

Integrating Children's Literature into 5th Grade
New York State Social Studies Curriculum

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CERTIFICATION OF PROJECT WORK

We, the undersigned, certify that this project entitled "INTEGRATING CHILDREN'S LITERATURE INTO 5TH GRADE NEW YORK STATE SOCIAL STUDIES" by Amber Lindstrom, Candidate for the Degree of Master of Science in Education, Curriculum & Instruction, is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.

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Table of Contents

Abstract.....	5
Introduction.....	5-8
Review of Literature.....	8-26
Methodology.....	26-33
Findings.....	34-171
Discussion.....	172-180
Resources.....	180-183
Appendixes.....	184-190

Abstract

The integration of children's literature into curriculums has shown to have a positive influence on student's learning. In this project, children's literature will be integrated into the 5th grade New York State social studies curriculum. The curriculum will contain nine units that include whole group lessons and small group lessons. Each of these lessons have been designed to allow for differentiated instruction to occur within classrooms allowing all students the ability to comprehend the given content. Each lesson also contains a historic library to allow students to expand beyond the typical social studies lessons each day. Students will have the opportunity to gain knowledge from multiple points of view as well as academic levels. These supplemental lessons have also been designed to integrate the English Language Arts Common Core standards within to assure that all standards are being met. This supplemental curriculum has been designed as an outline to allow teachers to create their own units through their curriculum. However, the completion of the curriculum has proved that these types of lessons require a substantial amount of time to create. Therefore, it is then understood why many teachers choose the textbook and worksheet route rather than the different forms of differentiated instruction.

Introduction

In this project I plan to develop a curriculum to be supplemented into fifth grade social studies classrooms as a form of differentiated instruction. With this curriculum, teachers will be provided with alternative options to add differentiated instruction into their current curriculums by incorporating relevant children's literature to support the content being studied. Supplemental activities will also be designed to accompany the children's literature to create an educationally rich curriculum.

As inclusive classrooms become more common, the need for differentiated instruction is

apparent. Differentiated instruction is needed within all classrooms regardless of whether the classroom contains students with disabilities or not. No student learns the same way, at the same rate, or understands material the same as every other student. There is also an increase of students within classrooms who have disabilities, which prevent them from learning topics in the same way. Some children are also bored by specific topics due to the teaching technique. With the lack of interest in given topics, and the little time allotted for social studies in classrooms, students are not learning topics in social studies to the full extent.

Another issue that favors incorporating children's literature into the social studies curriculum is the implementation of common core standards. At this point, social studies is not a main target for professional development, and implementation of common core standard as English Language Arts has been. In order to adequately fulfill these new standards, incorporating subjects together may help teachers meet the specific guidelines in their classrooms. Fulfilling these guidelines however, is not the only issue that should be examined. In many elementary classrooms, social studies does not take up a large portion of the day. Often times, social studies time is something that must be squeezed into typically a half an hour, or less, once or twice a week. This lends support to the idea of incorporating children's literature into the social studies curriculum to benefit student understanding of this content area.

Incorporating children's literature into the fifth grade social studies curriculum is beneficial to the field. Due to the lack of time allotted for social studies to be taught in most elementary classrooms, it is often difficult to fully teach each topic to the adequate level the teacher or school district may desire. Incorporating children's literature into the social studies curriculum, not only gives students alternate perspectives of different topics, but also allows for social studies to be incorporated into other curriculums as well. The incorporation will allow

teachers to integrate social studies into language arts/reading as well as other subjects being taught. It will give teachers the opportunity to create libraries on specific topics, and incorporate fiction, non-fiction, and primary sources into their lesson plans. Students will be able to see pictures that would not typically be in a social studies text book, and hear about stories or adventures from someone "living" through the time, whether they are fictional characters or actual people from history. These stories are written to give students important points of view that also conclude with an ending that allows for students to understand what happens from beginning to end from a specific perspective.

The incorporation of children's literature into the fifth grade social studies curriculum will be very beneficial to myself as a teacher. This incorporation will allow me to add social studies materials into other subjects, and fully teach each topic in the fifth grade social studies curriculum. It is important to allow students to learn at their own level. Children's literature will allow them to read stories on a given topic at their own reading level. The children's literature will also add a culturally rich environment to the social studies curriculum. I chose this topic while working on a project in a graduate level class. It became very apparent to me that the text books being used to teach social studies did not always grab the attention of students in classrooms. This encouraged me to do further research on using children's literature in social studies curriculum. It also encouraged me to determine how children's literature being integrated into social studies curriculums will allow for students to learn more on given topics. Children's literature will be written at a level that is more accurate for students, and allows for multiple opportunities of differentiated instruction. My goal as an educator is to reach all students, and have each student gain the information required by them, in their own ways. This will allow for students to become motivated learners, and interested in the topic that is being taught. After

reviewing the associated literature, it is evident that students would benefit from the incorporation of children's literature into the New York State 5th grade social studies curriculum as a form of differentiated instruction.

Literature Review

The curriculum developed was designed after a thorough review of the professional literature. This review of literature was conducted by examining not only peer reviewed journal articles, but empirical studies as well. Published books were also a source used to examine the reasons why the incorporation of children's literature into the 5th grade social studies curriculum is beneficial, and what types of literature would be most appropriate. In this review of literature, specific topics will be examined to assist in the creation of the supplemental curriculum. These topics will be, children's literature, the selection of children's literature, benefits of integrating children's literature into social studies, multicultural children's literature, children's literature in American History, history textbooks, differentiated instruction, New York State 5th grade social studies curriculum and New York State social studies assessment. These categories will be the focus of research during the review of literature.

Children's Literature

To integrate children's literature into the fifth grade New York State social studies curriculum, it is important to first look at what children's literature is, and what it can bring to the current curriculum. Children's literature can be viewed as books intended to be read by young children or adults. These books are often picture books, and short in length. There are also many different types of literature classified in the children's literature section. Children's literature may be found in fiction, nonfiction, narrative, poetry, novels, picture books,

biographies. In these books, students are typically encouraged to read not only the print on the page, but also have an interpretation of the illustrations as well (Ghosh & Laird, 2011). In children's literature there can be gaps between illustrations, and the words on the page. This is meant as encouragement for the reader to create their own understandings, and meanings, allowing them to actively participate in the stories (Ghosh & Laird, 2011).

Even though children's literature is labeled specifying that the intent is for young children, it may also be used at all levels of education. Children's literature allows for new perspectives on given topics, and allows for the reader to gain new ways of thinking as well. This can also be true in elementary classrooms. When focusing on the demands of curriculum for each subject, it is important that each standard is fulfilled. Children's literature may be added into every subject to assist in the learning environments. The integration of children's literature allows children to gain content knowledge and disciplinary ways of thinking while using creative ways to solve problems (Zarnowski & Turkel, 2011). It has also been stated that children's literature gives students a powerful reading experience, offering a wealth of material that can be engaged with on many levels (Ghosh & Laird, 2011). With the use of children's literature, students are provided with avenues to explore, discuss and learn ideas in ways that may not arise naturally from subject-area textbooks (Kinniburgh & Byrd, 2008). In a study completed by Van Sledright and Kelly (1998), it was stated that with the integration of children's literature into the curriculum, students demonstrated emerging signs of advanced thinking, in addition to the development of information-quality judgment skills. Similar results were also seen in a study conducted by Angeletti (1990) that indicated with the use of children's literature integrated into instruction, gains were made in skill areas and attitudes towards reading.

The incorporation of children's literature, however, allows for literature written in multiple languages to be used in order to benefit each child within the classroom. This would add the benefit of assisting students who speak another language, as well as making students more multi-culturally aware of events in time. Children's literature allows students to learn beyond the textbook. It incorporates the inclusion of culture, the world, history, and many other aspects that textbooks sometimes neglect (Gentry, 2008). Children's literature also allows for a wider range of differentiated instruction in classrooms. Every classroom has students who learn in different ways, as well as students who are on different educational levels. The incorporation of children's literature into lessons, and curriculum will allow for a wider range of differentiated instruction occurring within lessons. A famous theorist who examines this type of learning in detail is Vygotsky. Vygotsky felt as though learning is intended to develop personalities. To develop these personalities, teachers are to lead students in activities, but not force or dictate their own ideas on them (Davydov, 1995). Children's literature can assist teachers in following Vygotsky's theory by allowing students to follow a specific activity, but find their own ideas on a topic. It is important that the teachers select proper articles of children's literature however, to ensure that students are learning about the topics in an effective and appropriate way. .

Selecting children's literature. A major importance, however, is that the children's literature being selected for each lesson holds relevant information. Effective children's literature should include variety, interest, comprehensibility, relevance, and citizenship (Kinniburgh & Byrd, 2008). Variety will allow for the teacher to fulfill the needs of all abilities and levels within the classroom. This would allow for students to read material at their own reading levels. When selecting literature, it is also important to find books of interest for the students in the classroom. Children's books being incorporated into lessons may become more

interesting to students than the sole use of textbooks. The use of children's literature can also increase comprehensibility to children of specific topics. Textbooks can be found to be explained unclearly, leaving students unsure on the exact material that is being taught. The children's books being selected to improve comprehensibility of a given issue or era must be relevant to the topic. If children's books that are relevant are used, the goal is for students to become more engaged in learning. This would allow for better citizenship within lessons and the use of students' own familiar experiences to relate to given topics (Kinniburgh & Byrd, 2008). As stated in Chick (2010), "Children's literature affords opportunities for meaningful, integrative, value-based, challenging, and active experiences that make for powerful learning." (p. 100)

In order to incorporate children's literature into social studies curriculums, it is first important to assure the accurateness of the children's books being chosen. Teachers must take caution in assuring that the children's books contain accurate social studies content, and hold adequate literary quality (Wasta, 2010). Teachers may also use the National Council for the Social Studies Notable Trade Books (NCSS) list as a tool to help them properly pick out books that align the curriculum which should be used at each grade level. The NCSS has also published books for different levels of education supplying a list of children's literature that aligns with the given standards expected to be learned within specific areas of social studies education. Due to the fact that almost 10,000 children's books are published each year, it is often difficult for classroom teachers to fully master the knowledge of available books to be incorporated into their social studies curriculum (Williams & Bauer, 2006). It is then important for these teachers to use the proper tools available for them to assist in their exploration of children's books to be incorporated into their curriculum. Teachers may turn to the school media specialist, other

teachers, books, and websites to assist in their search for proper and appropriate texts (Williams & Bauer, 2006).

With the increase in use of technology in the classroom, teachers may also be able to access books that are not available in their school district, online. If the teacher has already completed research on accurate pieces of children's literature to be used in their lessons, and are unable to find these piece of literature, many websites are available for teachers to virtually view books. Some of these books have even been turned into interactive books that will allow students to become even more actively engaged. If the teacher has a SMART board, or some other type of technological equipment that is similar, it would allow for the teacher to add even more differentiated instruction within his or her lesson. In a study completed by Bederson, Hutchinson, Druin, Rose & Weeks (2005), the issue of not being able to collect award winning books for instruction is examined. These researchers have studied the use of a system called the International Children's Digital Library. This system is a freely available online library containing children's literature from all over the world. It is stated that there are some limitations, however, in this system. Due to the fact that these books are award winning children's literature from all over the world, there is also the issue of copy right laws. Countries all have their own specific laws on what is legal to be in print within their country. Teachers therefore, must also be very cautious when selecting books. It is important for the teachers to review books, and check for accuracy well before incorporating them into the classrooms. This issue was addressed within the study due to the fact that there are often times translation errors of books from other countries. This leaves the importance of searching for only historically accurate texts to be used within lessons (Bederson, et al., 2005). These texts can also be used to incorporate a multicultural lesson on given topics in social studies.

Benefits of integrating children's literature into social studies. The integration of children's literature in social studies curriculum can become a useful tool when planning lessons in classrooms. The use of children's literature allows for the integration of social studies into other subjects to ensure that social studies is not neglected (Kinniburgh & Byrd, 2008). Due to the pressure to increase test scores in other content areas, particularly English Language Arts and math, social studies time has been reduced in many elementary classrooms. In several states the anxiety surrounding these tests and student achievement has eliminated social studies from the elementary classrooms all together (Kinniburgh & Byrd, 2008). Social studies is still, however, an important subject that students should be learning. The proper knowledge of history leads to personally responsible citizens, participatory citizens, and justice-oriented citizens (Chick, 2010). These are all key factors that help develop personalities within a person that Vygotsky reported as being taught through education (Davydov, 1995).

Social studies curriculum with or without restricted time has been an issue in some school districts primarily due to the sole textbook-based instructional approaches and the test-driven accountability demands instituted under the No Child Left Behind Act (Chick, 2010). According to the author Lowen (2007) many textbooks are bias, not on appropriate reading levels, do not portray accurate facts, and are often missing very important details on specific topics in history. Often times, textbooks are also viewed as overwhelming, overbearing, and intimidating in size to students. In addition, textbooks can be lacking in developmentally appropriate strategies that would allow children to realistically experience social studies and history concepts (Chick, 2006). It has also been expressed that textbooks are written in a vacuum with no concern for instructional considerations or the levels of interest for students who will be reading them (Van

Middendrop & Lee, 1994). Textbooks are also found to be out dated, and lacking newer events that have occurred in social studies. Controversial issues have been largely ignored in textbooks.

To help integrate social studies into the daily schedule it is important that social studies be added to other core subjects that are currently the main focus in elementary classrooms. One of the easiest subjects to integrate social studies into would be English language arts. Teachers can use nonfiction, fiction, biographies and historical documents as resources to integrate social studies into the language arts skills in their lessons. These lessons could also include current events, and citizenship. Chick (2010) states, “when skillfully integrated into primary classrooms, these books become the bridge that young children need to become helpful, caring and ethical critical thinkers and decision makers who are able to make good choices as responsible, patriotic citizens” (p. 103). Students will learn accounts of children that have lived long ago, and gain the ability to compare and contrast their lives with these children (Van Middlendrop & Lee, 1994). In another article, Van Middlendrop (1994) writes:

History and social studies can be explained more clearly, in more depth, and in more detail through literature. The students gain more knowledge as a result. Besides the facts, they learn about the struggles, the excitement, and the challenges of life as it was in the past. (p. 65)

This statement clearly and succinctly posits that the use of children's literature in social studies curriculums is a beneficial learning tool. When articles of children's literature are used in the dramatical sense, students also gain an important level of understanding and comprehension due to the fact that children can typically relate better to character roles (Adomat, 2012). The use of drama with these books will allow for students on all ability levels to still have an equal opportunity to comprehend the material that is being presented to them.

Some textbooks used in classrooms supply a list of children's literature that could be incorporated within certain topics. Not every textbook includes this however, and the lists that are supplied are often limited due to the cost and available space left in a textbook (Davis III & Palmer, 1992). Children's literature would not be used as a replacement of the textbook currently used within classrooms, but rather as a supplemental tool in teaching social studies. Using children's literature in social studies can make historical events and people more meaningful to students (Davis III & Palmer, 1992).

The incorporation of children's literature in social studies curriculum can provide a way to connect students to other places, other children's lives, and the ways these places and events have impacted individuals (Wasta, 2010). These books also provide powerful learning opportunities, and bring meaningful, value-based, and active learning experiences to social studies curriculums (Chick, 2010) With this integration students are led to comprehend the targeted concepts in a meaningful way, through experiences of other children. When the children truly explore a place, they learn to appreciate the people there and see the place in a similar way as the people who reside there do (Wasta, 2010). It is also seen to generate lively discussions among students about relevant social studies concepts and issues of the past, present, and future (Van Middendrop & Lee, 1994). Children are encouraged to work together, question one another, explore varying viewpoints, make decisions, and reach consensus when children's literature is integrated into the social studies curriculum (Chick, 2006).

According to a study conducted by Roser and Keehn (2002), students participated in a specific routine during social studies. This routine consisted of participating in a whole group lesson with the teacher, students would then break into small book club groups. During these book clubs, students would have the opportunity to read literature on the specific topic in social

studies. After the completion of this time in their designated book clubs, students would then participate in small group activities based on the specific topic in social studies. Once the small group work was completed, students would then participate in another whole group lesson. Teachers monitored their student's progress throughout this study and concluded that students showed an increase in knowledge and were accompanied by a 50 percent decrease in misconceptions by the incorporation of children's literature into the social studies curriculum. It was also stated that this incorporation had a positive effect on student motivation and continued interest in the given topic. Some of these stories that will be read during instruction may also bring students laughter, tears, or encouragement to learn more on a given topic.

Multicultural children's literature. Children's literature in multicultural classrooms can be used as a tool in social studies to teach the curriculum to the variety of students within the classroom. The incorporation of children's literature into the social studies curriculum allows for multiple instances to include multicultural education as well. Lowen (2007) indicates that textbooks are often one sided and bias according to the writers opinions about a topic in social studies. This leaves textbooks lacking aspects of multicultural education. Children's literature allows for multiple points of view to be used in lessons, as well as the incorporation of other languages, and cultures. Due to the one sidedness found in textbooks described by Lowen (2007), students are often not fully emerged in specific topics within social studies instruction. The textbooks give one point of view to students, and do not provide an opportunity to explore other cultures and places, how other people felt during this time period, or how this era affected other cultures. The incorporation of children's literature into the social studies curriculum allows for students to view different places and cultures through multiple points of view (McCarty, 2007).

The use of children's literature in social studies classrooms as a multicultural tool allows for teachers to express information to students that they may have never been exposed to in any other way. Teachers may use international literature, as well as many other types of children's literature in order to express multiple points of view on given topics. Teachers may find this literature in different ways. A study conducted by Bederson *et al.* (2005), notes that there are digital libraries that often times can help a teacher retrieve these types of books. This can be especially useful when looking at social studies. As stated already, textbooks are often bias, and only give one sided points of view on topics. In Buck, Gilrane, Brown, Hendricks, Rearden & Wilson, (2011), it is expressed that when looking at wars especially, international books can be a useful tool in teaching the information on events in history. If a war has occurred overseas, other countries may have children's literature that cover this topic. These books would allow students to see multiple points of view, as well as be able to fully see the impact that the event has left on other countries. One of the main factors that has to be looked at carefully when selecting international literature however is the accuracy of translation, or validity. It is very important that the teachers research this information before use in classrooms. These books will give students a different perspective on each topic, an understanding of other people's world history, geography, traditions, values, and an opportunity to view their own opinions (Buck *et al.* 2011). This incorporation will also allow for students to view a different culture without actually visiting the land. Due to the fact that field trips are not possible for many topics being taught in social studies, the use of children's literature will allow students to hear a story told in one's perspective, while also learning elements of their culture. It is important for students to learn different cultures to become more aware of their surroundings, become more empathetic, as well as more culturally aware.

Children's literature in American History. The use of children's literature in American history can be a very helpful tool when used accurately. According to Lowen (2007), textbooks often leave out controversial issues in history. Controversial issues may include, differing viewpoints of government, politics, wars, or any other type of event in history that showed conflict with multiple sides. When these issues are left out, and text books are the only source of instruction, students are then left unaware of important information that has had an impact on the country that they live in. Teachers are also then left with few materials to help their students understand what life was really like during these points in time (Lee & Oliver, 2011). Text books have been seen to be out dated, and leaving important recent historical facts uncovered in the American history classrooms(Chick,2010). If social studies, (American history) is supposed to shape, or prepare good American citizens, these vital details cannot be eliminated due to the fact that they are controversial, or are too recent to be in print (Chick, 2010). To properly accommodate for these shortcomings in some of textbooks, children's literature can be integrated to assist teachers in developing a curriculum that will fulfill aspects left out of the text books. Children's literature can be a tool to teach controversial issues when textbooks do not indicate all sides of the situation, or express the specific event in order to leave no room for a person to become offended (Lowen, 2007). Even such topics as women's rights, social status, homosexuality, race, gender, politics, and many other topics can be controversial within a classroom. Students however, should not be hidden from such topics due to the controversy, but rather become well aware of everything that occurs within the country they live. This is the only way that these students can become the proper citizens as described by Chick (2010).

History textbooks

Students in classrooms are shaped into these good citizens described in Chick (2010) by learning from events in history. To teach these students events in history, teachers use textbooks that contain different events in history presented from an informational perspective. It is important that students read informational texts in order to obtain factual information about a given topic or event in time. One aspect that has to be looked at carefully when examining curriculum in American history however is the textbook that is used. As stated in Lowen (2007), no two textbooks are the same, or contain the exact same information. Therefore, even though specific school districts may be teaching the same topics, students could be learning very different information due to the textbook that is being used to give students their information.

Lowen (2007) explains how social studies text books often add more information about each era in history as it becomes farther in history. The downfall of this is, school districts often do not purchase text books for many years due to the expense. Therefore, students are often missing the information being added to these textbooks as times goes on due to the lack of funds to keep updated textbooks. This does not however assist students in learning about information that has been limited in their current text books. For example, depending on how an author of a text book feels about a given topic, sometimes less than a paragraph may be devoted to given events in history (Lowen, 2007). If a student is only given a paragraph about events in history they are often times not going to obtain enough information to accurately know the details of the event.

The most recent event that comes to mind when examining the lack of information in text books would be the attack on the United States on September 11, 2001. Due to the fact that this is a recent event that has occurred in the last eleven years, many school districts have not updated their text books to provide information on this event in American history. It does not make this

event any less important however. Kinniburgh and Byrd (2008) have used this event as an opportunity to incorporate American history into their classrooms by integrating social studies and mathematics through the use of children's literature. With this integration it is easier for teachers to teach controversial issues, allowing for children to read multiple points of view, and to determine their own level of understandings or ideas about the given topic or event. Due to the fact that teachers are not receiving new textbooks every year with updated historical events, teachers must find alternative ways to teach their students as much information as possible. September 11, 2001 is now included in some newer text books. As stated in Lowen (2007), these text books may have some information on the event, but the information is also limited. As time goes on text books grow larger in size, allowing for more pages to be devoted to events that have occurred earlier in time. For example, in some text books one event may be only devoted three pages when first added to the text book. As time progresses ten years later that event in history may now receive fifteen pages (Lowen, 2007). Teachers do not have ten years to wait to teach their students these topics though. They have one year to teach the class all of the information that New York State indicates that a 5th grade student (or any other student) should learn in that specific grade level. Teachers then must turn to alternative ways to teach their students the content. With September 11, 2001 being so recent, the number of pages devoted to this event in textbooks does not do justice to the events that occurred around this topic. The incorporation of children's literature would allow for teachers to explain the topic to students in greater detail, as well as giving them multiple points of view.

Differentiated instruction

When looking at the integration of children's literature in social studies education or any other subject in a classroom it can be defined as a form of differentiated instruction.

Differentiated instruction is a pedagogical approach designed to meet the needs of diverse learners in a classroom. It is also seen as best practice that helps teachers reach all students (Van Hover, Hicks & Washington, 2011). When pre-service teachers attend college, differentiated instruction is something that is an essential within all classrooms. Children do not learn in the same way, nor is every student at the same level academically. However, students still must all take the same high stakes tests, covering the same content regardless of the way in which they learn.

Differentiated instruction in social studies is essential due to the lack of time allotted in elementary classrooms for social studies, and the content that must be taught to each and every student. In a study conducted by Hover, *et. al* (2011), a teacher interviewed on differentiated instruction described differentiated instruction as follows:

letting [kids] approach something in different ways that match either their readiness level or their interest, that get them to the same finishing line. The same sort of end result...they are all getting the same content but [taking] different paths to get there. (p. 40)

Through this, one can see that differentiated instruction does not mean teaching students different topics, or content due to their ability levels, or ways of learning, but rather teaching them in multiple ways in order to achieve the same end result. It was also seen in this study, that variation in assessment is also important. The teacher who was observed gave students projects, exit slips, writing instances, and choices of assessment (Hover, *et. al* 2011). This opportunity for a variety of testing, allows for better evaluation on each student's understanding of instruction. This also allows for the theoretical framework of Vygotsky to be achieved. This enables students

to be guided in a direction by teachers on a given topic, but their own beliefs and information is not given to them (Davydov, 1995).

Differentiated instruction can be accomplished in many ways. In social studies, as in any subject, differentiated instruction can create a more meaningful experience for students. The integration of children's literature is one form of differentiated instruction. There has been many different types of research conducted on forms of differentiated instruction that can be integrated into social studies classrooms. In one study conducted by Gentry (2008), students worked with e-publishing. With this program students were given the opportunity to use critical thinking and writing skills on an online program that published their thoughts about a given topic. This could become a very useful tool with the integration of children's literature into the social studies curriculum. Students could then have the opportunity to express their feelings about the topic, and be able to compare children's literature with the text book. Students would then be given the opportunity to create their own book about the given topic based on the pieces learned through using children's literature and the text book (Gentry, 2008). This allows the students to express their own perspectives about a topic, which can be used as a form of assessment. Students may also take this opportunity to explore the topic further, especially if it is a social justice issue or topic that they are interested in. Students may use this form of writing to allow them to promote their personal ideas regarding these issues or topics to share with others (Fox, 2006).

In differentiated instruction it is important to create lessons that are for both whole group, and individual activities. Every student learns in a different way, at a different pace, and the variety may help some students achieve the overall goal in a better way. Another piece of differentiated instruction that can be integrated into social studies with children's literature is song. In an article written by Palmer and Burroughs (2002), the integration of children's

literature and song are important pieces in social studies education. This integration allows for students to become not only more culturally aware of the topics that are being taught, but gives the students another opportunity to learn about events in time. Through different parts in history, music was something that was greatly valued. For example, Palmer and Burroughs (2002) specify specific books that would help one teach a unit on slavery. There are many different children's literature pieces that can be used to help a teacher teach this unit, as well as songs that were written during this time period. These songs also tell a story about the time and the lives of the people who lived through slavery. This would help students gain empathy, and a meaningful learning experience within the social studies classrooms. All of these factors are important details when developing a curriculum that meets the guidelines placed by New York State.

New York State 5th Grade Social Studies Curriculum

According to the New York State Education Department, there are specific areas of content that should be focused on in the fifth grade social studies curriculum. In fifth grade New York State social studies, students should learn the following content understandings: history, geography, economics and governments of the United States, Canada, and Latin America. (1996, p. 30-31). In the History of the United States, Canada, and Latin America, students should become aware of different ethnic, national and religious groups, different people living in the Western Hemisphere, migration of people into the United States, Canada, and Latin America, and the key turning points and events in the histories of Canada, Latin America, and the United States. Students should also learn the important historical figures and groups that have made significant contributions to the development of these countries, and the industrial growth and development and urbanization that have had important impacts (New York State Education Department, 1996).

In the geography of the United States, Canada, and Latin America, students should experience maps and other geographic representations of the given countries as well as other materials that will give an accurate representation. Students should also become aware of the culture and experiences that influence people's perceptions of places and regions in the given countries. It is also important for the understanding on how human actions modify the physical environments.

In the economies of the United States, Canada, and Latin American nations, students learn concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, and economic growth of the given countries. Students should become aware of available resources that are important to the development of the countries.

The governments of the United States, Canada, and Latin American nations are the last major topics included in the New York State fifth grade social studies curriculum. In this section, students should view power, authority, governance, and law over time. They should learn basic civic values such as justice, due process, equality, and majority rule with respect for minority rights. The constitution, rules, and laws should be introduced, as well as the overall definition of democracy. Students will also learn about the roles of citizens within the Western Hemisphere, governmental structures, and international organizations that were formed to promote peace, economic development, and cultural understanding. In New York State, fifth grade students should learn about the following concepts: culture, empathy, interdependence, change, identity, places and regions, human systems, environment and society, economic systems, needs and wants, factors of production, technology, citizenship and civic life, civic values, and government. Students are assessed on all of these topics through state exams.

New York State social studies assessment. New York State requires assessment in social studies in only specific grade levels. Fifth grade is not one of the grade levels targeted for social studies assessment. In previous years the first social studies assessment seen by students in New York State was held in 8th grade. This assessment has been deleted from New York State's testing.

New York State, like every other state, requires students to complete examinations during specific grade levels. These tests are designed to examine the level of achievement in students. New York State requires that students in third through eighth grade complete an exam in English Language Arts and Mathematics. These tests are administered in April. Students complete this exam over a period of three days in three different books for each exam. Therefore, it takes six days to complete both exams. Students are allotted 90 minutes for each session (day).

The transition from middle school to high school leads students into an atmosphere where more standardized testing is required. In elementary and middle school there is standardized testing, but students are not accountable for social studies. High school on the other hand requires students to be examined more often. In these grades students complete examinations called Regents exams. Regents exams must be taken in specific classes and students must pass these examinations in order to complete graduation requirements.

The Regents exams that must be completed by high school students may be taken in different grade levels unlike exams given in elementary or middle school. As long as these test are completed, the state does not require an exact grade level. In social studies, students must pass a regents exam in global studies (typically at the 10th grade level), U.S. history (typically at the 11th grade level) (New York State Education Department). These tests however, do not have to be completed in these specific grade levels.

All of this information is important to this project due to the fact that even though students may not be required by New York State to complete a state mandated examination during enrollment in 5th grade, they will be held accountable for this information and more importantly for specific skills associated with social studies in the future. Students cannot simply gain all information in one year to fully understand the government, history, and important events that happen during time in the nation's history. This is why American history is taught to students in 5th grade, 7th, 8th, and 11th grade. The information is taught to students over a period of time to fully teach the nation's history to the students. This information is not assessed fully by the state, however, until 11th grade. This leaves a large area that is left only assessed by the teachers teaching the class. In the past, students were also assessed on American history at the 8th grade level. This exam, like some of the other exams in New York State has been deleted from the mandated list of examinations. This does not, however, leave teaching American history any less important in any of the other levels of social studies. To ensure that our students are learning all materials to the greatest extent curriculums must be designed to reach all students.

Methodology

The purpose of this curriculum project is to incorporate children's literature into the 5th grade New York State (American History) social studies curriculum as a form of differentiated instruction. The integration of children's literature allows teachers to add differentiated instruction into every social studies lesson to meet the needs of all students. Children's literature allows for teachers to compare information found in the text books, show primary sources, and allow for students to gain their own perspectives on each topic covered in New York State's 5th grade social studies curriculum.

Setting/Participants

This project was designed to be placed in 5th grade (American History) social studies classrooms in New York State. Most of the information was designed to be implemented within one specific school district. The topics covered, and units were taken from the curriculum outline in place for this school district. Curriculum will be designed to fulfill one complete year of social studies curriculum (40 weeks). In this school district, 5th grade is considered to be part of the middle school. According to New York State's 2010-2011 report card there were 471 students in 5th through 8th grade in the targeted district. Fifth grade had 120 students. While looking at this school report card, it was found to have no part that indicates any data about social studies in 5th grade, or any other grade in the middle school for that matter. This is due to the fact that New York State does not mandate Social Studies testing in any middle school or elementary grade levels. There was however, data showing achievement in English Language Arts, Science and Mathematics.

This school district is composed of 29 % of students that qualify for free or reduced lunches, and only 1% of students that are English Language Learners. The population consists of 86% white students with 3% Asian, 7% Hispanic, 2% black, and 1% Native American. These numbers may have changed slightly due to the fact that the last report card published for this school district was on 2010. These specific numbers indicate only the population of the middle school and not the district as a whole.

A social studies achievement test used to be administered in the 8th grade. However, on the 2010-2011 school report card there is no information pertaining to this assessment because of the deletion of this examination by New York State. Previous report cards do indicate 8th grade

social studies achievement scores. (New York State Education Department, 2011) Even though one of the main issues discussed through the review of literature is the lack of time for social studies, this school district does allot for 40 minutes every day of social studies instruction.

Design

In this curriculum project, supplemental curriculum was designed with the integration of children's literature. The original curriculum used was the fifth grade American History curriculum adapted in New York State. To adequately create a supplemental curriculum appropriate for fifth grade social studies the New York State curriculum was examined.

After the examination of the New York State curriculum, one specific school district's curriculum was also examined. It was important to look at the key topics that this school district chose in their scope and sequence portion of their curriculum. This allowed for the selection of topics to be formatted.

Unit topics were chosen from the scope and sequence list designed by this one specific school district. This school district covered 23 different topics according to their scope and sequence plan. There were no time allotments for the various units noted on this scope and sequence list. In order to build a meaningful curriculum the list was narrowed down to the nine most important topics that students must know on future exams that are administered.

These topics were narrowed down according to length of information provided within social studies textbooks. In this curriculum project, curriculum was designed around the following topics: September 11, 2001, the United States Constitution, Lewis and Clark/Louisiana Purchase/Sacajawea, The Gold Rush/Opening of the West, Civil War/ Reconstruction, Industrial Revolution, World War I, 1920's/Depression/Dust Bowl and World War II. For all of these topics, the textbook information was first examined. The length of textbook pages issued to each

topic allowed for assistance in indicating the amount of children's literature that should accompany each unit. If a unit has little to no information within the textbook, children's literature must make up for the lack of information that students will learn.

While examining the textbook, it was found that September 11, 2001 was not included with in the textbook. This textbook was published after September 11, 2001, but there are no pages devoted to any events that occurred during this time. Due to this finding, more children's literature was added in order to give students an adequate opportunity to learn the given topic. Students are required to know information about historical events in the future, but textbooks often do not provide adequate levels of information for a student to fully understand the important events in time. The integration of children's literature within the current curriculum will allow teachers to have a supplemental curriculum to reach all student's learning levels and interests.

Another unit that was determined to require more information in order to adequately teach the topic, was the Gold Rush. In the textbook provided to students, there were only seven pages within the textbook that focused on the Gold Rush. With only seven pages on a topic, students will not be able to understand the complete meaning and events behind the Gold Rush. Articles of children's literature help assure that students are learning topics in greater depth than the textbook offers. In order to accomplish the integration of children's literature, each piece of literature must first be examined.

Children's Literature. Articles of children's literature were chosen carefully for each unit. In order to choose each piece of children's literature many different lists were explored. These lists included articles of children's literature that had been classified as appropriate items

according to each publisher. In addition other lists were consulted as well. The main lists that were examined were: the social studies Notable Trade Books list, the American Library Association lists, as well as lists distinguishing books that had won creditable awards such as the Newbury award.

Each article of children's literature first needed to be determined to be related to the given topic of each unit. It was then examined to determine whether the book was a primary source, an article of fiction, or non-fiction. Once this was determined, the article of children's literature is examined to meet further criteria. First, the article of children's literature had to be of adequate length depending on the specific unit that it was being incorporated within. For example, if a unit is only designed to last two weeks or less, it might not be of best interest to select a chapter book of 300 pages. After the length had been determined to be appropriate, it was important to determine the intended grade level recommended by the publisher. Children's literature indicated for younger levels is still useful within the units. These pieces will be adequate for children who are below the target reading level, and will allow children to comprehend more information from each book.

Once all of this information has been determined, the book must be examined to indicate whether or not other teachers have used the article of children's literature within their own lessons. When three to five lessons have been found online by creating a search using this article of children's literature, the book is chosen to be incorporated within the unit. If there was no indication that the article of children's literature has been used within a classroom, it was then determined to be either not used or in need of further examination.

To continue with the examination of each piece of literature, a liker-it scale was designed in two final areas in order to determine the appropriateness of the given article. A liker-it scale of one to five was used when evaluating the relevance of the book aligning with each topic that is being designed. When a book scored a four or above, it is determined appropriate for the unit. If a book received a three or below on the likert scale, the determination was that the article of children's literature was not the most relevant piece of literature to be using within the unit.

The next likert scale and final scale that each piece of literature had to meet was the predicted student appeal. In order to meet the needs of all students, it was important that the articles of literature have student appeal. This would encourage students to explore the topic in greater depth, and take more information from each lesson that is being taught. This liker-it scale is however designed on perceptual evidence therefore, it does not hold sole power on the determination of the article of children's literature. To be placed into each unit, each article of children's literature should receive at least a three or above on the liker-it scale on predicted student appeal. This liker-it scale is included in appendix C.

Designing units has been a lengthy process during this project. It has been critical to find accurate information, and properly research each portion that was being implemented within the curriculum. First, to design each unit, the current textbook was examined for length of text. Once the length of the unit has been examined, it was then important to select how much supplemental material must be designed to address each given topic. Topics that had less information in the text needed more articles of children's literature. Longer topics, however, still needed a good amount of supplemental material to cover the whole span of the unit.

After the text had been examined for length, the search for children's literature started. Each article of children's literature needed to come from a credible source. Whether it was from the American Library Association, or the Notable Trades Books lists, the book had to be from sources that had examined this article of children's literature as well. This was used to ensure that the books being implemented within the curriculum were quality, appropriate texts.

Once these books had been examined for accuracy through credible sources units are then designed. Each day, students were assigned to read a portion of their textbook. After this textbook reading has been completed, students then participate in a whole group activity. This whole group activity consists of one article of children's literature that is read to the class by the teacher, and a short activity to follow along. Activities are designed depending on what the whole group children's literature consists of. For example, the article of children's literature chosen for the September 11, 2001 whole group lesson talks about the order of events. In this lesson, students are to complete a timeline of events from the article of children's literature.

After the completion of children's literature, students are then to break off into small groups. Every day there will be three small group lessons that are used. In these groups, there will be one lower level article of children's literature, one higher level children's literature article, and one on level article of children's literature. In these groups students will be grouped to work together on each article of children's literature. After the students read these articles of children's literature, students will then complete the activity that has been designed to align with each article of children's literature. These activities are designed to be aligned with the Common Core Standards in English Language Arts.

Once students have completed the first group activity, they will then be asked to write a historic journal entry about the activities that happened in that day. These will be used as a portion of informal assessment on the given topic. Each student will have the opportunity to complete every small group lesson throughout the first three days of the unit. Once these small group lessons have been completed, students will then partake in other small group lessons depending on how long each unit expands. At the completion of each group of three small group lessons, students will complete a formal assessment of the groups. This is a short assessment designed for students to give details on what they have learned from the texts that have been read. Students are encouraged to use the information learned through the text during this assessment, and give an interpretation of their own understanding.

Limitations

This project, like most projects, does contain some limitations. This curriculum project is being designed to meet the New York State curriculum only. The overall idea of the curriculum project may be used in other states, but the exact curriculum of this project was designed for New York State 5th grade American History. The curriculum designed in this project will be designed to help extend the New York State Social studies curriculum within the 5th grade social studies classroom. According to research, due to the lack of time allotted in elementary classrooms for social studies, topics are often not taught in great detail. This design, however, will be given 40 minutes every day due to the school district's schedule used in this curriculum project. Another limitation that must be considered is the wealth of children's books available for teachers. Even though there is a large amount of books on given topics, it is very important that these books have been examined to ensure appropriateness within the classroom. By using the

national council of children's book, textbook lists, and the American Library Association, I tried to insure that the articles chosen are accurate, of high quality and of interest to students.

Findings

In this section, the designed curriculum is provided. There is a lesson plan grid for each of the nine units provided. With each of the grids, there are also written plans indicating the steps of each portion of the lesson. Each unit consists of textbook readings, one whole group lesson and three small group lessons. All worksheets and assessments are imbedded within the lesson. Each unit also contains a historic library that indicates a list of books that could be displayed during each unit. Not all of these books are required for the designed lessons. Suggested grade levels have been provided to allow for teachers to have a variety of levels within each unit.

Curriculum Table of Contents

Unit 1: September 11, 2001.....36-51
 Assessment.....49

Unit 2: The United States Constitution.....52-66
 Assessment.....65

Unit 3: The Louisiana Purchase (Louis and Clark, Sacajawea).....6-79
 Assessment.....78

Unit 4: The Gold Rush/Opening of the West.....80-94
 Assessment.....92-93

Unit 5: Civil War/Reconstruction.....95-109
 Assessment.....107-108

Unit 6: Industrial Revolution.....110-124
 Assessment.....122-123

Unit 7: World War I.....125-139
 Assessment.....137-138

Unit 8: 1920's/Dust Bowl/Depression.....140-155
 Assessment.....153-154

Unit 9: World War II.....156-171
 Assessment.....170

September 11, 2001

Grade **5** **Subject: Social Studies** **Prepared** **Amber Lindstrom**
Level: _____ _____ **By:** _____

<p>Overview & Purpose</p> <p>The purpose of this unit is to learn the events of September 11, 2001, and what impact this historical day has had on the world.</p>	<p>Education Standards Addressed</p> <p>New York State Standards:</p> <ul style="list-style-type: none"> - Standard 1, Key Idea 2 - Standard 1, Key Idea 4 <p>Core Standards:</p> <p>5th grade writing:</p> <ul style="list-style-type: none"> - W.5.1. - W.5.2. - W.5.9 - W.5.8. - W.5.7. <p>5th grade reading:</p> <ul style="list-style-type: none"> - RL.5.2. - RL.5.3. - RL.5.7. - RL.5.10.
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	Teacher Guide	Student Guide	
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<p>Objectives</p> <ul style="list-style-type: none"> -At the conclusion of the unit, students will be able to: -Identify 5 items about the event not specified in the textbook. - Recap the event from more than one perspective. (Families, Service people, community members) -Describe what impact this event has had on our country. 	<p><u>Whole group lesson:</u></p> <ul style="list-style-type: none"> -Class will read together <i>Understanding September 11: Answering Questions About the Attacks on America</i> -Students will complete a time line together with the events that led up to September 11th. -Students will then complete a KWLS chart that will be worked on throughout the unit. - Students will then complete a journal entry on what was learned from the specific article of children's literature. 		<p>Materials Needed</p> <ul style="list-style-type: none"> • Social Studies textbook <u>Harcourt Horizons</u> • computer • KWL chart • 9/11/01 Library • Large paper time line • index cards • pencil
<p>Goals:</p> <p>Students will:</p> <ul style="list-style-type: none"> - view the event from multiple perspectives. - explore the event on their own. - create a full understanding of the given event. 		<p><u>Small group:</u></p> <ul style="list-style-type: none"> -Students will participate in 3 small group activities throughout the unit. Each group will be 20 minutes each. -Each group will read an article of children's literature then complete the given activity. -Students will then be given time to write another journal entry explaining what they learned in the group activity. They may also compare this information to all other information learned so far in the unit. 	

<p>Verification -Review all journal entries. -Check group work activities for understanding. -Have students complete an assessment at the end of the unit.</p>		<p>Group1: -Read: America is Under Attack: September 11, 2001: The Day the Towers Fell. By Don Brown -Answer worksheet of 8 questions. -Complete journal entry</p>	<p>Other Resources Harcourt Horizons textbook Children's literature Children's literature library</p>
<p>Activity This lesson will consist of a whole group lesson and 3 small group assignments.</p>		<p>Group 2: - Read the book: <i>Fireboat</i> by: Maira Kalman. - Fill in a venn diagram comparing how the boat owners of John J. Harvey felt on September 10 and September 11.</p>	
<p>Assessment: -Informal - Journal entries (each lesson) - Group participation - Completion of group activities -use of the unit library -Formal -formal unit assessment included</p>		<p>Group 3: -Read <i>September Roses</i> By: Jeanette Winter. -Answer questions 1-7 about the book. -Complete a journal entry to state what was learned during small group lesson.</p>	<p>Additional Notes This specific topic is not included within the social studies textbook. Therefore, all information in this unit will be gained from children's literature. These lessons will also continue throughout the unit.</p>

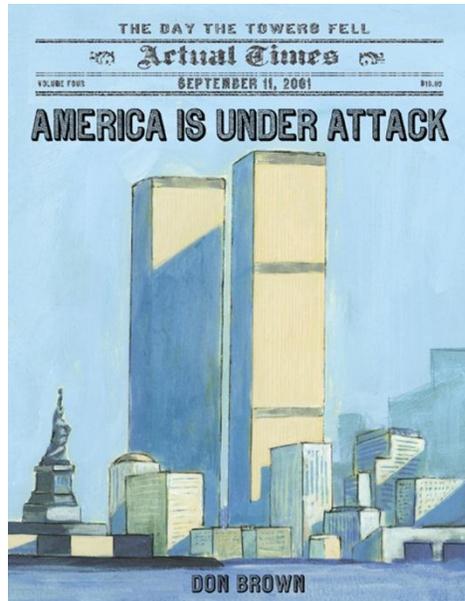
What I KNOW	What I WANT to Know	What I LEARNED	What I STILL need to find out

Group 1:**Materials:**

The book: *America Is Under Attack*. By: Don Brown

- *America is Under Attack* - Worksheet

- Students will first begin by reading the book: *America Is Under Attack*. By: Don Brown Grades 1-5 appropriate.



- Students will then answer a worksheet of 8 questions pertaining to information found in the text. These questions are based on how the student feels towards the issues of September 11, 2001 to gain a baseline on how the students understand or feel about the topic.
- Students may also have time, when complete, to add to their entry in their history journals if more information was learned, or a new feeling came up from the reading.

Assessment:

- Students will be assessed informally by how they respond to the 8 questions on the worksheet. The answers given on the worksheet will give their level of understanding, and feelings towards the topic. This information will be used for further instruction on the given topic. To help guide students to information, and interpret any misconceptions about September 11, 2001.

Name: _____

Date: _____

AMERICA IS UNDER ATTACK

1. What is a hero? Do you think anyone in this book is a hero? Explain.

2. What did you learn? What surprised you?

3. September 11 happened in 2001. Is it a part of history? Why or why not? What is history? What makes something historical?

4. What do you like about how Don Brown wrote this book? He tells about September 11 through the stories of what happened to individual people. What did you think about this way of writing?

- 5. Are there other historical events that you would consider a tragedy like September 11? Why do events like these happen?**

- 6. Don Brown is also the illustrator. What did you notice about the illustrations? How did they make you feel? Which pictures stood out to you? Why?**

- 7. On the first page, the book says that the people who attacked the United States on 9/11 “hated America’s power and influence.” What does this mean? What do you think about this? How do you think people should handle their feelings and problems?**

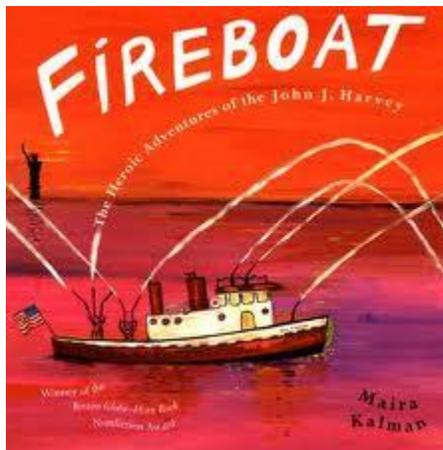
- 8. It is often said that people pull together in difficult times. What examples of this can you find in the book? Why do you think this happens?**

Group2:**Materials:**

- The book: *Fireboat: The Heroic Adventures of the John J. Harvey* By: Maira Kalman
- Venn Diagram
- Index Cards
- Pencil

Lesson:

- Students will first begin by reading the book: *Fireboat: The Heroic Adventures of the John J. Harvey* By: Maira Kalman



- Students will then complete a Venn Diagram on how to compare and contrast the way the owners of the John J. Harvey felt on September 10 versus September 11.
- Students will then make appreciation cards for other people they may consider to be heroes, and what those heroes might do that people should appreciate. These will be displayed on a bulletin board named "heroes"

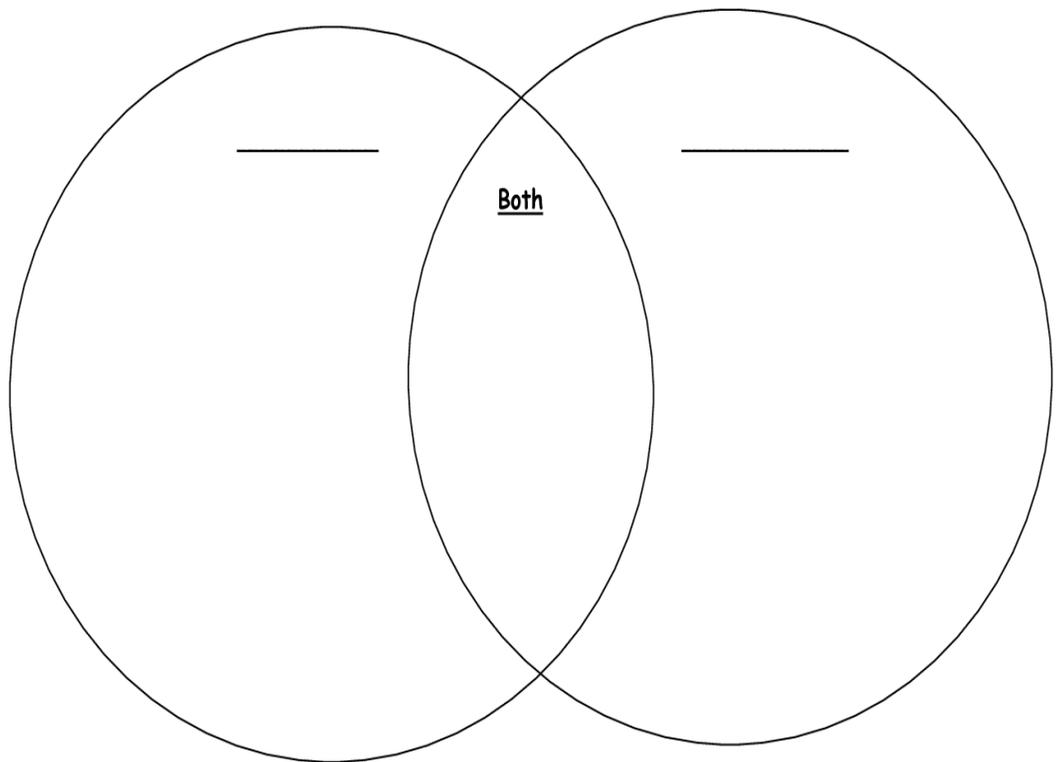
Assessment:

- In this lesson students will be assessed informally. They will be assessed on the information they provide in the Venn Diagram comparing and contrasting the way the owners of the John J. Harvey felt on September 10 versus September 11. Students will also be assessed on their ability to design appreciation cards. This will be used as a tool to indicate what students know about their community, and of whom they should be appreciative. This information will be used to determine further instruction on the topic of September 11, 2001 as well as communities.

- Directions: On the left side of the Venn Diagram label the circle "September 10th". On the right side of the Venn Diagram label the circle "September 11th". In the middle of the Venn Diagram label the section "Both". Compare and contrast the feelings that the owners of John J. Harvey have on the two different days.

Compare and Contrast

Topic: _____



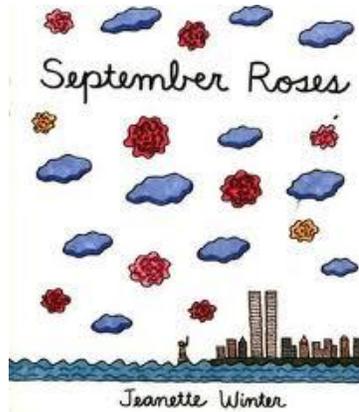
Group 3:

Materials:

- The book: *September Roses* By: Jeanette Winter
- September Roses worksheet

Lesson:

- Students will read, *September Roses* By: Jeanette Winter



- Students will complete a short worksheet answering questions about the story.

Assessment:

- Students will be assessed informally according to the answers they provide from the worksheet. This worksheet is designed to help recall information from the text, and work on comprehension skills.

Name: _____

Date: _____

September Roses By: Jeanette Winter

1. Why did the two sisters come to New York with their roses?

2. What happened when the two sisters came to New York?

3. What happened on September 11, 2001 according to the story?

4. What problems did the sisters face when they arrived at the airport (list on a separate sheet of paper as a group)?

5. Who came to the rescue? What did they do?

6. Where did the two sisters stay?

7. What did they create with their roses?

Name: _____

September 11, 2001 Assessment

- 1.) In your own words, using information you learned, explain what happened on September 11, 2001.

- 2.) Identify at least 3 types of heroes who were involved in the events of September 11, 2001

- 3.) What was your favorite book that you read about September 11, 2001? Why was this your favorite book, and what did you learn?

- 4.) How has life in the U.S. changed since September 11, 2001?

September 11, 2001 historic library:

Fiction:

1. Bravemole By: Lynne Joell *Age Level: 5 and up*
2. Even Firefighters Hug Their Moms By: Christine Maclean *Age Level: 3 and up*
3. Lucy and The Liberty Quilt By: Victoria London *Grade Level: 4 and up*
4. New York's Bravest By: Mary Pope Osborne *Grade Level: K and up.*
5. It's Still a Dog's New York By: Susan L. Roth *Grade Level: K and up.*
6. There's a Big, Beautiful World Out There! By: Nancy Carlson. *Age Level: 3 and up*
7. The Hero's Trail: A Guide for a Heroic Life By T. A. Barron. *Grade Level: 3 and up*
8. September 11, 2001 By: Nancy Poffenberger *Grade Level: 2 and up*Peace By: Tucker Shaw
9. Understanding September 11th: Answering Questions About the Attacks on America By: Mitch Frank *Grade Level: 3 and up*
10. United We Stand : America's War Against Terrorism By: Carole Marsh *Grade Level: 4 and up*
11. A Nation Challenged: A Visual History of 9/11 and Its Aftermath By: The New York Times staff. *Grade level: 4-9*
12. America Is Under Attack By: Brown, Don. *Grade Level: 1 and up*
13. The 2001 World Trade Center Attack By: Greene, Jacqueline Dembar. *Grade level: 2 and up*
14. September 11, 2001 By: January Brendan *Grade level: 6 and up*
15. September 11, 2001 By: Alan Pierce *Grade level 4 and up*
16. Understanding September 11th By: Wilborn Hampton *Grade level: 3 and up*
17. America Under Attack: September 11, 2001 By: Gail Stewart *Grade level: 6-12*
18. 9 of 1: A window to the world By: Oliver Chin *Grade level: 5 and up*
19. Playing Dad's Song By: Dina Friedman *Grade level: 4 and up*
20. September 11, 2001: The Day That Changed America By: Jill C. Wheeler *Grade level: 3 and up*
21. September Roses By: Jeanette Winter *Grade level: K-3*
22. Understanding September 11th: Answering Questions About the Attacks on America By: Mitch Frank *Grade level: 3 and up*
23. The World Trade Center Remembered Photographs by Sonja Bullaty and Angelo Lomeo Text by Paul Goldberger
24. Attack on America: The Day the Twin Towers Collapsed (American Disasters) By: Mary Gow *Grade level: 5-9*
25. September 11, 2001: Attack on New York City By: Wilborn Hampton *Grade level: 5 and up*

26. September 11, 2001: A Simple Account for Children By: Nancy Poffenberger, Val Gottesman *Grade level: PK-4*
27. Fireboat: The Heroic Adventures of the John J. Harvey By: Maira Kalman *Grade level: PK-4*
28. America Is Under Attack. By: Don Brown *Grade level: 1 and up*
29. Do Not Be Sad - A Chronicle Of Healing N. Y. Engine 24 Ladder 5
Messages to Ground Zero: Children Respond to September 11, 2001 By: Shelley Harwayne *Grade level: 3 and up*
30. September 11 (We the People: Modern America series)By: Englar, Mary *Grade level: 3 and up*
31. The Sky Changed Forever By: Firyal Alshalabi, Sam Drexler *Grade level : 6 and up*
32. Frankie Wonders ... What Happened Today? By: Yvonne Conte *Grade level: PK and up*
33. The 9/11 Terror Attacks (Days of Change) By: Valerie Bodden *Grade level: 4 and up*
34. The Day America Cried by Dr. Teri J. Schwartz *Grade level: 2 and up*
35. The Day That Was Different: September 11, 2001: When Terrorists Attacked America (It's Happening to U.S.) by Carole Marsh *Grade level: 4 and up*
36. He Said Yes: The Story of Father Mychal Judge by Kelly Ann Lynch and M. Scott Oatman *Grade level: PK and up*
37. September 11: A Primary Source History (In Their Own Words) by Alan Wachtel *Grade level: 5 and up*

The United States Constitution

Grade **5** **Subject:** **Social Studies** **Prepared** **Amber Lindstrom**
Level: _____ _____ **By:** _____

<p>Overview & Purpose</p> <p>The purpose of this unit is to teach students the United States Constitution. How it was developed, and what importance it holds in our nation.</p>	<p>Education Standards Addressed</p> <p>New York State Standards:</p> <ul style="list-style-type: none"> - Standard 1, Key Idea 2 - Standard 1, Key Idea 4 <p>Core Standards:</p> <p>5th grade writing:</p> <ul style="list-style-type: none"> - W.5.1. - W.5.2. - W.5.9 - W.5.8. - W.5.7. <p>5th grade reading:</p> <ul style="list-style-type: none"> - RL.5.2. - RL.5.3. - RL.5.7. - RL.5.10.
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	Teacher Guide	Student Guide	
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<p>Objectives -At the conclusion of the unit, students will be able to identify 5 items about the United States Constitution not specified in the textbook. -Describe what impact this event has had on our country.</p>	<p><u>Whole group lesson:</u> -Class will read chapter 10 together to start the unit. On day one students will read pages 346-350 Children's literature: <i>A More Perfect Union: The Story of Our Constitution</i> By: Betsy Maestro together. -complete a KWL chart. This will signify what the students know now from the textbook, and from the children's literature. This will be used throughout the lesson as students add information. Students will also write a journal entry to compare the children's literature to the textbook. -Day 2: - read page 351 to 357 together in textbook (chapter 10). Children's literature: students will read an article of children's literature together, and reflect in their journals. Day 3: -Students will read page 358-363 in textbook. Children's literature: students will read an article of children's literature together, and reflect in their journals. Day 4: - read page 366 – 372 together in textbook.</p>		<p>Materials Needed</p> <ul style="list-style-type: none"> • Social Studies textbook <u>Harcourt Horizons</u> • Essay worksheets • Pencil • KWL chart • Children's literature •
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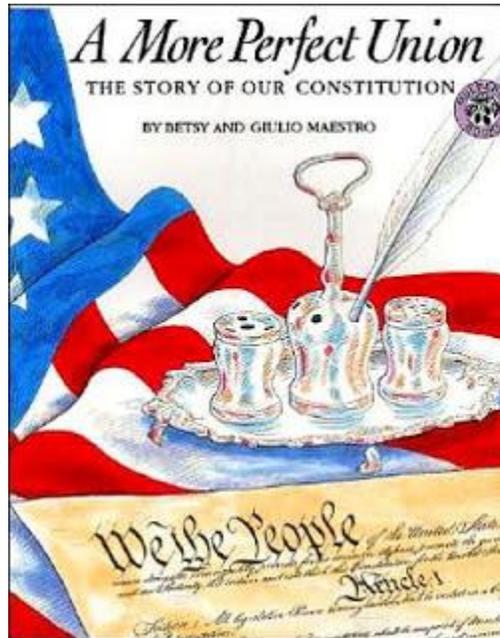
<p>Goals: Students will:</p> <ul style="list-style-type: none"> - view the event from multiple perspectives. - explore the event on their own. - create a full understanding of the given event. 	<p>Children's literature: students will read an article of children's literature together, and reflect in their journals.</p> <p>Day 5:</p> <ul style="list-style-type: none"> - Students will read page 374-379 together in class. <p>Children's literature: students will read an article of children's literature together, and reflect in their journals.</p>	<p><u>Small group:</u></p> <ul style="list-style-type: none"> -Students will participate in 3 small group activities throughout the unit. Each group will be 20 minutes each. These small groups will meet once a day. -Each group will read an article of children's literature then complete the given activity. -Students will then be given time to write another journal entry explaining what they learned in the group activity. They may also compare this information to all other information learned so far in the unit. 	
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<p>Verification -Review all journal entries. -Check group work activities for understanding. -Have students complete an assessment at the end of the unit.</p>		<p>Group 1: -Read: <i>The Creation of the U.S. Constitution</i> By: Michael Burgan -List at least 5 details found in the story about the constitution</p>	<p>Other Resources Harcourt Horizons textbook Children's literature Children's literature library</p>
<p>Activity This lesson will consist of a whole group lesson and 3 small group assignments. There will be a lesson designed very similar for each day.</p>		<p>Group 2: -Read: <i>Shh! We're writing the constitution</i> by: Jean Fritz -Brain storm answers to the given questions in the group. This will be an essay prewrite.</p>	
<p>Assessment: -Informal - Journal entries - Group participation - Completion of group activities -Essays done in groups -use of the unit library -Formal -formal unit assessment</p>		<p>Group 3: -Read: <i>The United States Constitution</i> By: Karen Judson -Complete a graphic organizer web to indicate the main idea of the story, and the details indicated within.</p>	<p>Additional Notes -Some small group activities may last longer than the allotted time in one class period. Some small group activities may last more than one day.</p>

Whole group: Day 1

-As a class, students will first read textbook pages 346-350 together.

-Students will then read *A More Perfect Union: The Story of Our Constitution* By: Betsy Maestro



-After completing the reading of *A More Perfect Union: The Story of Our Constitution* By: Betsy Maestro, students will complete a KWL chart. They will indicate what they now know about the constitution, and how it came about, as well as, what they want to know about the constitution.

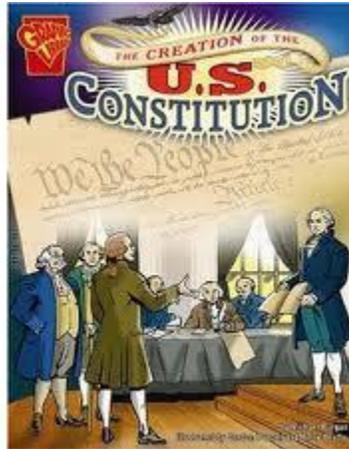
Assessment:

- Students will be assessed on both participation, and completion of all parts in the lesson. Students must complete the KWL chart, as well as, an entry in their journal comparing the textbook to the article of children's literature.

K	W	L
What I know	What I want to know	What I've learned

Group 1: Day 1

-Students will first read the book, *The Creation of the U.S. Constitution* By: Michael Burgan.



-After the completion of the reading, students will create a list of details included in the story about the Constitution. They must include at least 5 different details. Students must also include page numbers to indicate where this information may be located within the story.

Assessment:

-Students will be assessed on their completion of at least 5 details found within the story about the Constitution. Students must include page numbers as well.

Name: _____

In *The Creation of the US Constitution*, you learned many different items that were involved with writing the constitution. Please use the information from the book to determine at least 5 details about the constitution. List the page number where each of these details can be found within the story.

1.) _____

2.) _____

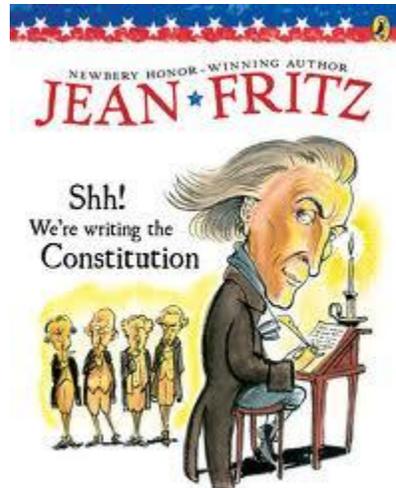
3.) _____

4.) _____

5.) _____

Group 2: Day 1

- Students will first read the book: *Shh! We're Writing the Constitution* By: Jean Fritz



- Students will then brain storm information that could be used to form an essay using the book. The brain stormed information will be their essay prewrite. Students should indicate what would happen if there were no rules in our nation. It also will have them explain what problems might occur due to the lack of rules if there was no constitution. Students should use information from this book, as well as any other book they have read so far in the unit.
- **Assessment:**
 - o Students will be assessed on their overall product. This product will be their essay prewrite. It will be important to view information that can be found with in the article of children's literature. This prewrite will allow students to practice using documents to create essays.

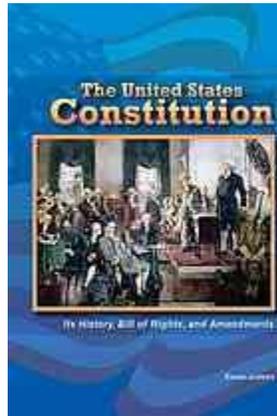
Name: _____

Group 2 Prewrite Day 1

If we did not have a set of rules or guidelines (found in the constitution) for the people in our country to follow, what would people do to maintain order? What problems do you think would happen if our country had no rules or guidelines? Please answer these questions using information found in *Shh! We're writing the constitution*. Brain storm answers to these questions in your group. This will be an essay prewrite.

Group 3: Day 1:

- Students will read "The United States Constitution" By: Karen Judson



-Once students have completed the reading of this book, they will then brainstorm the main idea. It will be important that students use the details from this book to fill in a web. In this web they must signify what the main idea of the story is and identify details of each event. When students fill out details, they must include the page number that each detail is found on. This will indicate how students can use the book as a resource.

-When students are done filling out the graphic organizer, they will then write a journal entry to depict what was learned through this lesson. Students will include both the textbook information and the children's literature knowledge.

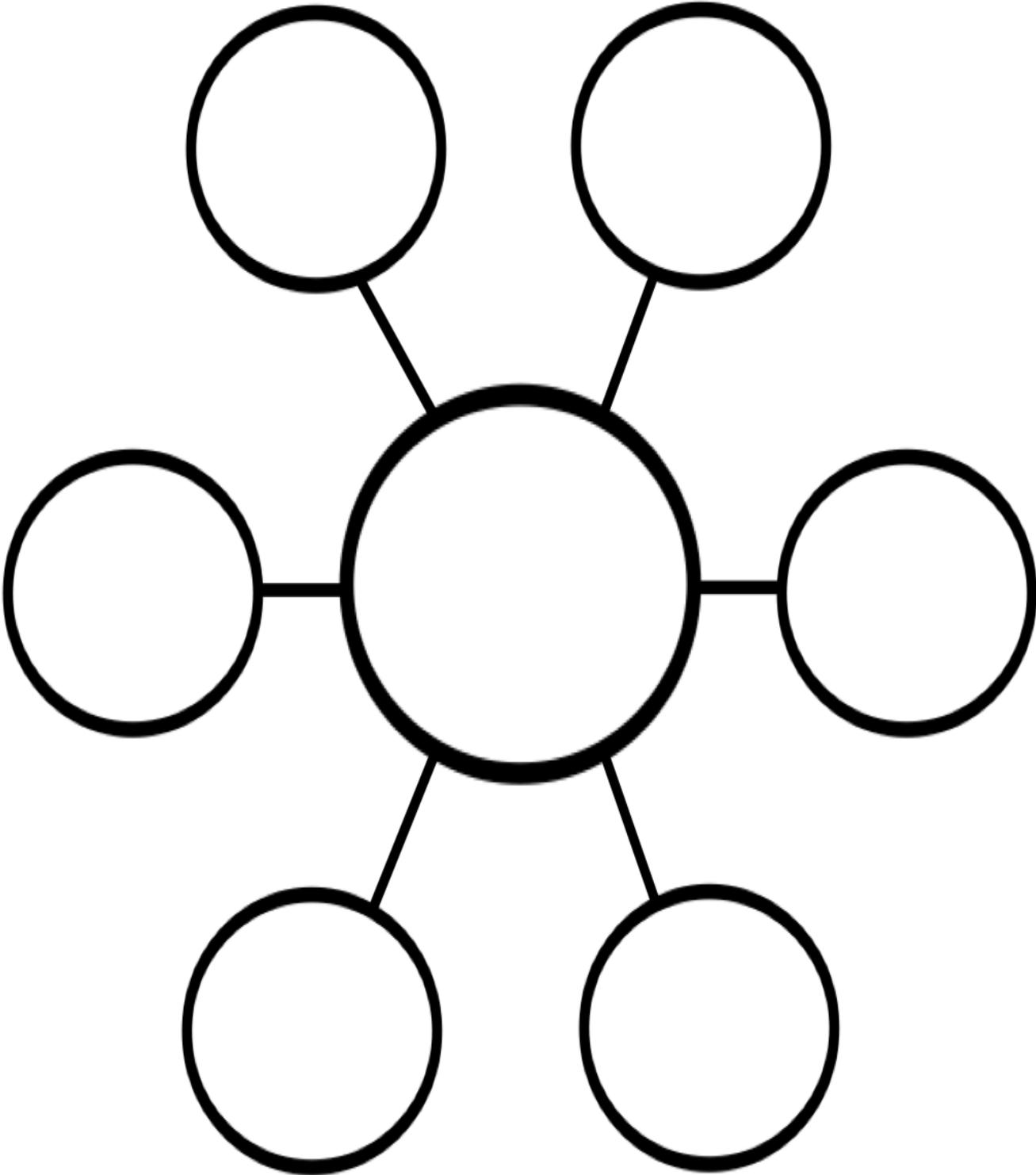
Assessment:

-Students will be assessed formally on the completion of their graphic organizers. They must properly identify a main idea and details found within the book. Students will be given full credit if all of these properties are met.

-Students will then be informally assessed on the completion of the journal entry. For every journal entry, students will receive credit. The journal entries will also stand as a measure to indicate the level of understanding through each lesson.

Name: _____

Web Organizer



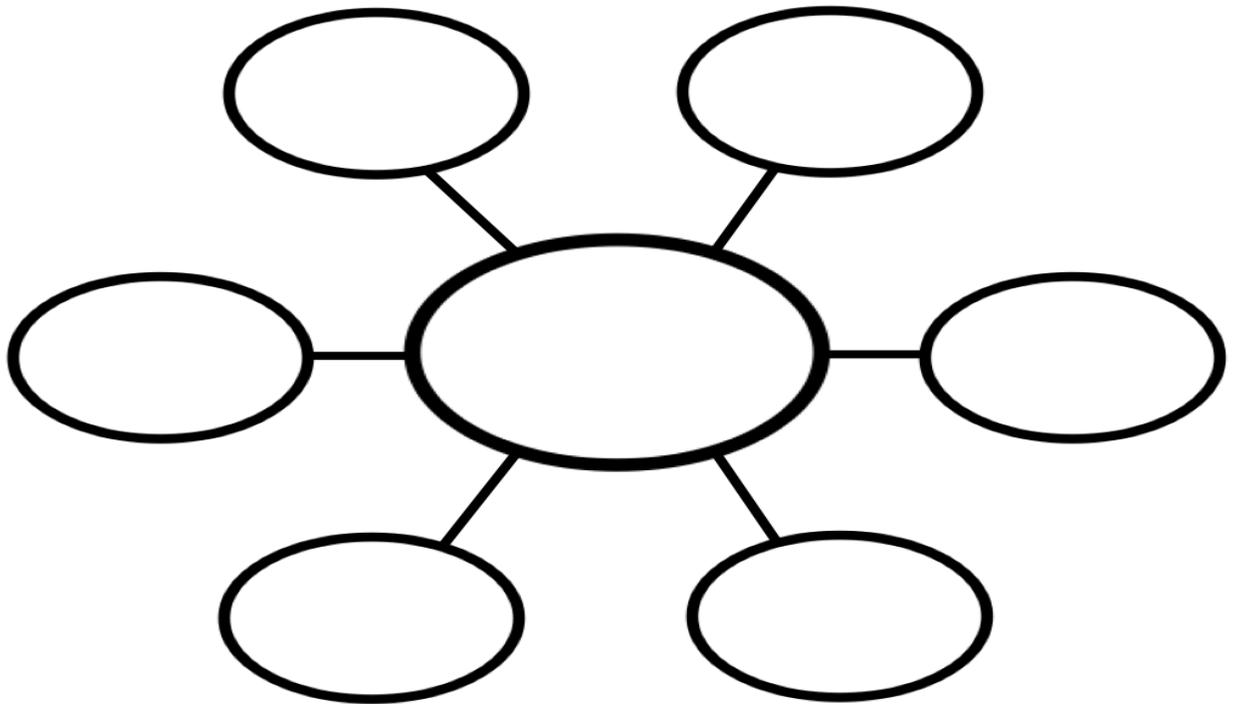
Name: _____ Date: _____

The United States Constitution Assessment:

1. What was the United States Constitution?

2. Who created the United States Constitution?

3. In the graphic organizer below, indicate the main idea of the United States Constitution and 6 details contained in the United States Constitution.



4. What did the United States constitution do for the country?

The United States Constitution Library:

1. U.S. Constitution By: Kathy Allen *Grade level: K-1*
2. Selma and the Voting Rights Act By: David Aretha *Grade level: 3-7*
3. America Is.... By: Louise Borden *Grade level: K-3*
4. Decleration of Independence By: Michael Burgan *Grade level:3-7*
5. We the Kids: The Preamble to the Constitution of the United States By: David Catrow
6. America: A Patriotic Primer By: Lynne Cheney *Grade level: K-4*
7. The Bill of Rights By: Warren Coleman *Grade level: K-2*
8. Shh...We're Writing the Constitution By: Jean Fritz *Grade level:2-6*
9. We the People: Poems. By: Bobbi Katz *Grade level: 1-5*
10. If You Were There When They Signed the Constitution... By: Elizabeth Levy *Grade level: 3-8*
11. A more perfect union: The story of our constitution. By: Betsy Maestro *Grade level: 2-6*
12. The U.S. Constitution By: Christine Peterson *Grade level: K-1*
13. The U.S. Constitution (American Symbols). By: Norman Pearl *Grade level: K-2*
14. The Constitution. By: Patricia Quiri. *Grade level: 3-5*
15. The U.S. Constitution and You. By: Syl Sobel *Grade level: 2-5*
16. The Constitution of the United States. By: Christine Taylor-Butler *Grade level:4-8*
17. Teitelbaum, Michael. The U.S. Constitution (Our Government and Citizenship). Child's World, 2004. (2-3)
18. Constitution - Translated for Kids. By: Cathy Travis *Grade level: 5-8*
19. The U.S. Constitution by: Norman Pearl *Grade level: 1-4.*
20. The Constitution of the United States By: Karen Judson
21. If You Were There When They Signed the Constitution By: Elizabeth Levy
22. American Constitution : It's Origin and Development By: Alfred Hinsey Kelly, Winfred Harbison, Herman Belz

The Louisiana Purchase (Louis and Clark, Sacajawea)

Grade **5** **Subject: Social Studies** **Prepared** **Amber Lindstrom**
Level: _____ _____ **By:** _____

Overview & Purpose	Education Standards Addressed
<p>The purpose of this unit is learn the importance of the Louisiana Purchase, who was involved, and what occurred during this time period.</p>	<p>New York State Standards:</p> <ul style="list-style-type: none"> - Standard 1, Key Idea 2 - Standard 1, Key Idea 4 <p>Core Standards:</p> <p>5th grade writing:</p> <ul style="list-style-type: none"> - W.5.1. - W.5.2. - W.5.9 - W.5.8. - W.5.7. <p>5th grade reading:</p> <ul style="list-style-type: none"> - RL.5.2. - RL.5.3. - RL.5.7. - RL.5.10.

	Teacher Guide	Student Guide	
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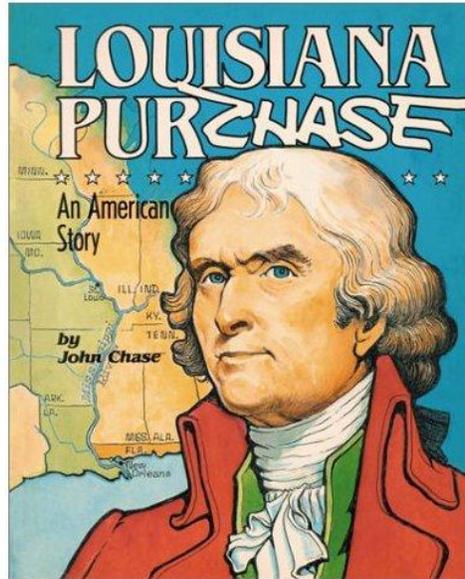
<p>Objectives</p> <ul style="list-style-type: none"> -At the conclusion of the unit, students will be able to identify 5 items about the event not specified in the textbook. - Recap the event from more than one perspective. -Describe what impact this event has had on our country. 	<p><u>Whole group lesson:</u></p> <ul style="list-style-type: none"> -Class will read chapter 11 together. <p>Day 1:</p> <ul style="list-style-type: none"> - Students will read page 384-388 together out of the text book. <p>Day 2:</p> <ul style="list-style-type: none"> -Students will read page 389-394 together from textbook. <p>Children's literature: students will read an article of children's literature together, and reflect in their journals.</p> <ul style="list-style-type: none"> - Students will then complete a journal entry on what was learned from the specific article of children's literature. 		<p>Materials Needed</p> <ul style="list-style-type: none"> • Social Studies textbook <u>Harcourt Horizons</u> • Children's literature for small groups. • Historic library • Small group materials
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<p>Goals:</p> <ul style="list-style-type: none"> - view the event from multiple perspectives. - explore the event on their own. - create a full understanding of the given event. 		<p><u>Small group:</u></p> <ul style="list-style-type: none"> -Students will participate in 3 small group activities throughout the unit. Each group will be 20 minutes each. -Each group will read an article of children's literature then complete the given activity. -Students will then be given time to write another journal entry explaining what they learned in the group activity. They may also compare this information to all other information learned so far in the unit. 	
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<p>Verification -Review all journal entries. -Check group work activities for understanding. -Have students complete an assessment at the end of the unit.</p>		<p>Group 1: -Read: <i>The Louisiana Purchase</i> by: Douglas Rife -create a newspaper article to indicate the information found within the book.</p>	<p>Other Resources Harcourt Horizons textbook Children's literature Children's literature library</p>
<p>Activity This lesson will consist of a whole group lesson and 3 small group assignments.</p>		<p>Group 2: -Read: <i>The Louisiana Purchase</i> by: Elizabeth Jaffe -complete the accompanying worksheet</p>	
<p>Assessment: -Informal - Journal entries - Group participation - Completion of group activities -use of the unit library -Formal -formal unit assessment</p>		<p>Group 3: -Read: Students will read the book <i>Lewis and Clark</i> by: Candice Ransom. -Complete the accompanying worksheet</p>	<p>Additional Notes</p>

Whole Group Lesson: Day 1:

-As a class students will read *Louisiana Purchase: An American Story* by: John Chase



- This whole group lesson will last more than one day. As a class, students will read this article of literature. In this article of literature students will be reading the story of the Louisiana Purchase through a series of comic strips. The book does consist of 96 pages, therefore, sections of this will be read each day.
- Once the article of literature has been completed, students will be placed in groups. Each group will be given a specific portion of the story. They will then create their own piece of a comic strip to depict the portion of the story they are responsible for.
- Each day, students will write a short journal entry to indicate the level of understanding that occurs each day.

Assessment:

- Students will be assessed on their group produced comic strip. Each student will be given points on their effort during the group work. The group will also get a grade as a whole product. For example, student participation will be rated on a liker-it scale of 1-5. Then, students will be graded as a whole group on the finished product. Does the product tell what it is meant to? Is there an adequate level of creativity? Is it well organized and make sense?
- Students will also be assessed on their journal entries completed during these lessons.

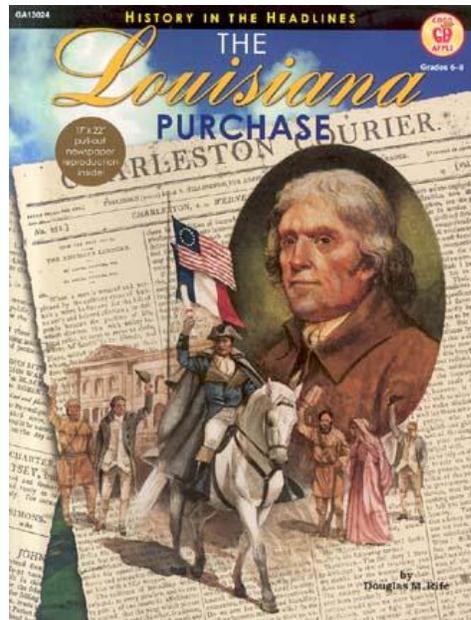
Group Names: _____

Event during the Louisiana Purchase: _____

Please design a comic strip that goes along with the assigned event during the Louisiana Purchase.

Group 1 Lesson: Day 1:

- Students will first read *The Louisiana Purchase* by: Douglas Rife



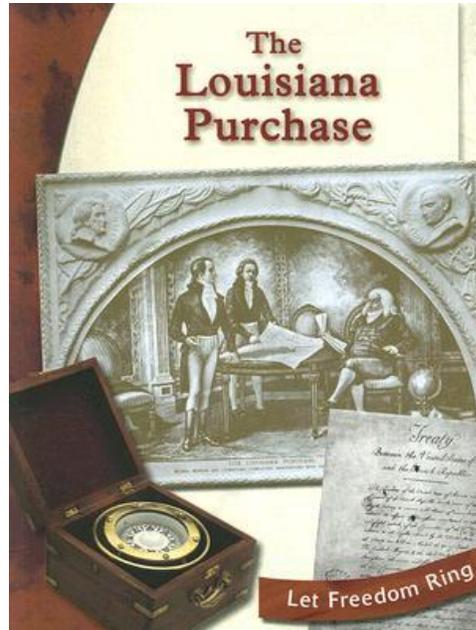
- Students will first read this article of children's literature. When they have completed the reading, they will then create their own (2-3 paragraphs) newspaper article to indicate the information learned within the book. Students should use details from the story to create this newspaper article.
- When Students have completed their newspaper article, they will write a short journal entry indicating the information they learned during this lesson.

Assessment:

- Students will be assessed on the quality of the newspaper article produced. The newspaper article must contain:
 - o Headline- Should be attention grabbing
 - o Details, answering: Who, What, Where, When and Why
 - o Appropriate grammar, punctuation, and capitalization
- Students will then be assessed on the journal entry written at the end of the lesson. This should indicate the level of knowledge learned within the lesson.

Group 2 Lesson: Day 1:

- Students will first read *The Louisiana Purchase* by: Elizabeth Jaffe



-Students will read this article of children's literature then complete the accompanying worksheet. This worksheet will review the events illustrated in the book leading up to the purchase of Louisiana.

-Once the worksheet has been completed, students will then write a journal entry expressing the new information they learned during today's lessons. Who were the new people? What happened? Who sold Louisiana to the United States?

Assessment:

- Students will be assessed on the completion of their worksheets to exhibit the level of comprehension on the given topic. Students will then be assessed on the journal entry produced at the end of the lesson.

Name: _____

The Louisiana Purchase Group 2 Worksheet

1. What events led up to the purchase of Louisiana? Please explain. _____

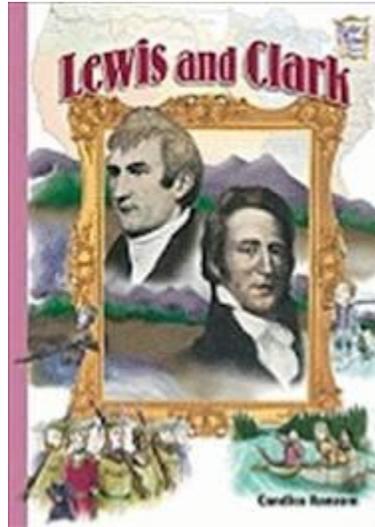
2. Who sold Louisiana to the United States? _____

3. The purchase of Louisiana did what to the size of the United States? _____

4. Explain the difficulties Thomas Jefferson faced with the Louisiana Purchase. _____

Group 3 Lesson: Day 1:

-Students will read *Lewis and Clark* By: Candice Ransom



- After the completion of this book, students will then complete the following comprehension worksheet. When both pieces of this small group activity are completed, students will write a journal entry to depict what was learned during this lesson.

Assessment:

- Students will be assessed on the completion of the worksheet. They will also be assessed on the journal entry produced at the end of the lesson.

Name : _____

Lewis and Clark Group 3 worksheet

1. What President purchased Louisiana? _____

2. What were the explorers looking for? _____

3. Why was Lewis chosen as an explorer? _____

4. Why did Lewis choose Clark to be the second explorer? _____

5. In what year did Lewis and Clark start to explore? _____

6. Within 28 months, Lewis and Clark covered over _____ miles.

7. Who did Lewis and Clark meet along their exploration? _____

The Louisianan Purchase Library:

1. The Louisiana Purchase-By Gail Sakurai *Grade level: 4 and up*
2. The Louisiana Purchase- By Gloria G. Schlaepfer *Grade level: 3 and up*
3. Lewis and Clark- by Candice Ransom *Grade level: 3 and up*
4. The Jeffersonian Republicans, 1800-1823: The Louisiana Purchase and the War of 1812 by Christopher Collier and James Lincoln Collier *Grade level: 3 and up*
5. The Louisiana Purchase by Michael Burgan *Grade level:4 and up*
6. The Louisiana Purchase by Elizabeth D. Jaffe *Grade level: 3 and up*
7. What's the Deal? Jefferson, Napoleon, and the Louisiana Purchase by Rhoda Blumberg *Grade level: 4 and up*
8. Louisiana Purchase by By Peter Roop and Connie Roop *Grade level: 2 and up*
9. The Louisiana Purchase: Expanding America's Boundaries. – By: Alagna, Magdalena *Grade level: 5 and up*
10. Your Life as a Private on the Lewis and Clark Expedition. By: Gunderson, Jessica *Grade level: 3 and up*
11. Lewis & Clark. By: Bertozzi, Nick *Grade level: 7 and up*
12. Sacagawea: Crossing the Continent with Lewis & Clark. By: Berne, Emma Carlson *Grade level: 5 and up*
13. Shannon: A Poem of the Lewis and Clark Expedition. By: McGrath, Campbell
14. American Slave, American Hero: York of the Lewis and Clark Expedition. By: Pringle, Laurence *Grade level: 3 and up*
15. New Found Land: Lewis and Clark's Voyage of Discovery. By: Wolf, Allan *Grade level: 7 and up*
16. My Travels with Capts. Lewis and Clark. By: McMullan, Kate *Grade level: 5 and up*
17. The Great Expedition of Lewis and Clark: by Private Reubin Field, Member of the Corps of Discovery. By: Edwards, Judith *Grade level: 1 and up*
18. Sacajawea: The Story of Bird Woman and the Lewis and Clark Expedition. By: Bruchac, Joseph *Grade level: 7 and up*
19. How We Crossed the West: The Adventures of Lewis and Clark. By: Schanzer, Rosalyn *Grade level: 3 and up*
20. Sacagawea: Westward with Lewis and Clark. By: White, Alana J. *Grade level: 6 and up*
21. In the Path of Lewis and Clark: Traveling the Missouri. By: Lourie, Peter *Grade level: 7 and up*
22. The Louisiana Purchase by Douglas Rife *Grade level:3 and up*

The Gold Rush/Opening of the West

Grade **5** **Subject: Social Studies** **Prepared** **Amber Lindstrom**
Level: _____ _____ **By:** _____

Overview & Purpose	Education Standards Addressed
<p>The purpose of this unit is to educated students on the events of the Gold Rush. They will learn what the Gold Rush is and what impact it had on American families.</p>	<p>New York State Standards:</p> <ul style="list-style-type: none"> - Standard 1, Key Idea 2 - Standard 1, Key Idea 4 <p>Core Standards:</p> <p>5th grade writing:</p> <ul style="list-style-type: none"> - W.5.1. - W.5.2. - W.5.9 - W.5.8. - W.5.7. <p>5th grade reading:</p> <ul style="list-style-type: none"> - RL.5.2. - RL.5.3. - RL.5.7. - RL.5.10.

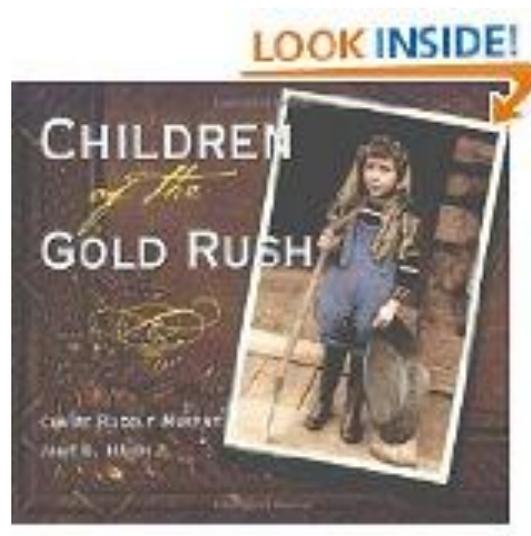
	Teacher Guide	Student Guide	
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<p>Objectives</p> <ul style="list-style-type: none"> -At the conclusion of the unit, students will be able to identify 5 items about the event not specified in the textbook. - Recap the event from more than one perspective. -Describe what impact this event has had on our country. 	<p><u>Whole group lesson:</u></p> <p>Day 1: -Class will read together pages 402-409 in textbook.</p> <p>Day 2: -Students will then read: Children of the Gold Rush by Claire Rudolf Murphy.</p> <ul style="list-style-type: none"> -They will also complete the KWL Chart and the graphic organizer - Students will then complete a journal entry on what was learned from the specific article of children's literature. 		<p>Materials Needed</p> <ul style="list-style-type: none"> • Social Studies textbook <u>Harcourt</u> <u>Horizons</u> •
<p>Goals:</p> <p>Students will:</p> <ul style="list-style-type: none"> - view the event from multiple perspectives. - explore the event on their own. - create a full understanding of the given event. 		<p><u>Small group:</u></p> <ul style="list-style-type: none"> -Students will participate in 3 small group activities throughout the unit. Each group will be 30 minutes each. -Each group will read an article of children's literature then complete the given activity. -Students will then be given time to write another journal entry explaining what they learned in the group activity. They may also compare this information to all other information learned so far in the unit. 	

<p>Verification -Review all journal entries. -Check group work activities for understanding. -Have students complete an assessment at the end of the unit.</p>		<p>Group 1: Day 2 -Read: <i>Gold Rush Winter</i> by Claire Rudolf -Students will then write a story about what this time period was like using details from the book.</p>	<p>Other Resources Harcourt Horizons textbook Children's literature Children's literature library</p>
<p>Activity This lesson will consist of a whole group lesson and 3 small group assignments.</p>		<p>Group 2: Day 2 -Read: <i>Wagon Wheels (I Can Read Book 3)</i> by Barbara Brenner -Students will then rewrite a story similar to the article of children's literature to depict what these three children went through during the Westward Expansion</p>	<p>KWL Chart -Group lesson worksheets</p>
<p>Assessment: -Informal - Journal entries - Group participation - Completion of group activities -use of the unit library -Formal -formal unit assessment</p>		<p>Group 3: Day 2 -Read: <i>Gold Fever</i> by Verla Kay in their small group -Students will then complete the comprehension worksheet that goes along with the story.</p>	<p>Additional Notes Due to longer books for each group lesson, some group lessons may last 2 sessions.</p>

Whole Group Day 1 lesson:

As a group, students will read *Children of the Gold Rush* by Claire Rudolf Murphy. This book does contain 84 pages, therefore will need to be read over a 4 day span.



During the first day, students will read the first 15 pages of the story. Students will then complete a web indicating what details they learned from this story so far. These details will help determine what children of the Gold Rush had to live through. Students will also complete a KWL chart to indicate what they know about the Gold Rush and Westward Expansion.

Assessment:

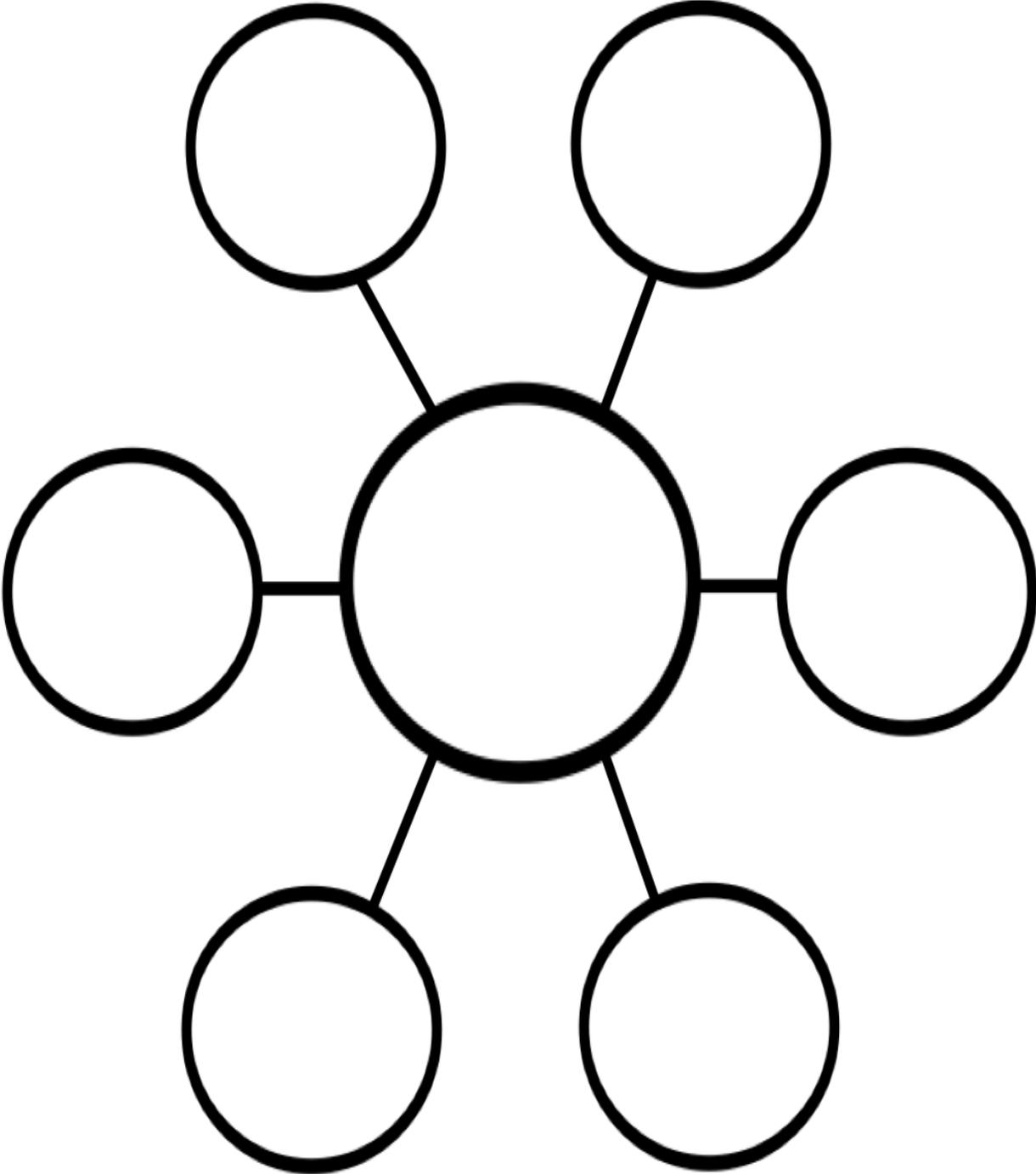
Students will be assessed on the completion of the graphic organizer (web). This will indicate the details and comprehension that students are learning from the story so far. Students will also complete a KWL chart at the beginning of this unit to indicate what they know about this time period.

Name: _____

K- Know	W- What I want to know	L- What I learned

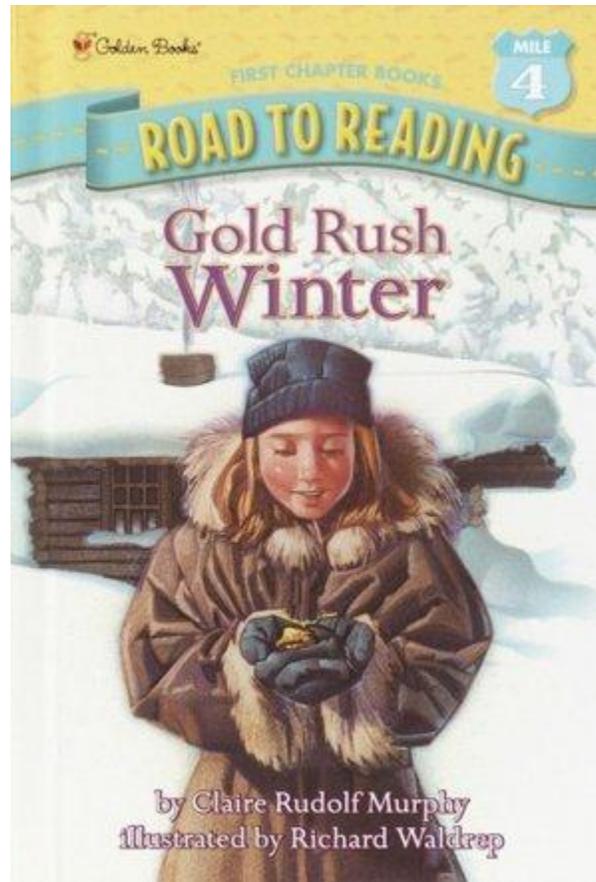
Name: _____

Web Organizer
The Gold Rush



Group 1, Day 2 lesson:

Students will read “*Gold Rush Winter*” by Claire Rudolf Murphy together in their small group.



After the completion of the story, students will write a short story of their own on how families had to live during this time period. What it was like for this family and what changes had to occur to live the life styles of this time.

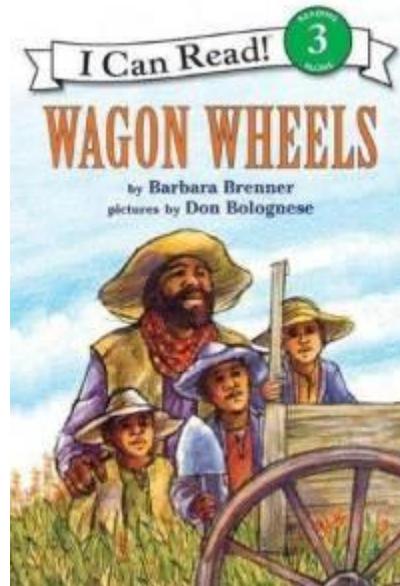
When students are finished with their story, they will have the opportunity to write a short journal entry indicating what was learned during this lesson. This will be used as an informal assessment.

Assessment:

Students will be assessed on the finished product of their short story. Their short story must include what it was like for the family, and what steps they had to take in order to stay a family together. Students will be graded on quality of their finished product.

Group 2, Day 1 lesson:

Students will read Wagon Wheels (I Can Read Book 3) by Barbara Brenner



In this short story, students will read about the life 3 boys lived during the Westward Expansion time period. Their father left them in order to find land. He then had them travel the long distance to the new land to reach him. After students read this story, they will create a short story of their own on how they would feel as a child if they were left to fend for themselves to the new land. This story will be created within the group. All 3 children must be characterized within the story.

Students are also to complete a journal entry to indicate what they learned from this small group activity.

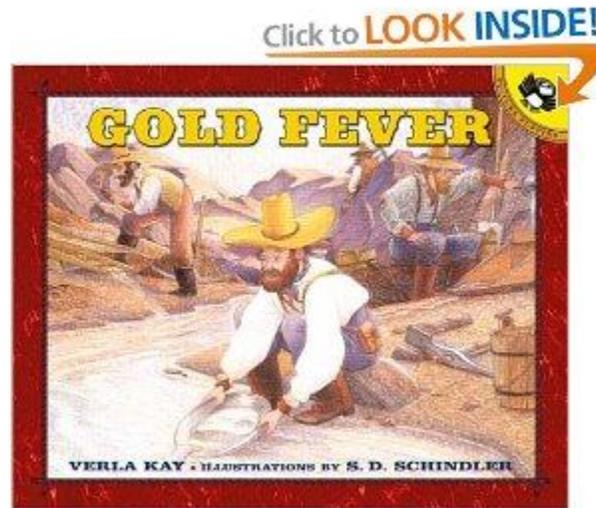
Assessment:

Students will be assessed on the story created after reading this short story. Students should include how all 3 children felt, what they would do and what struggles they faced.

Students will also be assessed on their journal entry submitted at the end of this session.

Group 3, Day 1 lesson:

Students will read *Gold Fever* by Verla Kay in their small group.



Once students have read *Gold Fever* by Verla Kay, students will then complete a worksheet that indicates the level of comprehension each student has gained from the story. Students will also complete a journal entry at the end of this lesson to share what information they learned while reading this story.

Assessment:

Students will be assessed on the completion of the worksheet that accompanies this story. This worksheet will focus on reading comprehension and the retelling of a story. They will also be assessed on the completion of a journal entry to indicate the level of learning gained from this lesson.

Name: _____

Group 3, Day 2 lesson

Gold Fever worksheet

1. Who was this story about? _____

2. What did he do before he left for the Gold Rush? _____

3. Why did he leave for the Gold Rush? _____

4. What did he learn once he got to his destination? _____

5. List three new vocabulary words you encountered in this book. _____

6. What did the character decide to do in the end? _____

7. How did the pictures help you to understand the story? _____

8. How was this story written? How was it different from most stories you've read?

Name: _____

Gold Rush/Opening of the West assessment

1. What was the Gold Rush? _____

2. When did the Gold Rush happen? _____

3. How did this time period change the lives of Americans? _____

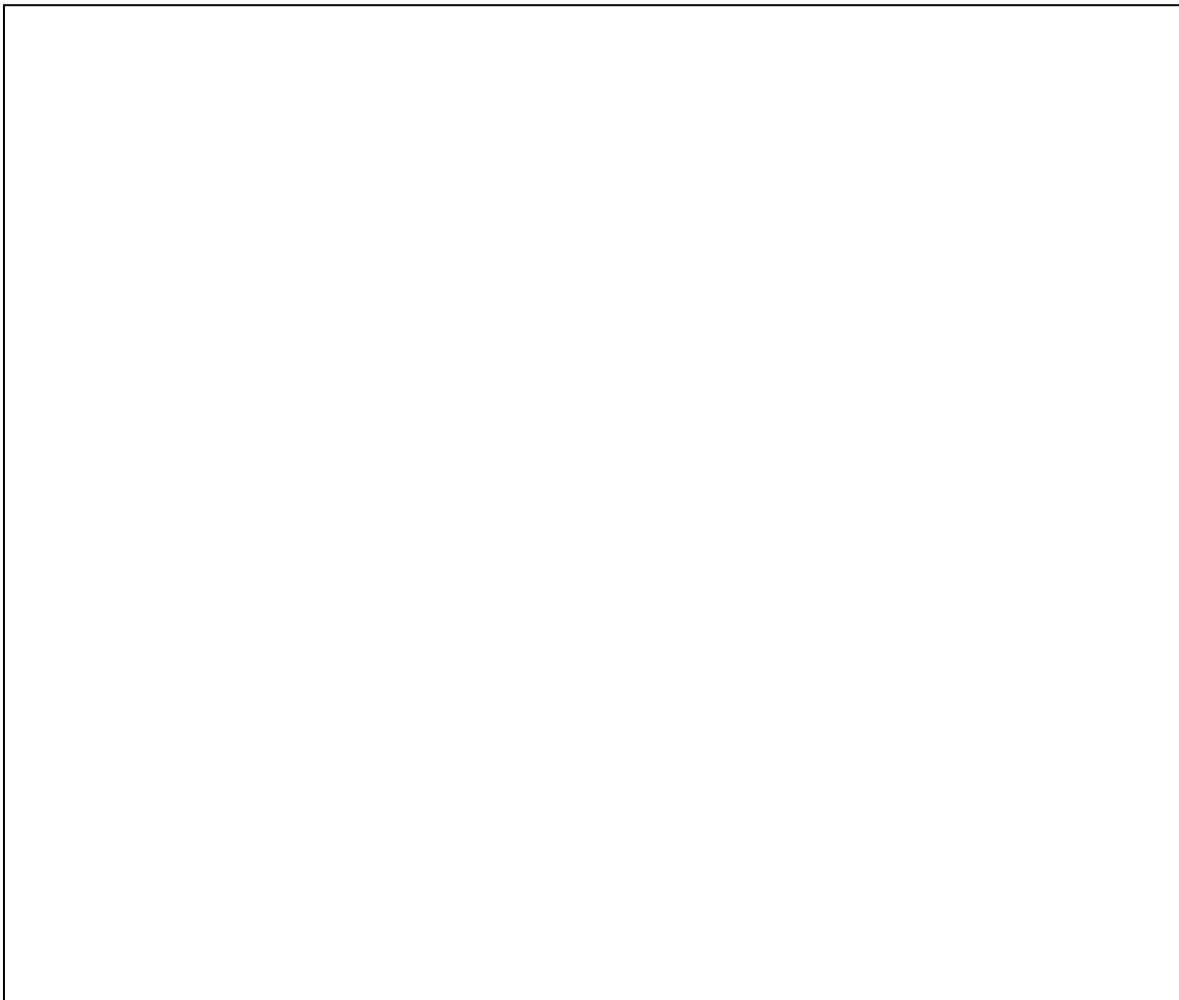
4. How did this time period change the lives of families? _____

5. What was a difficulty with the Gold Rush once people got to California? _____

6. What did people face while traveling west? _____

7. Using at least one of the books read in this unit, explain the events that happened during this time period. What did it change? How did people deal with this change? How did this time period end?

8. In the space provided below, please draw a picture of what you envisioned during this unit. What did the people look like? What did they do?



Gold Rush/Opening of the West library:

1. Gold Fever by Verla Kay; illustrated by S.D. Schindler *Grade level: 2-4*
2. Gold Fever! Tales of the California Gold Rush by Rosalyn Schanzer *Grade level: 3-6*
3. The Ballad of Lucy Whipple by Karen Cushman *Grade level: 3-6*
4. Mystery at Chilkoot Pass (History Mysteries) by Barbara Steiner *Grade level: 4-8*
5. How to Get Rick in the California Gold Rush An Adventurers Guide to the Fabulous Riches Discovered in 1848. National Geographic. *Grade level: 4-7*
6. By the Great Horn Spoon! by Sid Fleischman *Grade level: 4-7*
7. Whistler in the Dark (Mysteries Through Time) by Kathleen Ernst *Grade level: 3-6*
8. Hard Gold: The Colorado Gold Rush of 1859 A Tale of the Old West by Avi *Grade level: 4-7*
9. Seeds of Hope: The Gold Rush Diary of Susanna Fairchild California Territory, 1849 by Kristiana Gregory *Grade level: 5-8*
10. What Was the Gold Rush? By: Joan Holub *Grade level: 3 and up*
11. Gold Rush Winter by Claire Rudolf Murphy, Richard Waldrep (Illustrator) *Grade level: 3 and up*
12. Prairie Visions by Pam Conrad. *Grade level: 3 and up*
13. If You Traveled West In A Covered Wagon by Ellen Levine *Grade level: 2 and up*
14. Little House on the Prairie by Laura Ingalls Wilder *Grade level: 3 and up*
15. Prairie Day (My First Little House) by Laura Ingalls Wilder *Grade level: K and up*
16. You Wouldn't Want to Be an American Pioneer!: A Wilderness You'd Rather Not Tame by Jacqueline Morley *Grade level: 2 and up*
17. Covered Wagons, Bumpy Trails by Verla Kay *Grade level: Pre-School and up*
18. Prairie Friends by Nancy Smiler Levinson *Grade level: K and up*
19. Children of the Wild West by Russell Freedman *Grade level: 3 and up*
20. Wagon Wheels (I Can Read Book 3) by Barbara Brenner *Grade level: 1 and up*
21. Sarah, Plain and Tall by Patricia MacLachlan *Grade level: 3 and up*
22. Westward to Home : Joshua's Oregon Trail Diary, Book One, St. Joseph by Patricia Hermes *Grade: 3 and up*
23. How We Crossed The West: The Adventures Of Lewis And Clark by Rosalyn Schanzer *Grade level: 3 and up*
24. Children of the Gold Rush by Claire Rudolf Murphy *Grade level: 5-9*
25. Western Expansion by: Teresa Domnauer *Grade level: 3 and up*
26. Westward Expansion: Biography by Tom Pendergast

Civil War/Reconstruction

Grade **5** **Subject:** **Social Studies** **Prepared** **Amber Lindstrom**
Level: _____ _____ **By:** _____

<p>Overview & Purpose</p> <p>The purpose of this unit is for students to gain an understanding of the Civil War and the Period of Reconstruction of our nation.</p>	<p>Education Standards Addressed</p> <p>New York State Standards:</p> <ul style="list-style-type: none"> - Standard 1, Key Idea 2 - Standard 1, Key Idea 4 - Standard 4 <p>Core Standards:</p> <p>5th grade writing:</p> <ul style="list-style-type: none"> - W.5.1. - W.5.2. - W.5.9 - W.5.8. - W.5.7. <p>5th grade reading:</p> <ul style="list-style-type: none"> - RL.5.2. - RL.5.3. - RL.5.7. - RL.5.10.
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	Teacher Guide	Student Guide	
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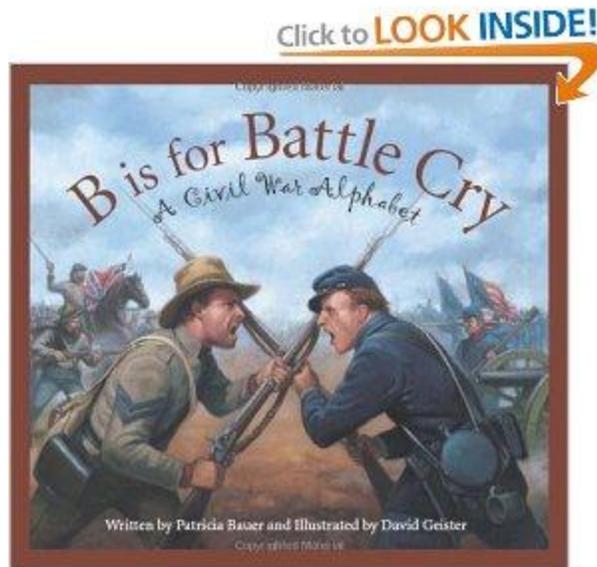
<p>Objectives</p> <ul style="list-style-type: none"> -At the conclusion of the unit, students will be able to identify 5 items about the event not specified in the textbook. - Recap the event from more than one perspective. -Describe what impact this event has had on our country. 	<p><u>Whole group lesson:</u></p> <ul style="list-style-type: none"> -The civil war unit will expand over a period of time. The civil war is included in both chapter 12 & 13 in the textbook. Each day's lesson will contain textbook reading as well as children's books reading. Day 1: Class will read together pages 436-443. They will then complete a journal entry on how this makes them feel. Day 2: The class will read text pages 444-449. Introducing Slavery and Freedom. Day 3: The class will read pages 450-457. Day 4: Students will read text pages 458-464. This is the start of the Civil War. Class will also read an article of children's literature to introduce the Civil War. Day 5: Students will read pages 465-471. The road to Union Victory. Day 6: Students will read pages 476-480 in their textbooks. Students will also read an article of children's literature on Reconstruction. 		<p>Materials Needed</p> <ul style="list-style-type: none"> • Social Studies textbook <u>Harcourt Horizons</u> •
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<p>Goals: Students will:</p> <ul style="list-style-type: none"> - view the event from multiple perspectives. - event on their own. - create a full understanding of the given event. 		<p><u>Small group:</u></p> <ul style="list-style-type: none"> -Students will participate in 3 small group activities throughout the unit. Each group will be 30 minutes each. -Each group will read an article of children's literature then complete the given activity. -Students will then be given time to write another journal entry explaining what they learned in the group activity. They may also compare this information to all other information learned so far in the unit. <p>When students do not understand a portion of the event, they should write this in their daily journals for the teacher to view. This will then allow the teacher to alter lessons appropriately to all students' needs.</p>	
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<p>Verification -Review all journal entries. -Check group work activities for understanding. -Have students complete an assessment at the end of the unit.</p>	<p>Whole group Day 1: Students will read <i>B is for Battle Cry</i> together. They will then write a poem. In this poem they will indicate details of the battle that they have learned so far.</p>	<p>Group 1: -Read: <i>The Last Brother: A Civil War Tale</i> By Trinka Noble -Students will then complete the worksheet provided for this group.</p>	<p>Other Resources Harcourt Horizons textbook Children's literature Children's literature library</p>
<p>Activity This lesson will consist of a whole group lesson and 3 small group assignments.</p>		<p>Group 2: -Read: <i>Charley Skedaddle</i> by Patricia Beatty. -Students will then complete the worksheet provided for this group.</p>	
<p>Assessment: -Informal - Journal entries - Group participation - Completion of group activities -use of the unit library -Formal -formal unit assessment</p>		<p>Group 3: -Read: <i>Charley Skedaddle</i> by Patricia Beatty -Complete the accompanying worksheet</p>	<p>Additional Notes</p>

Whole Group Day 1:

As a whole group, students will read "B is for Battle Cry: A Civil War Alphabet" by Patricia Bauer together.



After the completion of this book, students will write their own short poem on the events of the battle they have learned so far. They may write a poem on their own, or they may use the word BATTLE to design an acrostic poem about the Civil War. Students may choose which one will work best for them.

When these poems are complete, students may then write in their history journal to indicate what was learned in today's lesson.

Assessment:

During this lesson, students will be assessed on the completion of their poem. They will be assessed on the materials that are within the poem that indicate their level of knowledge on the topic so far. Students may choose to do a free verse poem or an acrostic poem using the word BATTLE depending on their interest. This will allow for differentiated instruction.

Name: _____
Battle poem

B

A

T

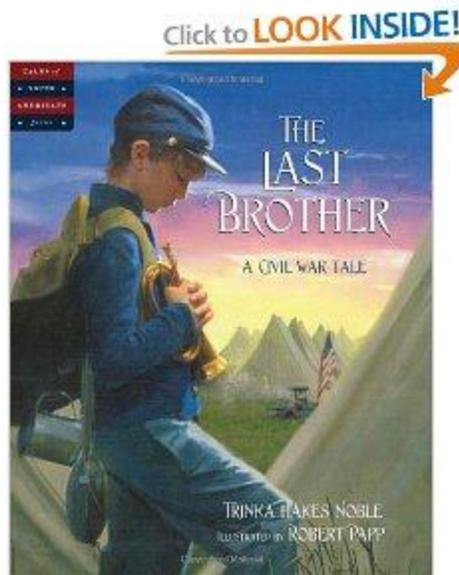
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Group 1 Day 2:

In a small group, students will read *The Last Brother: A Civil War Tale* By Trinka Noble together.



Students will first read *The Last Brother: A Civil War Tale*. Once students have completed the reading of this book, they will then complete a worksheet about the book. This book is to introduce to the students how children had to participate in the Civil War.

Students may then create a journal entry to indicate the information learned during today's lesson.

Assessment:

Students will be informally assessed on the participation within the group, as well as the journal entries produced for this lesson.

Students will also be assessed formally on the completion of the worksheet designed for this book.

Name: _____

The Last Brother: A Civil War Tale Worksheet

1. What was the boy's job in this story? _____

2. What did this job require him to do? _____

3. What month did this story take place in? _____
4. How old was this boy? _____
5. How many battle calls did he need to learn? _____
6. Who was his brother? _____
7. What did he do for his brother? _____

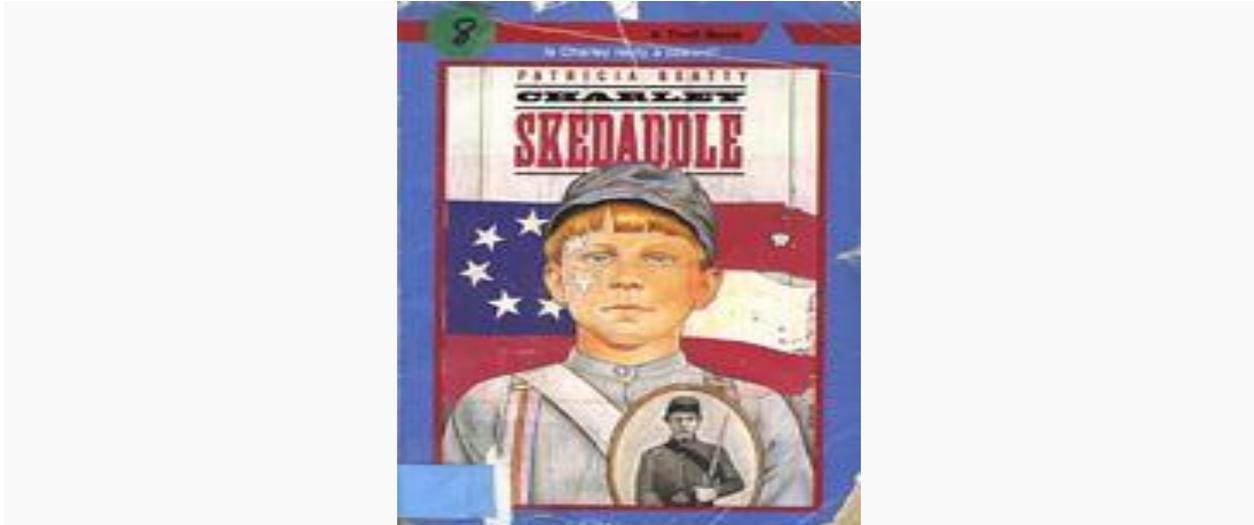
8. How many brothers had he already lost? _____
9. Who did he become friends with? _____
10. Why was this friendship an issue? _____

11. What did he need to choose between? _____

12. What did he decide to do in the end? _____

Group 2 Day 2:

In a small group, students will read *Charley Skeddadle* by Patricia Beatty.



After students finish reading this story, they will complete the accompanying worksheet. This story is also about another boy and his role in the Civil War. It indicates the struggles that these boys go through, and what effect it has on their lives.

Assessment:

Students will be informally assessed on their group participation and their journal entry written for today's lesson.

They will be formally assessed on the completion of the worksheet.

Name: _____

Charley Skedaddle worksheet

1. What did Charley do before joining the Army? _____

2. What made Charley enlist in the Army? _____

3. What did Charley enlist as? _____

4. Why does Charley "Skedaddle"? _____

5. Why would the Confederates arrest Charley? _____

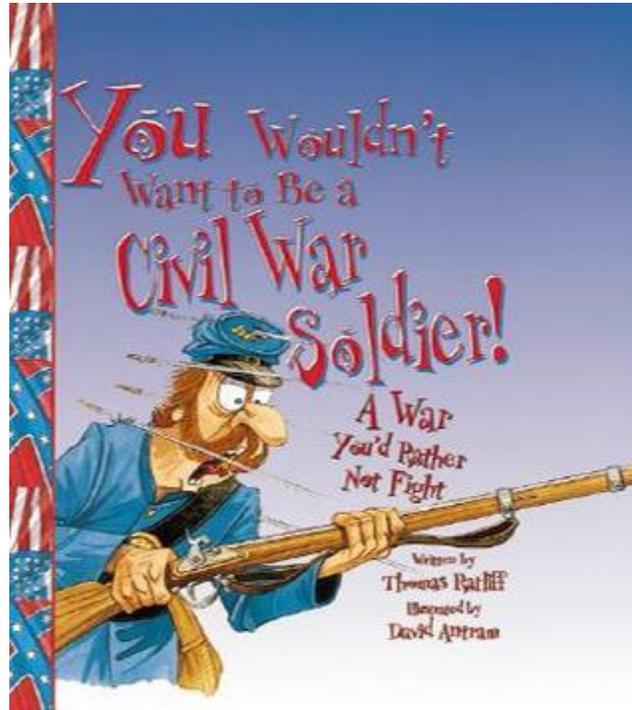
6. Where did Charley head? _____

7. Who did he meet there? _____
8. What selfless act did Charley perform? _____

9. How was he not a coward anymore? _____

Group 3 Day 3:

In a small group, students will read *You Wouldn't Want to Be a Civil War Soldier!: A War You'd Rather Not Fight* by Thomas Ratliff.



After students read this story they will create their own story as an Army soldier. What side did they choose and why? What was life like? How did it change your life?

Students may then write a short journal entry indicating what was learned through today's lesson.

Assessment:

Students will be assessed informally on their group participation and their journal entry produced for today's lesson.

Students will be formally assessed on the story produced during this small group activity.

Name: _____

Civil War/Reconstruction Assessment

1. What were the two sides in the Civil War? _____

2. What was the Civil War about? _____

3. How did this war affect American families? _____

4. How were boys involved in this war? _____

5. What hardships did men face during the war? _____

6. How was the country reconstructed after the war? _____

7. When was this war fought? _____

8. Where was this war fought? _____
9. What was your favorite story about the Civil War? _____
10. Why was this your favorite story? _____

11. In your own words, please write a short essay explaining the events of the Civil War, including the reasons for the war and the beliefs of the two sides. Give details on how the war affected the nation and the families within the nation.

Civil War/Reconstruction Library:

1. The Last Brother: A Civil War Tale By Trinka Noble *Grade leve:3-6*
2. No Man's Land: A Young Soldier's Story by Susan Bartoletti *Grade level: 4-8*
3. Bull Run by Paul Fleischman *Grade level: 5+*
4. Charley Skedaddle by Patricia Beatty *Grade level: 4-8*
5. Seeing the Elephant: A Story of the Civil War by Pat Hughes *Grade level: 3-5*
6. The Mostly True Adventures of Homer P. Figg by Rodman Philbrick *Grade level: 4-7*
7. A Light in the Storm: The Civil War Diary of Amelia Martin *Grade level: 4-8*
8. Pink and Say by Patricia Polacco *Grade level: 4-8*
9. Turn Homeward, Hannalee by Patricia Beatty *Grade level: 5-8*
10. The War Within A Novel of the Civil War by Caral Matas *Grade level: 5-8*
11. The River Between Us by Richard Peck *Grade level: 7-12*
12. Rifles for Watie by Harold Keith *Grade level:6+*
13. The Mostly True Adventures Of Homer P. Figg by Rodmon Philbrick *Grade level: 3+*
14. Voices of Gettysburg (Voices of History) by Sherry Garland *Grade level: 3+*
15. B is for Battle Cry: A Civil War Alphabet by Patricia Bauer *Grade level: 1+*
16. You Wouldn't Want to Be a Civil War Soldier!: A War You'd Rather Not Fight by Thomas Ratliff *Grade level: 3+*
17. Dadblamed Union Army Cow by Susan Fletcher *Grade level: K+*
18. Yankee at the Seder by Elka Weber *Grade level: PK+*
19. Alec's Primer by Mildred Pitts Walter *Grade level: PK+*
20. Freedom Ship by Doreen Rappaport *Grade level: 2+*
21. Robert Smalls Sails to Freedom by Susan Taylor Brown *Grade level: 2+*
22. Thunder at Gettysburg by Patricia Lee Gauch *Grade level: PK+*
23. The Last Brother: A Civil War Tale by Trinka Hakes Noble *Grade level: 1+*
24. Red Legs: A Drummer Boy of the Civil War by Ted Lewin *Grade level: 1+*
25. Lil Dan the Drummer Boy by Romare Beardon *Grade level: 1-4*
26. Which Way Freedom? By Joyce Hanson *Grade level: 5+*
27. Magic Tree House #21: Civil War on Sunday By: Mary Pope Osborne *Grade level: 1+*
28. A Day That Changed America: Gettysburg by Shelley Tanaka *Grade level: 4-6*
29. Photo By Brady: A Picture of the Civil War by Jennifer Armstrong *Grade level: 5 +*
30. The Boys' War: Confederate and Union Soldiers Tell About the Civil War by Jim Murphy *Grade level: 6+*

Industrial Revolution

Grade **5** **Subject: Social Studies** **Prepared** **Amber Lindstrom**
Level: _____ _____ **By:** _____

<p>Overview & Purpose</p> <p>The purpose of this lesson is to educate students on what the Industrial Revolution was. How it impacted America, and the lives of the American people.</p>	<p>Education Standards Addressed</p> <p>New York State Standards:</p> <ul style="list-style-type: none"> - Standard 1, Key Idea 2 - Standard 1, Key Idea 4 - Standard 4 - Standard 5 <p>Core Standards:</p> <p>5th grade writing:</p> <ul style="list-style-type: none"> - W.5.1. - W.5.2. - W.5.9 - W.5.8. - W.5.7. <p>5th grade reading:</p> <ul style="list-style-type: none"> - RL.5.2. - RL.5.3. - RL.5.7. - RL.5.10.
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	Teacher Guide	Student Guide	
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<p>Objectives</p> <ul style="list-style-type: none"> -At the conclusion of the unit, students will be able to identify 5 items about the event not specified in the textbook. - Recap the event from more than one perspective. -Describe what impact this event has had on our country. 	<p><u>Whole group lesson:</u></p> <p><u>Day1:</u></p> <p>Class will read together pages 412-419</p> <ul style="list-style-type: none"> - Students will then complete a journal entry on what was learned from the text. <p><u>Day 2:</u></p> <p>Class will read <i>The Lorax</i> by Dr. Seuss <i>Grade level: K and up</i></p> <p>Students will then complete a graphic organizer to indicate the details found in the Lorax. This will have details of how the story is related to the Industrial Revolution.</p>		<p>Materials Needed</p> <ul style="list-style-type: none"> • Social Studies textbook <u>Harcourt Horizons</u> • Worksheets for group activities • Poster paper • Crayons or markers
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<p>Goals:</p> <ul style="list-style-type: none"> - Students will have the opportunity to view the event from multiple perspectives. - Students will have the opportunity to explore the event on their own. - Students will be given opportunities to create a full understanding of the given event. 		<p><u>Small group:</u></p> <ul style="list-style-type: none"> -Students will participate in 3 small group activities throughout the unit. Each group will be 20 minutes each. -Each group will read an article of children's literature then complete the given activity. -Students will then be given time to write another journal entry explaining what they learned in the group activity. They may also compare this information to all other information learned so far in the unit. 	
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<p>Verification -Review all journal entries. -Check group work activities for understanding. -Have students complete an assessment at the end of the unit.</p>		<p>Group 1: -Read: <i>“During the Industrial Revolution”</i> by Lisa Wroble -Students will then complete the T-chart comparing the two time periods. How are children’s lives different?</p>	<p>Other Resources Harcourt Horizons textbook Children’s literature Children’s literature library</p>
<p>Activity This lesson will consist of a whole group lesson and 3 small group assignments.</p>		<p>Group 2: -Read: <i>“Bobbin Girl”</i> by Emily McCully -Students will then create a poster to indicate what they think Rebecca should do. They must include the specifics listed within the lessons.</p>	
<p>Assessment: -Informal - Journal entries - Group participation - Completion of group activities -use of the unit library -Formal -formal unit assessment</p>		<p>Group 3: -Read: <i>“Spotlight on America: Industrial Revolution”</i> by Robert W. Smith -Students will then write an essay indicating what this book explained about the Industrial Revolution.</p>	<p>Additional Notes This topic only has 7 pages within the textbook. Therefore, to be most beneficial to the students more small group activities would be strongly advised.</p>

Whole Group Day 2:

As a whole group, students will read "*The Lorax*" by Dr. Seuss.



Once students have finished reading "*The Lorax*", they will complete a graphic organizer. In this graphic organizer the main idea will be the Industrial Revolution. Students will be asked to use information found in the book "*The Lorax*" to relate to the Industrial Revolution. How does this children's book explain the Industrial Revolution?

This lesson is designed to show students how some articles of children's literature are designed to actually explain a different event in time. As children one may not understand that this book is related to the Industrial Revolution. This may be used as a tool to teach children to examine texts in a different lens.

Students may then write a short journal entry indicating the level of understanding from today's lesson.

Assessment:

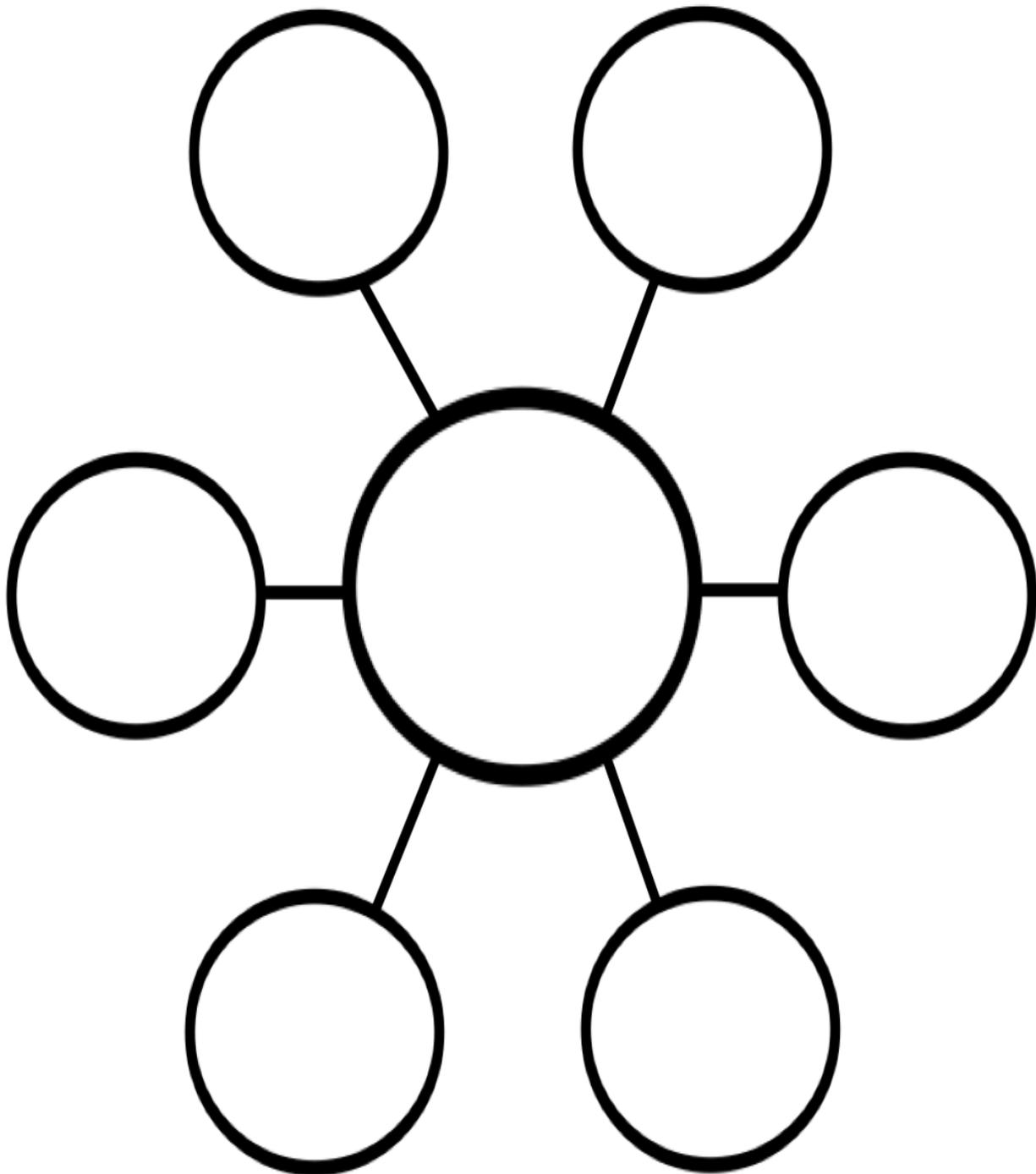
Students will be assessed informally by their participation in the lesson and their journal entry produced for today's lesson.

Students will be assessed formally on the completion of their graphic organizer. This will show the relationship to the article of children's literature to history of the Industrial Revolution.

Industrial Revolution Library:

Name: _____

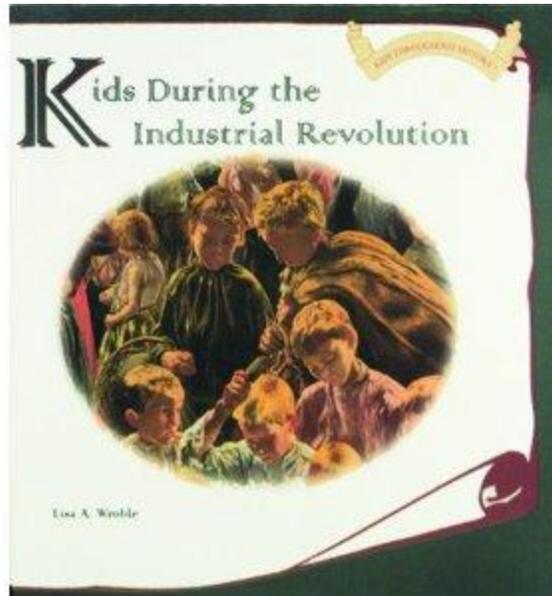
The Lorax- How does it relate to the Industrial Revolution?



Group 1 Day 3:

Lesson:

Students will read "Kids During the Industrial Revolution" by Lisa Wroble.



While reading this text, it is important for children to really focus on the lives of children during this time period. What was different from the life they live now? What did these children have to do? Once students are done reading this story, they will complete a T-chart comparison of children of the Industrial Revolution and now.

Students may then write a journal entry indicating what they learned through this lesson today.

Assessment:

Students will be informally assessed on the participation within the group. They will also be assessed on their journal entry indicating the level of learning that occurred during this lesson.

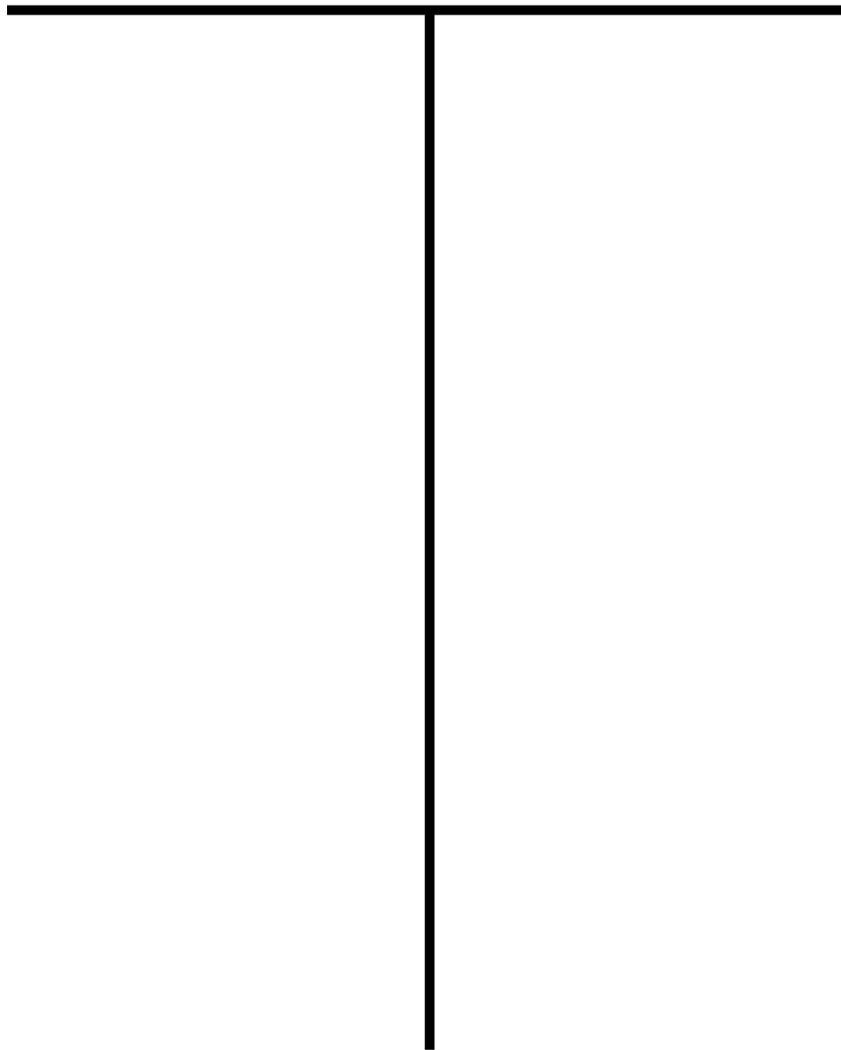
Students will be formally assessed on their T-chart that indicates the comparison of the 2 time periods.

Name: _____

Industrial Revolution

Children of the Industrial Revolution

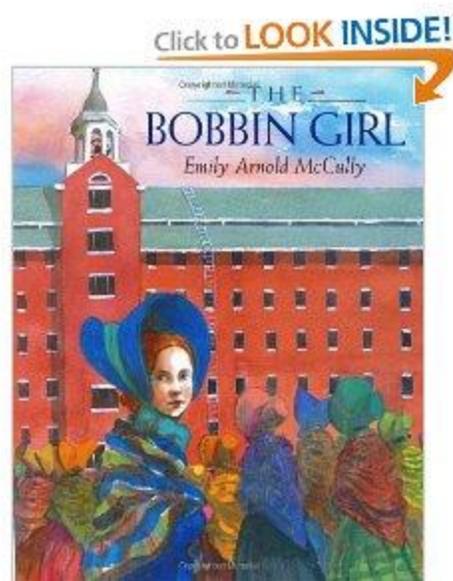
Children now



Group 2 Day 3:

Lesson:

Students will read “ Bobbin Girl” by Emily McCully.



After students have read this story, they will create a poster that indicates what they think Rebecca should choose in the story. Should she protest and ask for higher wages, or should she just continue her daily duties to help her family. These posters should include a slogan, reasoning, pictures and represent articles from the story.

Students will then be asked to complete a journal entry to indicate what was learned through this lesson.

Assessment:

Students will be assessed informally by their participation during the lesson. They will also be assessed on the journal entry produced at the end of the lesson.

Students will be formally assessed on the overall product produced by their campaign poster. These should be of quality and possess the specific details indicated within the lesson.

Name: _____

“Bobbin Girl” project:

You will need:

One piece of poster paper

Crayons

The story

What you will do:

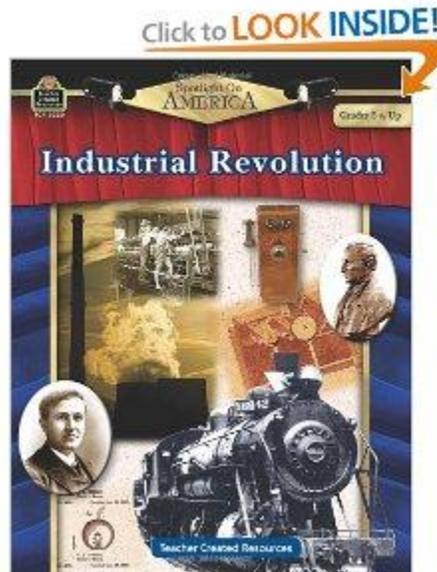
You will create a poster that indicates what you think Rebecca should choose in the story. Should she protest and ask for higher wages, or should she just continue her daily duties to help her family. These posters should include a slogan, reasoning, pictures and represent articles from the story.

You may brain storm on this paper:

Group 3 Day 3:

Lesson:

Students will read “*Spotlight on America: Industrial Revolution*” by Robert W. Smith.



Students will read this book together in a small group. They will then brainstorm and complete an essay indicating the events of the Industrial Revolution. What was built? Who built these items? Why was this time period so important?

Students will then complete a journal entry indicating what was learned during this lesson.

Assessment:

Students will be assessed informally on their level of participation during the small group session. They also will be assessed on their journal entry produced for this lesson.

Students will be formally assessed on the essay created for this lesson.

Name: _____

Industrial Revolution Assessment

1. What was the Industrial Revolution? _____

2. Who was involved in the Industrial Revolution? _____

3. What was produced during the Industrial Revolution? _____

4. What was invented? _____

5. How were children involved in the Industrial Revolution? _____

6. Why did children work in the factories? _____

7. What were conditions in mills like? _____

8. In at least 5 sentences, explain how working conditions are different today than they were during the Industrial Revolution.

9. With the remaining portion of the page, please design an ad that tells people why conditions were poor during the Industrial Revolution. Use information learned from stories in this unit to help you design this poster. This ad will explain to the public why this time period needed a change.

Industrial Revolution Historic Library:

1. BOBBIN GIRL by: Emily McCully *Grade level: K and up*
2. The Clock by: James Lincoln Collier *Grade level: 3 and up*
3. The Lorax by Dr. Seuss *Grade level: K and up*
4. The Bobbin Girl by Emily Arnold McCully *Grade level: K and up*
5. All About America: The Industrial Revolution by Hilarie N. Stanton *Grade level: 4 and up*
6. Industrial Revolution (History in a Hurry) by John Farman *Grade level: 3 and up*
7. Kids at Work: Lewis Hine and the Crusade Against Child Labor by Russell Freedman *Grade level: 4 and up*
8. Industrial Revolution from Muscles to Machines! By Carole Marsh *Grade level: 4 and up*
9. Kids On Strike! by Susan Campbell Bartoletti *Grade level: 5 and up*
10. The Industrial Revolution (Discoveries and Inventions) by Henry Dale and Rodney Dale *Grade level: 3 and up*
11. The Breaker Boys by Pat Hughes *Grade level: 3 and up*
12. Child Labor and the Industrial Revolution: The 20th Century by Harriet Isecke *Grade level: 2 and up*
13. The Industrial Revolution (See Through History) by Andrew Langley *Grade level: 6-8*
14. Kids During the Industrial Revolution by Lisa Wroble *Grade level: 2 and up*
15. Smokestacks and Spinning Jennys: Industrial Revolution (Raintree Fusion: American History Through Primary Sources) by Sean Stewart Price *Grade level: 4 and up*
16. Spotlight on America: Industrial Revolution by Robert W. Smith *Grade level: 4 and up*
17. Industrial Revolution by Poul Anderson *Grade level: 4 and up*
18. Big Annie of Calumet: A True Story of the Industrial Revolution by Jerry Stanley *Grade level: 5 and up*
19. The Industrial Revolution in America: A Primary Source History of America's Transformation into an Industrial Society (Primary Sources in American History) by Corona Brezina *Grade level: 5 and up*
20. Young Reader's Guide to the Great Inventors of America's Industrial Revolution by Waddy Thompson *Grade level: 2 and up*

World War I

Grade **5** **Subject: Social Studies** **Prepared** **Amber Lindstrom**
Level: _____ _____ **By:** _____

<p>Overview & Purpose</p> <p>The purpose of this unit is to educate students on World War I. Students will gain knowledge on what happen during this time period, as well as the events that occurred as a result.</p>	<p>Education Standards Addressed</p> <p>New York State Standards:</p> <ul style="list-style-type: none"> - Standard 1, Key Idea 2 - Standard 1, Key Idea 4 - Standard 2 - Standard 4 - Standard 5 <p>Core Standards:</p> <p>5th grade writing:</p> <ul style="list-style-type: none"> - W.5.1. - W.5.2. - W.5.9 - W.5.8. - W.5.7. <p>5th grade reading:</p> <ul style="list-style-type: none"> - RL.5.2. - RL.5.3. - RL.5.7. - RL.5.10.
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	Teacher Guide	Student Guide	
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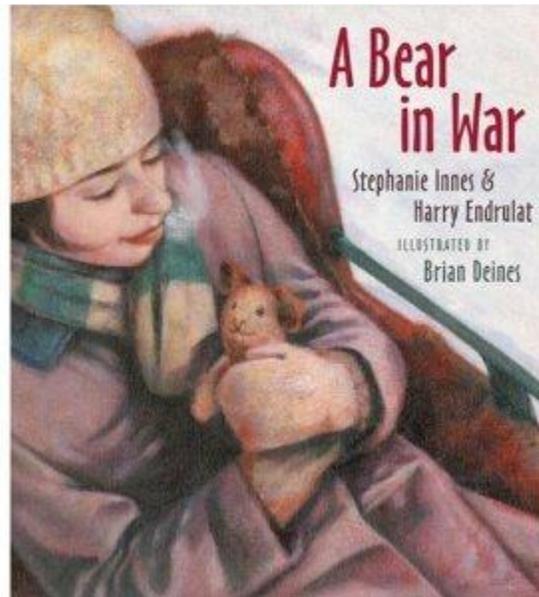
<p>Objectives</p> <ul style="list-style-type: none"> -At the conclusion of the unit, students will be able to identify 5 items about the event not specified in the textbook. - Recap the event from more than one perspective. -Describe what impact this event has had on our country. 	<p><u>Whole group lesson:</u></p> <p>Day 1:</p> <ul style="list-style-type: none"> -Class will read pages 537 -541 in their textbooks. <p>Day2:</p> <ul style="list-style-type: none"> -Students will read <i>A Bear in War</i> by Stephanie Innes -Students will then reflect on how this war not only affected American's but Canadian's too. They will then write a letter to someone who could be in war. - Students will then complete a journal entry on what was learned from the specific article of children's literature. 		<p>Materials Needed</p> <ul style="list-style-type: none"> • Social Studies textbook <u>Harcourt Horizons</u> • Children's literature library • History journal
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<p>Goals:</p> <ul style="list-style-type: none"> - Students will have the opportunity to view the event from multiple perspectives. - Students will have the opportunity to explore the event on their own. - Students will be given opportunities to create a full understanding of the given event. 		<p><u>Small group:</u></p> <ul style="list-style-type: none"> -Students will participate in 3 small group activities throughout the unit. Each group will be 30 minutes each. -Each group will read an article of children's literature then complete the given activity. -Students will then be given time to write another journal entry explaining what they learned in the group activity. They may also compare this information to all other information learned so far in the unit. 	
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<p>Verification -Review all journal entries. -Check group work activities for understanding. -Have students complete an assessment at the end of the unit.</p>		<p>Group 1: -Read: “<i>Going to War in World War I</i>” by Adrian - use the accompanying t-chart to compare the 3 branches of the military. They will compare the involvement and activities preformed in WWI.</p>	<p>Other Resources Harcourt Horizons textbook Children’s literature Children’s literature library Crayons</p>
<p>Activity This lesson will consist of a whole group lesson and 3 small group assignments.</p>		<p>Group 2: -Read: “<i>A Brave Soldier</i>” by Nicolas Debon - draw a picture of what they think a brave soldier looks like. They will then write a short essay describing their brave soldier.</p>	<p>Markers Worksheets</p>
<p>Assessment: -Informal - Journal entries - Group participation - Completion of group activities -use of the unit library -Formal -formal unit assessment</p>		<p>Group 3: -Read: “<i>Where Poppies Grow: A World War I Companion</i>” by Linda Granfield - answer the accompanying worksheet about poppies.</p>	<p>Additional Notes -A lot of the books found on this topic are longer books. Some small group activities may have to be designed to take multiple days.</p>

Whole group lesson, Day 2:

Students will read “*A Bear in War*” by Stephanie Innes as a group.



After students have read this story, a discussion should form on how wars like this do not only affect families in the United States. These wars affect families in many different countries. Once this discussion is over, students will be asked to write a letter to a loved one who is in World War I. This will be a fictional letter like the letters written in this story. They should use details from this story to support and create their letters to a loved one.

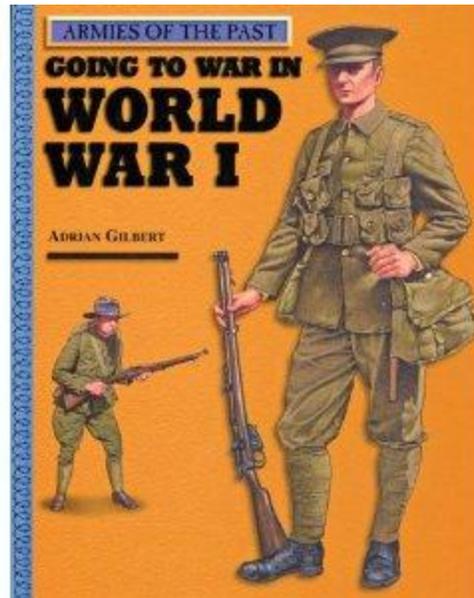
Assessment:

Students will be informally assessed on their participation during this lesson.

Students will be formally assessed on the completion of their letter to a loved one in World War I. These letters should include details and show similarity to the letters included in this story.

Group 1, Day 3 lesson:

Students will read *Going to "War in World War I"* by Adrian Gilbert together as a group.



After students have completed the reading of this story, they will complete a t-chart indicating the differences of the different military branches. What roles they had in the war and what was different for each branch. They may complete this together as a small group.

Students will then be asked to write a short journal entry indicating the knowledge learned from this lesson.

Assessment:

Students will be assessed informally by their participation in this group activity. They will also be assessed on their journal entry provided for this day.

Students will be assessed formally as a group on their completion of the t-chart on military branches. These should have at least 5 details in each column.

Group members: _____

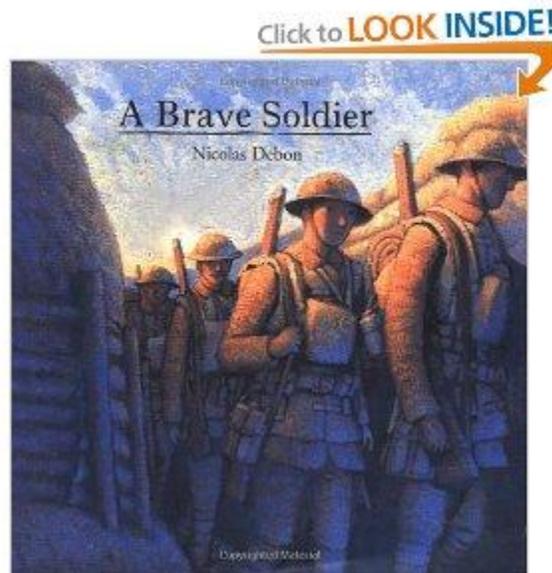
Military branches- What did they do in World War I?

Army	Navy

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Group 2, Day 3 lesson:

Students will read “*A Brave Soldier*” by Nicolas Debon together.



Once students have completed the story, they will then draw a picture of how they envision this soldier at the end of the story. They will then write a short essay indicating how this story made them feel about this soldier.

Students will then be asked to record the information learned in their history journal.

Assessment:

Students will be informally assessed on their group participation. They will also be assessed on their journal entry indicating the amount of knowledge gained from this activity.

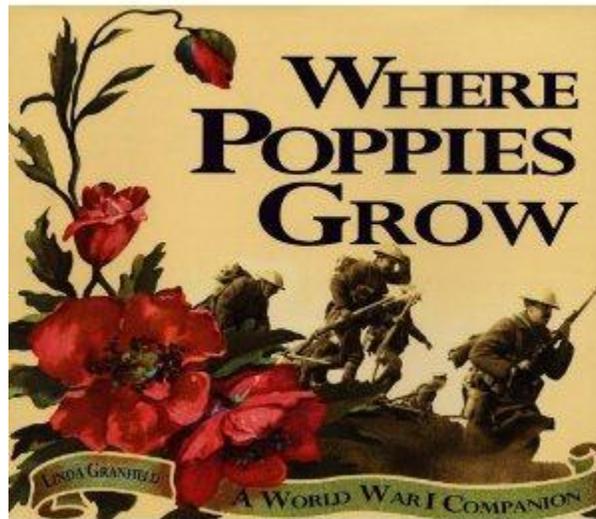
Students will formally be assessed on their drawing and short essay. This will indicate the level of learning each child gained from reading this story.

Name: _____

Please draw a picture of what this story made you imagine below.

Group 3, Day 3 lesson:

Students will read “*Where Poppies Grow: A World War I Companion*” by Linda Granfield in their small group.



Once students have completed reading this book, (This book contains mostly pictures about World War I) they will complete the accompanying worksheet. In this book, students will get to see pictures and artifacts that are related to World War I. They will also be able to connect why Veterans sell poppies every year on Veterans Day.

Assessment:

Students will be informally assessed on their group participation and their journal entries produced for today's lesson.

Students will be formally assessed on the completion of the accompanying worksheet.

Name : _____

Poppies Worksheet

1. List 5 things learned from this book :

a. _____

b. _____

c. _____

d. _____

e. _____

2. What did the poppies in the book stand for? _____

3. Why do we see the poppies described in the book today? _____

4. What time of the year do we typically see these kinds of poppies? _____

5. Why do you feel this book was designed? _____

Name: _____

World War I Assessment

1. What event happened to cause World War I? _____

2. Was this really the war to end all wars? Why? _____

3. What countries were involved in World War I? _____

4. How did this war affect families back home? _____

5. What holiday did they hope soldiers were home by? _____
6. When did this war occur? _____
7. What were some results of this war? _____

8. In your own words, explain the feelings of soldiers during this war. Please use examples from the books that have been read during this unit.

World War I Library:

1. A Brave Soldier by Nicolas Debon *Grade level: 4-8*
2. War Game: Village Green to No-Man's-Land by Michael Foreman *Grade level: 3-8*
3. Archie's War: My Scrapbook of the First World War, 1914-1918 by Archie Albright *Grade level: 4-7*
4. Truce: The Day the Soldiers Stopped Fighting by Jim Murphy *Grade level: 5-8*
5. Christmas in the Trenches by John McCutcheon *Grade level: 1 and up*
6. Aunt Jane's Nieces in the Red Cross (Aunt Jane's Nieces, #10) by Edith Van Dyne *Grade level: 4 and up*
7. A Brave Soldier by Nicolas Debon *Grade level: 1 and up*
8. A Bear in War by Stephanie Innes *Grade level: K and up*
9. One Boy's War by Lynne Huggins-Cooper *Grade level: 1 and up*
10. Where Poppies Grow: A World War I Companion by Linda Granfield *Grade level: 5 and up*
11. Desperate Glory: The Story of WWI by John Wilson *Grade level: 4 and up*
12. World War I: The Rest of the Story and How It Affects You Today, 1870 to 1935 (Uncle Eric Book) by Richard J. Maybury and Jane A. Williams *Grade level: 9 and up*
13. World War I Flying Ace (Time Machine, No 24) by Richard Mueller *Grade level: 4 and up*
14. Summer Soldiers by Susan Hart Lindquist *Grade level: 3 and up*
15. The Night Flyers (American Girl History Mysteries) by Elizabeth McDavid Jones *Grade level: 3 and up*
16. The night the bells rang by Kinsey-Warnock, Natalie *Grade level: 2 and up*
17. And in the Morning by John Wilson *Grade level: 8 and up*
18. My Brother's Shadow by Monika Schröder *Grade level: 7 and up*
19. After the Dancing Days by Margaret Rostkowski *Grade level: 6 and up*
20. Pictures, 1918 by Jeanette Ingold *Grade level: 7 and up*
21. First World War (Usborne Internet-Linked Introduction To...) by Ruth Brocklehurst *Grade level: 4 and up*
22. Going to War in World War I (Armies of the Past) by Adrian Gilbert *Grade level: 3 and up*
23. The War to End All Wars: World War I by Russell Freedman *Grade level: 6-9*
24. World War I: Contains a 16-Page Guide to WWI Battlefields and Memorials by H. P. Willmott *Grade level: 5 and up*

1920's/Depression/Dust Bowl

Grade **5** **Subject: Social Studies** **Prepared** **Amber Lindstrom**
Level: _____ _____ **By:** _____

<p>Overview & Purpose</p> <p>The purpose of this unit is to educate students on the 1920's, the Depression and the Dust Bowl. Students will learn the importance of these time periods and what impact they had on the Nation.</p>	<p>Education Standards Addressed</p> <p>New York State Standards:</p> <ul style="list-style-type: none"> - Standard 1, Key Idea 2 - Standard 1, Key Idea 4 - Standard 2 - Standard 4 - Standard 5 - Standard 6 <p>Core Standards:</p> <p>5th grade writing:</p> <ul style="list-style-type: none"> - W.5.1. - W.5.2. - W.5.9 - W.5.8. - W.5.7. <p>5th grade reading:</p> <ul style="list-style-type: none"> - RL.5.2. - RL.5.3. - RL.5.7. - RL.5.10.
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	Teacher Guide	Student Guide	
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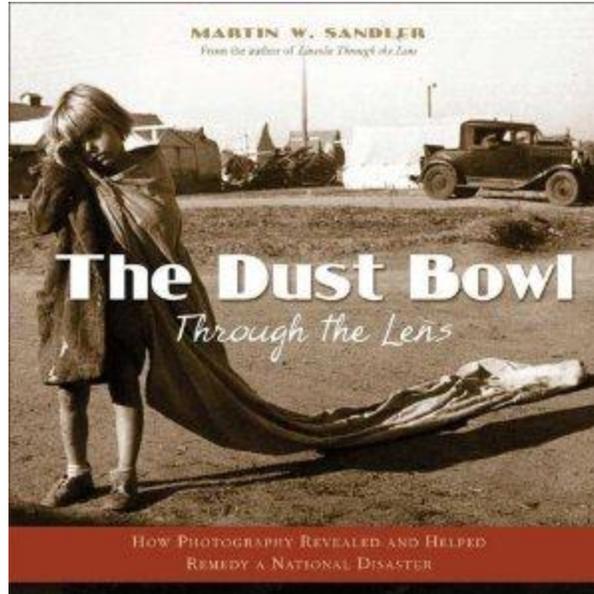
<p>Objectives</p> <ul style="list-style-type: none"> -At the conclusion of the unit, students will be able to identify 5 items about the event not specified in the textbook. - Recap the event from more than one perspective. -Describe what impact this event has had on our country. 	<p><u>Whole group lesson:</u></p> <p>Day 1: -Class will read together textbook pages 542-549.</p> <p>Day 2: - as a class students will look through the first 30 pages of” <i>The Dust Bowl Through the Lens: How Photography Revealed and Helped Remedy a National Disaster</i>” by Martin Standler</p> <p>Students will then complete a graphic organizer to depict some of the details about the Dust Bowl</p> <p>- Students will then complete a journal entry on what was learned from the specific article of children’s literature.</p>		<p>Materials Needed</p> <ul style="list-style-type: none"> • Social Studies textbook <u>Harcourt Horizons</u> • Poster paper • Markers • Crayons • worksheets
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<p>Goals: Students will:</p> <ul style="list-style-type: none"> - view the event from multiple perspectives. - explore the event on their own. - create a full understanding of the given event. 		<p><u>Small group:</u></p> <ul style="list-style-type: none"> -Students will participate in 3 small group activities throughout the unit. Each group will be 30 minutes each. -Some group lessons may require more than one day to fully complete the activities. -Each group will read an article of children's literature then complete the given activity. -Students will then be given time to write another journal entry explaining what they learned in the group activity. They may also compare this information to all other information learned so far in the unit. 	
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<p>Verification -Review all journal entries. -Check group work activities for understanding. -Have students complete an assessment at the end of the unit.</p>		<p>Group 1: -Read: <i>You Forgot Your Skirt, Amelia Bloomer</i> by Shana Corey -create a poster to advertise bloomers.</p>	<p>Other Resources Harcourt Horizons textbook Children's literature Children's literature library</p>
<p>Activity This lesson will consist of a whole group lesson and 3 small group assignments.</p>		<p>Group 2: -Read: <i>Potato: A Tale from the Great Depression</i> by Kate - write a story to indicate what families lived through during the Great Depression.</p>	<p>Poster paper Crayons Markers</p>
<p>Assessment: -Informal - Journal entries - Group participation - Completion of group activities -use of the unit library -Formal -formal unit assessment</p>		<p>Group 3: -Read: <i>I Could Do That! Esther Morris Gets Women the Vote</i> by Linda White - break off into 2 small groups. Students will create a debate on why women should or should not have the right to vote.</p>	<p>Additional Notes</p>

Whole group lesson, Day 2:

Students will look through the first 30 pages of *The Dust Bowl Through the Lens: How Photography Revealed and Helped Remedy a National Disaster* by Martin Sandler together.



Once students have reviewed the first 30 pages of this book, they will complete a graphic organizer web to indicate details found from the pictures in this book. These pictures are of real events that have happened during this time period. Students will learn about primary sources through this lesson. As a group students should discuss what they think life was like during this time period.

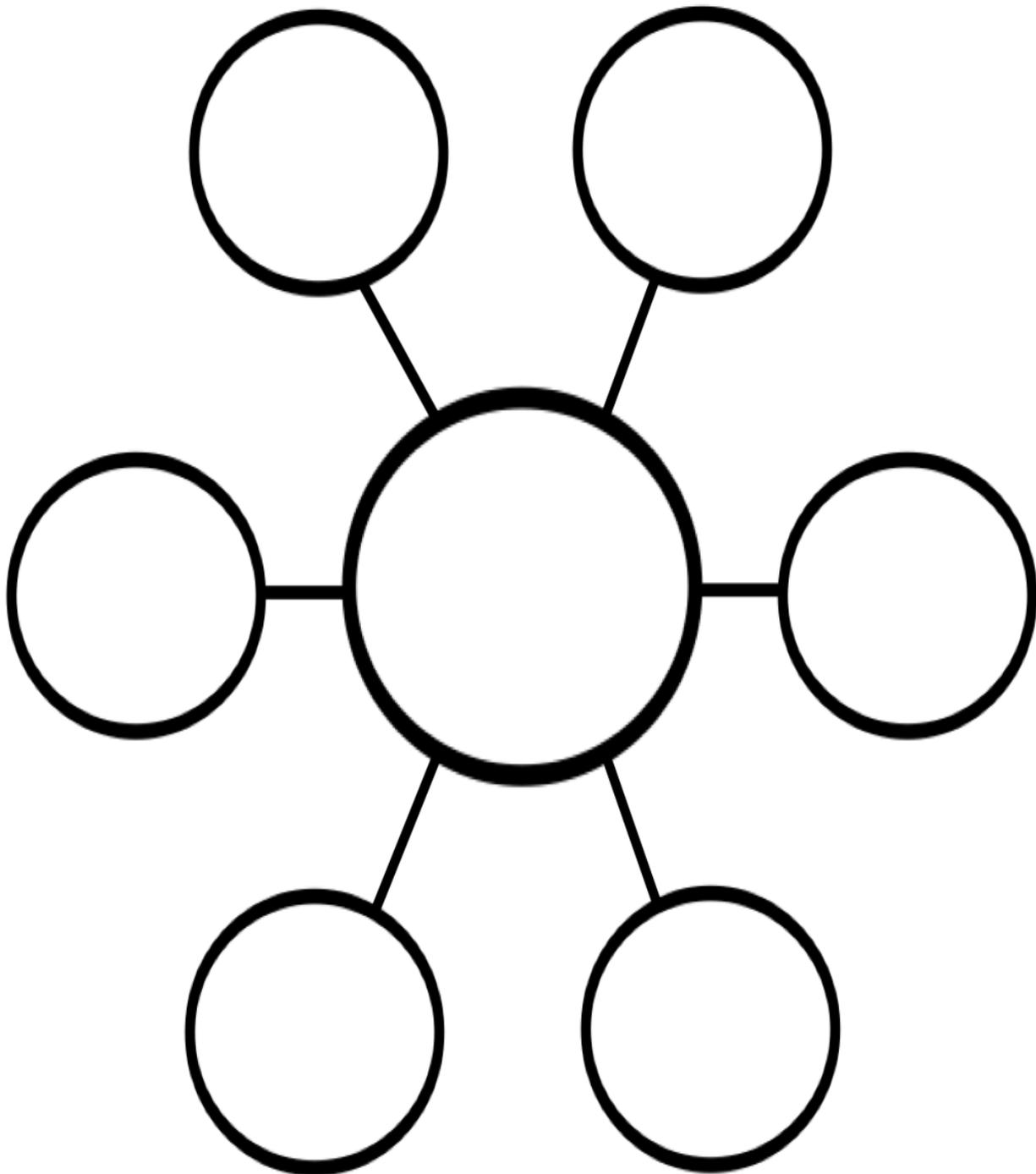
Students will then be asked to write in their journal to indicate what they learned through today's lesson.

Assessment:

Students will informally be assessed on the participation during the group lesson and their journal entry produced for today.

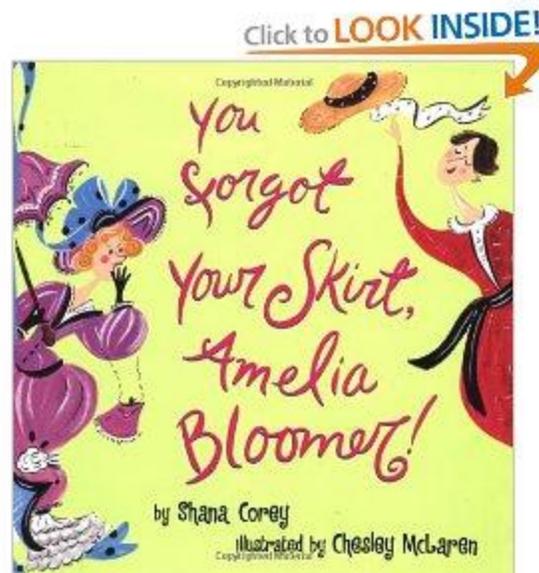
Students will be formally assessed on their finished graphic organizer indicating the amount of information learned through this lesson.

Name: _____
The Dust Bowl



Group 1, Day 3 lesson:

Students will read *You Forgot Your Skirt, Amelia Bloomer* by Shana Corey together in their small group.



Once students have read this story in their small group, they will be asked to create a poster to advertise these bloomers. They must have a slogan, a reason why these bloomers will benefit the buyers and create pictures to advertise their appearance.

Students will then be asked to complete a journal entry indicating what was learned during this lesson.

Assessment:

Students will informally be assessed on their participation in the small group lesson as well as their journal entry produced for today's lesson.

Students will be formally assessed on the poster created from this lesson. It must include the details listed above for full credit.

Name: _____

Bloomers poster

You will create a poster to advertise bloomers. Use the information from the story to help you create this poster.

Your poster must have a slogan, a reason why these bloomers will benefit the buyers and create pictures to advertise their appearance.

Materials:

Crayons/ colored pencils/markers

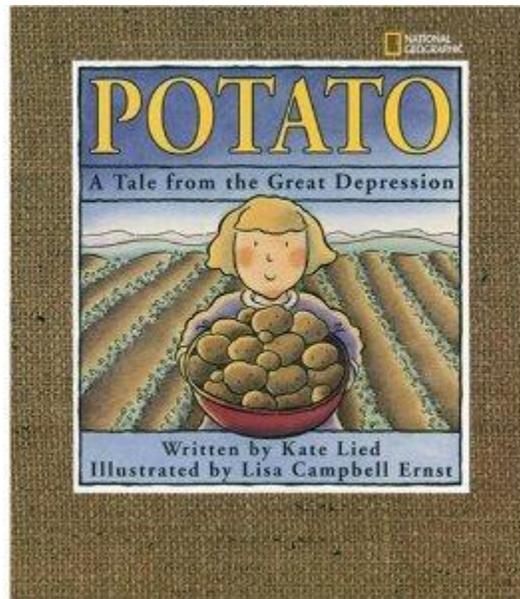
Poster paper

Story

You may brainstorm on this paper below:

Group 2, Day 3 lesson:

Students will read *Potato: A Tale from the Great Depression* by Kate Lied in their small group.



Once students have completed reading this story, they will then create their own story about the Great Depression. They should indicate what life was like for at least one character. They may use details included in this story to help them write their stories.

Students may then write a journal entry to indicate what was learned during this lesson.

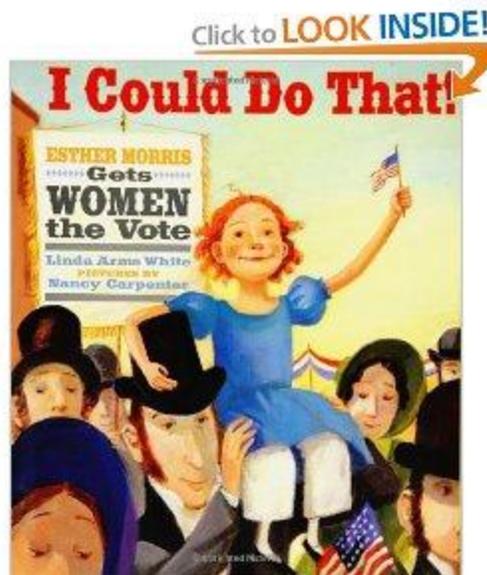
Assessment:

Students will be informally assessed on their level of participation and their journal entry produced during this lesson.

Students will be formally assessed on the story created from this lesson. Their story must include the life that one or more characters lived during this time period. They must also have at least one picture to go along with their story.

Group 3, Day 3 lesson:

Students will read *I Could Do That! Esther Morris Gets Women the Vote* by Linda White together as a group.



Once students have read this story they will then create a debate on why women should have the right to vote. The group should be split up into two sections. One section will be why women should have the right to vote, while the other section will be why they should not have the right to vote. The students should use the knowledge they have learned so far in this unit to help create their sides. Students will first brain storm their sides in the small group created. They will then preform the debate in their group.

Students will then write a journal entry to indicate what was learned during this lesson.

Assessment:

Students will informally be assessed on their participation during this small group activity and their journal entry produced at the end of the lesson.

Students will be formally assessed as a group on the planning of their side of the debate, as well as the actual debate itself. All students must participate.

Names: _____

What arguments did people in favor of women's right to vote make before women got the right to vote in 1920? Why should women have the right to vote?

Names: _____

What arguments did people against women's right to vote make that women shouldn't be allowed to vote? Why should women not have the right to vote?

Name: _____

1920's/Depression/Dust Bowl Assessment

1. How did the nation change during the 1920's? _____

2. What is Woman's Suffrage? _____

3. How did the depression occur? _____

4. What affects did it have on families? _____

5. What did potatoes have to do with the Great Depression? _____

6. What was the Dust Bowl? _____

7. What did people have to do during the Dust Bowl? _____

8. How did the Dust Bowl affect families? _____

9. In your own words, please explain this time period. Use details found in both the textbook and the books read throughout the unit. Explain why these events were important pieces in history and what they did to the nation.

1920's/ Depression/Dust Bowl Library:

1. Potato: A Tale from the Great Depression by Kate Lied *Grade level: k-2*
2. The Gardener by Sarah Stewart *Grade level: k-2*
3. The Babe & I by David Adler *Grade level: k-3*
4. Turtle in Paradise by Jennifer Holm *Grade level: 3-5*
5. Rose's Journal: The Story of a Girl in the Great Depression by Marissa Moss *Grade level: 3-5*
6. Rudy Rides the Rails: A Depression Era Story by D. McHall *Grade level: 3-5*
7. Christmas After All: The Great Depression Diary of Minnie Swift *Grade level: 4-8*
8. Children of the Great Depression by Russell Freedman *Grade level: 4-8*
9. A Long Way from Chicago (Grandma Dowdel Series) by Richard Peck *Grade level: 4-8*
10. Bud, Not Buddy by Christopher Paul Curtis *Grade level: 5-7*
11. Out of the Dust by Karen Hesse *Grade level: 4+*
12. Dust to Eat Drought and Depression in the 1930s by Michael Cooper *Grade level: 4-7*
13. Survival in the Storm: The Dust Bowl Diary of Grace Edwards Dalhart, Texas, 1935 by Katelan Janke *Grade level: 4-7*
14. The Storm in the Barn by Matt Phelan *Grade level: 5-7*
15. Years of Dust The Story of the Dust Bowl by Albert Marrin *Grade level: 5-9*
16. Children of the Dust Bowl The True Story of the School at Weedpatch Camp by Jerry Stanley *Grade level: 6+*
17. You Forgot Your Skirt, Amelia Bloomer by Shana Corey; illustrated by Chesley McLaren *Grade level: k-3*
18. You Want Women to Vote, Lizzie Stanton? by Jean Fritz; illustrated by DyAnne DiSalvo Ryan *Grade level: 3-6*
19. I Could Do That! Esther Morris Gets Women the Vote by Linda White; illustrated by Nancy Carpenter *Grade level: 2-4*
20. A Time for Courage The Suffragette Diary of Kathleen Bowen by Kathryn Lasky *Grade level: 4-6*
21. Talkin' about Bessie by: Nikki Grimes
22. Born and Bred in the Great Depression by Jonah Winter and Kimberly Bulcken Root *Grade level: k and up*
23. Dust for Dinner by Ann Turner *Grade level: 3-6*
24. The Dust Bowl by David Booth *Grade level: 2-6*
25. Tree of Hope by Amy Littlesugar and Floyd Cooper *Grade level: k-3*
The Dust Bowl Through the Lens How Photography Revealed and Helped Remedy a Natural Disaster by Martin Sandler *Grade level: 4-8*
26. Children of the Dust Bowl: The True Story of the School at Weedpatch Camp by Jerry Stanley *Grade level: 4 and up*

World War II

Grade **5** **Subject:** **Social Studies** **Prepared** **Amber Lindstrom**
Level: _____ _____ **By:** _____

<p>Overview & Purpose</p> <p>The purpose of this unit is to educate students on the event of World War II (WWII). Students will learn the events leading up to WWII as well as the conditions that people faced during the war.</p>	<p>Education Standards Addressed</p> <p>New York State Standards:</p> <ul style="list-style-type: none"> - Standard 1, Key Idea 2 - Standard 1, Key Idea 4 <p>Core Standards:</p> <p>5th grade writing:</p> <ul style="list-style-type: none"> - W.5.1. - W.5.2. - W.5.9 - W.5.8. - W.5.7. <p>5th grade reading:</p> <ul style="list-style-type: none"> - RL.5.2. - RL.5.3. - RL.5.7. - RL.5.10.
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	Teacher Guide	Student Guide	
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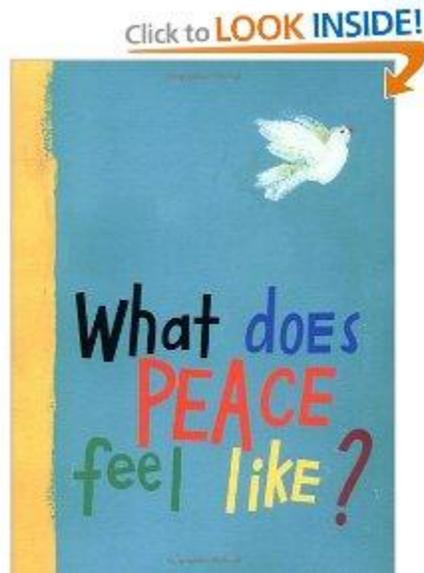
<p>Objectives -At the conclusion of the unit, students will be able to identify 5 items about the event not specified in the textbook. - Recap the event from more than one perspective. - Describe what impact this event has had on our country.</p>	<p><u>Whole group lesson:</u></p> <p>Day 1: -Class will read together in their textbook pages 554-559</p> <p>Day 2: -Class will read pages 560-564 in their textbooks.</p> <p>Day 3: -Class will read pages 465-570 in their textbook</p> <p>Day 4: -Class will read pages 472-575 in their textbook together.</p> <p>Day 5: -Class will read <i>What Does Peace Feel Like?</i></p> <p>-Students will then create a poem using the word “peace” to indicate what peace means to them.</p> <p>- Students will then complete a journal entry on what was learned from the specific article of children’s literature.</p>		<p>Materials Needed</p> <ul style="list-style-type: none"> • Social Studies textbook <u>Harcourt Horizons</u> •
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<p>Goals: Students will:</p> <ul style="list-style-type: none"> - view the event from multiple perspectives. - explore the event on their own. - create a full understanding of the given event. 		<p><u>Small group:</u></p> <ul style="list-style-type: none"> -Students will participate in 3 small group activities throughout the unit. Each group will be 20 minutes each. -Each group will read an article of children's literature then complete the given activity. -Students will then be given time to write another journal entry explaining what they learned in the group activity. They may also compare this information to all other information learned so far in the unit. 	
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<p>Verification -Review all journal entries. -Check group work activities for understanding. -Have students complete an assessment at the end of the unit.</p>		<p>Group1: -Read: <i>The Little Ships: The Heroic Rescue at Dunkirk in World War II</i> -Students will then write a courageous story about a family that helps in WWII.</p>	<p>Other Resources Harcourt Horizons textbook Children's literature Children's literature library Poster paper</p>
<p>Activity This lesson will consist of a whole group lesson and 3 small group assignments.</p>		<p>Group 2: -Read: <i>Always Remember Me: How One Family Survived World War</i> -Students will then create two pictures. One of when the main character was in Germany and one when she was in America.</p>	<p>Crayons/Colored Pencils</p>
<p>Assessment: -Informal - Journal entries - Group participation - Completion of group activities -use of the unit library -Formal -formal unit assessment</p>		<p>Group 3: -Read: <i>The Bracelet</i> - complete a worksheet indicating what they comprehended from the story.</p>	<p>Additional Notes</p>

Whole group lesson, Day 5:

As a class students will read *What Does Peace Feel Like?*.



Once the class has finished this book, they will then discuss what this story has to do with WWII. Students should be able to use details form the text to relate to why peace was an important part of WWII. Students will then be asked to create a poem using the word "PEACE". This should indicate what peace means to each student.

Students will then be asked to create a short journal entry indicating what was learned from today's lesson.

Assessment:

Students will informally be assessed on their participation in this group activity as well as with their journal entry produced for today's lesson.

Students will formally be assessed on their finished poem about peace. Students should be able to connect the word peace to WWII in some way.

Name: _____

Peace Poem for WWII:

P

E

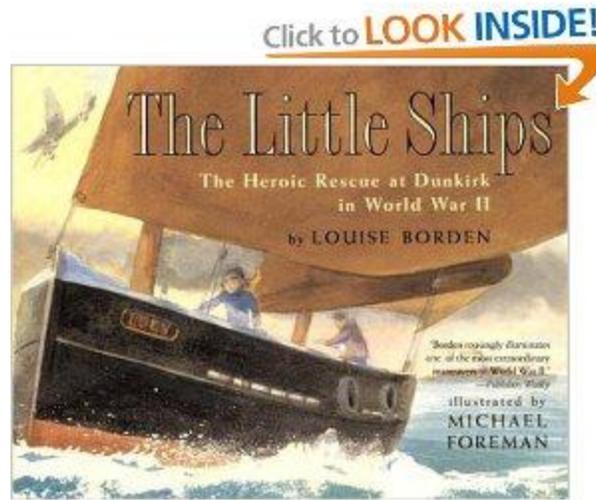
A

C

E

Group 1, Day 6:

Students will read *The Little Ships: The Heroic Rescue at Dunkirk in World War II* by Louise Borden and Michael Foreman in their small group.



When students have finished reading this story in their small group, they will discuss how this family helped in the war even though they were not soldiers fighting the war. Students will then design their own story of how they could have helped in WWII if they were not old enough to be a soldier in the war. This story should also include a picture.

Students will then be asked to write a journal entry to indicate what was learned through this lesson.

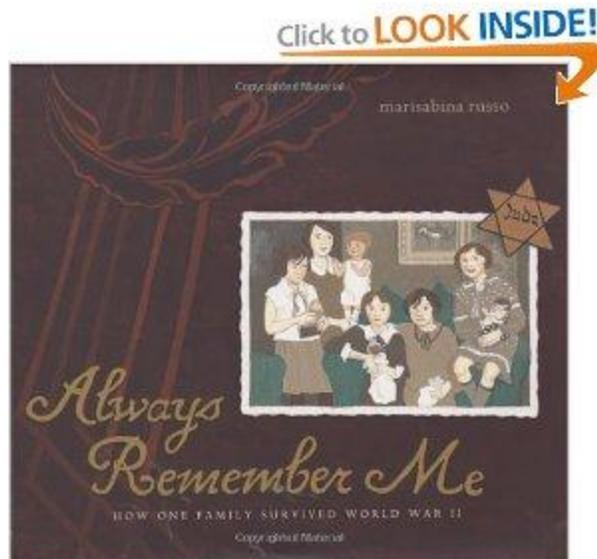
Assessment:

Students will be assessed informally on their participation within the group and the journal entry produced at the end of the lesson.

Students will be formally assessed on the finished story produced at the end of the lesson. This story should include details learned so far about WWII and show a character's courage.

Group 2, Day 6:

Students will read *Always Remember Me: How One Family Survived World War II* together in their small group.



Once students have finished reading this story, they will create the two photo albums together. Each student will draw two pictures. One picture will be of the “happy times” photo album and one picture will be for the “sad times” photo album. Students will then put these together to create group photo albums. Students should use the details in the story to help them design a photo to be placed in each photo album. These pictures should indicate what the students thought of each portion of history while reading the story.

Students will then be asked to write a short journal entry to indicate what was learned during this lesson.

Assessment:

Students will be informally assessed on their group participation and their completed journal entry at the end of the lesson.

Students will be formally assessed on the quality of pictures produced during this lesson. Each child will be required to have one picture to be placed in each photo album. Students should have used details from the story to help them develop these pictures.

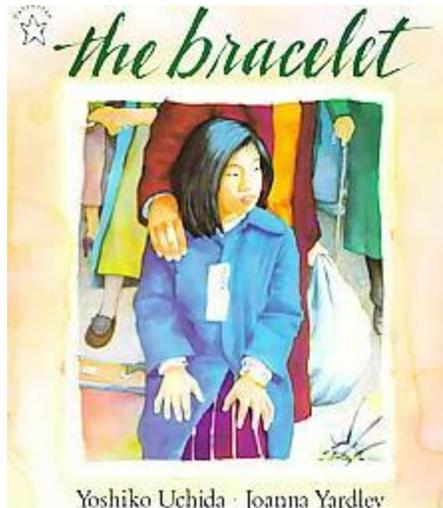
Name: _____

While in Germany "bad times" Picture

Name: _____
Once in America "good times" picture

Group 3, Day 6:

Students will read *The Bracelet* in their small group together.



Once students have read this story in their group they will be asked to complete the accompanying worksheet that goes along with this book. Students should use the story to help them answer the questions provided on the worksheet.

Students will then complete a journal entry indicating what was learned during this lesson.

Assessment:

Students will be informally assessed on their group participation and their completed journal entry for this lesson.

Students will be formally assessed on the completion of the worksheet designed for this story.

Name: _____

The Bracelet

1. How old was the child in this story? _____

2. Where did this child live? _____

3. What is the main idea of this story? _____

4. Who gave the child the bracelet? _____

5. What did the child promise to do with the bracelet? _____

6. Where did the child move to? _____

7. Why did the child move? _____

8. How is this story related to WWII? _____

9. Why was the bracelet so important to this child? _____

Name: _____

World War II Assessment

1. What events led up to WWII? _____

2. Where was the war fought? _____

3. How did the war affect families in America? _____

4. What were the prison camps talked about during this unit for? _____

5. How did families help the war? _____

6. How did the war affect children? _____

7. When was WWII? _____

8. Using the details learned throughout the unit, please write a short essay indicating the events of WWII. Who was involved? What happened? Why was there a war? How did people help the war back home?

World War II Library:

1. One Thousand Tracings: Healing the Wounds of World War II by Lita Judge *Grade level: 1-6*
2. Crow Call by Lois Lowry *Grade level: k-4*
3. Nim and the War Effort by Milly Lee *Grade level: 2-4*
4. Wind Flyers by Angela Johnson *Grade level: 2-4*
5. The Little Ships: The Heroic Rescue at Dunkirk in World War II by Louise Borden *Grade level: 3-5*
6. Across the Blue Pacific: A World War II Story by Louise Borden *Grade level: 3-5*
7. Lily's Crossing by Patricia Reilly Giff *Grade level : 3-5*
8. Don't You Know There's a War On? by Avi *Grade level: 4-6*
9. The Art of Keeping Cool by Janet Taylor Lisle *Grade level: 5-7*
10. The Bracelet by Yoshiko Uchida *Grade level: 3+*
11. I Will Come Back for You: A Family in Hiding During World War II by Marisabina Russo *Grade level:k-3*
12. Hiding from the Nazis by David A. Adler and Karen Ritz *Grade level:2 and up*
13. But No Candy by Gloria Houston *Grade level:2 and up*
14. One Thousand Tracings: Healing the Wounds of World War II by Lita Judge *Grade level: k and up*
15. Baseball Saved Us by Ken Mochizuki and Dom Lee *Grade level: K and up*
16. The Butterfly by Patricia Polacco *Grade level: 1 and up*
17. Don't You Know There's a War On? by James Stevenson *Grade level: 5 and up*
18. Anne Frank by Josephine Poole *Grade level: 3-5*
19. What Does Peace Feel Like? by Vladimir Radunsky *Grade level: PK and up*
20. Secret Seder by Doreen Rappaport *Grade level: 2-6*
21. Always Remember Me: How One Family Survived World War II by Marisabina Russo *Grade level: 1 and up*
22. A Child in Prison Camp by Shizuye Takashima *Grade level: 5 and up*
23. The Bracelet by Yoshiko Uchida *Grade level: 1 and up*
24. Remember D-Day: The Plan, the Invasion, Survivor Stories National Geographic *Grade level:5-8*
25. The Orphans of Normandy : A True Story of World War II Told Through Drawings by Children by Nancy Amis *Grade level: 3-6*
26. Key Battles of World War II (20th Century Perspectives) by Fiona Reynoldson *Grade level: 6 and up*

Discussion

During the design of this curriculum project, there were many steps that had to be done in order to accurately create a curriculum that could be supplemented within the 5th grade New York state social studies curriculum. To first create this curriculum, I had to review literature to determine what researchers found on the topic of integrating children's literature.

The literature review was completed to compile all of the information gained by reviewing researcher's findings. In this review of literature it became apparent that research had been completed on the integration of children's literature, but few researchers focused on integrating children's literature in the social studies curriculum. It was also difficult to find empirical studies that correlated with the given topic.

To create a review of literature that was of quality information, I had to extend my search parameters outside of just the social studies curriculum. It was essential to find out why the use of children's literature was important within lessons. As an educator, I have many of my own reasons, but I needed valid data to indicate that the incorporation of children's literature into curriculums was beneficial.

After a lengthy review of literature, it was then important to evaluate the topics in 5th grade New York State social studies. While reviewing the concepts included under the New York State guidelines, I realized there was no way that all of those topics could be covered in great detail within one school year. This information led into the design of the curriculum.

Designing curriculum. The designing of curriculum happened over a year. In order to fully design the curriculum to be used as a supplemental tool in this social studies setting, many aspects needed to be taken into consideration and assessed. First, it was important to select the topics that were going to be covered within the curriculum. Due to the fact that New York State

requires students in fifth grade to learn many different topics, I decided that my curriculum would be more beneficial if it covered certain topics in greater detail.

To do this, I first examined the scope and sequence of the given school district to determine what topics are covered in fifth grade. From these topics, I chose nine topics of interest. In order to choose these topics I had to first examine the current textbook that was being used within the fifth grade curriculum of this school district. In this textbook it was found that some topics such as the Gold Rush had very few pages for students to read from. This gave students very little information about the given topic. From this information, I concluded that topics that had fewer pages needed to contain more articles of children's literature in order to accurately give students an overall idea of the given topic.

From these conclusions, the supplemental curriculum began to be developed. First, I had to determine the amount of information provided within the textbook. I used this as a guide to determine how long specific units would be. Even though some topics only were covered in minimal pages, it was still important to take more time with the given topic. To expand this time, articles of children's literature were researched to be integrated within lessons. Each lesson was built to have a whole group textbook reading, a whole group article of children's literature reading with an activity, and a small group lesson. These lessons were developed to give students multiple perspectives of each topic, and more information to allow students to gain greater detail on a given time period.

Each unit has been designed to read the textbook pages as students would normally do in social studies, but there have been additional lessons designed to be integrated within the units. It was determined that the textbook pages would be read first, then there would be a lesson each day using articles of children's literature to give students multiple perspectives on each topic.

While creating the curriculum, it was found that some units would have multiple days of textbook reading followed by lessons involving children's literature, where other lessons only had one day of textbook readings. This indicated that more lessons using children's literature needed to be designed. To design these lessons it was important to first examine children's literature that could be integrated within the units.

Examining children's literature. In order to integrate children's literature, it was important to use children's literature that portrayed truthful information, and of quality that was appropriate for the classroom. To do this, I researched many different lists of books to determine what other people thought of children's books on each topic. Some topics were difficult to find articles of children's literature to be used within units. It was not difficult to find a wealth of literature, but rather the quality of literature.

For an article of children's literature to be used within the designed units, it was important for these articles of literature to be found on specific lists that had been developed to distinguish appropriate books. Many books that can be found on given topics are not found on these lists. Therefore, it is important to examine these books to determine if it is a usable book or not. In order to do this, I searched for other teachers that had used these articles of children's literature in their own lessons.

The articles of children's literature used within these units have been selected carefully to ensure that students are gaining adequate information. It is important to look at each article of children's literature to determine if the information within the text is accurate or not. If the information is not accurate, it would not be good to allow children to receive this information about the topic. It will give students a false idea on the topic which is not what the integration of children's literature should do for students.

To assure that the articles of children's literature portray accurate information, it was important to research each portion of children's literature. This took a lengthy amount of time while developing each unit in this curriculum project. All of these steps were taken when developing whole group lessons, small group lessons, and the historic library.

Small group lessons were developed by taking one article of children's literature from the selected book list, then developing an activity that went along with the article of children's literature. Many of these activities were developed to meet English Language Arts requirements for fifth grade. This ensured that students were meeting standards in two areas while completing each unit.

In these small groups, the lessons were designed to have students first read an article of children's literature. They were then to complete the given activity. For some small group lessons, students were to read the article of children's literature, then write an essay using a specific topic focused on in the text. These activities depended on what the article of children's literature contained. Each small group lesson designed in the units will be completed by all students. This will ensure multiple perspectives to each student.

The design of these small group activities was sometimes challenging. Due to the fact that this research was completed online, it was hard to find these books to view in person. To design these lessons, I would often search to find these books displayed online if available in full text or multiple book reviews. This allowed me to examine the books, and develop an activity to accompany each book. This step of the curriculum took quite a bit of time due to the fact that the availability of some books was slim.

The availability of these books may also be difficult for teachers to find for their classroom as well. As a result, I decided to create a historic library as a resource for teachers that

may implement this supplemental curriculum within their classroom. Some lessons were designed with more articles of children's literature than others. This was a result of available books that were appropriate for each topic.

These Historic libraries are separated into fiction and non-fiction sections. Each article of children's literature has a suggested grade or age level beside it as well. This allows for the teacher to pick some above level and below level texts for students. It also allows for multiple opportunities of differentiated instruction.

When designing these historic libraries it was important to find articles of children's literature that were accurate and of quality materials. To do this, I looked for lists of books that were credible. For example, if a book had been awarded an award, I felt a though it was reviewed by enough people to be credible. I also selected books that were listed within the National Library Association, and the Social Studies Notable Trade Books lists.

While searching these lists, it sometimes became difficult to find an adequate amount of children's literature to fulfill the needs for each historic library. It also became difficult to find a large number of books in some topics that were of an adequate number of pages. It would not be practical for all of the books to contain 100 or more pages. When the articles of children's literature contain too many pages, it leaves a smaller opportunity to learn the topic from multiple viewpoints. Students would not be able to read as many chapter books as articles that are shorter in length.

Due to the fact that many of the topics did not contain an adequate number of children's literature within the specific lists, I had to branch my search out farther. I looked for articles of children's literature that contained accurate information, but also had multiple reviews. If a book

did not contain multiple positive reviews, I decided not to utilize this article of children's literature.

The curriculum that was designed from the creation of this historic library and lessons was meant to be used as a guideline for utilizing these concepts within other classrooms. Each lesson only contains three small group lessons, one whole group lesson and the appropriate textbook pages to accompany each topic. These lessons are not the only lessons that would need to be taught within the unit to adequately teach students each topic.

Teachers may use the historic library as a tool to create the remaining lessons depending on the amount of time that would be left for each unit. Some small group lessons will take more than one day to complete. This all depends on the levels of the students that will be completing each small group activity.

Another portion that was included in the curriculum was a historic journal. Students are asked to write an entry in their historic journal daily. This will ensure that students can keep track of the information that is learned through the unit and the teacher can assess levels of learning throughout the unit. This can also be used as an informal assessment of student knowledge throughout the unit.

Once all pieces of the curriculum had been developed it had become very apparent that if a teacher were to design this supplemental curriculum within their classroom it would take a tremendous amount of time. Therefore, it becomes apparent why many teachers stick to using only textbooks as their main source of educating students in social studies. The units that were designed in this curriculum project took a great deal of time to create only a portion of the unit. Each unit that was designed only has one whole group lesson and three small group lessons to be used as a guideline. Many of these units should be extended over an extended period of time.

Therefore, in order for teachers to utilize this curriculum they must continue building the lessons. To do this, teachers should look at how each lesson in this project was created and follow those guidelines to build more lessons.

When this project was merely an idea that I had, it seemed as though this would be easy to develop. I felt at that time that it would just be a matter of creating the worksheets that went along with the books. I had never factored in what details this project really entailed. When I first envisioned the curriculum that I would build, I figured I would compile a large list of books to put into the historic library. While looking for this large list, it became apparent that some of these books did not contain information that would adequately inform students of the event. Therefore, I had to determine a way to sort out the books to only include books of quality information. To do this, I had to review many book lists including the National Library Association to determine what made a quality book, and what was contained within their book lists on each topic. This research turned out to become very lengthy.

From this research, I determined that the historic library lists became a lot shorter than originally anticipated. I also discovered that it was important to examine the suggested grade levels of each book being used. My original idea was to have an above level, on level and below level lesson made for group work. However, this would then require a lot more work for each teacher. Each teacher would then have to determine which students fell where in the groupings and it was difficult to determine if a student was below level how far below level they really were. From this, I decided to create 3 lessons per unit that all students could participate in. I chose this because I felt as though it was very important for students to receive multiple perspectives on each given topic. If students are only completing group lessons on their given academic level, then students do not gain that opportunity to view multiple perspectives. This

change allowed all students to participate in many group activities. Within these activities students would be working as a group. Many of the activities that have been created to accompany each lesson have been designed to allow for multiple opportunities for differentiated instruction.

The implications for practice in this project were meant for a 5th grade social studies classroom within one school district. The curriculum designed was created using the textbook from this school district and supplemental activities. Teachers using other textbooks may still use this curriculum, but the textbook reading would have to be altered to fit their own needs. Some other text books may even contain a list of children's literature within that would be recommended for specific topics covered within the text. The text book from this school district did not contain this list.

Even though this project was specifically designed for the 5th grade social studies curriculum using this text book, it does not mean that this is the only area that this type of curriculum can be implemented within. The curriculum designed within this project can be used as a guide in order to create a curriculum in other areas of study as well. The use of children's literature into curriculums can be implemented within all grade levels and areas of study. For teachers to design a curriculum implementing children's literature into their current curriculum, they may use the provided curriculum as a guide to create lessons. The use of children's literature gives teachers multiple opportunities of differentiated instruction as well as the incorporation of other subjects together. In order to incorporate children's literature within other areas of study advanced research should be completed.

Advanced research should be completed by any individual that wishes to create a curriculum using children's literature as a form of supplemental lessons. If I were to want to

further my research on this specific topic, I would be interested in finding out what the impact of integrating children's literature has on student achievement. It would be interesting to see if the integration of children's literature into social studies curriculums, or any other curriculums benefits students in a positive or negative way. It would also be interested to investigate which text books already give lists of children's literature to be incorporated within units. I personally will not be completing further research at this time, but it would still be interesting to see the outcomes of both areas of research. Both of these areas would allow for teachers to better serve their students, and create more meaningful lessons within units of study.

Over all, this project did not finish completely off course from my original plan. Some aspects of this project had to be altered to better suit the curriculum being designed, but the end result was still very similar to what I had hoped to achieve. The curriculum created will act as a guideline for teachers to create full units on the given topics. Each unit has been designed with supplemental resources to allow teachers to be able to create units that include differentiated instruction. Even though the small group lessons have been slightly altered, the outcome resulted in the opportunity for all learners to gain multiple perspectives on each topic. This allows students to be able to compare and contrast portions of each event in history. Students will also be meeting standards in both social studies and English language arts while completing each activity. This allows for social studies to be implemented within other subjects to allow for more time on each given topic giving teachers the opportunity to teach each topic in the depth that they choose to. These are all benefits that will hopefully allow for social studies to become a subject that receives longer amounts of time than what is allotted currently in most school districts.

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Appendix

Table of Contents

Appendix A: Curriculum	186
Appendix B: Description.....	187
Appendix C: Adopting a Book.....	188-189
Appendix E: Lesson Plan	190

Appendix A: Curriculum

In this curriculum project the following items will be found:

- A lesson plan for one day of the curriculum.
 - o This will include the textbook reading, whole group lesson and 3 small group lessons.
- Lesson plan for day one of whole group
- Lesson plan for day one of three small group lessons
- Informal assessment opportunities
- Formal assessment to be completed at the end.
- Historic library document (Including non-fiction, fiction and suggested grade/age level recommendations)

Each lesson that is designed in the curriculum includes the appropriate worksheets, articles of children's literature, and suggested activities to accompany them. Students will also be keeping a journal throughout each unit to indicate the level of learning that is occurring in each lesson.

Appendix B: Description:

In this curriculum project, one year of curriculum will be provided. This curriculum has been designed to be a supplemental curriculum to the current fifth grade social studies curriculum within one school district. In this curriculum, nine units will be provided. Within these units there are unit lesson plans to provide an outline of each unit, as well as supplemental activities within each unit. Each unit will consist of textbook reading assignments, and children's literature activities. In this supplemental curriculum, I have only provided one day's worth of supplemental lessons to be incorporated within the New York State fifth grade curriculum.

When examining each unit, there will be a unit plan describing the standards that each topic align with, assessment opportunities, and supplemental curriculum. Each unit will contain one whole group lesson designed using an article of children's literature and three small group lessons. Each day within the unit students will be utilizing children's literature along with their current textbook. Students will rotate through the small group activities each day. Every student will receive the opportunity to complete each small group activity. These activities are designed to not only address social studies curriculum, but the ELA standards as well. Students will keep track of what they learned by writing a historic journal entry every day. These journals will be used as a form of informal assessment on student learning.

Students will then have the opportunity to use the historic library that is included within the curriculum. It is understood that it is sometimes difficult to obtain every piece of literature. I gave such a lengthy list to ensure that teachers had multiple opportunities to obtain literature to be placed within their library. Teachers do not have to obtain every article of children's literature placed within the library list. The list was designed to purely give teachers options. These lists are not something that must be used when implementing this curriculum.

Appendix C: Adopting a book

Adopting a Book	
Title	
Author	
Topic	
Recommended lists	
Grade level	
Genre	
Web Resources	
Rating:	
Relevance to topic	1 2 3 4 5
Predicted Student Appeal	1 2 3 4 5

In order to properly select books, I used specific guidelines to determine the appropriateness of the article of children’s literature. These steps are listed in the table above. First, I searched through published lists of books that had been examined by other sources for accuracy and appropriateness. These lists were recommended lists stating appropriate children’s literature. I then examined the grade level the publisher suggested each book to be intended for. It is then important to examine the genre of each article of literature. A variety of genres should be used within each unit. After the genre has been examined, it is important to examine the length of the book. If a book has too many pages to be read in the amount of time given for each unit, that book is probably not the best choice to be inserted. These books may not be bad if students are allowed to check out books to be read at home as well. This could be incorporated into their daily reading as well.

After all of these steps have been examined, I then search the internet to find valuable lessons using these books. If I have found at least five lesson plans by teachers incorporating this article of children's literature into classrooms, then I inserted it within my unit. If I was unable to find any resources indicating the use of this book, I did not use it within the unit. When a book has met all of the guidelines stated so far, I then gave them a rating on a scale of one to five. Each book must first score at least a 4 or above on relevance to topic. If a book is not relevant to the given topic, then it will not be useful within the lesson. After a book has passed this scale, it must then pass another level to be considered within the unit. The books must also contain a specific degree of student appeal. Due to the fact that student appeal is not an exact rating, information must be considered according to each classroom. Within in each classroom a different degree of student appeal is apparent. Students all have differing interests and this must be taken into consideration when determining appropriate books for each unit. Books must pass a three or above on the liker-it scale under predicted student appeal. Once a book has passed all of the above guidelines, it is then included within the given unit that is being designed. This may be used as a tool to determine appropriate books to be incorporated into lessons.

Appendix E: Lesson Plan

Title _____

Grade Level: _____

Subject: _____

Prepared By: _____

Overview & Purpose	Education Standards Addressed
-------------------------------	--------------------------------------

	Teacher Guide	Student Guide	
Objectives	<u>Whole group lesson:</u>		Materials Needed •
Goals:		<u>Small group:</u>	
Verification		Group 1:	Other Resources
Activity		Group 2:	
Assessment: -Formal		Group 3:	Additional Notes