable time reading if they read around the room. This process allows students to selectively read whatever type of print is displayed in the classroom. Therefore, a classroom should display all types of print. Types of print that can be included are student work from all curricular areas, both in rough and published forms, posters, poems in pocket charts, calendars that use patterns, charts created by the class, theme cycle posters, charts to write questions to be answered, labels of classroom objects like chairs and tables, and graphs from many different areas.

Writing:

Students, no matter what age, must go through the writing process of rough draft, editing, and published form. The published works can take many forms. Books, posters, plays or poems can all become published products.

Strategies:

Personal Journals. The easiest way to get children writing is through the use of journals. There are many forms of journals, but the most comfortable form of journal for students is a personal journal. In this type of journal, students write topics they choose. They can share their feelings, tell about a special experience they had, or make up creative responses to events that occurred during the school day. Fluency is the purpose for a personal journal. Writing mechanics are not emphasized and therefore the journals are not graded or corrected for mechanical errors.

Specified Topic Personal Journals. The personal journal can, on occasion, be topic specific. In other words, the teacher can ask students to write about certain events. This is a perfect opportunity to children writing about the topics/strands from the history-social science curriculum. Children can write about interesting historical figures or events. They can write about how they worked in a group, or how they played with others. Children can write about their families and home life. Topics can vary according to the needs of the students and teacher, and can be used as an informal assessment of understanding. More detailed ideas about informal assessment procedures are discussed in the evaluation section of the unit of study section of this

project.

Dialogue Journals: Journals can also take a different form. They can take the form of a dialogue journal. The children can use the strategy of written conversation. This strategy has students writing their response to some event, to which either the teacher or another student responds. This can be an on-going written conversation, or end after one exchange of ideas. No words are spoken during the process. The conversation is written.

Literature Response Journals: Journals can also be used to record different responses to literature. As students are reading, or have been read to, they can record their reactions and analysis of pieces of literature. This form would be especially useful in the social studies area because it would show how well the content is being understood and give the children opportunities to ask questions about history-social science content.

Reaction Journals. Journals can be used to record reactions to different types of activities. Children can keep journals of scientific experiments, math activities or cooperative learning experiences. These types of journals cause children to reflect on their learning experiences, record reactions and analyze outcomes. It teaches them to be critical thinkers.

Publishing Journal Items as Part of the Writing Process. Journal entries can also be taken to a published form. Students start with a rough draft, their journal entry, edit the piece, and create many types of published works such as books, posters, music they have recorded, or art projects.

Again, this strategy can be used with history-social science content and show understanding of the materials covered. More information on response journals can be obtained from Les Parson's book Response Journals (1990). This book is another resource on how to integrate the language processes into the history-social science curriculum.

Other Writing Forms:

Writing in social studies can include writing forms other than journals. Other writing forms include:

Writing Biographies. Children should read or have read to them historical or present-day biographies. The children can then write their own personal biography, a biography of someone they love like their siblings, parents, grandparents, or even pets.

Create Timelines. Children need to learn about the progression of time and how historical events were affected by the events of the same time period. Having them create timelines of various events such as when each student in the class was born, personal family birthday timelines, or timelines of important events can provide children with an opportunity to learn about timelines and also give them another writing topic.

Posters. Posters created by children to advertise various social or personal events is another way to get children writing about history-social science content.

Reader Response to Literature. Reader response is another form of writing. The children can create some type of art project to show understanding of a particular book and the meaning it had for the child. This child-created project

should always have a writing assignment following completion of the project. This strategy can also be used to respond to various history-social science activities. Harste, Burke, and Short's book Creating Classrooms for Authors: The Reading-Writing Connection (1988) has many more ideas on how to implement reader response into the curriculum.

Listening

Paradoxically, listening is probably the easiest and yet most difficult process to integrate in the classroom.

Listening in an integrated classroom, where responding to literature or curricular events is common place, has a purpose other than finding out what the teacher says, the most common use of listening in many classrooms. Listening and responding to literature or events in a classroom encourages students to value other opinions and listen to what is said. This helps them find answers for questions they are posing (Routman, 1991).

Strategies:

Discussion of Literature. Activities that can help students start listening for meaning can include the discussion of a piece of literature. Students develop opinions and questions as they read, and then go to a group with their concerns. By actively listening and critically analyzing information, they can find solutions for their questions. This is an especially helpful strategy with history-social science content because at times, a great deal of analysis needs to go into understanding the material.

Listening Centers. Another strategy to encourage listening is to establish a permanent listening center in your classroom. A small group of children can be seated around a table and they can listen to a variety of literary works with the use of headsets. All content areas should be represented in listening center selections.

Reading in Pairs. Students can also learn to listen for meaning by reading in pairs. When the students read together,

they hear reading modeled and have fun reading. Students sit side by side and read one copy of a book. By having one copy of the book, the other student is forced to listen to the story being read. Students can and should decide how they want to divide up the reading. Division of the book can be done by having one student read one paragraph and then the other student reading the next, or this can be done on a page to page basis as well.

Speaking

The best way to get children talking is to give them something to talk about. Getting students to share their feelings and opinions, however, is not always an easy task. Speaking is a process that children must use daily to become proficient. Children need to realize that their oral responses are as valued as written responses. They need to feel free to express their opinions without worrying about a right or wrong answer.

Strategies:

Share Personal Items. One way to get children to start speaking is to have them share personal items. These can be toys from home, stories from home, songs or poems they know, or an interesting thing that they learned in class that day. Having group discussions is another forum for oral sharing. Children are encouraged to express their opinion and ask and answer questions. Ask a variety of open ended questions to start or keep a conversation going, as well as guide students through drawing conclusions and thinking critically about whatever the group is discussing.

Oral Presentations. Another way to get students to talk about what they do in class is to have them share what they have been working on in class. Have them do oral presentations and run a question and answer session when they are done. This will not only get other students talking, but will get the child presenting the project to think critically about what he or she has done.

Author's Chair. Another way to get students to share is by using the concept of Author's chair. In this strategy,

students are invited to be the author, sit in the designated authors chair and present to their peers a piece of their writing. It can be either a published or rough piece.

Peer Editing. Having the children do peer-editing is another way to get students thinking and talking. A small group of children, two to four, get together and read their stories to one another. One member reads his or her written work while the others listen. They then do what is known as **two pluses and a wish**. Each person tells the author two things they like about the story and one thing they wish the author might have done differently. All content areas can be covered in this type of discussion.

An Integrated Unit of Study: Getting Along With Others

This unit will address the historical, ethical, geographic, cultural, and economic literary strands of the History-Social Science Framework (1988) and serve as a model unit for the integration of the language processes into all curricular areas and other units in history-social science.

Purpose:

The purpose of this unit is to help students explore the interpersonal relationships in their lives and the effects of these relationships on their lives. Children will explore and inquire into school relationships, home relationships, and how all cultures have many of the same or similar types of relationships. In other words, despite our differences across cultures, we are actually more similar in our interpersonal and social needs than dissimilar.

Concepts:

The concepts that will be developed in this unit are:

1. All people must learn strategies that will help them get along with others so that they may function in society.
2. Families depend on each other to help meet their individual and group needs, and help each other solve problems.
3. All people depend on other people or things to help them when they have to confront problems.
4. Society has rules and consequences governing the behavior of its citizens. Learning to follow rules is an important way to get along with others.

Activities:

The activities in this section of the project will be presented in two parts: First, a list of non-topic specific activities is included. These activities can be used for any subject across the curriculum. The second section contains specific examples of how the above generalized activities can be applied to specific unit topics. These activities are designed to reinforce the concepts of the unit and relate back to the specific topic of the unit, Getting Along With Others.

Activities That Are Not Topic Specific:

Theme Cycles. One way to find out what your students' interests and needs are is to use a theme cycle. This process involves four steps. They are:

1. Choosing a topic that is relevant to the students and meets the California State Board of Education framework requirements. The topic should be broad-based in order to allow for diversity and integration of other curricular areas. Choosing a topic can be done in many ways. First, very general guidelines are given in the California History-Social Science Framework (1988). These may be used to develop units. Units topics may also be generated from student inquiry. Students may also have common background experiences that will develop into a unit of study. School districts may have courses of study that can be helpful for generating unit topics.

2. Finding out what your students know about any given unit topic. This is a chart generated by the students during a brainstorming session that lists everything they know about

that topic. You should accept all answers the students mention.

3. Making another brainstormed list of what the children want to find out about the unit topic.

4. Listing how the children will find out information about the unit topic. This is another student-generated list.

The three charts should be posted in the classroom and referred to often. Concerns and questions that come up during later lessons and learning should be added to the lists by either the teacher or the students. This activity should be done a few days prior to actually teaching the lesson in order to give you time to acquire the necessary resources. More detailed information on the use of theme cycles as a strategy can be found in Creating Classrooms for Authors: The Reading-Writing Connection by Harste, Short, & Burke (1988).

Cooperative Learning:

Organize students into groups of three to six children. Give the children a problem to solve and let them decide how they will solve this problem as a group. This strategy has children actively involved in the curriculum, has them using critical thinking, and forces them to work together with their peers. All four language processes must be used to solve the problem. Children learn to compromise, defend their positions, and evaluate other options for problem-solving. Johnson & Johnson (1989) provide an explanation of cooperative learning in their book Cooperation and Competition.

Graphing:

This strategy has children graphing a variety of data

and analyzing the results of the graph. This activity can be done in whole groups, small groups, in pairs or individually.

Performing Arts:

Retelling stories through the use of performing arts is another way to see what meaning students are gaining in a unit. Reader's theater, skits, plays, poems, choral reading, or songs are all ways for students to present a piece of literature to the class.

Visual Arts:

These activities go way beyond drawing a picture about the story. Many forms of media such as clay, paper mache, paint, textiles, chalk crayons, and dyes can be used to create a visual art expressing the meaning of a piece of literature. All art projects can be the topic of a writing assignment. The art and writing can become a presentation for the class.

Music:

Using songs is one way to motivate primary grade children. If a song can be used to teach any type of content, then it should be used! Children learn songs by singing them over and over. Songs can be dramatized. New lyrics to old tunes or songs to fit the theme can be written. Songs are an appropriate way to introduce a new theme because children find music relaxing and fun. Find out what types of music the class listens to and pattern the music choices accordingly.

Model Building:

Making playdough available for creating two or three dimensional objects, building communities out of big blocks or legos or using materials gathered outside the classroom to

make models are techniques for constructing models. These activities help children learn about the concepts of dimension, architecture, or building to scale.

Centers:

Children are invited by the teacher to experience a variety of learning experiences around the classroom. The activities can reflect a history-social science theme and integrate some or all of the other curricular areas.

Open Ended Questioning:

Routman (1991) states: "In order to provide optimum guidance to students.... we need to be able to ask the kinds of questions that promote thinking on the very highest levels" (p. 117). The type of questioning that promotes the very highest thinking levels, or critical thinking, is open-ended questions. Open ended questions are broad-based, facilitate comprehension, encourage a variety of responses, value students' background knowledge and experiences, and allow readers to go beyond the text in making meaning. They should encourage students to make predictions about what the story is about before they read. Open-ended questions should also make children "confirm, adjust, or disprove their predictions before reading on" (p.117). Some examples of open-ended questions are listed below:

1. When or where does the story take place? How do you know? If the story took place somewhere else or in a different time, how would it be changed?
2. Trace the main events of the story. Could you change their order or leave any of them out? Why or why not?
3. Think of a different ending to the story. How would the rest of the story be changed to fit the new ending?
4. Who is the main character of the story? What kind of person is the character? How do you know?

5. Who is the teller of the story? How would the story change if someone else in the book or an outside narrator told the story?
6. Did you have strong feelings as you read the story? What makes you think of them as you read the story ?
7. Is this story like any other story you have read or watched? Why?
8. Is there anything that seems to make this particular author's work unique and different? If so, what?
9. Were there any clues that the author built into the story that helped you to anticipate the outcome? If so, what were they? Did you think these clues were important when you read them?
10. Did you notice any particular patterns in the form of this book? If you are reading this book in more than one setting, are there natural points at which to break off your reading? If so, what are these?
11. Does the story as a whole create a certain mood or feeling. What is the mood? How is it created?
12. Are there characters other than the main character who are important to the story? Who are they? Why are they important?
13. Did the story end the way you expected it to? What clues did the author offer to prepare you to expect this ending? Did you recognize these clues as important to the story as you were first reading it?
14. Are there characters who changed in some way during the story? If they changed, how are they different? What changed them? Did it seem believable?
15. What questions would you ask if the author were here? Which would be the most important question? How do you think the author might answer it?

(Harste, Burke, and Short, cited in Routman, 1991)

This list is very limited. It gives only a sampling of open-ended questions and is intended to serve as a model for the types of questions to ask to get students to do more than just recall information about what they have read and "think

about what they read - before, during, and after reading" (Routman, 1991, p. 122).

Literature Discussion Groups:

Children are presented with many literary selections during the course of an integrated unit. One way to handle all the information presented is to have the students participate in literary discussion groups. The books chosen for these groups should relate back to the concepts for each unit and the theme itself.

Children are to take these books, have them read to them or read them to themselves, and break into discussion groups to examine and analyze the issues of the book. Children need to be taught what kinds of subject matter should be discussed in their groups prior to the actual use of this strategy. Teachers can use whole group discussion times to demonstrate character analysis, plot, setting, time frames for events, causes and effects and problems and their solutions presented in the book.

The problem this strategy poses is who will have the time to read all these books to all the different groups of non-readers. There are many possible solutions. Cross-age tutors, parent volunteers, or teachers reading all the books prior to discussion times to the entire class are possible solutions. Whatever strategy is employed, make sure planning is done accordingly so students are exposed to the literature before discussion groups commence.

Activities that link generalized critical thinking activities to the unit topic:

The ideas in this section reflect a narrow range of planning strategies. They may or may not be appropriate for all classrooms. Use these ideas as a guide, and not a scripted lesson plan. Adapt and add to all the ideas, for this list was never intended to be a complete list of all ideas to use within this unit.

Theme Cycles:

1. Have the students do a theme cycle about what kinds of relationships they have in their lives. Examples to lead of the discussion could be: "Who are your friends? Who do you like to spend time with?"
2. Students could also do a theme cycle about what kinds of rules they have to follow and what consequences they suffer if they break the rules.

Cooperative Learning:

1. In cooperative groups, make a class book patterned after the book Alexander and the Terrible, Horrible, No Good, Very Bad Day. Each group can pick a time frame from the book and come up with their own ideas about what things would happen to make it a terrible day. For example, one group could decide the bad things that happened before school, during school, after school or any other way the children decide to break up the story into parts.
2. Cooperative groups can also come up with a solution for one of the questions that was proposed during the theme cycle activities at the beginning of the unit.

Graphing:

1. The students could individually graph the number of members they have in their family. They could bring in pictures of their family to use as a reference, and then compare their graph to the other children in the class. They could then find a member of the class that has the same family structure as theirs as well as one that is different. When they have done this activity, it should become the basis for a writing activity.

Performing Arts:

1. The students in pairs, cooperative groups, or as a whole class can write and perform a readers theater about any of the books you use in the unit. Let them pick the title of the book you want to see them perform. You might want to suggest these titles if they have trouble picking: Amazing Grace by M. Hoffman, The Seven Chinese Brothers by M. Mary, The Popcorn Dragon by J. Thayer or Willie's Not the Hugging Kind by J.D. Barrett.

2. Using overhead transparencies from Folktales II: Overhead Transparencies for Creative Dramatics, dramatize the book The Bremmen Town Musicians.

3. The children can act out, in groups, the rules of the classroom, the rules they come across in the books they read, the rules they have at home, or any set of rules they think are important. Have them develop what rules they will portray, and how they will demonstrate the effective and ineffective ways of using these rules.

Visual Arts:

1. Draw a picture of a big fat enormous lie and write about

what lie they could tell that would make them feel as bad as the boy in the story A big fat enormous lie by M. Sharmat.

2. The students can develop quilt squares, like the ones in The Quilt Story by T. Johnston, that represent something special about their families. The squares can be put together to make a class quilt. You can make the squares out of paper and crayons, paper and paint, chalk, or use fabric like muslin and use fabric crayons found in any craft store.

3. Make masks to represent the characters from any of the stories used within the unit, and dramatize the story.

Music:

1. Make pattern songs about any of the books from the unit. Use a familiar tune like Twinkle, Twinkle, Little Star as a base and let the children develop the words.

1. The children can compose songs, raps, poems, or any other lyrical form about their friends or family.

Model Building:

1. Create a paper map of the classroom and have the children redesign the arrangement of the furniture to maximize a classroom that will build cooperation and learning potential. For example, how can the desks or cabinets be arranged to have the best learning situations develop in the classroom.

2. Provide children with opportunities to work with a friend or group of children to build a model of their home, favorite place to play, place to work out problems or any other model appropriate to the theme of the unit.

Centers:

1. An art center with many different types of supplies can be set up to allow children the freedom to express their

artistic abilities. Pictures of families, friends, special places, or special toys can be designed here. These art projects can be used for writing assignments.

2. Specific content area centers can also be set up in the classroom. Elaboration on specific centers will not be done, because the students' interests, needs, and questions will dictate the specifics of activities. Cooking centers, building centers (see model building above), or centers that require children to work together cooperatively are always appropriate.

Open-Ended Questioning:

1. Students can develop their own list of questions for different pieces of literature used throughout the unit.
2. Students can develop a list of questions for the author of any book read during the unit. Have one of the students pretend that they are the author of the book, and have them answer the other children's questions.

Literary Discussion Groups:

1. Have your students bring in books from home to share during discussion groups. This can include their baby book, photo albums showing how they get along with their friends or family, or any book they feel is important to the topic being discussed.
2. Have the students bring in lists of rules from their home, games they play, organizations to which they belong, from other classrooms on campus, or a book of rules authored in class and have them discuss the implications of the different lists. Have the children make comparisons, discuss cause and effect, and why different rules are created for different

types of situations.

Resources:

Literary Resources:

The literary resources in this section will be presented in four sections. The sections will correspond with the four different concepts that were developed as the basis for this unit.

Concept One: All people must learn strategies that will help them get along with others so they may function in society.

Books:

Brett, J. (1989). Beauty and the beast. New York: Clarion Books.

Friedman, I. (1984). How my parents learned to eat. Boston: Houghton Mifflin Company.

Henkes, K. (1988). Chester's way. New York: Penguin Books USA Inc.

Krulin, N. (1993). Penny and the four questions. New York: Scholastic, Inc.

Lobel, A. (1970). Frog and toad are friends. New York: Harper & Row, Publishers, Inc.

Ruprecht, S. (1989). The tale of the vanishing rainbow. New York: North-South Books:

Sharmat, M. (1980). Grumley the grouch. New York: Holiday House.

Sharmat, M. (1980). Sometimes mama and papa fight. Harper & Row, Publishers, Inc.

Stevenson, J. (1978). The worst person in the whole world. New York: Greenwillow Books.

Surat, M.M. (1983). Angel child, dragon child. New York: Scholastic, Inc.

Thayer, J. (1953). The popcorn dragon. New York: Scholastic, Inc.

Tsutsui, Y. (1987). Anna's Secret Friend. New York: Viking Penguin, Inc.

Concept Two: Families depend on their relationships with one another to help meet their needs and solve problems.

Books:

Barrett, J.D. (1989). Willie's not the hugging kind. New York: HarperCollins Publishers.

Hill, E. (1967). Evan's corner. New York: Penguin Books USA Inc.

Hoffman, M. (1991). Amazing Grace. New York: Dial Books for Young Readers.

Johnston, T. (1985). The guilt story. New York: The Putnam Publishing Group.

Joosse, B. (1991). Mama, do you love me?. New York: Scholastic Inc.

Littledale, F. (1978). The snowchild. New York: Scholastic Inc.

Manushkin, F. (1986). Little rabbits baby brother. New York: Crown Publishers, Inc.

Marshall, J. (1990). Hansel and gretel. New York: Scholastic Inc

Munsch, R. (1983). David's father. Toronto, Canada: Annick Press Ltd.

Polacco, Patricia. (1990). Thundercake. New York: Philomel Books.

Roe, E. (1991). Con mi hermano: With my brother. New York: Scholastic Inc.

Udry, J. (1970). Mary Jo's grandmother. Toronto, Canada: George J. McLeod, Limited.

Viorst, J. (1972). Alexander and the terrible, horrible, no good, very bad day. New York: Macmillan Publishing Company.

Waters, K. (1989). Sarah morton's day: A day in the life of a pilgrim girl. New York: Scholastic Inc.

Williams, V. (1982). A chair for my mother. New York: Scholastic Inc.

Williams, V. (1990). "More more more," said the baby. New York: Scholastic Inc.

Concept Three: All people depend on other people of things for help when they have to confront problems.

Books:

Brown, M. (1947). Stone soup. New York: Macmillan Publishing Group.

Bunting, E. (1989). The wednesday Surprise. New York: Clarion Books.

Cooney, B. (1991). Roxaboxen. New York: Scholastic.

Fuchshuber, A. (1988). Giant story: A half picture book. Minneapolis, MN.: Carolrhoda Books, Inc.

Howe, J. (1987). I wish I were a butterfly. San Diego, CA: Gulliver Books.

Keats, E. J. (1979). Maggie and the pirate. New York: Scholastic Inc.

Levinson, R. (1985). Watch the stars come out. New York: E.P.Dutton.

Mary, M. (1990). The seven chinese brothers. New York: Scholastic Inc.

Palecek, J. (1988). The Bremen town musicians. Saxonville, MA.: Picture Book Studio Ltd.

Ringgold, F. (1992). Aunt Harriet's underground railroad. New York: Crown Publishers, Inc.

Wainwright, S. (1988). A magical menagerie: Tales from Perrault, Andersen, LaFontaine, and Grimm. New York: Henry, Holt and Company.

Williams, M. (1990). The velveteen rabbit. New York: Scholastic Inc.

Winter, J. (1992). Klara's new world. New York: Alfred A. Knopf, Inc.

Concept Four: Society has rules and consequences governing the behavior of its citizens. Learning to follow rules is an important way to get along with others.

Books:

Arnold, T. (1987). No jumping on the bed. New York: Dial Books for Young Readers.

Cohen, M. (1985). Liar, liar, pants of fire!. New York: Greenwillow Books.

Lester, H. (1992). Me first. Boston: Houghton Mifflin.

Lipniacka, E. (1992). To bed...or else!. New York: Interlink Publishing Group, Inc.

Munsch, R. & Kusugak, M. (1988). A promise is a promise. Toronto, Canada: Annick Press Ltd.

Munsch, R. (1983). Mortimer. Toronto, Canada: Annick Press Ltd.

Munsch, R. (1992). Purple, yellow and green. Toronto, Canada: Annick Press Ltd.

Rodgers, M. (1969). The rotten book. New York: Harper and Row, Publishers.

Ross, T. (1990). Super Dooper Jezebel. Italy: Farrar, Straus, Giroux.

Sharmat, M. W. (1978). A big fat enormous lie. New York: The Trumpet Club.

Wood, A. (1988). Elbert's Bad Word. New York: Harcourt, Brace, Jovanovich Publishers.

Non-Print Resources:

The non-print resources will be divided into two parts. The first part lists film and videotape references to be used within the unit. The second part will list different musical selections that will relate back to the topic of the unit.

Films and Videotapes:

Christianson Productions (Producer). (1986). Beginning responsibilities: Learning to be a good sport [Film]. Deerfield, IL.: Coronet.

Christianson Production (Producer). (1976). Beginning Responsibilities: Rules are for gorillas too! [Film]. Deerfield, IL.: Coronet.

Chodzko, Mark. (Producer). (1983). Friends [Film]. Irwindale, CA.: Barr Film.

Churchill Productions (Producer). (1978). Everyone helps in a community [Film]. Los Angeles: Churchill Productions.

Churchill, B. & Pell, S. (Producer). (1975). Beep beep [Film]. Los Angeles: Churchill Productions.

Lancit Media Productions (Producer). (1986). Reading rainbow: Best friends [Videotape]. New York: GPN.

Lancit Media Productions (Producer). (1990). Reading rainbow: Bored-Nothing to do [Videotape]. New York: GPN.

Lancit Media Productions (Producer). (1986). Reading rainbow: A chair for my mother [Videotape]. New York: GPN.

Lancit Media Productions (Producer). (1986). Reading rainbow: Feelings [Videotape]. New York: GPN.

Lancit Media Productions (Producer). (1988). Reading rainbow: Mufaro's beautiful daughters [Videotape]. New York: GPN.

Lancit Media Productions (Producer). (1986). Reading rainbow: My little island [Videotape]. New York: GPN.

Playing With Time Inc. (Producer). (1984). Kids of Degrassi street: Benjamin walks his dog [Videotape]. Evanston, IL.: Journal Films.

Playing With Time Inc. (Producer). (1985). Kids of Degrassi street: Jeffrey finds a friend [Videotape]. Evanston, IL: Journal Films.

Sandler Institutional Films Inc. (Producer). Caring and helping...what can you do? [Film] Irwindale, CA.: Barr Films.

Wilets, B. (Producer). (1981). What Mary Jo shared [Videotape]. New York: Phoenix/BFA.

Music:

This section is divided into two sections. The first section will contain individual song titles. The second section will contain musical anthologies that relate back to the theme of the unit.

Individual song titles:

Marlee, Z. (Singer). (1991). Give a little love (Cassette recording For our children). Burbank, CA: Buena Vista Distribution, Inc.

Millang, S. & Scelsa, G. (Singers). (1985). Say hello (LP record Kidding around with Greg and Steve). Los Angeles: Youngheart Records.

Millang, S. & Scelsa, G. (Singers). (1975). We all live together (LP record The more we get together Volume 1). Los Angeles: Youngheart Records.

Raffi, (Singer). (1985). Like me and you (LP Record One light one sun). Universal City, CA.: MCA Records.

Raffi, (Singer). (1976). The more we get together (LP record Singable songs for the very young). Universal City, CA.: MCA Records.

Spectrum of Music (Music Series). (1983). I live in the city (LP Recording Level 2 Record 4). New York: Macmillan Publishing Co., Inc.

Spectrum of Music (Music Series). (1983). The reluctant dragon (LP Recording Level 1 Record 6). New York: Macmillan Publishing Co., Inc.

Taylor, J. (Singer). (1951). Getting to know you (Cassette recording For our children). Burbank, CA.: Buena Vista Distribution, Inc.

Anthologies:

Thomas, M. and friends, (1972). Free to be...you and me
(cassette recording). New York: Arista Records Inc.

Evaluation

Evaluation is an integral part of the whole language classroom. It is ongoing and assesses the development of each student in a variety of group settings. Evaluation involves collecting information about all learners in the classroom, student and teacher, and provides evidence that learning has occurred. Evaluation should encompass the processing of information, the products created during learning, the evidence of content explored in the classroom and be consistent with whole language principles.

Students should be evaluated in real settings where reading, writing, listening, and speaking are used as processes. Literary discussion groups, cooperative groups and individual sessions with the teacher are all excellent opportunities to observe children during the learning process.

Evaluation in whole language classrooms should also consist of teacher observation, teacher judgment, student work and self evaluation procedures. All should be meaningful to the progress of each learner and should be done on an individual basis. Evaluation is an ongoing process that occurs daily in all curricular areas.

Evaluation should also provide direction for instruction in the classroom. Goodman, Goodman, & Hood (1989) write that the "interaction with students may be the most powerful aspect of the process of evaluation in whole language classrooms because of its immediate relationship to instruction" (p. 11). With ongoing evaluation, the teacher can refocus instruction to meet the everchanging needs to the

students. It will also help the teacher present challenging opportunities for students to become problem solvers and critical thinkers.

Whole language teachers should have a variety of ways to assess the progress of the students in the whole language classroom. Such strategies should include the use of:

1. Portfolios - Portfolio assessment is a form of data collection. A folder of student work is collected over the entire year to show growth and progress in all areas. Samples of work that might be included are writing samples, journals, published works, problem solving examples, self-evaluation forms, samples of art work, or written evaluations of content.

Portfolio evaluation folders should be a method that encompasses all academic disciplines and a variety of means to assess each child's progress. Each of the following activities can be used in relation to the portfolio evaluation folder for each student. Each can help document the progress of each student and the effectiveness of instruction in the classroom.

2. RMI - The Reading Miscue Inventory is an informal reading inventory that shows what strategies a child uses during the reading process. Omissions, self corrections, repetitions, insertions and substitutions are marked and analyzed. The reading is oral and should be tape recorded. This assessment tool should be used only on students that are at a high risk for failure in the reading process.

3. Journal writing - Journals document daily unedited writing on student selected topics, growth in conventional and functional spelling and the writing mechanics used by students. Journals can be used in all disciplines and can record observations, conclusions, questions or other higher level thinking skills.

4. Oral reading - This assessment will help document whether a child has created meaning from learning activities and processes by documenting oral reading samples as well as story retellings.

5. Anecdotal records - This evaluation is a form of record keeping. Observations of the students can include participation, conferencing with the teacher, oral responses, and cooperation in group activities.

6. Writing folders - Each child has a folder to keep work in-progress. Rough drafts, editing, and final copies of written work should all be included. Folders include a list of student interests and examples of different writing modes such as narrative, poetry, dictated stories, and expository writing.

7. Projects completed to solve problems - This tool demonstrates how children solved problems or answered the questions they generated during the learning process.

8. Examples of problem solving in all curricular areas- Written samples, patterning samples, and science project write-ups are examples of how to show month to month progress in different curricular areas.

9. Self evaluations - Each student critically examines their own growth and progress in academic and social areas. Students review and check their own work, make revisions, and identify ways in which they can improve.

Evaluation and assessment in a whole language classroom should consist of a variety of tools in a variety of settings. It should be an ongoing process that spans the entire school year and not limited to a one time standardized test. The most important aspect of evaluation should always be that children be assessed in ways that are meaningful and relevant to the progress as an individual.

Conclusion:

This project is a model for integrating the language processes of reading, writing, listening and speaking into the history-social science curriculum. It also serves as a model for engaging children in active learning situations. Samples of active learning activities are given and should also serve as a guide to developing an integrated curriculum that engages children in critical thinking.

The overall goal for any teacher who wants to teach an integrated curriculum should be to integrate the language processes into all curriculum areas as well as interrelate all curriculum topics around one central theme. This project should be used as a starting place for the integration of the language processes into the area of history-social science and should be considered a first step towards total integration of curriculum.

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