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ABSTRACT

This U.S. history curriculum guide, based upon historical essays written by Richard B. Bernstein, is part of the 'Crossroads' curriculum project. The elementary school component of the 'Crossroads' curriculum introduces students to the important things about the world they live in, the nation that they are a part of, the connection between the lives they lead and roots to the past, and the historical structure of chronology. The guide is intended for students in grades K-5 and is divided into three parts. Part 1 contains eight units and is a series of lessons for grades K-2 organized around national holidays and other events often included in primary level instruction. The main emphasis is on integrating historical study with language arts. The lessons are aimed at telling historically accurate stories. Part 2 contains six units and is a series of lessons for grades 3-4 that introduce students to a chronological study of U.S. history by examining the Civil War and Reconstruction through nonfiction literary sources and library research. Part 3 contains six units for students in grade 5, and examines the United States after the Civil War to the present. Emphasis is placed on research and nonfiction sources of information. Each unit is comprised of the content to be covered, a teacher's rationale, a table of contents, and detailed lessons and activities. (LB)

CROSSROADS

A K-16 American History Curriculum

The Elementary Curriculum

A joint project of the Niskayuna School District and The Sage Colleges

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Fund for the Improvement and Reform of Schools and Teaching (FIRST) of the
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Council for Citizenship Education, Russell Sage College
Troy, New York

CROSSROADS: A K-16 American History Curriculum

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The Elementary Curriculum

CROSSROADS

Introduction: Elementary School Curriculum

The elementary school CROSSROADS curriculum represents an important part of our work on a seamless K-16 American history curriculum. During the school year 1992-93, elementary, middle school, high school, and college teachers met with Project Historian Richard B. Bernstein to discuss periods of American history and make preparations to translate these ideas into successful classroom instruction. In the summer of 1993, middle school teachers developed the first curriculum, based on this joint effort. Throughout the school year 1993-94, elementary school teachers met to review the work of the middle school teachers and prepare for curriculum writing in the summer of 1994. The first draft of the elementary school curriculum was field tested during the school year 1994-95 and extensively revised during the summer of 1995.

This elementary curriculum is divided into three parts:

1. A series of lessons for grades K-2 is organized around national holidays and other events often included in primary level instruction. The emphasis is on integrating historical study with language arts; children learn about key elements of American history through children's literature and a wide variety of activities. Not every unit of Mr. Bernstein's chronological framework is introduced in the primary grades. The lessons are aimed at telling compelling, historically accurate stories which will motivate student learning in future grades.

2. At grade 3 or 4 (individual school districts may decide which grade would be most appropriate), students are introduced to a study of chronological American history by examining units beginning with pre-Columbian Indians and ending with the Civil War and Reconstruction. This curriculum continues to employ literature as an important vehicle to introduce historical information, but also introduces more nonfiction sources and library research.

3. At grade 5, students complete their study of American history begun in an earlier grade by examining six units beginning with America after the Civil War and proceeding to the present. As with the earlier curriculum, additional emphasis is placed on research and nonfiction sources of information.

Goals of the Elementary Curriculum

While developing this curriculum, the elementary school teachers kept the following points in mind:

- For elementary-school students, history should be viewed as an engaging story that captures the imagination. Much of this curriculum promotes reading, story telling, and hand-on activities that promote curiosity and make American history fun to learn.

- A major goal of the elementary school curriculum is to provide lessons that fit into a seamless flow, avoiding repetition or omission of major facts and ideas from kindergarten to post-secondary instruction. Teachers using this curriculum should review the curriculum written for both earlier and later grades in order to see these connections.

- This curriculum, like all CROSSROADS curriculum, parallels the historical essays written by Richard B. Bernstein for this project. Regardless of the grade level being taught, teachers using this document should read his essays prior to classroom instruction. Mr. Bernstein's twelve units of periodization form the basis of organization of units at all grade levels. In the two intermediate grades, all twelve units are covered; however, only some are included in the primary grades because these lessons were organized for the most part around national holidays.

- A major theme of this curriculum, and a difficult concept for elementary school students, is the notion of chronological order. We propose that in each school, in a central place such as the cafeteria, a permanent American history time line be painted on a wall. As students at any grade level, kindergarten through five, complete a study of some lesson based on this curriculum, students should place a piece of their own work or some symbol of what they learned on this time line. In this way students will learn about time, see where their studies fit in relationship to all American history, and see graphically what others are learning about. Such a time line could be a powerful tool in making history instruction come alive at the elementary level.

Organization of the Curriculum

Every instructional unit is organized in the same way to aid teachers in using it to develop their lessons.

- The Content to be Covered in the unit is listed on the first page in statement form.
- A Teacher's Rationale describes the thrust of the unit from the teacher's point of view.
- A Table of Contents lists the lessons in the unit.
- Detailed Lessons and Activities for the unit follow the first pages. Teachers may feel free to use their professional judgment to modify these lessons; however, please note that often one lesson builds upon another, so that one should preview an entire unit before changing individual lessons. These lessons often include handouts and worksheets for student use in the classroom.

Conclusion

This curriculum document represents countless hours of preparation, writing, and field testing by dedicated elementary teachers. The following teachers from the Niskayuna School District wrote the original curriculum:

Jackie Albanese
Ellie Colby
Judy DePasquale
Judy Loucks
Gloria Seymour
Abby Weber
Sharon Wilson

The first draft was field tested by teachers at Niskayuna and the Albany (New York) City School District. After review by the project's Advisory Board, the final draft was compiled by project co-director Henry E. Mueller.

Unit I: A World of Their Own: The Americas to 1500

Content to be Covered:

1. Indian tribes are unique and derive their culture from traditions, environment, and physical surroundings.

2. Indian culture shows respect for nature and an appreciation for the interrelatedness of humans and nature.

3. Indian culture has been recorded through literature, traditions, and artifacts.

Teacher's Rationale:

It is suggested that this unit be taught in early September since the fourth Friday in September is Native American Day, a day initiated to not only honor, but to awaken interest and knowledge of Native Americans. This day was officially observed in 1916 by New York, the first state to do so.

The teachers of kindergarten, first and second grades will use literature as well as nonfiction books to disseminate the contents and concepts of this unit. Through the use of Indian folklore and the ensuing discussions and activities, the primary child will think about the past, learn about the present, and appreciate the interrelationship and respect that Indian cultures had with nature. The primary child will also begin to think how geography, culture, and history are related.

As much as possible, primary children should be involved in experiences that encourage understanding of the concepts in this unit. These experiences should try to include visits to museums, Indian sites, classroom visits by Indians, multi-media materials, and hands-on projects.

In addition to literature and nonfiction the teacher should integrate this unit with other disciplines. Children should be encouraged to orally tell stories or to develop them in writing. Children should listen to Indian music, learn Indian dances and games, try Indian recipes as well as engage in some Indian art methods. Field trips, attending cultural events by Indian artists, and inviting Indians to share their culture in the classroom are other ways of exposing children to this rich heritage. Engaging children in studies and activities of nature will help them develop and respect all forms of life, a predominant theme in Indian folklore and culture.

It would be good to begin a classroom time line. This time line should include several hundred years before 1492 to show that important people and events happened before Columbus sailed west. As each of these units progress the class could add little pictures or symbols to represent what the significance of that date is. In the future units, the time line would also serve the purpose of reviewing concepts and content taught throughout the units. It would enable the primary children to receive historical events and to correctly have them in order for them to use whenever necessary.

Table of Contents:

Kindergarten Lesson 1: Navaho Rug

Objectives: The student will be able to:

1. listen to a story and collectively list the steps in making a traditional Navaho rug using natural resources from the environment.

2. discuss the way the Indians used natural resources to fulfill their basic needs.

3. learn about Navaho people, their clothing, dwellings, and traditions.

Description of lesson/activity:

Activity 1

1. Have the children sit in a circle. In many Native American Indian cultures people would sit in a circle for storytelling. The formation of a circle meant that no one person is at the head. All people are "the same height" and this idea reinforces the notion that listeners or audiences are an important part of a story-the receivers. Remember, a good story cannot exist without a good listener. Read The Goat in the Rug by Charles Blood and Martin Link.

2. Have children discuss the story focusing on the relationship found between Glenmae and her goat (use picture clues from the story).

3. Have the children retell the parts of the story. Using picture cards and sentence strips have children name the steps in making a Navaho rug from goat's wool. With participation from the children, put these sentence strips in order.

4. Have children recall all materials used in making the Navaho rug. List these items on a chart. With the story as a resource, try to list from where each of the materials used in making a rug came. Discuss with the children that in the past there were no stores and American Indians had to use resources they found in nature. The types of resources they had available to them depended upon their environment.

Activity 2

1. Review the story The Goat in the Rug. Use a large United States map and locate the general location of the Navaho Indians. Point out and discuss the geographic relationship of this location to the location of our school.

2. Using the pictures in the book have the children describe:

   Glenmae's clothing
   Glenmae's house
   Tools and resources used in rug making
   The natural environment (i.e., landforms, weather, vegetation)

   Show other pictures and books on the Navaho people (example: A New True Book: The Navaho). Discuss houses (hogan), clothing, environment, and food.

3. Have children work in small groups to make murals, depicting scenes from the story The Goat in the Rug. Encourage the children to include clothing, hogan style home, background environment, and one of the steps in making the rug.

Activity 3

1. Have the children make their own representations of a Navajo rug. Introduce the activity by having the children look carefully at some actual Navaho rugs or pictures of them. Have children describe the colors, shapes, and patterns they see.

2. Give children or a group of children cut-up colored paper geometric shapes and a blank piece of paper. Each child should move the geometric colored shapes to create their design. When the children are satisfied with their designs, the papers should be glued into place to create their rugs.

3. Have children use math manipulative such as pattern blocks, color cubes, or parquetry blocks to make rug designs. Each design can be photographed.

4. Introduce the concept of weaving using a large sheet of sturdy paper, precut to form a loom. Help children to weave strips of colored construction paper or wallpaper scraps in a in-and-out weaving pattern. Staple or paste each strip into place once it has been woven.

5. Try cardboard loom weaving using stiff cardboard pieces with 1/2" notches at 1/2" intervals apart, across the top and bottom of the cardboard. Use very fat yarn for the weft (the yarn for weaving in-and-out).

Extension and Enrichment:

1. Read other books about goats and sheep and their wool such as: Harriet Ziefert, A New Coat for Anna (ISBN 0394874269) (NY: Random House, 1986); Tomie de Paola, Charlie Needs a New Coat (ISBN 0131283553) (NJ: Prentice Hall, 1974). Compare the process of making cloth in these books to The Goat in the Rug.

2. Invite a speaker who raises goats and sheep to the class. Have the speaker explain the raising and care of the sheep. Have the speaker bring in some of the tools used for tending sheep.

3. Invite a person who spins and weaves into the classroom. Have the person demonstrate the spinning and weaving. Let children examine cleaned wool from goats and sheep and compare this to the spun yarn.

   Have the speaker demonstrate spinning on a spinning wheel and on a hand spindle. Let children try spinning using the hand spindles. They can work in pairs, one to keep the spindle spinning and the other to work with the wool.

4. Discuss with the children how Glenmae planned to color the goat's wool. Discuss how plants, fruits, and vegetables can be used to make dye to color yarn and fabric as the Indians did long ago.

   Dye some white cotton string or pieces of white fabric using dyes made from natural materials. Into boiling water or hottest tap water available add plant, fruit or vegetable material. Mix or let sit until the water is well colored. Carefully strain the colored water. Keep children a safe distance away.

   Place fabric or string (unwound) into colored water. If you continue to heat the water with the string or fabric in it, the color will be darker. This can be done in a crockpot. The longer the item soaks the stronger the color will be. When the desired color has been achieved, remove the string or fabric from the dye, gently squeeze it out and let it drip dry.

   yellow - about 1 dozen marigolds
   tan - 2 tablespoons of instant coffee or tea
   reddish brown - skins from 6 onions
   gold - powdered tumeric
   reddish blue - blueberry juice (can use cold)
   red - beet juice (can use cold)

Kindergarten Lesson 2: How Strawberries Came into the World

Objectives: The student will be able to:

1. listen to a Cherokee tale and discuss the lesson of respect of people and nature in this legend.

2. learn about the Indian's appreciation of natural resources.

3. learn about the life of the Cherokee Indian people including clothing, housing, and natural environment.

Description of lesson/activity:

Activity 1

1. Gather the children in a story circle. If possible have a real strawberry or a picture of one to discuss what the children know about strawberries. Where do they grow? Where are the strawberry seeds?

2. Read the story, The First Strawberries, retold by Joseph Bruchac. Discuss what lessons both the man and woman learned in this story.

3. Have the children tell about times they have forgiven someone. Children could be given scenarios to role play.

Activity 2

1. Review the story, The First Strawberries. Encourage the children to retell the story. Make a list of the natural resources used in the story such as the various fruits, clothing, and any others they observe in the illustrations.

2. Discuss with the children how nature (the sun and berries) taught the people to forgive each other. Ask children how people felt about nature in this story.

3. Have children make stick or paper bag puppets of the characters in the story (i.e., man, woman, sun, different types of berries). Use these puppets to retell the story in a puppet show. Children could take the different roles and act out the story.

4. Read "Strawberry Moon" from Thirteen Moons on Turtle's Back: A Native American Year of Moons, by Joseph Bruchac and Jonathan London. Discuss how the Seneca Indians respected nature and especially strawberries.

   Read different sections of the book as a follow up and discuss the ways different aspects of nature and the environment were respected by different groups of Indians.

Activity 3

1. Have children dictate a list of things we get from strawberries: jam, jelly, jello, drinks, cakes, breads, ice cream, etc. Do the same for other berries named in the story.

2. Select the most popular list of strawberry uses to make a class graph. Have the children color a strawberry and place it beside a picture and/or word of their favorite strawberry use.

Activity 4

1. Review the Cherokee clothing in the book. Locate on a map of the United States where in the southeast the Cherokee tribe lives. Show pictures and share information about the Cherokee people (see A New True Book: The Cherokee, Chicago Press, 1985).

2. Compare the clothing, houses, and physical environment of the two books, The First Strawberries and The Goat in the Rug.

Extension and Enrichment:

1. Cooking with strawberries; you could culminate the lesson by having a class Strawberry Festival.

2. Have a strawberry farmer visit the class, discussing how strawberry plants grow and propagate by tubulars rather than seeds.

3. Using the other berries in the story, have the children graph their favorites.

4. Have the children dictate a new story, "The First Blueberry." This could be done with any fruit.

5. Read other Cherokee stories about nature, such as: Joseph Bruchac, "Why Possum has a Naked Tail" in Native American Stories. Discuss the Cherokee legend of the possum's tail.

Resources:

Blood, Charles L. and Marten Link. The Goat in the Rug. (New York: Macmillan, 1976) (ISBN 0689714181).

Bruchac, Joseph. The First Strawberries: A Cherokee Story. (New York: Dial Books for Young Readers, 1993) (ISBN 0803713312).

Bruchac, Joseph and Jonathan London. Thirteen Moons on Turtle's Back: A Native American Year of Moons. (New York: Philomel Books, 1992) (ISBN 0399221417).

Caduto, Michael J. and Joseph Bruchac. Keepers of the Animals. (Golden, CO: Golden, Fulerum Publishing, 1991) (ISBN 1555910882).

Lepthien, Emillie. A New True Book: The Cherokee. (Chicago: Children's Press, 1985) (ISBN 0516019384).

Osinski, Alice. A New True Book: The Navaho. (Chicago: Children's Press, 1987) (ISBN 0516012363).

Simons, Robin. Recyclopedia: Games, Science, Equipment and Crafts from Recycled Materials, developed at the Boston Children's Museum. (Boston: Houghton Mifflin, 1976): pp. 82,83,86,87.

First Grade Lesson 1: Children of Indian Folklore

Objectives: The student will be able to:

1. review what a legend is.

2. listen to legends about Indian children and discuss the important role children played in Indian life.

3. discuss how legends about Indian children helped the Indians transmit their values and culture to their children.

4. participate in activities in which they have to problem solve, evaluate, make choices, and give opinions.

Activity 1

1. Show a picture of the lupine flower or bring one in, if possible. Tell the children this flower has several names but a familiar one, especially in Texas, is the Bluebonnet. Discuss the term legend. What is legend? Read The Legend of the Bluebonnet retold by Tomie de Paola. This story is about a Comanche girl who has lost her entire family to famine. She has to decide whether to sacrifice her most valued possession to save her people. She-Who-Is-Alone throws her beloved doll into the fire as a sacrifice to save her people.

   After the reading of the story discuss why her name was changed at the end of the story to One-Who-Dearly-Loved-Her-People. Talk about how Indians used these names to describe a quality of a person. What qualities did this Indian girl have?

   Have the children share times when they had to give up a prized possession to another (i.e., favorite clothing, a room, furniture, etc). Encourage them to make a name for themselves to describe a characteristic of themselves or something that they do well. For example, He-Who-Likes-to-Paint for someone who enjoys painting. Have the children draw a picture of themselves doing this idea. These names and pictures can be shared in a book called "Guess-Who-I-Am."

2. Review The Legend of the Bluebonnet. Have the children summarize the important events. Discuss the term sacrifice. (Refer to the previous activity of giving up a prized possession). Have them brainstorm and list other possible ways to please the Great Spirit that the Indian child could have tried.

   Also discuss how this Indian child's life might have changed after she became One-Who-Dearly-Loved-Her-People.

3. Have the children list or make pictures of their three most valued possessions. Have them share their pictures and discuss how their life would be different if they gave away these three things.

4. Make a class book of "Our Most Valued Possessions." The children should draw pictures and complete this sentence: This _____ is very valuable to me because _____.

5. Have the children make their own warrior dolls using two sheets of brown paper or bags. Have them draw, color, and cut out the dolls. Have them wrinkle newspaper to stuff inside their doll after they staple around the edges. When their dolls are completed have them role-play the story.

6. Provide pictures and materials on the Comanche Indians. Show where the tribe is located on a map of the United States. Discuss and show physical characteristics of that part of our country. Show pictures of how the Comanche dressed, their homes, food, etc. Encourage them to ask questions about the Comanche Tribe and help them find material to answer their questions.

7. Have the children discuss the Indian idea of give and take. Indians feel that people are responsible for giving things back to Earth. Have the children work in small groups and brainstorm what we take from nature (i.e., from trees, lakes or oceans, and the sky). They can list or draw pictures of the idea. For example:

TREES

What we take	What we give back
- lumber	- plant new trees
- paper	- use paper carefully
- fruit	- laws to protect out forests
	- pest control on trees

Activity 2

1. Gathered in a circle, show the children a paintbrush and a real Indian paintbrush flower or a picture of one. Review what a legend is. Read the story, The Legend of the Indian Paintbrush retold by Tomie de Paola. This is a story about the value of children being different from one another and how we each have something special to contribute or share with society. In discussion of what Little Gopher felt and missed by not being able to do what the other Indian boys were doing, brainstorm a class list of good and bad things about Little Gopher having to stay home in the village. Also discuss times when the children had experienced the disappointment of staying home or not being able to keep up with other children. What did they do? What could they do if this happened another time?

2. Have the children think about qualities that make people special. What is special about their parents, aunt, uncle, godparent, or a friend? Have them make a "I am special because . . ." badge. Make it out of oak tag and attach a ribbon to it so that they can wear it. They may also want to make a badge for a special person in their lives.

3. Review the story emphasizing the pages that illustrate Little Gopher's picture writing. Discuss picture writing as a way that the Indians had of telling and recording stories. A good source of information is Indian Picture Writing by Robert Hofsinde. Have the children write a story using Indian pictures. Have them share their stories with the class.

4. Little Gopher's tribe lived in tepees. Discuss and show pictures of various Indian homes. Discuss the reasons for different types of Indian homes. Then show pictures of various tepees. Tell how a tepee door always faced east so that the wind blew against the back of the tepee and so that the rising sun could wake and warm the sleeping family when the flap was left open. Tepees were made from buffalo skin and held up by poles. Tepees could be made from 10-40 hides and were made, set up, and taken down by Indian women.

   Have the children make a tepee by tracing a large 1/2 circle on a piece of brown paper. Have them decorate and cut out one side of the paper with animals or a design. Have them roll the 1/2 circle into a cone and tape it on the inside. Cut a small slit on one side for a door flap and fold it back. Glue tooth picks or sticks at the tip. The class can arrange their tepees in a village around a large council tepee. Face the tepees in the village in the correct direction (flap facing East).

5. Have the children brainstorm and invent ways of making paintbrushes using sticks and whatever other methods they think of. Have an art center so that they can try out the paintbrushes that they made. Have them paint sunsets. Display work in a sunset book.

Activity 3

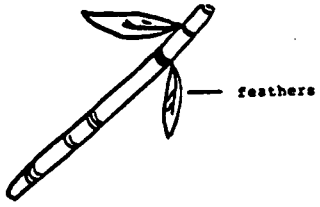
1. Read the Pawnee tale, The Mud Pony retold by Caron Lee Cohen, about a poor Indian boy who longs for a pony. He shapes a small pony from mud and Mother Earth then makes his dream come true.

   Have the children recount the story by dictating sentence strips to the teacher. Have the children sequence the story strips in order. Encourage the children to see that this poor Indian boy rose to become an admired chief in his tribe through his perseverance and love of animals.

2. Discuss the story again focusing on the importance of the pony in this story. In this story, like many other Indian stories, the animals give strength to the people, teaching them courage, perseverance, and strength to carry on in a noble manner. Discuss the advantages of owning a pony. For what purposes would an Indian child or even an Indian family use a pony or horse.

3. Plains warriors like the Dakota, Crow, Pawnee, Cheyenne, and Arapaho took Coup (rhymes with blue) sticks with them into battle. The warriors used coup sticks (about the same height as a man) to touch live enemies--not to kill them. A warrior who got close enough to an enemy was considered far braver than one who killed him with a bow and arrow from a distance. An eagle feather could be earned for each coup in battle. Indians felt it required more courage to touch an enemy and leave him unhurt than to attack him.

   How to make a coup stick. Use stick of 12 to 24 inches. Wrap paper stripes or ribbon spiral around the stick and glue them. Use yarn to tie on real or paper feathers.



   After the children have made and displayed their coup sticks, have them discuss how this idea of nonviolence versus violence could be used to solve problems in the classroom. Role play some of the ideas suggested.

4. The boy in The Mud Pony became a chief. Review the reasons why he became a chief so loved by his people. Show pictures of the necklace he was wearing in the last several pictures of the story. Have the children make a Bear Claw Necklace. Cut out plastic claws from white plastic bottles. Punch a hole in each claw. Using yarn and macaroni pieces, have the children make their own patterns and string their necklaces. Have them explain their pattern designs as a way of integrating math into the lesson.

5. Read a Navajo legend of how horses came to the Indians in Turquoise Boy written by Terri Cohlene. This is another legend of how the horse came into the life of Indians and why this animal was so appreciated. Compare this story to The Mud Pony. Have the children tell which legend they liked better and why. Comparing Turquoise Boy with The Mud Pony would provide an opportunity to compare the Pawnee and Navajo tribes. What were the similarities and the differences? Where were they located?

Enrichments and Extensions:

1. In the three stories, The Mud Pony, The Legend of Indian Paintbrush, and The Legend of the Bluebonnet, each of the main characters was humble yet brave in some way. Compare these three characters. Have the children make an awards ceremony for each

character giving them a gift that they think the characters would value the most. In the presentation they must justify their decision for the gift.

2. Paint a mural for each of the three stories.

3. Read and discuss other stories about Indian children from the book, Children of the Earth and Sky, by Stephen Krensky. Find out about the cultures mentioned in these stories.

4. Have the children practice the art of storytelling. Have them make cut out or puppets of people and animals in the stories you have read to them. They can retell the stories to younger children. If possible invite a storyteller to class to share the art of storytelling.

Resources:

Ashrose, Cary. The Very First Americans. (New York: Grosset and Dunlop, 1993).

Carlson, Laurie. More Than Moccasins: A Kids Activity Guide to Traditional North American Indian Life. (Chicago: Review Press, 1994) (ISBN 1556522134).

Cohlene, Terri. Turquoise Boy. (Mahwah, NJ: Watermill Press, 1990).

de Paola, Tomie. The Legend of the Bluebonnet. (New York: Scholastic, 1983) (ISBN 0590426036).

de Paola, Tomie. The Legend of the Indian Paintbrush. (New York: Scholastic, 1988) (ISBN 0590447068).

Hofsinde, Robert. Indian Games and Crafts. (New York: William Morrow and Co, 1957).

Hofsinde, Robert. Indians Picture Writing. (New York: William Morrow and Co, 1959).

Lee, Caron. The Mud Pony. (New York: Scholastic, 1988) (ISBN 0590415263).

Sheppard, Sally. Indians of the Plains. (New York: Franklin Watts, 1976).

Spies, Karen. Our National Holidays. (Brookfield, CT: Millbrook Press, 1992) (ISBN 156294109).

Where Indians Live: American Indian Houses. (Sierra Oak Publishing, 1989).

In addition, Children's Press publishes a New True Book, series on many Indian Tribes.

Second Grade Lesson 1: Reverence for Nature

Objectives: The student will be able to:

1. listen to and read stories about the interrelationships of people and animals as told through Indian literature.

2. learn of the respect and gratitude that the Indians had for the gift of the animals and nature.

3. understand that Indians live today and continue to maintain many of their traditional ways of life.

Description of lesson/activity:

Activity 1

1. Before reading Buffalo Dance, retold by Nancy Van Laan, discuss the meaning of a piskun, used by the Blackfoot Indians of Montana. The piskuns were a trap made of large boulders and brush placed in a "V" at the edge of a cliff. When the buffalo drew near, hunters would jump from the boulders and surprise them, causing them to fall off the cliff.

2. Read the story and discuss the woman's courage in saving her village and how this legend established the Buffalo dance ritual. This dance performed before and after each hunt is the tribe's way of showing respect to the buffalo and thanking them for their sacrifice.

3. Have the children listen to the short story "The Rabbit Dance" found in Native American Animal Stories, by Joseph Bruchac. After the story, have the students compare the lessons they learned about the Indian's respect of hunted animals. Have the children break up into groups to research animals hunted by the Indians and show how all parts of the animal were used. Possibilities:

bear	beaver
buffalo	rabbit
deer	salmon

Make a class chart entitled "Uses of Animals by the Indian People."

Activity 2

1. Read the story of The Friendly Wolf, by Paul and Dorothy Goble and have the children talk about the message in the book.

   - What is the message about the wolf and his relationship to mankind?
   - In today's world are there any other animals that we are seeing fewer of?
   - What are the reasons for this?
   - What should we do to protect wild animals?

2. This might be a good time to discuss hunting and fishing rules and regulations and also about taking wild animals to be sold in pet stores.

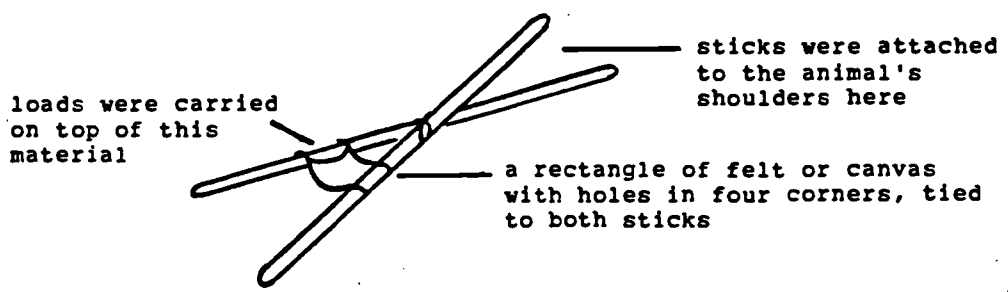
Activity 3

1. Read the Indian legend of how the horse came into their lives in the book The Gift of the Sacred Dog, by Paul Goble. This is the story of a courageous boy who went into the hills to pray for help for his starving people.

   After the story ask the children to tell you new things they learned about the Indian culture from the pictures and text of the story.

2. What did the horse now enable the Indians to do that they may not have been able to do before? Have groups of children look into the history of the horse in the United States.

   Have the children make a travois pulled by dogs and horses. Since the Plains Indians followed the buffaloes, they had to travel a lot. Since they didn't have wagons or carts, they used a travois to carry their belongings. A travois was made by tying two long poles together. The dog, horse or even person would hold the ends on their shoulders. The other ends of the poles would drag on the ground.



Activity 4

1. Read the story Pueblo Boy: Growing Up in Two Worlds, by Marcia Keegan. The many pictures in this book show the life of a modern 10-year-old Pueblo boy who lives in two cultures.

2. Children should discuss the conflicts Timmy sees between traditional and modern cultures. They may also wish to discuss how they would react to living in two distinct cultures.

Enrichments and Extensions:

1. Have the children research more Indian legends, games, and sports.

2. Encourage reports on other things such as clothing, crops (corn, squash, etc.), weapons, and houses, so that Indian cultures can be contrasted. As a culminating activity these materials could be displayed on Native American Day. The last Friday in September.

3. Encourage visitations from local Indians who can share their culture with the class. Visit museums and reservations.

Resources:

Bruchac, Joseph. Native American Animal Stories. (Golden, CO: Fulcrum Publishing, 1992) (ISBN 1555911277).

Goble, Paul. The Gift of the Sacred Dog. (Scarsdale, NY: Bradbury Press, 1980) (ISBN 0878881654).

Goble, Paul and Dorothy Goble. The Friendly Wolf. (Scarsdale, NY: Bradbury Press, 1974) (ISBN 0878881042).

Henry, Edna. Native American Cookbook. (New York: Julian Measner, 1983) (ISBN 0671418963).

Keegan, Marcia. Pueblo Boy: Growing Up in Two Worlds. (Cobblehill, 1991) (ISBN 0-525-65060-1).

Mayo, Gretchen Will. Meet Tricky Coyote. (New York: Walker and Company, 1993) (ISBN 0802781993).

Mayo, Gretchen Will. That Tricky Coyote! (New York: Walker and Company, 1993) (ISBN 0802781993).

Parish, Peggy. Let's Be Indians. (New York: Harper and Row Publishing Inc., 1962).

Skemie, Bonnie. Houses of Back. (Plattsburgh, NY: Tundra Books) (ISBN 0887762468).

Stevens, Janet. Coyote Steal the Blanket. (New York: Holiday House, 1993) (ISBN 0823409961).

Van Laan, Nancy. Buffalo Dance. (Boston, MA: Brown and Company, 1993) (ISBN 0316897280).

Van Laan, Nancy. Rainbow Crow. (New York: Alfred A Knopf Publishing, 1989) (ISBN 0394995775).

Whitefield, Andrew Hunter. American Indian Arts. (New York: Golden Press, 1973) (ISBN 0307635481).

Unit II: Contact: Europe and America Meet: 1492-1673

Content to be Covered:

1. The word "explorer" has many meanings for children.

2. Explorers, such as Columbus demonstrated particular characteristics.

3. The contact between Columbus, his men, and the Indians had positive and negative impacts for all involved.

4. There were other explorers besides Columbus, and exploration continues to happen today.

Teacher's Rationale:

At the primary level, when students are most impressionable, it is important when teaching about Columbus to give accurate details about him. This should include his real intentions, his success or lack of it, his encounter with the Indians and the subsequent results of this encounter--both positive and negative. The land that Columbus encountered was not a new world. Rather, it was a world of peoples rich with complex histories dating back thousands of years.

It is important to discuss how the lives of both the Europeans and the Indians were changed forever. Diseases were spread, ownership of land was implied and imposed, and a system of trading began between both continents. Animals like horses, cows, pigs, and chicken, as well as seeds were brought to the Americans. In return, sweet potatoes, tomatoes, peanuts, papers, beans, and squash were introduced to Europe.

Teachers must ask questions about the realities of this encounter of two worlds and encourage students to question the materials used. Is the material accurate and fair to both sides of the story? In addition to asking questions about Columbus and his personal qualities, questions should be raised about the Indians' struggle against the conquest of their land.

Table of Contents:

Kindergarten Lesson 1: What is an Explorer?

Objectives: The student will be able to:

1. describe that an explorer is someone who goes looking for new places.

2. verbally list places they can explore.

3. make a class book entitled "If I Were an Explorer, I Would . . ."

Description of lesson/activity:

Activity 1

1. Introduce this lesson by reading a poem about an explorer such as, "Columbus Day," by Myra Cohn Livingston found in *Celebrations* (New York: Holiday House, 1985).

2. Ask children to express their ideas describing an explorer. Create a language experience chart by recording children's responses under the heading, "What Is an Explorer?"

Activity 2

1. Review the language experience chart developed in Activity 1 entitled, "What Is an Explorer?"

2. Pose this question to the children: "If we were explorers, what places could we explore?" Follow that discussion by asking, "What would you do if you were an explorer?"

3. Explain to the children that together they will create a class book called "If I Were an Explorer, I Would . . ." Ask the children how they would finish this sentence. Write each child's idea on a separate piece of drawing paper. When all ideas have been recorded have the children draw a picture to illustrate their idea. Compile all the pages into a class book to be shared.

Kindergarten Lesson 2: What Did Columbus Explore?

Objectives: The student will be able to:

1. recognize the explorations of Columbus.

2. recognize the encounter between Columbus, his men, and the Arawak Taino Indians.

3. compare the reactions of Columbus and the Arawak Taino Indians to the encounter.

Description of lesson/activity:

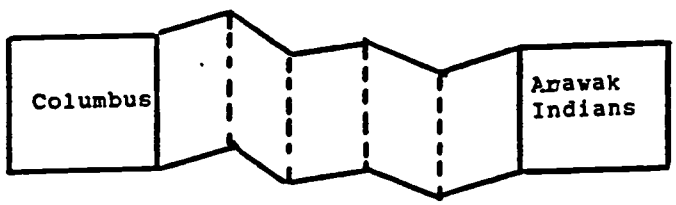
Activity 1

1. Read the book In 1492, by Jean Marzallo. Have the children discuss the book. Include in the retelling discussion of Columbus's voyage, form of travel, length of trip, and life on the ship. Then discuss where Columbus ended up and where he thought he was. Use a large world map to show the starting point of the voyage, where Columbus planned to go, and where he ended up.

2. Continue discussion by having the children describe the islands on which Columbus landed. Explain that the Arawak Taino Indians had lived there for a long time. Columbus was the first European to come in contact with these people, but he did not discover the land or the people. Other reference books with colorful illustrations could be used to provide information and stimulate discussion, such as Encounter, by Jane Yolan or Follow the Dream, by Peter Sis.

3. Discuss the concept that this story can be told in two ways. One way would be the story based on the feelings of Columbus and his men as they landed and the other would be based on the feelings of the Arawak Taino Indians as Columbus and his men arrived on their island.

4. Create a two-sided accordion book with the children expressing the points of view of the Arawak Taino Indians on one side, and Columbus and his men on the other.



One side would have illustrations and dictated responses expressing Columbus's point of view. The other side will do the same for the Arawak Taino Indians.

Extension and Enrichment:

1. Discuss the need to make maps when exploring new places. Have the children make a map of the room. Questions to ask should include:

    - What things should the map have on it?
    - What parts of the room have you explored?
    - What parts of the room do you still have to explore?

    Remember how you explored the kindergarten room when you come for your visit at the start of the year.

2. Explorer's Ship: Review how Columbus lived long ago and in those days people traveled by sail boat. Use pictures and/or posters of Columbus's ship. Have children create their own explorer's ship. The boats can be made using styrofoam meat trays and ice cream sticks fastened with Plastocene for masts. Provide fabric and paper scraps, foil, and other recycled odds and ends to make their sails and decorate their ship.

    This could be tied into a science-water theme (floating and sinking, how boats move across water).

Resources:

Livingston, Myra Cohn. Celebrations. (New York: Holiday House, 1985) (ISBN 0823405508).

Marzallo, Jean. In 1492. (New York: Scholastic, Inc., 1991) (ISBN 0590444131).

Sis, Peter. Follow the Dream: The Story of Christopher Columbus. (New York: Alfred A. Knopf, 1991) (ISBN 0679806288)

Yolan, Jane. Encounter. (New York: Harcourt Brace Jovanovich, 1992) (ISBN 0152259627).

First Grade Lesson 1: Being an Explorer

Objectives: The student will be able to:

1. discuss the terms explore and explorer.

2. brainstorm the characteristics of an explorer.

3. make a list of places that can be explored.

4. listen to a story of a famous explorer and discuss his characteristics as an explorer.

5. pretend to be explorers and share what they found as explorers.

Description of lesson/activity:

1. Review the concept "explore" on a word card and discuss its meaning. Have the children give examples of times when they have explored. For example, a new classroom, a beach, a new neighborhood.

2. Introduce the word "explorer" and, using examples of things the children have explored or places that people like to explore, make a web of many characteristics of an explorer.

3. Review the explorer, Columbus, introduced in Kindergarten lessons. Read the story, Follow the Dream, by Peter Sis. Talk about the man and see if the children can add more qualities to the explorer's web in the previous activities.

4. The teacher should keep a daily time line starting on September 6. Have the children move a ship (representing Columbus's ship) on a popsicle stick each day along the time line until October 12. If the class charts weather in the classroom, keep a weather log as though Columbus was charting the weather.

First Grade Lesson 2: Columbus Encounters America

Objectives: The student will be able to:

1. listen to a story about Columbus's voyage and landing and then discuss the negative and positive impacts that this voyage had for both the explorers and the Indians.

2. participate in activities portraying both the explorers and Indians, enabling them to encounter from both sides.

Description of lesson/activity:

1. Read a story about Columbus's trip that mentions both the positive and negative sides to Columbus's encounter with the Indians. Stephen Krensky's Christopher Columbus or David Adler's A Book of Christopher Columbus are two books that could be used. Read the story and discuss the events. Show a large map of the world pointing out from where Columbus sailed. Talk about where the children live. Show where Columbus wanted to go. Using blue paper to represent water, cover up North and South America. Explain that this is how people thought the world was in 1492. Make a paper boat (or three) showing Columbus's intended trip. Uncover the continents and show where the ships actually landed. Briefly talk about subsequent explorers and the explorations of North and South America.

2. Have the children look at pictures from various books showing Columbus's encounter with the Indians. Have them think about how the two groups reacted to each other (i.e., clothing, language, gifts). Have them dictate a chart of questions both sides must have had when they encountered each other for the first time. For example:

What Are We Thinking?

Indians	Columbus & Men
Why do they have so much clothing on?	Why do they wear so little clothing?
Why are they wearing such funny things on their heads?	Why do they have gold rings in their noses?

From this generated list have the children speculate the answers and feelings of both sides. Have them role play the Indians discussing the explorers as well as the explorers discussing the Indians. Extend the discussion of this lesson to include what we should do when we encounter unknown people or things. What should we do? How should we act?

3. Have the children make a mural or diorama depicting the encounter of explorers and Indians.

4. Using books such as Piero Ventura's 1492 The Year of the New World, show pictures of the inhabitants of this so-called "New World." The American continents were populated with many different people with many different customs who lived in a wide variety of habitats. At this point some classes may want to learn more about other groups of Indians living in the Americas at this time.

5. With the encounter of two different worlds, both the West and East were introduced to many unfamiliar foods, plants, and animals. Share the list with the class.

The Old World Brought to the New World	The New World Gave to the Old World
horses	grey squirrel
cattle	muskrat
sheep	potatoes
goats	tomatoes
chicken	sugar
pigs	
wheat	
barley	
turnips	
peas	

Have the children make collages depicting these items. Can they think of other things they read about that the explorers brought to the new world, such as guns, trinkets, etc?

6. Inform the students that when Columbus and his crew landed in America they had to use sign language to communicate with the Indians. Play a game of charades where they try to guess what the other person means. They should play the parts of both explorers and Indians.

7. The explorers planted a flag when they arrived on the island of San Salvador. Have the children pretend they are the Indians. What kind of flag would they have for their tribe? Have them design a flag and share the reason for their design. If they could communicate with Columbus and his men, how would they explain their flag's design.

8. Have the children talk about how the Indians felt when they were forced to make the return trip to Europe with Columbus's men. If these Indians could communicate in our language, what reasons would they give Columbus asking him to leave them with their tribe? What reasons might Columbus use to persuade them to sail to Spain? What might Columbus have done to encourage some Indians to return to Spain? (For example, he

might have to earn their respect, ask for a whole family to return with him, etc.)

9. In our country Columbus Day was first celebrated in 1792 in New York City. This was the 300th anniversary of his landing. In 1934 President Franklin D. Roosevelt made October 12 a legal holiday. Discuss how Indians might feel about celebrating this day. Why might they feel sad? Encourage children to pose questions and think about both (the Columbus and Indian) sides to this issue.

Resources:

Adler, David. A Picture Book of Christopher Columbus. (New York: Scholastic, Inc., 1991).

Krensky, Stephen. Christopher Columbus. (New York: Random House, 1991).

Sis, Peter. Follow the Dream. (New York: Knopf Publishing, 1991).

Ventura, Piero. 1492 The Year of the New World. (New York: G.P. Putman's Son, 1991).

Second Grade Lesson 1: Columbus Was One of Many Explorers

Objectives: The student will be able to:

1. understand that many explorers took voyages to the New World.

2. recognize that different explorers sailed for different nations, at different times, and explored different areas.

Description of lesson/activity:

1. Children should brainstorm prior knowledge of the voyages of Christopher Columbus. The teacher should record this knowledge on sentence strips to be sequenced. Children should also review their understanding of the concept of exploration.

2. Children should learn that Columbus was only one of many explorers who set sail to explore the Americas in the 15th, 16th, and 17th centuries. Among the books on this topic accessible to second graders is The Discovery of the Americas, by Betsy and Giulio Maestro. Children, individually or in groups, can research explorers like Cabot and Magellan to find out when their voyages were, which nations they represented, and what they explored.

3. Have the children display the information they have gathered in different ways. Among the ways are: placing information about explorations on the classroom time line; coloring maps showing nations that sent explorers and lands explored; creating posters announcing the exploration of new lands.

Resource:

Maestro, Betsy and Giulio Maestro. The Discovery of the Americas. (Lothrop, 1990) (ISBN 0-68806837-5).

Second Grade Lesson 2: 500 Hundred Years of Exploration

Objectives: The student will be able to:

1. recognize that people still explore today.

2. compare the explorations of Columbus and others to the astronauts of today.

Description of lesson/activity:

1. Children should brainstorm prior knowledge about modern astronauts. The teacher should record this knowledge on sentence strips to be sequenced. Current events material on shuttle missions could be shared at this time.

2. On the board or on chart paper, have the children compare what astronauts do today with what early explorers like Columbus did 500 years ago. Among the categories that the children could compare are: vehicles of exploration; instruments of navigation; foods; clothing; destinations; results of exploration.

3. As a culminating activity, children could describe or draw an exploration that might happen 500 years from now. They might use the categories listed above as part of a pre-writing activity for this.

Resource:

Matthews, Rupert. Explorer: Eyewitness Books. (New York: Knopf, 1991) (ISBN 0-679-81460-4).

Unit III: The Founding of New Societies: 1607 - 1763

Content to be Covered:

1. The Pilgrims and others celebrated Thanksgiving in the new land.

2. The Pilgrims and Jamestown colonists came to America for various reasons.

3. The Indians helped the Pilgrims and Jamestown colonists adjust to their new land by using natural resources.

4. The Pilgrims' community and traditions were unique.

Teacher's Rationale:

It is important to relate accurate facts about the Thanksgiving celebrated in 1621. Other groups of people, such as Hebrews, Greeks, and Romans, as well as Europeans and Indians celebrated harvest festivals long before the Pilgrims. The Pilgrims and Plimoth settlers, therefore, did not have the first Thanksgiving. Even the Jamestown colonist celebrated a harvest festival earlier than 1621 to thank God for a bounty of crops.

Also, Thanksgiving was not celebrated yearly. Although George Washington proclaimed November 26, 1789, as a national day to give thanks, it was President Lincoln in 1862 who proclaimed the last Thursday in November as a day set aside for giving thanks.

Although we often talk about the Pilgrims on the Mayflower and at Plimoth, it is important to tell the children that not all the passengers or settlers were Pilgrims. Some of them sailed on the Mayflower as servants and as adventurers or families of such.

In discussing the settlers in America, it is important to begin to distinguish the many varied reasons why these colonists came to America. It is just as important to accurately describe the world they found, a world successfully inhabited by Indian cultures. It is necessary to not only show how these Indians helped but why these Indians might have become dissatisfied with what these colonists were doing to their land.

Table of Contents:

Kindergarten Lesson 2: The Wampanoag Indians Helped the Pilgrims.

Objectives: The student will be able to:

1. recognize the hardships the Pilgrims faced when trying to adjust to a new and different environment and lifestyle.

2. describe some of the natural resources the Wampanoag Indians showed to the Plimoth Settlers.

Description of lesson/activity:

Activity 1

1. Based on Thanksgiving Day from Lesson 1, discuss what life was like for the Pilgrims that first year when they arrived in Plimoth. On chart paper list the children's responses. Ask guiding questions when necessary to help children think about shelter, food, clothing, feelings, health, etc. Remind the children that the Pilgrims had been living in cities in London where there were shops, doctors, and other goods and services.

2. Discuss the role the Wampanoag Indians played in helping the Pilgrims adjust and learn to use the resources around them.

3. Read the book Squanto and the First Thanksgiving, by Teresa Celsi. On the same chart listing the hardships the Pilgrims faced, record the children's responses to the question, "What did the Wampanoag Indians teach the Pilgrims?"

4. Use pictures from resource books to show children what the various vegetables, fish, and seafood, and game animals look like, as well as homes, means of cooking, etc.

5. Try to bring in some vegetables, seeds, tools, and utensils for children to explore.

Activity 2

1. Have the children work in groups to create murals showing the Wampanoag Indians teaching the Pilgrims ways of using natural resources. Some examples could include hunting, gathering clams and mussels, fishing, and planting corn.

2. Have each group dictate a description of their mural. These descriptions should be written on chart paper and displayed with each mural.

Activity 3

1. Read the poem, "The First Thanksgiving," by Jack Prelutsky, found in *It's Thanksgiving* (New York: William Morrow and Co., 1982).

   Have the children look at pictures and posters showing the first Thanksgiving at Plimoth. What were the Pilgrims thankful for? List the children's responses, (i.e., the Indians' help, a good harvest, and good health) on a chart.

2. Give each child a 12" x 18" piece of drawing paper. Fold the paper in half, creating two 9" x 12" halves. Tell the children that they are going to draw two different pictures, one on each side of the fold. On the left side they are to draw a picture of something the Pilgrims were thankful for and on the right side they will draw a picture of something for which they are thankful. When finished, have the children describe their pictures. Their statements should be written down under each picture.

3. Discuss with the children the actual Thanksgiving Feast. Explain that the first Thanksgiving in Plimoth was a party celebrating the successful harvest. Using pictures, posters, and resource books, describe for the children what the three day feast was like. Include descriptions of food, clothing, utensils, responsibilities of adults and children, and games. Detailed information about the first Plimoth Thanksgiving and life on Plimoth Plantation can be obtained from: The Research Staff, Plimoth Plantation, Plymouth, MA 02360.

4. Have the children plan and prepare a small harvest feast. This can be integrated into a theme on food and nutrition. Some suggested foods might include corn bread, homemade butter, popcorn, or something made from pumpkin. Any cooking project can be used in planning a feast.

5. Play some of the games that were played during the first Thanksgiving at Plimoth, such as different running races.

Resources:

Celsi, Teresa. Squanto and the First Thanksgiving. (Austin, Texas: Steck Vaughn, 1992) (ISBN 0817235116).

de Paola, Tomie. The Popcorn Book. (New York: Holiday House, 1978) (ISBN 0823403149).

Gibbons, Gail. Thanksgiving Day. (New York: Holiday House, 1983) (ISBN 0823404897).

Kalman, Bobbie. We Celebrate the Harvest. (Cabtree).

Prelutsky, Jack. It's Thanksgiving. (New York: William Morrow and Co., 1982): pp 12-15. (ISBN 0590415719).

Ziefert, Harriet. What is Thanksgiving? (Singapore: HarperCollins Publishers, 1992).

First Grade Lesson 1: The Mayflower Passengers and Their First Year in America

Objectives: The student will be able to:

1. understand the reasons why the Pilgrims and other passengers came to America.

2. review the history of the Pilgrim's Thanksgiving with the Indians.

3. understand stories about the Pilgrims and the Thanksgiving of 1621.

Description of lesson/activity:

1. Ask the children to define or explain the word "Pilgrim." The teacher can list the ideas on a chart paper for later discussion. Have the children tell what they know about the Pilgrims. Read a story about why the Pilgrims and other people who joined them wanted to come to this land call the "New World." Three good sources are A Day of Thanksgiving, by Ruth Roquitte, The Thanksgiving Story, by Alice Dalgliesh, or The First Thanksgiving, by Linda Hayward. Have the children list the reasons why the people on the Mayflower came to America (i.e., religious freedom, a better life, some passengers were servants, some were not Pilgrims but were seeking adventure). Tell the children that a Pilgrim is a person who travels to a far off place because of his/her religion. Not all of the Mayflower passengers were Pilgrims.

2. Have the children talk about the hardships the passengers endured on the long voyage to America. Have them talk about what the thirty-three children on board the Mayflower did to pass the time. Have them brainstorm some suggestions of what these children could have done, remembering the period in time and the conditions of travel.

3. Have the children review the stories read to them that included information on how the Wampanoag Indians helped the Pilgrims the first year. Another source would be Squanto and the First Thanksgiving, by Joyce Kessel and Lisa Donze. Have the children make a list of how the Indians help the Plimoth settlers that first year. Make a bulletin board display of their pictures along with captions telling about the pictures.

4. Talk about the Thanksgiving celebrated by the Plimoth settlers and their Indian friends. Why was it celebrated? Review what the Thanksgiving feast was like. A good source is Steven Knoll's Oh, What a Thanksgiving. Afterward, the class might want to make a comparative chart of Thanksgiving then and our Thanksgiving now. Ideas to chart could be guests, menus, entertainment, cooking methods, sources of food, and preparation.

5. Groups of children might want to write a play or skits to be presented to the rest of the class or school portraying the events from sailing on the Mayflower to the Thanksgiving feast of 1621. The children will have to use books and other resources to find out about clothing, scenery, people, activities of the men, women, and children that first year, and the important part the Indians played in helping the colonists.

6. Have the children make a collage of things that they are thankful for in their lives and have them write about their collage. Have them try to remember what they said last year. What, if anything has been added to their list. Why? Do some reasons remain the same, change, or are added?

7. Have the children discuss the foods that the Plimoth settlers had at the Thanksgiving of 1621 and compare them to what we have today on Thanksgiving. What are the similarities and differences? Have the children decide and prepare some recipes from pumpkins, beans, corn, etc.--the staples of the Thanksgiving celebrated at Plimoth in 1621.

8. Using the recipes cooked by the class, have a class Thanksgiving feast celebrating what the class is thankful for as a class. The class is another example of a community and their thinking should reflect the class or school community. Have the children invite special school guests that have helped them in this school year so far. Have the children prepare a list of events and activities for this classroom celebration. If games are included, maybe the children can create or design their own games.

9. Discuss with the children that some people celebrate Thanksgiving in other ways. Discuss food drives and how some people give up all or part of their Thanksgiving Day to cook and serve those less fortunate or with greater needs. Have them try to think why someone would do this. How does this celebrate the idea of giving thanks? Maybe the children could collect food and clothing for a needy family. Have a person who has given up their Thanksgiving celebration to cook for more needy folks discuss with the class their experiences and their reasons for doing this.

First Grade Lesson 2: Life at Plimoth Plantation

Objectives: The student will be able to:

1. recognize that children in Plimoth Plantation had daily responsibilities and work to do.

2. recognize that parents had daily jobs to provide for their families and the settlement.

3. understand ways in which community life and traditions at Plimoth were unique.

Description of lesson/activity:

1. Have the children talk about what they have learned so far about life at Plimoth. Jot down their ideas on sentence strips. See if they can sort their ideas into such classifications as chores, clothing, utensils, housing, etc.

2. Tell the children that you will be reading two books about a day in the life of a Pilgrim girl and a Pilgrim boy. Read Sarah Morton's Day: Day in the Life of a Pilgrim Girl, by Kate Waters. As it is being read discuss the clothing, utensils, furniture, etc., with the children. After the story, have them list things they feel are important to add to the chart begun earlier in the lesson. It may be necessary to have the children break up into groups and be assigned to a certain classification. As a class, the children should list the chores Sarah Morton had to do in a day.

   It is also important for the children to note the jobs Sarah's mother had to do to provide for her family.

3. Since the children have read about a life of a Pilgrim girl, Sarah Morton, have them discuss what they think might be the responsibilities of a Pilgrim boy. Then read Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy, by Kate Waters. As a class have them list the chores Samuel Eaton had to do in a day. Compare this list to the one made about Sarah Morton. Can they make some generalizations about the information listed? Also, have the children discuss the jobs men of Plimoth had to do for their families and community.

4. Have the children think about a day in the life of a Pilgrim child. From the list have them draw what part of the child's day would be their favorite if they were Sarah or Samuel. Have them complete this sentence and share it with the class: "My favorite part of my day at Plimoth is . . ."

5. Have the children make a class picture book of their day and Sarah's or Samuel's day. They should divide a page in half and draw a daily job they do and draw a job Sarah or Samuel had to do. The may want to expand the book to include jobs of adult men and women at Plimoth and now.

Extension and Enrichment:

1. Have the children pretend they are a child at Plimoth. Have them write or dictate a newspaper account of the Thanksgiving celebration of 1621.

2. Have the children pretend they are a Plimoth child who is sending a letter back to a friend in England telling about life at Plimoth or about their friends the Indians, who have helped them.

3. Have parents and children bring in utensils used by early colonists such as cooking pots, a butter churn, pewter, etc., to make a mini-classroom museum. Have the class organize the materials and discuss how they could share these artifacts with other classes. Children should be involved in writing the invitations, scheduling the visitations, and presenting the material to the visitors.

Resources:

Behrens, June and Pauline Brower. Pilgrims Plantation. (Chicago: Childrens Press, 1977) (ISBN 0516087363).

Dalgliesh, Alice. The Thanksgiving Story. (New York: Scholastic, Inc., 1954) (ISBN 0590438921).

Hayward, Linda. The First Thanksgiving. (New York: Random House, 1990) (ISBN 067980218).

Kessel, Joyce and Lisa Donze. Squanto and the First Thanksgiving. (Minneapolis, MN: Carolrhoda Book, 1983) (ISBN 0876141998).

Kroll, Steven. Oh, What a Thanksgiving. (New York: Scholastic, Inc., 1988) (ISBN 0590448749).

Roquitte, Ruth. A Day of Thanksgiving. (Minneapolis, MN: Dillion Press, Inc., 1981) (ISBN 0875181953).

Waters, Kate. Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy. (New York: Scholastic, Inc., 1993) (ISBN 059046311x).

Waters, Kate. Sarah Morton's Day: A Day in the Life of a Pilgrim Girl. (New York: Scholastic, Inc., 1989) (ISBN 0590426359).

Weisgard, Leonard. The Plymouth Thanksgiving. (New York: Doubleday, 1967) (ISBN 0385167541).

Second Grade Lesson 1: What Was the World of the Wampanoag Indians and the Pilgrims Like around the 1620's?

Objectives: The student will be able to:

1. gain an understanding of the life of the Wampanoag Indians.

2. extend their understanding of Pilgrim life and compare it to the Indians.

Description of lesson/activity:

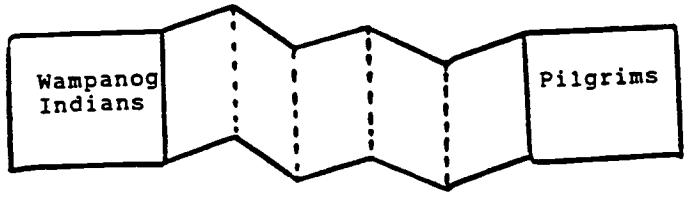
1. Read People of the Breaking Day, by Marcia Sewall to the students. This is a story explaining the life of the Wampanoag Indians before the Pilgrims arrived. Make a chart with the children of basic information such as:

Wampanoags	
Clothing	
Food	
Homes	
Games	

Students should compare this tribe with other tribes they have studied.

2. Read the book The Pilgrims of Plimoth, by Marcia Sewall. Extend the chart from the previous activity to include the Pilgrims.

3. Create a two-sided book with the children comparing the points of view of both the Wampanoag Indians on one side, and the Pilgrims on the other.



Second Grade Lesson 2: Who Were the Settlers of Jamestown?

Objectives: The student will be able to:

1. locate Plymouth, Massachusetts, Jamestown, and Virginia on a map.

2. recognize that the settlers of Jamestown were different from the settlers of Plymouth.

3. understand how the leaders of the Jamestown settlement were chosen.

Description of lesson/activity:

1. On a map of the United States locate with the children Plymouth, Massachusetts, Jamestown, and Virginia. Research and show the routes of the Jamestown settlers and Pilgrims to the "New World."

2. Read The Virginia Colony, by Dennis B. Fradin, pp. 21-31. List reasons why these colonists came to America. For additional information, see The First Book of the Early Settlers, by Louise Dickenson Rich, and Founding the American Colonies, by Diana Reische.

3. Discuss why these reasons were different from the Pilgrims reasons for coming to America.

4. Put the names of four children in a box. Tell the children you are going to open the box and tell who the leaders of the next activity will be. Discuss why or why not this is a good way to choose leaders. Each leader will be in charge of a class group. Each class group will decide on a role play of some aspects of the life of the Pilgrims or the Jamestown settlers.

5. Children by themselves or in a group could make a picture as a model of the Jamestown settlement.

Second Grade Lesson 3: What Were the Indians Like That Occupied the Land around Jamestown?

Objectives: The student will be able to:

1. understand how the colony at Jamestown got started.

2. understand why the Powhatten Indians were important to the Jamestown settlers.

Description of lesson/activity:

1. Read My Name is Pocahontas, by William Accorsi, to the children. Discuss the story with the class.

2. Read The Virginia Colony, by Dennis B. Fradin, pp. 32-37. Discuss the following:

    a. Why did the Indians attack the settlers?
    b. List some reasons why the Jamestown settlers had such a difficult time.
    c. Why was Pocahontas important to the settlers?

3. In groups, have the students make poster-sized pictures of Powhatten, Pocahontas, John Smith and John Rolfe. Have the children write a few things about each person and attach these underneath the pictures.

4. Draw a picture or make a model of a Powhatten village.

Extension and Enrichments:

1. Read Jamestown, by James E. Knight with the children. Discuss the story with the children.

2. Divide the class in half. Have one half paint mural of the Pilgrims and Wampanoag Indians and have the other half show the Jamestown settlers and the Powhatten Indians.

3. Make a class "big" book about the story of Jamestown.

4. Have the children pretend they are Jamestown colonists who want penpals in Plimoth. What might a Jamestown colonist write to a Pilgrim or Plimoth settler? What will he or she want to tell them about his or her own settlement.

Resources:

Accorsi, William. My Name is Pocahontas. (New York: Holiday House, 1992) (ISBN 0823409325).

Fradin, Dennis B. The Virginia Colony. (Chicago, IL: Children's Press, 1986) (ISBN 0516003879).

Knight, James E. Jamestown. (Mahwah, NJ: Troll Associates, 1982) (ISBN 0893757241).

Raphael, Elaine and Don Bolognese. Pocahontas, Princess of the River Tribes. (NY: Scholastic Inc., 1993) (ISBN 0590443720).

Reische, Diana. Founding the American Colonies. (New York: Franklin Watts Inc., 1989) (ISBN 0531106861).

Rich, Louis Dickenson. The First Book of the Early Settlers. (New York: Franklin Watts Inc., 1959)

Sewell, Marcia. People of the Breaking Day. (New York: Athenaeum, 1990) (ISBN 0689314078).

Unit IV: What Was the American Revolution? 1760-1836

Content to be Covered:

1. Rules are important to families, groups, and countries and the development of rules are important to people.

2. George Washington was a Revolutionary War leader as well as the first president of our country.

3. There were many reasons why many of the colonists wanted their independence from England.

4. Our country's flag, holidays, and other symbols have an historical significance.

Teacher's Rationale:

This unit examines George Washington as a person, a Revolutionary War leader, and as our first president. First and second grade children will read stories that imply some of the reasons for the war.

It is important for the children to be exposed to the fact that not every colonist favored independence from Great Britain. Also, the teacher should pose questions that encourage children to view the British side to this conflict as well as the colonists' side.

The social concepts in this unit are: qualities of a good leader in a variety of situations, the reasons we have rules and laws, and how we can change rules or laws that we think need changing. This unit will expose the children to the Declaration of Independence and the Constitution. They will discuss various symbols of our country and the historical significance of holidays such as Presidents' Day, Flag Day, and Independence Day.

Table of Contents:

Kindergarten Lesson 1: Who Was George Washington?

Objectives: The student will be able to:

1. recognize George Washington as a leader and first president of the United States.

2. recognize some of the many ways we remember and honor George Washington.

Description of lesson/activity:

Activity 1

1. Introduce George Washington to the children by showing them a picture or poster of George Washington. Ask the children to share any information they know about George Washington. Write the children's responses on a chart entitled "George Washington."

2. Read the book Young George Washington: America's First President, by Andrew Woods. Discuss the new information learned from the book and add this information to the chart. Discuss what Washington's life was like, including clothing, transportation, food, jobs, homes, etc.

Activity 2

1. Review with the children the information recorded on the chart in Activity 1 about George Washington. Discuss that George Washington was our first president and a great leader. Explain that some people call George Washington the "Father of our Country." Ask the children why they think Washington was called the "Father of our Country."

2. Read the poem "February 22," by Leland B. Jacobs, found in Teaching K-8, February 1992.

   The poem can be written in enlarged print on a chart. Discuss with the children what the poem said about George Washington. How does that information compare with what was recorded on the chart from Activity 1?

3. Explain to the children that because George Washington was such an important person and did so many things to help our country that we want him to be remembered. Ask the children if they know ways in which we honor and remember George Washington. Write the children's responses on a chart.

4. Discuss some of the ways we honor George Washington including the Washington Memorial, celebration of his birthday (February 22), and the placement of his picture on our money--the quarter and the one dollar bill. Have pictures of the Washington

Memorial, highlight his birthday on the class February calendar, and display enlarged pictures of a quarter and a one dollar bill.

5. Have children work in small groups, possibly during a center time, to examine quarters and one dollar bills. Children can use colored pencils to make rubbings of the portrait of George Washington on the head of a quarter.

6. Give each child an enlarged copy of George Washington's picture on the head of quarter. Have the children glue this picture on the back of paper plate. Discuss that one quarter is worth 25 cents or 25 pennies. Have the children write 25 cents on their paper quarter. The children should then turn the paper plate over. Provide cups of pennies and have the children count out 25 pennies on to the paper plate. Children can work in small groups during a center time or work in pairs to count the pennies.

Kindergarten Lesson 2: Yankee Doodle Dandy

Objectives: The student will be able to:

1. recognize some patriotic music from the time of George Washington.

2. recognize the tradition of parades as a way of celebrating.

Description of lesson/activity:

Activity 1

1. Introduce the lesson by playing a recording of "Yankee Doodle Dandy." Ask the children if they recognize the music. Sing the song with the children. Explain that this is a very old song which was popular during the time of George Washington.

2. Read the book Yankee Doodle, by Richard Schackburg. This is an illustrated version of the song. The illustrations depict pictures of Revolutionary War soldiers. Discuss the illustrations with the children, pointing out the marching, uniforms, flags, and colors.

3. Introduce the discussion about parades by asking how many children have been to a parade. Discuss children's experiences with parades. Ask the children why we have parades. Ask if children know what was being celebrated at the parades they have attended.

   Read Thump, Thump, Rat-a-Tat-Tat, by Gene Baer. Discuss what children saw in the parade in the book. Who and what would one see in a parade? Discuss the use of marching and parades at the time of George Washington.

4. Plan a parade to celebrate George Washington's birthday. Children can make hats out of newspaper. The hats can be decorated with paint or markers using red, white, and blue. Children can then have a marching parade wearing their hats and singing "Yankee Doodle Dandy." The children could parade to another classroom.

Enrichment and Extension:

1. Have the children make instruments such as paper towel roll kazoos and drums from recycled materials. These instruments could be used during the parade.

2. Using the illustrations of Lois Elhert in Thump, Thump, Rat-a-Tat-Tat as an example, children could draw pictures of their own parades on long strips of paper. Elhert's illustrations in this book are done with bright colors and basic geometric shapes. Have the children identify the shapes they see in the book. Encourage the children to use these shapes when drawing their parade.

Resources:

Baer, Gene. Thump, Thump, Rat-a-Tat-Tat. (New York: HarperCollins Publishers, 1994) (ISBN 0440832888).

Crews, Donald. Parade. (New York: Greenwillow Books, 1983) (ISBN 0688019951).

Fischer, Aileen. My First Presidents' Day Book. (Chicago, IL: Children's Press, 1987) (ISBN 051602910x).

Jacobs, Leland B. "February 22," Teaching K-8, February 1992, p. 93.

Schackburg, Richard. Yankee Doodle. (New Jersey: Prentice-Hall Inc., 1965).

Woods, Andrew. Young George Washington: America's First President. (Mahwah, NJ: Troll Associates, 1992) (ISBN 0816725403).

First Grade Lesson 1: George Washington, the First President and Leader in Our Struggle for Independence

Objectives: The student will be able to:

1. understand what makes a good leader.

2. understand that George Washington was our country's first president.

3. understand that George Washington was a leader in our struggle for independence.

Description of lesson/activity:

1. Have the children talk about George Washington and what things they already know about him. List their ideas on a chart. Then tell them that they will listen to a story about George Washington so that they can add to their list. Read A Picture Book of George Washington, by David A. Adler or George Washington, First President of the United States, by Carol Greene. Add to the list of qualities or happenings in Washington's life. Then briefly discuss George Washington becoming a soldier for the English in the French and Indian War. Review the part of the story that talks about Washington as a leader of the Continental Army.

2. What is a good leader? With the children, make a web of good leadership qualities. Have the class keep the web for future reference to be added on in future units when they will discuss the qualities of other leaders they are learning about.

3. Have the children write about an adult or classmate who they think is a good leader. Have them tell what these leaders have done to show the qualities they have mentioned in their writing. As they share their writing, have them talk about: Do all leaders possess the same qualities? Why or why not? What are some things these qualities depend upon? (Situation, the time, the person). Discuss the idea that all people, including children, are leaders at one time or another. For example, the line leader, a leader who demonstrates a good quality in class (listening politely, good behavior, etc.) Have the children make a list of kinds of leaders they encounter daily.

4. Refer back to the Adler book about George Washington or show a filmstrip or video on Washington that shows why he was elected the first president of our country. Have the children pretend they lived at the time Washington became our president. Have the children make campaign posters that would help in his election to become president.

5. Have the children make a list of things that we have today that honor Washington in some way (dollar bill; quarter; Washington state; Washington, D.C.; Washington monument).

Enrichment and Extension:

1. The children might want to learn more about the following topics:

   - Mount Vernon
   - the building of Washington, D.C.
   - the Washington Monument

2. Have the children look up information on the history of Presidents' Day (the third Monday in February) or Washington's birthday. What is February 22? According to the book Our National Holidays, by Karen Spies, the early colonists used to observe the birthday of the English King, so that was why they decided to honor George Washington. Parades and balls marked the first celebration held in Richmond, Virginia, a year after Washington's death. How do we celebrate Washington's Birthday or Presidents' Day?

First Grade Lesson 2: The Beginnings of the Revolutionary War

Objectives: The student will be able to:

1. understand literature about the Revolutionary War era.

2. list some of the reasons why our country wanted its independence from Great Britain.

3. discuss the reasons for rules and laws and why we need them.

Description of lesson/activity:

1. Refer back to the books read about Washington and read the chapter entitled "The Troubles with England Begin" in A New True Book: The Declaration of Independence, by Dennis Fradin. This book gives some of the reasons why Great Britain was treating the American colonies the way it was. Emphasize the concept of taxes and the idea that the colonies had little power in their government. Talk about how citizens today in the United States have a say in government. Encourage discussion of why and how we elect government leaders. What if we don't like a law or rule (for example, too fast a speed limit in a neighborhood with children)? What can people do to change or improve laws? Children should understand that laws are types of rules. Why do we have class rules, school rules, and family rules?

2. Refer back to the chapter read earlier about some of the reasons why the colonists were unhappy with the way Great Britain treated them. Show Great Britain on a map in relationship to where we are. Have the children talk about how the colonists got their ideas back to Great Britain and how long communication took, since there were no phones and travel by boat was very slow.

3. Explain to the children that they are going to read a story about a boy involved in the Battle of Lexington. Read Sam the Minuteman, by Nathaniel Benchley. Encourage the children to think about Sam's feelings as he is involved in this battle. Why were the British marching to Sam's town? Have the children discuss some of the unpleasant things that Sam saw in this battle. What do they think Sam's mother was feeling about this battle? How do they think his father felt?

   Talk about the concept of a minuteman. Why were Sam and his father called minutemen? Being ready in a minute's notice can have positive and negative effects. Have the children discuss the good and bad points of doing something on a minute's notice. Chart their ideas.

4. Refer back to the book Sam the Minuteman. Have the children summarize the story. Make sure they understand who Sam was representing. Tell them they are going to hear a story about a boy involved on the other side of the conflict. Read the story of

George the Drummer Boy, by Nathaniel Benchley. George wanted to be friends with the people of Boston but was thwarted in his attempts.

After reading the story discuss George's feelings in this story. Are they similar to Sam's? The class could make a chart comparing the two boys involved in the Battle of Lexington. They can also role play the events of these stories.

5. As a writing exercise have the children complete this sentence, "If I were . . ." They should fill in Sam or George's name before they complete the sentence. In their writing, encourage them to include what they would do and why. Also, they should try to explain how they felt at the time of the event. As an alternative activity, students could draw pictures of the Battle of Lexington as seen through Sam's eyes and George's eyes.

Enrichment and Extension:

1. Have the children independently or in groups read the following stories that take place during Revolutionary War times:

   - Buttons for General Washington, by Peter and Connie Roop
   - Six Silver Spoons, by Janette Lowrey
   - The Boston Coffee Party, by Doreen Rappaport

2. Discuss with the children that July 4th honors the day that our leaders signed the Declaration of Independence which was a document declaring the colonies independent from Great Britain and its King. The committee that wrote this document declared that America would no longer be under British control. Have the children tell ways they celebrate July 4th. How do towns and cities celebrate? Why do we have parades and fireworks?

3. In Washington's time men wore three cornered hats called tricorns. Show the children pictures of tricorns. Have the children make one cut out 3 paper rectangles about 8" x 5". Draw a curve line across the top of one. Cut it out. Using that as a pattern cut out the other 2 rectangles. Color them dark blue or brown with a yellow strip along the curve. Tape the ends together to form a triangle.

Resources:

Adler, David A. A Picture Book of George Washington. (New York: Trumpet, 1989) (ISBN 0440848024).

Benchley, Nathaniel. George the Drummer Boy. (New York: Harper & Row, 1977) (ISBN 0060205008).

Benchley, Nathaniel. Sam the Minuteman. (New York: Harper & Row, 1969).

Dalgliesh, Alice. The 4th of July Story. (New York: Charles Scribners Sons, 1956).

Fradin, Dennis B. The Declaration of Independence. (Chicago, IL: Chicago Press, 1988) (ISBN 0516011537).

Greene, Carol. George Washington, First President of the United States. (Chicago, IL: Children's Press, 1991) (ISBN 0516042181).

Lowery, Janet. Six Silver Spoons. (New York: Harper & Row, 1971).

Rappaport, Doreen. The Boston Coffee Party. (New York: Harper & Row, 1988) (ISBN 0060248246).

Roop, Peter and Connie Roop. Buttons for General Washington. (Minneapolis, MN: Carolrhoda Books, 1986) (ISBN 0876142943).

Spies, Karen. Our National Holidays. (CT: Millbrook Press, 1992) (ISBN 1562941097).

Second Grade Lesson 1: George Washington, Great Leader

Objectives: The student will be able to:

1. review the idea of George Washington as a great leader.

2. understand the character traits that George Washington had that made him a great first president.

Description of lesson/activity:

1. Read the book George Washington, by James Giblin. This tells Washington's story from boyhood to death.

2. Ask the children to brainstorm a list of the character traits of George Washington that made him a good general. Put the list on the board.

   After completing this list, discuss why these traits would also make him a great president.

Second Grade Lesson 2: There Were Many Leaders during the Revolutionary War

Objectives: The student will be able to:

1. recognize several of the individuals involved in the Revolutionary War.

2. identify characteristics shared by leaders in the Revolutionary War.

Description of lesson/activity:

1. Read pages 12-18 of A New True Book: The Declaration of Independence, which tells the reasons why the Americans turned against British rule. Have the children put these reasons on a chart.

2. Read pages 5-12 in Fireworks, Picnics and Flags, by James Cross Giblin, which tells more reasons why the Colonists were angry with England. Children should add these to the chart.

3. Read pages 19-45 in A New True Book: The Declaration of Independence. This part of the book describes the process followed to get the Declaration of Independence written and approved. It also tells basically what the Declaration of Independence says.

4. Discuss why July 4, 1776, is an important date in our history. How do we celebrate Independence Day today?

5. The children should read or be read to about other participants in the Revolutionary War. Among the books that the teacher might share with the class are:

   Adler, David. The Picture Book of Benjamin Franklin.
   Adler, David. The Picture Book of Thomas Jefferson.
   Barrett, Marvin. Meet Thomas Jefferson.
   d'Aulaire, Ingri. Benjamin Franklin.
   Fritz, Jean. Will You Sign Here, John Hancock?
   Peterson, Helen Stone. Abigail Adams.
   Scarf, Maggi. Meet Benjamin Franklin.
   Stevens, Bryan. Deborah Sampson Goes to War.

6. Children should make a list of the personal characteristics, such as bravery, that were displayed by people in the stories read. For each characteristic, they should give as many examples as possible from the people whose lives they have read about. They may also recall examples from the life of George Washington when he displayed these characteristics.

Second Grade Lesson 3: There Are Symbols That Represent Our Country

Objectives: The student will be able to:

1. understand the meaning of the American flag, the liberty bell, and the eagle as symbols of the United States.

Description of lesson/activity:

1. Read Stars and Stripes, Our National Flag, by Leonard Evertt Fisher. Discuss all of the different flags that have been used before our current flag was adopted.

2. Read pages 29-34 in Fireworks, Picnics and Flags, by James Cross Giblin. This tells the history of the American flag and how it has given us a sense of pride in our nation.

   The teacher should then make a chart. On the top, have a picture or an actual American flag. On the bottom have the children tell you what the stars and stripes stand for and record that information.

3. Read The Story of the Liberty Bell, by Natalie Miller and/or pages 65-74 in Fireworks, Picnics and Flags, by James Cross Giblin. These books tell the story of the Liberty Bell.

   The teacher should give the children an outline of a liberty bell. In it the children should write some of the liberties or freedoms they have.

4. Read pages 62-64 in Fireworks Picnics and Flags, by James Cross Giblin, which tells about how the eagle became a symbol of our country.

   The teacher should then have the children name or draw a place where the eagle represents our country (i.e., coins, postage stamps, dollar bills, the Great Seal of the United States, etc.).

Resources:

Bradbury, Pamela. Men of the Constitution. (New York: Julian Messner, 1987) (ISBN 0671646044).

Clark, Philip. The American Revolution. (New York: Marshall Covendish, 1988) (ISBN 0863079296).

Fisher, Leonard Everett. Stars and Stripes: Our National Flag. (New York: Holiday House, 1993) (ISBN 0823410536).

Fritz, Jean. Will You Sign Here, John Hancock. (New York: Geoghegan Inc., 1976) (ISBN 0698203089).

Fradin, Dennis B. A New True Book: The Declaration of Independence. (Chicago, IL: Children's Press, 1988) (ISBN 0516011537).

Giblin, James Cross. Fireworks, Picnics and Flags. (New York: Clarion Books, 1983) (ISBN 0899191469).

Giblin, James Cross. George Washington. (New York: Scholastic Inc., 1992) (ISBN 059042551).

Maestro, Betsy and Giulio Maestro. A More Perfect Union. (New York: Lothrop, Less & Shephard Books, 1987) (ISBN 0688068391).

Miller, Natalie. The Story of the Liberty Bell. (Chicago, IL: Children's Press, 1965).

Spier, Peter. We the People: The Constitution of the United States of America. (Garden City, NY: Doubleday & Company Inc., 1987) (ISBN 0385235895).

Unit V: The Ambiguous Democracy in America: 1800-1848

Content to be Covered:

1. Johnny Appleseed provided the pioneers he met with appleseeds.

2. The Erie Canal provided a safer way for some settlers to begin their trek westward.

3. Davy Crockett was a frontiersman who served his country in may capacities.

Teacher's Rationale:

With the desire to move westward from the eastern seaboard, people like Johnny Appleseed emerged as true folk heroes of the American spirit.

In the same time frame the Erie Canal was bridging the way from the Eastern States to the land west of the Appalachian Mountains.

Children find stories about pioneers fascinating and show a natural interest in the adventures of people moving west. These lessons capture that interest and lay the groundwork for later study of the early 19th century.

Table of Contents:

Kindergarten Lesson 1: How Did Johnny Appleseed Help the Pioneers Move West?

Objectives: The student will be able to:

1. recognize the pioneer John Chapman, known as Johnny Appleseed.

2. understand how Johnny Appleseed helped the early pioneers who were moving westward to start new homes and farms.

Description of lesson/activity:

Activity 1

1. Show the children a picture of Johnny Appleseed from a book. Ask the children if they know anything about Johnny Appleseed. Write the information the children give on a large chart.

2. Read the book The Story of Johnny Appleseed, by Alikli. After reading the story ask the children what new information they learned from this story. Add the children's responses to the chart. Be sure to include his real name, John Chapman. Ask the children why he was called Johnny Appleseed.

3. Discuss with the children where Johnny Appleseed was born. Using a large, simple physical map of the United States (ideally a primary physical map with only the state boundaries), locate Leominster, Massachusetts where Johnny Appleseed was born. Next locate where the children live and compare to where Johnny grew up. Finally find the many places Johnny Appleseed traveled. Discuss how he traveled by foot and how little he carried with him.

   Explain to the children that at this time in our history people were beginning to leave the towns and cities they had lived in on the East Coast (locate on the map) and were moving farther west to look for new places for homes and farms. There were no towns, villages, homes, or even roads where Johnny Appleseed and the pioneers traveled; it was wilderness. Help the children understand that a pioneer is someone who leads the way into a land not known to them. Tell the children that Columbus was a pioneer.

   Discuss the different ways the pioneers traveled as they moved westward, such as walking, covered wagons, and flatboats. Show the children pictures of the covered wagons and flatboats.

4. Have the children select their favorite part of the Johnny Appleseed story and draw a picture of it. Have the children describe their pictures and write this description on their pictures. These pictures could be compiled into a class book or used on the bulletin board.

Activity 2

1. Review the chart about Johnny Appleseed and the pictures drawn. Ask the children what made Johnny Appleseed so special and important. Explain that Johnny Appleseed was a gentle, kind man who loved nature and helping people. He didn't even carry a weapon! Then read the book Johnny Appleseed, by Reeve Lindbergh. Discuss the ways that Johnny Appleseed helped the pioneers.

2. Ask the children why apples were such a wonderful gift of food for the pioneers. Explain that the apples were quite easy to grow, to pick, and could be used all year round. Remind the children that these people had no refrigerators. The apple seeds were easy to carry to new places because they were so small. Johnny Appleseed provided these people with seeds and started new apple orchards as he traveled.

3. Ask the children if they know where Johnny Appleseed got his seeds. Where do we get seeds? Have the children work in a small group to examine several varieties of apples cut diagonally and horizontally. Guide the children's exploration by asking questions including:

    - How many seeds are in each apple?
    - Do all apples have the same number of seeds?
    - What shape and color are apple seeds?
    - Are all the seeds the same size?

    Children could look at apple seeds with magnifying glasses or simple microscopes. The apple seeds could be sorted and classified by size, color, etc. The results of the sorting could be made into a graph where children could glue the seeds onto the graph.

Activity 3

1. Review the two books read in the previous activities and the Johnny Appleseed information chart. Ask the children how the pioneers used apples. Make a chart listing all the ways the pioneers used apples down the left hand side of the chart. Then ask the children how we use apples. List these ideas on the right hand side of the chart. Discuss similar uses of apples. Be sure to include applesauce, apple cider, and apple pie.

2. If possible take the class on a trip to an apple orchard. Observe how the trees are planted, the size of the trees, etc. Pick apples to bring back to school. Use the apples for cooking projects, such as applesauce, apple muffins, or apple bread. Write the recipes on the chart using pictures to help children read them for shared reading.

3. Have the children make prints using the cross section of apples. Cut apples both vertically and horizontally. Point out the star in the middle of the apple when the apple is cut horizontally. Encourage the children to use their own writing to label the apple.

Enrichment and Extensions:

1. Have the children paint a large mural of an apple orchard using both brushes and sponges.

2. Read the book The Seasons of Arnold's Apple Tree, by Gail Gibbons. Discuss the life cycle of the apple tree. Children could paint or draw pictures of apple trees during the four seasons.

3. Sing songs and do fingerplays about apples and apple trees.

4. Read Johnny Appleseed, by Steven Kellogg. Discuss how this story is different from the other stories read. Discuss what is meant by a tall tale.

Resources:

Aliki. The Story of Johnny Appleseed. (New York: The Trumpet Club, 1963) (ISBN 0440849845).

Kellogg, Steven. Johnny Appleseed. (New York: Scholastic, Inc., 1988) (ISBN 0590426168).

Lindbergh, Reeve. Johnny Appleseed. (Boston: Little, Brown & Co., 1990) (ISBN 0316526185).

Gibbons, Gail. The Seasons of Arnold's Apple Tree. (New York: Harcourt Brace Jovanovich, 1984) (ISBN 0152712461).

First Grade Lesson 1: The Erie Canal Helped Settle the Midwest

Objectives: The student will be able to:

1. understand how the Erie Canal carried passengers and supplies westward.

2. understand that the Erie Canal made travel easier and safer for settlers beginning their westward journey.

Description of lesson/activity:

1. On a physical map of the United States have the children review where the Pilgrims landed, where George Washington lived, and where the capital of the United States is located, as well as where they live. Talk about Johnny Appleseed and what was happening during the time he lived. (Pioneers were moving westward.) Point out that the East Coast was getting quite settled and settlers were moving west to find more land. Looking at the physical map of the United States, point out the Appalachian Mountains. Ask the children to speculate how these mountains might be a problem for people moving westward. (Dangers and difficulty in crossing.) Also ask, "What might still be a problem for the pioneers once they got across the mountains?" (Getting goods and supplies from back East.)

2. Tell the children that one method of transporting people and goods was by a canal system. The teacher will have to gather pictures to explain that a canal is a man-made waterway for boats, and briefly describe how it works. Two good sources are Nicholas Nirgiotis's Erie Canal Gateway to the West, and R. Conrad Stein's The Story of the Erie Canal.

3. Play a record or teach the children the song, "The Erie Canal," and then introduce the book The Erie Canal, by Peter Spier. This book has the first verse of this song illustrated with details of the canal system, along with the equipment, people and towns associated with the Erie Canal. Although the text is simple the author has given a detailed description of the history and use of this canal in the back of the book. After viewing the book once, point out on a map where this canal system was built. This man-made waterway connected the Atlantic Ocean with the Great Lakes. It opened up the Midwest to trade and travel with the Eastern States in 1825.

   Review the pictures and discuss what information they can generate from these pictures. The teacher will have to discuss the meaning of the word "barge." How are the barges pictured in the book different from the barges they may see today?

4. Have the children speculate on how passengers traveled, with relation to sleeping, eating, etc. What did the passengers see during the day? What did they do to pass the time? Chapter seven in Nirgiotis' book, Erie Canal, is an excellent description of passenger life and could be read to the children.

Enrichment and extensions:

1. On a New York State map have the children make a map of the canal route or, if the cities are already on the map, have them highlight the cities with colored dot stickers and yarn.

2. Have the children or a group of children write a story as if they were a passenger on a canal boat or as if they were a hoggee--a young boy or man who drove the animals used to tow the boat. What was the trip like?

3. Have the children make models of barges using Spier's book, Erie Canal, as a source of illustrations.

4. The class or a group could illustrate the second and third verses of this song. The verses with a little history are found in Kathleen Krull's collection of folk songs, Gonna Sing My Head Off! Have the children make a class book of these additional verses.

5. Using Kathleen Krull's songbook, Gonna Sing My Head Off, have the children learn other folksongs of the era. A good example of a song written in 1844 is "Buffalo Girls." This song, a dance tune, was also played at dances in Laura Ingalls Wilder's "Little House" books.

   Other song ideas include "Turkey in the Straw" (1834), played at Midwestern square dances.

Resources:

Nirgiotis, Nicholas. Erie Canal: Gateway to the West. (New York: First Book, 1993) (ISBN 0531201465).

Krull, Kathleen. Gonna Sing My Head Off! American Folk Songs for Children. (New York: Alfred A. Knopf, 1992) (ISBN 0394819918).

Stein, R. Conrad. The Story of the Erie Canal. (Chicago, IL: Childrens Press, 1985) (ISBN 0516046829).

Spier, Peter. The Erie Canal. (New York: Doubleday and Co., 1970).

Second Grade Lesson 1: Pioneers Moved West in the Early 1800s.

Objectives: The student will be able to:

1. recognize the struggles and hardships associated with pioneering.

2. understand the reasons pioneers moved west and faced hardships.

Description of lesson/activity:

1. The children should view a picture of a Conestoga wagon and discuss what they know about such wagons. The teacher may wish to read parts of the book If You Traveled West in a Covered Wagon, by Ellen Levin.

2. The teacher should read Aurora Means Dawn, by Scott Russell Sanders, to the class. The story describes the problems faced by the Sheldon family, pioneers in Ohio in the early 1800s. After hearing the story, the children should list words that describe being a pioneer.

3. The teacher should then read The Josefina Story Quilt, by Eleanor Coerr. This story describes pioneers moving West in the 1850s as chronicled in a young girl's quilt. The children should then add additional descriptive words or phrases to their list about pioneer life. The teacher might add additional stories if available.

4. Using the list of words generated above, the children should create a new story about being a pioneer in a new place. The teacher or the children might create a new setting, or even a different time period for this story. Children can make pictures to illustrate the story.

Enrichment and Extensions:

1. Find out about other early pioneers and explorers such as:

   Daniel Boone
   Davy Crockett
   Andrew Jackson
   Meriwether Lewis
   William Clark
   Zebulon Pike

   Write a report or do a project on one of these pioneers.

2. Make a chart of three different pioneers or explorers from the early 19th century. It should include their names, what years they explored, and where they explored.

3. Why would people move to the wilderness when they could live in the East? Put the children in groups; one half should make a list giving reasons why living in the East is best and the other half should make a list giving reasons to move to the wilderness.

Resources:

Burns, Paul C. and Ruth Hines. To Be a Pioneer. (New York: Abingdon Press, 1962).

Coerr, Eleanor. The Josefina Story Quilt. (Harper Trophy, 1989) (ISBN 0060213485).

Green, Carol. Daniel Boone, Man of the Forests. (Chicago, IL: Children's Press, 1990) (ISBN 0516042106).

Laycock, George and Ellen Laycock. How the Settlers Lived. (New York: David McKay Company, Inc., 1980) (ISBN 0679206841).

Montgomery, Elizabeth Rider. When Pioneers Pushed West to Oregon. (Champaign, IL: Garrard Publishing, 1970).

Quackenbush, Robert. Quit Pulling My Leg, A Story of Davy Crockett. (New York: Simon Schuster, Inc., 1987) (ISBN 0671665162).

Sanders, Scott. Aurora Means Dawn. (New York: Bradbury Press, 1989) (ISBN 0027782700).

Santrey, Laurence. Davy Crockett Young Pioneer. (Mahwah, NJ: Troll Associates, 1983) (ISBN 0893758477).

Unit VI: "Now We Are Engaged in a Great Civil War": 1848-1880

Content to be Covered:

1. Abraham Lincoln was a great leader and president during the Civil War era.

2. The institution of slavery had a dehumanizing effect on African Americans.

3. Harriet Tubman, Frederick Douglass, and Harriet Beecher Stowe were influential leaders in the fight against slavery.

4. The Underground Railroad helped many slaves gain freedom.

5. The celebration of Memorial Day had its roots in the Civil War era.

Teacher's Rationale:

The primary child will begin this unit by learning about Abraham Lincoln, tracing his history from boyhood to his leadership during Civil War times.

The children will be exposed to the historical background of slavery in the colonies, the dehumanizing effects it had on African Americans and the way slaves and others tried to gain freedom for these African Americans. The children will listen to true stories and those based on true incidents about this era so that they can begin to think about the institution of slavery and why people would risk their lives to help those forced into it.

Table of Contents:

Kindergarten Lesson 1: Who was Abraham Lincoln?

Objectives: The student will be able to:

1. recognize Abraham Lincoln as a strong leader during a time of great change and the sixteenth president of the United States.

2. recognize some of the many ways we remember and honor Abraham Lincoln.

Description of lesson/activity:

Activity 1

1. Show the children a picture of Abraham Lincoln from a book or poster. Ask the children if they recognize this person. Explain that Abraham Lincoln was a very famous and important president of the United States. Remind the children that George Washington was our very first president and Abraham Lincoln was the sixteenth president. Stress to the children that these men did not live at the same time and that George Washington died ten years before Abraham Lincoln was even born. Show pictures of clothing and modes of transportation from Washington and Lincoln's time.

2. Ask the children what they already know about Abraham Lincoln. List the children's responses on chart paper.

   Read the book Young Abraham Lincoln: Log-Cabin President, by Andrew Woods. Discuss what new information the children learned from listening to the book. Add the new information from the story to the chart. Ask the children why Lincoln was such a special person and what were some of the important things that he did. Introduce the topic of slavery and the different feelings people had about it, including Lincoln's opinion.

3. With the children's help make a chronological list of the major events in Lincoln's life from birth until his death (birth, childhood chores in Kentucky, going to school, reading and learning on his own, moving to Indiana at seven, working and reading as a young adult, his early job, shop keeper, becoming a lawyer, becoming president, and the Civil War). Have the children work in pairs to draw or paint a picture depicting one of the stages of Lincoln's life. Have the children describe their pictures and write it down to make a caption under each picture. Hang the finished pictures in chronological order in the hall or on a bulletin board to create a time line of Lincoln's life.

4. Read and discuss the poems about Lincoln in My First Presidents' Day Book, by Aileen Fisher. Some of the poems could be written in enlarged form on chart paper. These poems can be used for shared reading experiences and then displayed in appropriate places on the picture time line created by the children.

Activity 2

1. Reread the chart with all the information about who Abraham Lincoln was and the important things he did for our country. Read the poem "To Meet Mr. Lincoln" by Eve Merriam.

   Discuss this poem. Does this give us any new information about Abraham Lincoln? Reread the last two lines of the poem and ask the children if they know of any way we remember and honor Lincoln? List the children's responses on a chart.

   Follow this by reading the poem "Abraham Lincoln," by Mrs. B. Lund.

   Be sure to show pictures of the Lincoln Memorial, mark Lincoln's Birthday (February 12) on the class February calendar, and show enlarged pictures of a penny and a five dollar bill. Explain to the children that we now celebrate both Abraham Lincoln's and George Washington's birthday together on Presidents' Day which is the third Monday of February.

2. Have children work in small groups, possibly during a center time to examine pennies. Discuss what a penny is made of and what is found on the front and back of it. Children could do rubbings of Lincoln's picture on the head of a penny, using colored pencils.

3. Have children make "Penny Pendant" from Teaching Kindergarten: A Theme Centered Curriculum, by B. Walmsley, A. Camp, and S. Walmsley. Give each child a piece of string about 16" in length along the inside of the fold. Glue the folded 2" square paper closed. Next have the children glue a shinny penny, (face up with Lincoln's face showing) onto the square. Let children decorate their penny pendent using markers and crayons.

Enrichment and Extensions:

1. Read Just Like Abraham Lincoln, by Bernard Waber. This is a story of a young boy and his next door neighbor, Mr. Potts. Mr. Potts looks like Abraham Lincoln and has many similar interests and characteristics of Lincoln. Follow-up the story by discussing how Mr. Potts is like Abe Lincoln.

2. Sing "When Johnny Comes Marching Home Again," a traditional folk song from Abraham Lincoln's time. Have children march playing follow-the-leader as they march.

When Johnny Comes Marching Home Again

When Johnny comes marching home again, hurrah! hurrah!
We'll give him a hearty welcome then, hurrah! hurrah!
The men will cheer and the boys will shout,
The ladies they will all turn out,
And we'll all feel joy when Johnny comes marching home.

The old church bell will peal with joy, hurrah! hurrah!
To welcome home our darling boy, hurrah! hurrah!
The village lads and lassies say with roses they will strew the way,
And we'll all feel joy when Johnny comes marching home.

From The Family Read Aloud Holiday Treasury, by Alice Low
(Boston: Little, Brown and Company, 1991)

Kindergarten Lesson 2: Who Was Harriet Tubman?

Objectives: The student will be able to:

1. recognize the issue of slavery and its dehumanizing effect on African Americans.

2. recognize Harriet Tubman and understand how she helped many slaves escape to freedom through the Underground Railroad.

Description of lesson/activity:

Activity 1

1. Review with the children the fact that Abraham Lincoln and many other people of his time did not believe that people should have slaves. Ask the children "What is slavery?" Discuss what the children know about slavery and then add more information to help them understand the practice of slavery at that time. Explain that up until the time of Abraham Lincoln many white people owned slaves who were African Americans. Discuss how Africans were taken against their will to America and then sold. Show the children pictures of slaves and slave ships during this discussion. Discuss how slaves were treated by their owners and the work they had to do for no pay.

2. Read the book Young Harriet Tubman: Freedom Fighter, by Anne Benjamin. Follow the story with a discussion about Harriet Tubman and her life. Be sure to include questions such as:

    - Where did Harriet Tubman live?
    - What kinds of jobs did Harriet do as a child?
    - What kinds of feelings did Harriet Tubman have about being a slave?
    - Where did Harriet get the idea to escape from being a slave?
    - What was the Underground Railroad?
    - How did Harriet Tubman help other slaves?
    - How would you describe Harriet Tubman?

Enrichment and Extensions:

1. Play and sing some spirituals that were sung by slaves, such as:

   - "Down by the Riverside"
   - "Michael, Row the Boat Ashore"
   - "Follow the Drinking Gourd"

   Gonna Sing My Head Off! American Folk Songs for Children, by Kathleen Krull, is an excellent source of songs and music.

Resources:

Benjamin, Anne. Young Harriet Tubman: Freedom Fighter. (Mahwah, NJ: Troll Associates, 1992) (ISBN 0816725381).

de Regniers, Beatric Schenk, Eva White Moore, Mary Michaels, and Jan Carr. Sing a Song of Popcorn: Every Child's Book of Poems. (New York: Scholastic Inc., 1988) (ISBN 0590406450) p. 92.

Fisher, Aileen. My First Presidents' Day Book. (Chicago, IL: Children's Press, 1987) (ISBN 051602910X).

Krull, Kathleen. Gonna Sing My Head Off! American Folk Songs For Children. (New York: Alfred A. Knopf, 1992) (ISBN 0394819918).

Low, Alice. The Family Read Aloud Holiday Treasury. (Boston: Little Brown and Company, 1991) (ISBN 0316533688).

Waber, Bernard. Just Like Abraham Lincoln. (New York: Scholastic Inc., 1964) (ISBN 0590433555).

Walmsley, Bonnie Brown, Anne Marie Camp, and Sean Walmsley. Teaching Kindergarten: A Theme-Centered Curriculum. (New Hampshire: Educational Books Inc., 1992) (ISBN 0435087193) p. 313.

Woods, Andrew. Young Abraham Lincoln: Log-Cabin President. (Mahwah, NJ: Troll Associates, 1992) (ISBN 0816725322).

First Grade Lesson 1: Abraham Lincoln, President and Leader during the Civil War

Objectives: The student will be able to:

1. understand that Abraham Lincoln believed education was very important.

2. understand that Abraham Lincoln believed slavery was wrong.

3. understand that Abraham Lincoln worked to unite the country throughout the Civil War.

4. understand that Abraham Lincoln was president in a difficult time of our country's history.

Description of lesson/activity:

1. Have the children discuss what they already know about Abraham Lincoln. The teacher may make a web of Lincoln's life or list the children's ideas before reading David A. Adler's book, A Picture Book of Abraham Lincoln. After reading the story, have the children talk about the story and point out on a map important places in Lincoln's life:

    - Kentucky, where he was born
    - Indiana, where he moved in 1816
    - Illinois, where he moved in 1830
    - Down the Mississippi River to New Orleans
    - Washington, D.C.
    - Gettysburg, PA

    Discuss what Lincoln must have learned from all this traveling (i.e., how people lived, how areas were different, slavery). Focus on his trip to New Orleans where he saw a slave market and on when he became president. Fearing that President Lincoln would end slavery, eleven Southern states voted to leave the Union and form their own government, the Confederate States of America. What did Lincoln do? What did he say? How did he feel about slavery?

2. Referring back to Adler's book, have the children outline the different parts of Lincoln's life using just one or two words such as: child, son, student, clerk, lawyer, husband, father, or president. Have the children use five of these words to make a picture book of five important stages in Lincoln's life. Have them write a sentence or two to go with each picture. Have them share the book with each other.

3. Have the children make a mural of Lincoln's life.

4. Have the class make a chart comparing Washington and Lincoln. Include ideas of where they lived, education, jobs, family, problems our country faced at the time, and how we honor these two men.

5. Have the children listen to the song "The Battle Hymn of the Republic." It was written by Julia Ward Howe in 1861.

6. Show pictures of the Lincoln Memorial with its 36 columns, one for every state in the Union when Lincoln died. Have the children list other ways we honor Lincoln; money, cities, schools, Presidents' Day, etc.

7. Read Abraham Lincoln, A Man for All the People, a ballad by Myra Coln Livingston illustrated by Samuel Byrd. Have the class make a time line of Lincoln's life. Have them decide what events they feel are important to put on this time line.

8. Lincoln walked miles to borrow a book. Have the class brainstorm a list of where they can get a book to read.

9. Tell the children that Lincoln's birthday, February 12, is now celebrated with Washington's birthday on the third Monday in February. This holiday is now called Presidents' Day. Have them talk about how Presidents' Day is celebrated in their area.

10. Have the children make a collage of things found in newspapers and magazines that mention Lincoln and Washington.

First Grade Lesson 2: Harriet Tubman and the Underground Railroad

Objectives: The student will be able to:

1. listen to stories about the Underground Railroad to begin to understand what it did to help slaves.

2. learn how Harriet Tubman helped many slaves use the Underground Railroad.

3. discuss slavery and its dehumanizing effect on African Americans.

Description of lesson/activity:

1. Refer back to Lincoln's view of slavery. Talk about what Lincoln saw that made him feel slavery was so very wrong. Read David A. Adler's book A Picture Book of Harriet Tubman or Harriet Tubman, by Matthew G. Grant. After the story discuss the treatment of slaves mentioned in the book. Discuss the events in Harriet's life that made her want to become free. Introduce the concept of the Underground Railroad and the definition of a "conductor." How did Harriet help her people gain their freedom? What other help did she provide in the Civil War and after? What was the Thirteenth Amendment to the Constitution that was added after the Civil War?

2. Read another account of the Underground Railroad in Allen Jay and the Underground Railroad, by Marlene Targ Bull. This is a story about a young boy and his family who belonged to a religious group called the Society of Friends, or Quakers. Friends believed everyone was equal. This story deals with this boy, Allen Jay, and his relatives helping a runaway slave enroute to Canada. Talk about the danger this family, as well as other people helping in the Underground Railroad, were in. What were these dangers? Why were these people willing to endanger themselves and their families? What did they believe?

3. Read stories about slaves and their feelings and adventures trying to gain their freedom. A good source, based on a true event, is Sweet Clara and the Freedom Quilt, by Deborah Hopkinson. Another good story is Follow the Drinking Gourd, by Jeanette Winter. This story tells how a man named Reg Leg Joes taught slaves a song about a drinking gourd in the sky (the Big Dipper) and how this song could lead the way to freedom. These two stories provide the children with accounts of how strongly these slaves must have felt about their desire for freedom at any cost. On a map, trace the route in the story from the Ohio River to Lake Erie to Canada.

4. Have the children learn the song "Follow the Drinking Gourd" found at the end of the

book mentioned above.

5. Have the children look up other constellations. If possible, visit a planetarium. What other people use the constellations or stars in their life and in travel?

6. Discuss the history of Memorial Day. It is a legal holiday in Washington, D.C., Puerto Rico, and most states. It is celebrated on either May 30th and the last Monday in May. The celebration of Memorial Day began around the Civil War era. A good source of this day's history is in Our National Holidays, by Karen Spies.

7. Another book of the Civil War era is Aunt Harriet's Underground Railroad in the Sky, by Faith Ringgold. This story is about a little girl who has lost her brother. He has gone back to the time when there were slaves. What do he and his sister learn about the slaves and their quest for freedom?

Resources:

Adler, David A. A Picture Book of Abraham Lincoln. (New York: The Trumpet Club, 1989) (ISBN 044084746X).

Adler, David A. A Picture Book of Harriet Tubman. (New York: Scholastic, 1992) (ISBN 0590470175).

Bull, Marlene Targ. Allen Jay and the Underground Railroad. (Minneapolis, MN: Carolrhoda Books, Inc., 1993) (ISBN 0876147767).

Grant, Matthew G. Harriet Tubman, Black Liberator. (Mankato, MN: Creative Education, 1974) (ISBN 0871913097).

Hopkinson, Deborah. Sweet Clara and the Freedom Quilt. (New York: Alfred A. Knopf, 1993) (ISBN 0679823115).

Livingston, Myra Cohn. Abraham Lincoln: A Man for All the People. (New York: Holiday House, 1993) (ISBN 0823410498).

Ringgold, Faith. Aunt Harriet's Underground Railroad in the Sky. (New York: Scholastic, 1992) (ISBN 0590477811).

Spies, Karen. Our National Holidays. (Brookfield, CT: Millbrook Press, 1992) (ISBN 1562941097).

Winter, Jeanette. Follow the Drinking Gourd. (New York: Alfred A. Knopf, 1988) (ISBN 0394896947).

Second Grade Lesson 1: Reasons the Civil War Began

Objectives: The student will be able to:

1. understand what a civil war is.

2. understand some basic reasons for the Civil War.

Description of lesson/activity:

1. Look up the words "civil war" in the dictionary. Write the meaning on a chart to be added to later.

2. Discuss "civil war" with the children. Why would two groups who started out as one have a civil war? Put the children's ideas on the board.

3. Read The Civil War, by Phillip Clark, pp. 4-9. Discuss the reasons stated for starting the war. Write them on the "civil war chart" on the board.

4. Read Just a Few Words, Mr. Lincoln, by Jean Fritz, to the class. Children should review their knowledge of Abraham Lincoln through a discussion of this book.

5. Read the Gettysburg Address to the children; it can be found in many resources including Just a Few Words, Mr. Lincoln. Discuss how Lincoln describes the idea of a civil war and ask the children to paraphrase the important passages in the speech.

Second Grade Lesson 2: The Underground Railroad Helped Many Slaves to Freedom. Other Slaves Gained Their Freedom in Other Ways.

Objectives: The student will be able to:

1. understand what it meant to be a slave in the South in the mid 1800s.

2. realize the struggle and danger many African Americans faced to be free.

Description of lesson/activity:

1. Look up the words "slave" and "slavery" in the dictionary. Record the meaning on a chart or the board.

2. Read The Drinking Gourd, by F.N. Monjo, to the children. In small groups have the children make up a role play to be presented to the class about the Underground Railroad.

3. Define "Underground Railroad" on the chart or the board.

4. Beneath the definitions, create a class story about a slave who used the Underground Railroad. Have the students draw pictures to hang around the story about a part of the journey.

5. Read A Picture Book of Frederick Douglass, by David A. Adler. Discuss what it was like to be a slave. Did he use the Underground Railroad to get his freedom?

   Brainstorm the steps in Frederick Douglass's life to his death. List in any order on the board. When done, transpose them to a time line with the children putting them in the right order.

6. Have the children make their own stories telling about slavery. When complete, share these with each other and another class.

Resources:

Adler, David A. A Picture Book of Frederick Douglass. (New York: Holiday House, 1993) (ISBN 0823410021).

Chang, Ina. A Separate Battle. (New York: Lodestar Books, 1991) (ISBN 0525673652).

Clark, Phillips. The Civil War. (Long Island, NY: Marshall Cavindish Corp., 1988) (ISBN 0863079334).

Fritz, Jean. Just a Few Words, Mr. Lincoln. (New York: Grosset & Dunlop, 1993) (ISBN 0448401703).

Kunhardt, Edith. Honest Abe, (New York: Greenwillow Books, 1993) (ISBN 0688111890).

Monjo, F.N. The Drinking Gourd. (New York: Harper and Row Publishers, 1970).

Spier, Peter. People. (New York: The Trumpet Club, 1980) (ISBN 0440841976).

Unit VII: "What, Then, Is This American?" 1865-1900

Content to be Covered:

1. People were attracted to the West by fertile land, gold, and other opportunities.

2. Some of America's frontiers were settled by pioneers who felt the need for elbow room.

3. Immigrants endured adventures and hardships moving to America.

4. Both pioneers and immigrants adapted to their new life and environment.

Teacher's Rationale:

Through literature, the kindergarten child will be exposed to what the pioneer life was like in the western frontier. These stories will depict life in the later 1800s.

The first and second grade students will read about pioneer families and immigrant groups that traveled to and across our country in the 19th century. The children will be exposed to the many reasons that the pioneers traveled westward and the hardships and adventures they endured both on the way and when they reached their destination. Children will learn about the various reasons immigrants came to the United States.

Table of Contents:

Kindergarten Lesson 1: What Was Life Like for the Pioneer Children Living in the Western Frontier?

Objectives: The student will be able to:

1. recognize some of the lifestyles of the pioneer children who settled in the west.
2. understand some of the hardships of living in the new frontier.
3. describe some of the major differences between the life of a pioneer and their own.

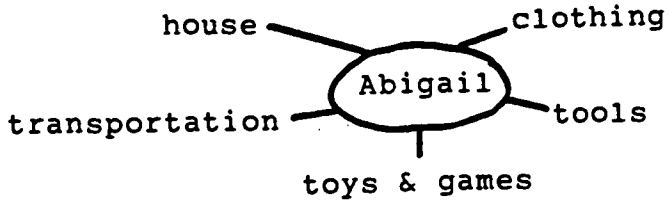
Description of lesson/activity:

Activity 1

1. Begin the lesson about life of the pioneers who traveled west by reviewing the westward movement of the pioneers during the time of Johnny Appleseed. Use pictures from books and a large, simple physical map of the United States (ideally a primary physical map with only the state boundaries) to review how the early pioneers traveled, where they traveled and why. Review the concept that a pioneer is someone who leads the way into a land not known to them.

   Explain that people such as Columbus, the Pilgrims and the people who traveled westward such as, Johnny Appleseed were all pioneers. Explain that after the times of Johnny Appleseed and Abraham Lincoln people continued to move west, but this time went even farther towards the Great Plains, the Rocky Mountains, California and Oregon. Locate these places on the map, as well as where the children live as a point of reference.

2. Introduce the book The Quilt Story, by Tony Johnston. Explain that the child in the story was a pioneer child. Ask the children to listen for information about this child's life while the story is read. Encourage them to listen and watch for types of clothes worn, houses, modes of transportation, toys, tools, etc. After reading the story discuss the information the children gained about Abigail and her lifestyle. Record the children's responses on chart paper as a web, categorizing under the headings listed.



Ask the children if they know what a "quilt" is. Where did Abigail get her quilt? Help develop the concept that the quilt had to be made by hand, just like most of the goods used by Abigail and her family because there were no stores where they lived. Discuss how they lit and warmed their home.

Discuss the move west that Abigail's family made in a covered wagon. What kind of house did this family build? How did they build the log cabin? Where did they get their food? Do you think life for these pioneers was easy?

2. Ask the children to select the part of Abigail and her family's way of life they found to be the most interesting. Have each child draw a picture of this. Once finished, have the children describe their pictures and record the description on the picture. These pictures can be complied into a class book called "Pioneer Life" or displayed on a bulletin board.

3. Ask the children how many of them have quilts at home. Have children describe their own quilts. Ask if anyone has a quilt with their name on it like Abigail in The Quilt Story. If possible bring in some quilts for the children to examine.

   Invite a quilter to come in to demonstrate the craft of quilting. Discuss how many of the fabrics in a quilt, especially old quilts, are scraps cut from old clothes. At the time of the pioneers they did not waste any good material since there were no stores in which to buy new fabric. Discuss how quilts are often passed from one family member to another, as in the story. Often the name, fabric used, or design on the quilt can help pass on family memories and stories.

4. Read the book Eight Hands Round: A Patchwork Alphabet, by Ann Whiteford Paul. In this book the names of early American patchwork quilt patterns are explained along with the origins of the designs by describing the activity or occupation they derive from. Discuss the different patterns described and the activity it represents. Look at the different colors and geometric shapes used to create the quilt patterns. Have children use various materials to create quilt patterns.

   Some suggestions for making quilt patterns include:

   - pattern blocks
   - parquetry blocks
   - tangram puzzle pieces
   - geometric shapes cut from colored paper or fabric
   - felt geometric shapes to be used on a flannelboard

Enrichment and Extensions:

1. Bring in artifacts introduced in Eight Hands Round or The Quilt Story for children to examine.

2. Visit a local museum that has artifacts and craftspeople who can demonstrate quilting, blacksmithing, butter churning, etc.

3. Have children use tangrams to create designs. Tangrams are described in Eight Hands Round as "Yankee Puzzles." Have children trace and cut their own tangrams.

4. Read the book Yonder, by Tony Johnston. Discuss the pioneer life described in this book.

5. If possible, visit a farm that collects and makes maple sugar and maple sugar candy.

6. Do cooking projects in class making typical foods prepared by the pioneers and settlers of the second half of the 1800s.

Resources:

Houston, Gloria. My Great-Aunt Arizona. (New York: HarperCollins Publishers, 1992) (ISBN 0060226064).

Johnston, Tony. The Quilt Story. (New York: Scholastic Inc., 1985) (ISBN 0590438905).

Johnston, Tony. Yonder. (New York: Scholastic Inc., 1988) (ISBN 059042887X).

Sweet, Melissa. Fiddle-I-Fee: A Farmyard Song for the Very Young. (New York: The Trumpet Club, 1992) (ISBN 0440849373).

Paul, Ann Whitford. Eight Hands Round: A Patchwork Alphabet. (HarperCollins Publishers, 1991) (ISBN 0060246898).

First Grade Lesson 1: Settlers in the Late Nineteenth Century Had Experiences Both Similar to and Different from Earlier Pioneers

Objectives: The student will be able to:

1. compare and contrast the lives of settlers before and after the Civil War.

2. understand the similarities and differences between different groups of settlers.

Description of lesson/activity:

1. Two Books by Joan Sandin are a good introduction to immigration and western settlement in the second half of the 19th century. The Long Way to a New Land relates the story of a family's emigration from Sweden to America and why this family emigrated. Its sequel, The Long Way Westward, narrates the family's train adventures from landing in New York City to Minnesota.

2. The children should follow the family's journey on a map from Sweden to Minnesota, noting all of the train stops on the way. Discuss the problems associated with the journeys and the different modes of transportation used.

3. This story also provides an opportunity to introduce to the children that groups of immigrants often settled together in a particular area. Why do they think they did this? Could they think of both positive and negative results of people of the same nationality settling together in one area?

4. The Long Way Westward ends with the family meeting their relatives when they get off the train. The class or a group of students might want to write another story of this family settling in their new land. They could write an account of the main character, Carl Erik, meeting Indians, seeing an Indian village, or adjusting to other children in school who don't speak the same language.

5. Tell the children that the next story they will hear is based on a true story about an African-American family with three sons who left Kentucky in 1878 to go to Nicodemus, Kansas, a black community. This story is an interesting example of one the thousands of African-American pioneers who left the South after the Civil War. The teacher should introduce the Homestead Act which promised free land to anyone who was willing to settle the West. The story tells how this family lived in a dugout until they could secure the land. As the story is read the teacher should point out Kentucky and Kansas on a physical map. How might the terrain be different in these two states? Discuss with the children how and why these families lived in dugouts (prairie, no lumber, and possibly no money to get wood for houses). Talk about the hardships these families endured and how the Indians helped them in the winter. Add

on to the chart started in the previous lesson. What did the settlers learn about the Indians in this story?

6. In this story the father left his three young motherless boys for a year while he staked a claim for land. Have the children chart what the three boys did without their father for food and taking care of a younger three-year-old brother. What did they do when the prairie fire came?

7. Have the children compare the three African-American children's trip west with Carl Erik's trip. Have them role play parts from each and make murals. Discuss whose trip was most difficult, the most fun, and the most interesting. Have them give reasons justifying their answers. Have an awards ceremony giving each story character an award. What should each award say about each of the characters in these three books?

Enrichment and Extensions:

1. Have the children make some pioneer foods such as hasty pudding, vinegar pie, butter, or cottage cheese. Recipes can be found in the book To Be a Pioneer, by Paul Burns and Ruth Hines. This book also tells how to play some pioneer games including three musical games "Shoo Fly," "Paw Paw Patch," and "Skip to My Lou."

2. Children can learn a brief history and words to the following songs found in Kathleen Krull's Gonna Sing My Head Off! American Folk Songs for Children: "Down in the Valley," "Oh, Susanna," "She'll Be Coming Round the Mountain," and "Sweet Betsy from Pike."

3. Children could make their own quilts either with paper squares, triangles pasted on a bulletin board, or they can use fabric crayons on a white square cloth. Parent volunteers could sew them together as a class friendship quilt.

4. The children could make a class covered wagon for the reading corner of the room. A large refrigerator box could be the wagon with cloth or butcher paper over wire for the canvass top. Cardboard wheel could be made.

5. A pioneer museum could be set up on a table in the room using things the early settlers might have used in their homes: quilts, butter churn, bellows, iron kettles, fireplace tongs, candle molds, and so forth.

6. Another use for discarded or outgrown clothing was the rag rug which added warmth and cover to the pioneers cold bare floors. Invite someone who braids rugs to demonstrate to the class how they braid the rugs. The children could try braiding long narrow pieces of felt. As a class this could be made into a chair pad.

7. Have the class make candles from candle molds or using the dipping method.

8. Bring in pieces of dried corn husks so that the children can try to make corn husk dolls using string. Invite someone who makes corn husk dolls to demonstrate the craft.

9. Take the children on a visit to a museum, or to an old house that has many of the tools the early pioneers might have used. If not, show videos or filmstrips showing pioneer life and utensils.

10. Have the class dictate a log or journal about a fictitious pioneer family. As a class have them decide where the family will be leaving from, what method of transportation they will use, what dangers they encounter and what happens when they reach their destination. Pictures can be made for each journal entry. This journal can also be tape recorded by the children. The journal may be shared with another class.

11. Make a class Pioneer ABC book with each child contributing ideas for the various pages. The children could illustrate their ideas to go with the words. Definitions or sentences could be given for each page.

12. Have a group of children write and act out a skit about a particular aspect of pioneer life such as getting ready or settling down for the night.

13. As a culminating activity have a "Pioneer Day" where the children can dress up as pioneers and display the things they have made, collected, or written about pioneer life. They could demonstrate crafts, play pioneer games, and sing pioneer songs mentioned previously.

Resources:

Axelrod, Alan. Songs of the Wild West. (New York: The Metropolitan Museum of Art, 1991) (ISBN 0870996118).

Burns, Paul and Ruth Hines. To Be a Pioneer. (New York: Abingdon Press, 1962).

Courtault, Marine. Going West: Cowboys and Pioneers. (New York: Young Discovery Library, 1989) (ISBN 0944589019).

Krull, Kathleen. Gonna Sing My Head Off! American Folk Songs for Children. (New York: Alfred A. Knopf, 1992) (ISBN 0394819918).

Sandin, Joan. The Long Way To a New Land. (New York: Harper Row, 1981) (ISBN 006025193X).

Sandin, Joan. The Long Way Westward. (New York: Dial Books, 1989) (ISBN 0803710275).

Shub, Elizabeth. The White Stallion. (New York: Greenwillow Books, 1982) (ISBN 0688012108).

Van Leeuwen, Jean. Going West. (New York: Dial Books, 1992) (ISBN 0803710275).

Second Grade Lesson 1: There Were Many Reasons Why Pioneers Made the Difficult Trip to the West

Objectives: The student will be able to:

1. understand that pioneers used different modes of transportation.
2. understand that pioneers' destination depended upon the purpose of their move.
3. understand that pioneers endured many hardships along the way to achieve their goals.
4. understand that life on the prairie was difficult for all family members.

Description of lesson/activity:

1. Read Cassie's Journey, by Brett Harvey. On a map of the United States find Illinois. Mark it with a red peel-off dot. Save this map for future use.
2. Make a picture of the inside of the wagon which held all of the family's supplies.
3. Discuss the book Cassie's Journey. Children should be able to answer the following questions:

    a. What are buffalo chips and what are they used for?
    b. Why do the wagons get into a circle at night?
    c. How did they churn their butter?
    d. How did the wagons get across the river?
    e. How did they celebrate the Fourth of July?
    f. What did the Indians want?
    g. When did Cassie "see the elephant"?
    h. Do you think they will find happiness in California?

4. Put another red peel-off dot on the map on Sacramento, California, where Cassie's family ended their journey.
5. Tell the children that they are planning a trip in a covered wagon. They should plan their destination, their supplies, the reason for the trip, and who is going. Put these plans on a chart.
6. Read My Prairie Year, by Brett Harvey. On the map of the United States, put a green peel-off dot on Lincoln, Maine, for the starting point of Elenor's journey.

7. Have the children draw a picture of Elenor's house. Tell how this house was different than a city house.

8. The children should make a day-by-day book with a cover and seven pages. On each page tell what jobs were done each day of the week.

9. The class could brainstorm reasons why Elenor's father needed help ploughing. List ideas on the board. Discuss how ploughing was done back then and why.

10. Have the children pretend they are Elenor and they are writing to a friend back in Maine. Tell all about your new home.

Resources:

Harvey, Brett. Cassie's Journey: Going West in the 1860s. (New York: Holiday House, 1988) (ISBN 0823406849).

Harvey, Brett. My Prairie Year, Based on the Diary of Elenor Plaisted. (New York: Holiday House, 1986) (ISBN 0823406043).

Courtault, Marline. Going West: Cowboys and Pioneers. (Ossining, NY: Young Discovery Library, 1986) (ISBN 0944589219).

Hooks, William H. Pioneer Cat. (New York: Stepping Stone Books, Random House, 1988) (ISBN 039482038X).

Wadsworth, Ginger. Along the Santa Fe Trail, Marion Russell's Own Story. (Morton Grove, IL: Albert Whitman and Company, 1993) (ISBN 0807502952).

Second Grade Lesson: 2: There Were Many Reasons Why Immigrants Came to the United States

Objective: The student will be able to:

1. compare and contrast different experiences immigrants had as they came to the United States.

2. compare and contrast different reasons people had to come to the United States.

3. create a story about immigration.

Description of lesson/activity:

1. Remind the class of a book they heard last year about Swedish immigrants, The Long Way to a New Land. (See First Grade Lesson 1.) Explain that the stories they will hear now deal with other immigrants.

2. Read Watch the Stars Come Out, by Riki Levinson. This story describes an immigrant's journey by boat to America. Ask the children to describe the reasons people might take such a long journey. Some of the children may be recent immigrants or the sons/daughters of recent immigrants. If it is appropriate, ask these children to describe the reasons for their immigration to America. All of these reasons should be listed for future reference.

3. Read sections of Ellis Island: New Hope in a New Land, by William Jay Jacobs. This is an historical account of Ellis Island and includes specific information about a variety of immigrants who landed there in 1907. Additional reasons for immigration may be listed at this time. Another book about Ellis Island is If Your Name Was Changed at Ellis Island, by Ellen Levin.

4. A very different story about the immigrant experience is found in Grandfather's Journey, by Allen Say. This book relates both the happy and sad experiences of an immigrant from Japan.

5. The children should now have a list of reasons to come to the United States and some background about what the experience of being an immigrant was like. Ask them to pretend that they came to America in the late 19th century. They might: send letters home describing their adventures; draw pictures of the most important events in their journeys; role play coming to Ellis Island.

Unit XI: Leader of the Free World: 1945-1975

Content to be Covered:

1. Martin Luther King Jr. was one of America's great Civil Rights leaders.

2. Martin Luther King's birthday has become a national holiday.

3. Rosa Parks' courage in 1955 sparked the Montgomery, Alabama, bus boycott, an historic resistance to discrimination in our country.

4. Fannie Lou Hamer encouraged African Americans to vote in elections and fought for fair and equal treatment for them in today's society.

Teacher's Rationale:

This unit encourages the primary children to think about respect, fairness, and peaceful conflict resolutions as exemplified by Martin Luther King Jr., Rosa Parks, and Fannie Lou Hamer.

The children will be exposed to terms such as civil rights, prejudice, and discrimination initially within the context of their social setting and eventually with regard to the treatment of African-American citizens of this century and immigrants from other ethnic groups.

Whenever possible, teachers of all grade levels should encourage stories and learning about all kinds of cultural groups. Visits by people from those groups and field trips to cultural events of various ethnic groups should be encouraged.

Table of Contents:

Kindergarten Lesson 1: Who Was Rev. Martin Luther King Jr.?

Objectives: The student will be able to:

1. recognize Martin Luther King Jr. as a great leader who worked to get equal rights for all people.

2. understand Martin Luther King Jr.'s hope that all people could live together without prejudice.

Description of lesson/activity:

Activity 1

1. Introduce the activity on Rev. Martin Luther King Jr. by showing a picture of him on a poster or in a book. Ask the children if they recognize Martin Luther King Jr. Ask the children what they already know about Martin Luther King Jr. List their responses on a chart. Ask them if they know why we celebrate King's birthday.

2. Read the book Happy Birthday, Martin Luther King, by Jean Marzollo. Follow the story with a discussion about the new information learned. Add all the new ideas from the children to the chart. Be sure to include all the major events that occurred from childhood until his death.

3. Explain that Martin Luther King Jr. was famous because he helped our country change some very unfair laws. Discuss the meaning of a law and that a law is like a rule. Discuss fair rules and unfair rules. Use examples of rules in the classroom. Ask the children if the rules are the same for everyone in the class. Are they fair to everyone? Then give some examples of rules that would be unfair to some people in class. (All children wearing red can play anywhere they want, but children wearing blue would only be allowed to play with the certain toys, and other examples.)

   Refer back to the story and ask the children about some of the unfair rules/laws that existed for African-American people. Go back to the book and reread the sections about unfair laws:

   - Only white people could sit at the front of the bus.
   - African American's could use only certain restaurants and drinking fountains.
   - African-American children and white children could not go to the same school.

   Discuss the fact that white children and African-American children could not even play together.

How do you think African-American people felt about these unfair rules? How would you have felt if you were not allowed to play with a friend because of the way he/she looks (color of their skin, how thin or fat, country they came from, etc.)?

4. Relate the situation in the South for African Americans to slavery and the times of Abraham Lincoln.

Activity 2

1. Discuss with the children the fact that Martin Luther King Jr. believed that people should not fight with each other and that there were peaceful ways of solving problems. He believed that the unfair laws needed to be changed but not by fighting. He tried to help others change these laws in peaceful ways. Ask the children what is meant by solving problems peacefully. Try to lead children to examples of appropriate problem solving in the classroom. For example, using words when you are upset and angry rather than hitting someone.

2. Introduce the idea that Martin Luther King Jr. liked to help people and was a good leader. He taught people how to change laws peacefully. Discuss how the bus boycott helped to change the unfair bus law. Explain that if no one rode the bus then, the bus company could not make money. Ask the children what they would do if they were the owners of a bus company.

3. Make a large outline drawing of a bus on a large sheet of sturdy paper. Draw big windows on the bus. Have the children look through magazines and cut out pictures of people of all kinds sitting together. Put the title "We All Sit Together" on the poster.

4. To help develop the understanding of prejudice for the children and relate it to a current setting, read the book Arnie and the New Kid, by Nancy Carlson. In this story the main character, Arnie, begins to understand how unfair he and his friends have been to a new classmate, who has a wheelchair. Arnie is hurt in an accident and needs to use crutches. This fosters a better understanding of his new classmate's difficulties and limitations. Follow the story with a discussion of the story and experiences children have had when they have met someone who was different (handicapped, speaking a different language, different physical features, etc.).

Activity 3

1. Discuss with the children that Martin Luther King Jr. was a fine speaker. If possible, play a part of his famous "I Have a Dream" speech. If a recording of the speech is unavailable, read the following part of the speech: "I have a dream today," he said, "I have a dream that one day . . . little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers."

2. Discuss with the children what Martin Luther King Jr. meant by his "dream." Help children understand the difference between a dream while sleeping and King's dream which was more of a wish or a hope. Explain that Martin Luther King Jr.'s dream or wish was to have people live together. Ask the children to draw pictures of some wish or dream for making our world a better place. Have each child verbally finish the sentence "I have a dream that . . ." Write each child's finished sentence on the picture. Compile the pictures into a class book entitled "I Have A Dream . . ." Share this book during a story time.

3. Read I Am Freedom's Child, by Bill Martin Jr. and John Archambault. The poetic text and illustrations in this book talk about the need for accepting ourselves and all others in order to have freedom. Discuss the meaning of this book, stressing the need for everyone to accept all different kinds of people. What do you think the author's mean by "freedom's child"? Have the children read the repetitive, rhyming text along with you during shared reading times.

Enrichment and Extensions:

1. Read a wide variety of multicultural children's literature throughout the year.

2. Sing the famous spiritual, "We Shall Overcome," which was sung a great deal during the Civil Rights movement. Discuss the hopeful message of the song.

3. Read the book We Are All Alike . . . We Are All Different, by the Cheltenham Elementary School Kindergartners. Discuss ways in which the children are alike and different. Make a chart called "We Are All Alike and We Are All Different" to record the children's responses. Have the children draw pictures to illustrate ways in which they are alike and different.

Resources:

Carlson, Nancy. Arnie and the New Kid. (New York: Scholastic Inc., 1990) (ISBN 0670824992).

Cheltenham Elementary School Kindergartners. We Are All Alike . . . We Are All Different. Photographs by Laura Dwight. (New York: Scholastic, Inc., 1991) (ISBN 0590491733).

Lowery, Linda. Martin Luther King Day. (New York: Scholastic Inc., 1987) (ISBN 0590423797) p. 42.

Martin Jr., Bill and John Archambault. I Am Freedom's Child. (New York: The Trumpet Club, 1970) (ISBN 0440849608).

Marzollo, Jean. Happy Birthday, Martin Luther King. (New York: Scholastic Inc, 1993) (ISBN 0590440667).

Mattern, Joanne. Young Martin Luther King, Jr., "I Have A Dream". (Mahwah, NJ: Troll Associates, 1992) (ISBN 0816725446).

Walmsley, Bonnie Brown, Anne Marie Camp, and Sean A. Walmsley. Teaching Kindergarten: A Theme-Centered Curriculum. (New Hampshire: Heinemann Educational Books, Inc., 1992) (ISBN 0435087193).

First Grade Lesson 1: Martin Luther King Jr. Was a Great Civil Rights Leader, and Rosa Parks Played an Important Role in His Work

Objectives: The student will be able to:

1. understand how Martin Luther King Jr. spoke out for civil rights and led protests and marches demanding fair laws for all people.

2. understand Rev. King's dream of a world free of hate, prejudice, and violence.

3. understand that Rosa Parks was a courageous African-American woman whose action resulted in a change of rules and a victory for all people.

Description of lesson/activity:

1. Introduce this lesson by asking the children what they know about Martin Luther King Jr. Why do we have a holiday on his birthday? Write down their responses on chart paper. Then read the story Martin Luther King Day, by Linda Lowery. Have the children discuss King's childhood, show where he was born on a map, and how he must have felt when he was not allowed to play with his best friend, a white child, who attended a school for white children. Have the children relate any incident they might have experienced about not being able to play with a friend for whatever reason. How did they feel? Was this fair? Why or why not?

2. Review Rev. King's story and stories of the treatment of slaves in the Civil War era. Were people treated unfairly? Pose the question about judging people by their looks (skin color, clothing, weight, physical challenges, etc.).

3. Introduce the words "discriminate" and "prejudice" by putting these words on cards or writing them on the board. Can the children ever remember being afraid of or not liking someone the first time they saw the person because this person was different in some way. Do they know of a friend who has made fun of somebody because he/she was too tall, short, fat, or was wearing different clothing? Talk about prejudging someone before they really get to know them. Remind them that they might come to first grade the first day thinking that their present teacher couldn't be as nice as their previous kindergarten teacher. A book to read about a foreign child coming to America with her sisters and father and wanting to be accepted by her classmates is Angel Child, Dragon Child, by Michelle Surat. Not until the children get to know her do they treat her respectfully and fairly. Were the children in this story prejudiced? How was it overcome?

4. Have the children go back to the story of Martin Luther King Jr. What was his dream for his children and all children in the world? Why did he work for the ideals of respect, justice, fair treatment, and solving problems. How was he an unusual example? How should children work toward these goals everyday?

   This might be a time when the teacher could review respect to animals and others; that was an important concept in Indian cultures. In what ways do we show respect for each other and nature? Are there ways the class could improve on respect for each other and for nature?

5. Martin Luther King Jr. believed we should try to solve problems peacefully rather than use violence. Talk about this. Give the children some examples in the classroom and on the playground where problems arise. Talk about and role-play solving the examples constructively rather then destructively.

6. Martin Luther King had a dream. Ask the children if they have a dream for their family, their school and for the world. Have them draw a picture and complete the sentence, "My dream for the _____ would be _____."

7. Remind the children of the lady who was helped by Rev. King, Rosa Parks, the African-American woman who refused to give up her bus seat to a white person. Read the story Rosa Parks, by Eloise Greenfield, or David Adler's A Picture Book of Rosa Parks. Have the children refer back to the web they made about leadership qualities for an earlier unit. Does Rosa fit some of these characteristics? Could some qualities that Rosa possessed be added to this web? Why did Martin Luther King help Rosa Parks? Why should we remember what she has done to help further the rights of African Americans?

8. This might be an opportune time to discuss what "civil rights" means: the rights of a citizen, especially the rights guaranteed to all U.S. citizens, regardless of race, color, religion, or sex. The teacher might want to review how in the early part of this century there were signs at parks, drinking fountains, entrances, etc., that said "white only" "no blacks." Again, the teacher could review the concept of feelings and why one group of people should not feel they are better than another.

Enrichment and Extensions:

1. Read many stories of different cultural, religious, or ethnic groups of all ages and backgrounds so that children are exposed to many different groups of people. A good example is Mrs. Katz and Tush, by Patricia Palocco, which is about an African-American boy befriending a lonely Jewish lady.

2. Make a friendship tree with multicolored leaves or doves, birds of peace. When a child does or hears of something that shows respect for others' feelings, put the person's name on the leaf or bird. This could change seasonally using other symbols of nature.

3. Have children interview relatives and neighbors and, if possible, have people come in and share their cultures. Recipes, crafts, games, and traditions can be used to help children learn to appreciate others.

4. Have the children pair up with another child in another classroom. Have them talk with each other and come up with a list of ways they are alike. This is a good way to meet the children in another class.

5. Perhaps the class can get pen pals from another state or country. The class could write a class letter or cooperative group letters.

6. Read the book Peace Begins with You, by Katherine Scholes. This book, in simple terms, explains the concept of peace in our lives, our country, and our world. This book begins with the individual and broadens to national and international issues. Have the children make handprint cutouts of themselves, their relatives, and friends as a bulletin board, entitled "Peace." The letters should be made out of their handprints. This is a wonderful bulletin board to welcome in the new year.

7. Have the children learn the song "We Shall Overcome," and discuss the meaning of the words.

Resources:

Adler, David A. A Picture Book of Rosa Parks, (New York: Holiday House).

Greenfield, Eloise. Rosa Parks. (New York: Thomas Y. Crowell Co., 1973) (ISBN 0690712111).

Lowery, Linda. Martin Luther King Day. (New York: Scholastic, 1987) (ISBN 0590423797).

Palacco, Patricia. Mrs. Katz and Tush. (New York: Bantam Little Rooster Book, 1992) (ISBN 0553081225).

Scholes, Katherine. Peace Begins with You. (New York: Little Brown and Co., 1989) (ISBN 0316774367).

Surat, Michelle. Angel Child, Dragon Child. (New York: Scholastic Inc., 1983) (ISBN 0590422715).

Second Grade Lesson 1: The Civil Rights Movement Begins

Objectives: The student will be able to:

1. understand that long after the Civil War was over many African-American people were not allowed to do things that everyone else could do.

2. recognize the importance of some leaders that emerged to help encourage African-American people to struggle for the freedoms they were entitled to.

Description of lesson/activity:

1. In pairs, the children show look up and write down the meaning of "civil rights."

2. Read Don't Ride the Bus on Monday, by Louise Meriwether, to the class. List questions the children have about Rosa Parks on the board. See if other children know the answers. If not, keep a copy of the questions to be answered later.

3. Read Fannie Lou Hamer, by June Jordon, to the class. Add more questions to add to the list. Use the book to answer some of the questions. Who is prejudiced in this story? Have the children make posters encouraging people to vote.

4. The children should write an essay telling why it was so important for African-American people to vote.

5. Read Martin Luther King Jr., Free At Last, by David A. Adler, to the children. Make a time line of pictures marking the important dates in King's life.

6. The children should write a story pretending that they are the person being discriminated against at a lunch counter, bathroom, drinking fountain, bus, or train. They should tell how it made them feel. Some of the children may want to do role-plays of the stories.

7. What were the Jim Crow laws? Have the children get in groups of four and write and illustrate as many Jim Crow laws as they can remember. Ask how these laws would make the children feel if they were applied in this classroom. What would they do about it?

8. Read Molly's Pilgrim, by Barbara Cohen, to the class. What was Molly's problem? How did the other children treat her? Why?

   Use a world map or globe to trace Molly's trip from Russia to the U.S.

   Note: The teacher is encouraged to use other books about other nationalities that demonstrate prejudice so the children understand that prejudice comes in many forms.

Resources:

Adler, David A. Martin Luther King Jr., Free at Last. (New York: Holiday House Inc., 1986) (ISBN 0823406180).

Cohen, Barbara. Molly's Pilgrim. (New York: Loldrap Lee and Shepherd Books, 1983) (ISBN 0688021034).

Jordon, June. Fannie Lou Hamer. (New York: Thomas Y. Crowell Company, 1972) (ISBN 069028893X).

Meriwether, Louise. Don't Ride the Bus on Monday. (Englewood Cliffs, NJ: Prentice-Hall Inc., 1973) (ISBN 0132187597).

Unit I: A World of Their Own: The Americas to 1500

Content to be Covered:

1. A culture is made up of many aspects that are interrelated and dependent on one another.

2. Cultures reflect the interaction between humans and their environment.

3. The six tribes of the Iroquois Confereracy lived in harmony with nature and with each other.

4. Stories and legends demonstrate how Indians lived in harmony with nature and what happened if that harmony was interrupted.

5. Stereotypes create a narrow view of Indian culture.

Teacher's Rationale:

This unit concerns the study of the culture of the Iroquois, the Indians that European explorers were most likely to have encountered in upstate New York in the 16th century. The Iroquois are used in this unit as a model for studying Indian culture. The unit was written, however, so that it could be adapted to any Indian tribe located in the various cultural regions of the United States. The bibliography contains resources pertaining to other tribes that can be used in classrooms throughout the United States.

This unit is designed to provide a greater awareness of the traditional culture of the Iroquois--to make them "come alive" as a distinct people rather than a stereotypic image. Students will be able to "step into" the moccasins of a Indian boy or girl to learn about the cultural aspects of the Iroquois (food, shelter, transportation, social and political systems), and learn how these people created a structured and organized way of life for themselves. At the same time, it is hoped that students will also gain greater respect and empathy for Indian culture.

Throughout the unit, content will be interrelated with the language arts skills of reading, writing, speaking, and listening. The classroom teacher will work closely with the librarian, and the art, music, and physical education teachers to establish an interdisciplinary approach to teaching the unit. Just as members of Indian tribes worked cooperatively with each other to accomplish their daily needs, students will work with classmates throughout the unit in that same cooperative fashion.

Table of Contents:

Lesson 1: Defining and Understanding the Term Culture

Objectives: The student will be able to:

1. define and understand the term *culture.*

2. participate in a classroom activity that will create a "Culture Web" depicting the major aspects of a culture.

3. establish what he/she already knows about Indians in general, and the Iroquois Indians of New York State in particular.

Description of lesson/activities:

Note: If students are to understand other cultures it is important for them to study those cultures in terms of how they perceive their own world. The activities in this lesson will help students understand that while cultural differences exist among groups of people, there are basic socio-economic and political needs that all people are constantly trying to meet. This concept will be understood as students focus first on what the basic needs of their culture are, and then discovering, as they study the Iroquois, that these people were trying to meet those same needs with the natural resources and technology available to them.

1. Motivation is a key ingredient in creating a successful learning environment in the classroom. Before the formal lessons begin in this unit, motivate and arouse the curiosity of students by involving them in activites that all students enjoy: storytelling, eating, and music. Simulate an Indian storytelling scene by creating a symbolic campfire (made out of oaktag, or small rocks and pieces of wood), around which students will sit as they listen to Indian music and stories while enjoying an Indian "snack" that Iroquois children might have eaten in the 1500s (popcorn, berries, nuts, grapes, spring water). (Solicit help from parents and students in providing and preparing the snack.) During this time, read The Woman Who Fell From the Sky: The Iroquois Story of Creation, by John Bierhorst. This storytelling atmosphere can continue throughout the unit taking advantage of the multitude of interesting and beautifully illustrated books available on Indians (see bibliography for suggested read-alouds). At the conclusion of this activity, give the students an overview of the whole unit and what they can expect to learn.

2. The next part of the lesson should be teacher-directed, and involve the entire class. Ahead of time, prepare oaktag signs that will be used in creating a bulletin board display. The signs should have the following words written on them:

CULTURE
FOOD
SHELTER
CLOTHING
BELIEFS
EDUCATION
TRANSPORTATION
ECONOMY
CUSTOMS AND TRADITIONS
GOVERNMENT
ARTS

CULTURE represents the term students will be defining and should therefore be much larger than the other words; the other terms represent the various aspects that make up a culture.

Students will be asked to define the term *culture* by first using their background knowledge. Ask "What do you already know about this word?" Response should be recorded on the chalk board. If some students have no understanding of the term, they can use a dictionary or other resource material (textbook) to come up with a definition. Paraphrasing of dictionary definitions may be necessary to insure that a definition is generated that is understandable to all students. This definition should be displayed on the bulletin board that will be created during the lesson.

At this point, display the large *CULTURE* sign on a bulletin board and surround it in a circular fashion with the other signs. Tell students that each of the surrounding signs represents a particular aspect (or feature) of a culture. Students will be asked to describe each aspect in terms of their own or another culture. Help students do this by asking: "What kinds of houses do people live in?" "What kinds of clothes do people wear?" "What kinds of foods do people eat?" "What customs and traditions do people celebrate?" etc.) This will lead students to understand that a culture can sometimes be identified by what it eats, wears, lives in, celebrates, etc. After all the aspects have been discussed, connect the cards with pieces of yarn or string, creating a web effect. The purpose of creating this web is to illustrate the interrelatedness of each aspect of a culture. An analogy can be drawn between the culture web and a spider's web--if something happens to one of the strands of either web, the whole web is affected. Students can better understand this analogy by thinking about situations in history where one or more aspects of a society's culture were altered or destroyed

(e.g., the potato famine in Ireland destroyed the food staple in Ireland resulting in thousands of people dying, or losing jobs, or leaving the country; pollution problems and environmental issues threaten all aspects of American life).

3. Background knowledge plays an important role in what a student understands (or misunderstands) about a subject. At this point, lead the class in a discussion of what students already know about Indian culture. Record this information on the chalkboard. Next a list of "Who, What, Where, When, How, and Why" questions should be generated by students to find out what they need to know about the Iroquois. This activity sets a purpose for the rest of the unit.

4. Next, give students a brief overview of what they will be doing during the course of the unit. Students will be told that they will be "walking in the moccasins" of a Indian boy or girl for the duration of the unit, and that they will be divided into the six tribes of the Iroquois Confederacy, working cooperatively to gather and present information about their tribe. Use cooperative learning guidelines in selecting students for each tribe. (See resource section of this unit.) An Iroquois village atmosphere can be created in the classroom by grouping desks together to represent the individual tribes. Students can use some kind of Iroquois symbol to identify their tribe (e.g., a cut-out of a longhouse with the name of the tribe written on it). Finally, you may want to use the following terms to motivate the students as they do their research: *hunt, gather, plant*

   - "We're going to ***hunt*** for information in the classroom, the library, in museums;
   - We're going to ***gather*** that information together so that we can learn about the Iroquoian culture;
   - We're going to ***plant*** new ideas in our minds about the Iroquois (and all Indians) so that we can appreciate and respect the contribution they have made to our heritage.

5. At the conclusion of this lesson the "tribes" will establish goals regarding communication, cooperation, and conflict resolution. This will help all students to feel connected to one another and will help them to feel safe, open, and confident in their interaction with each other on a day-to-day basis. These goals can be written on paper that resembles deerskin or birchbark, and should be referred to as the need arises. (The art teacher could help students produce these illustrations.)

Suggested Goals:

- *Only one tribe member speaks at a time. "Clan mothers" (female tribe members) may want to elect a chief (sachem) who will designate who should speak and when.*
- *All members must be actively involved in tribal discussions.*
- *Members will respect each others ideas.*
- *Members will share materials.*
- *Members will offer constructive criticism when necessary.*

Resource for Lesson 1:

Bierhorst, John. The Woman Who Fell from the Sky: The Iroquois Story of Creation. (New York: William Morrow and Co., 1993).

Lesson 2: Describe the Geographic Features of New York State and How Those Features Helped Meet the Needs of the Iroquois

Objectives: The student will be able to:

1. locate specific landforms and water bodies on a map of New York State.

2. identify the culture areas where the major Indians tribes lived in what is now New York State.

3. make inferences about how natural resources helped the Iroquois meet many of their daily needs.

Description of lesson/activities:

1. The accompanying blank map of New York entitled "New York in the 1500s" will be given to each student along with a "List of Major Land Forms and Water Bodies." Directions for completing the map are located at the top of the list.

   Other commercially produced maps may be used, and the list of land forms and water bodies may be changed or supplemented in any way that is appropriate to the resources available to students. The purpose of the activity is to familiarize students with the geographic features needed to complete objective 3.

2. When students have completed the "New York in the 1500s" map, distribute a second map that will show the culture areas where the various tribes of the Iroquois Confederacy were located. You may want to use an overhead transparency to help students complete this map. Large duplicates of both maps should be placed on bulletin boards so that they can be referred to by you and the students throughout the unit. (Remind students that although the maps show political boundaries, those boundaries did not exist in the 1500s. Students should infer, with your help if needed, why those boundaries did not exist in the 16th century.)

3. Students will work with fellow tribe members to make inferences about how geographical features helped the Iroquois meet their daily needs. The tribes will first brainstorm a list of "daily needs" (e.g., food, clothing, shelter, water, fire, transportation, protection, etc.). When a list has been generated, all tribes will share their ideas. Individual tribes will then brainstorm how geographical features such as lakes, rivers, forests, hills, rocks, etc., helped the Iroquois to meet their daily needs (e.g., lakes, rivers, streams, and ponds provided fish for food and a means of transportation; forests provided habitat for deer and bears, which in turn provided meat for food, fur and skins for clothing, bones for utensils and tools; rocks and stones provided arrowheads, tools, and flint for starting fires, etc.). Once again, this information should be shared among all the tribes. This exercise provides an opportunity to introduce that the Iroquois, like all Indian tribes, had a "stone and bone" technology, i.e., all tools, utensils, weapons, etc., were created from animal bones or stones from the earth.

Unit I: A World of Their Own: The Americas to 1500

Lesson 2: Describe the Geographic Features of New York State and How Those Features Helped Meet the Needs of the Iroquois

LIST OF MAJOR LAND FORMS AND WATER BODIES IN NEW YORK STATE

Directions:

1. Title your map "Major Land Forms and Water Bodies of New York State"
2. Use your textbook or an atlas to locate each land form or body of water listed below.
3. Print the names of the following items on your map (remember to write small).

   Check them off as you complete each item.

Rivers

Hudson
Mohawk
Susquehanna
Genesee
St. Lawrence
Delaware

Mountains

Adirondack Mountains
Catskill Mountains
Taconic Mountains

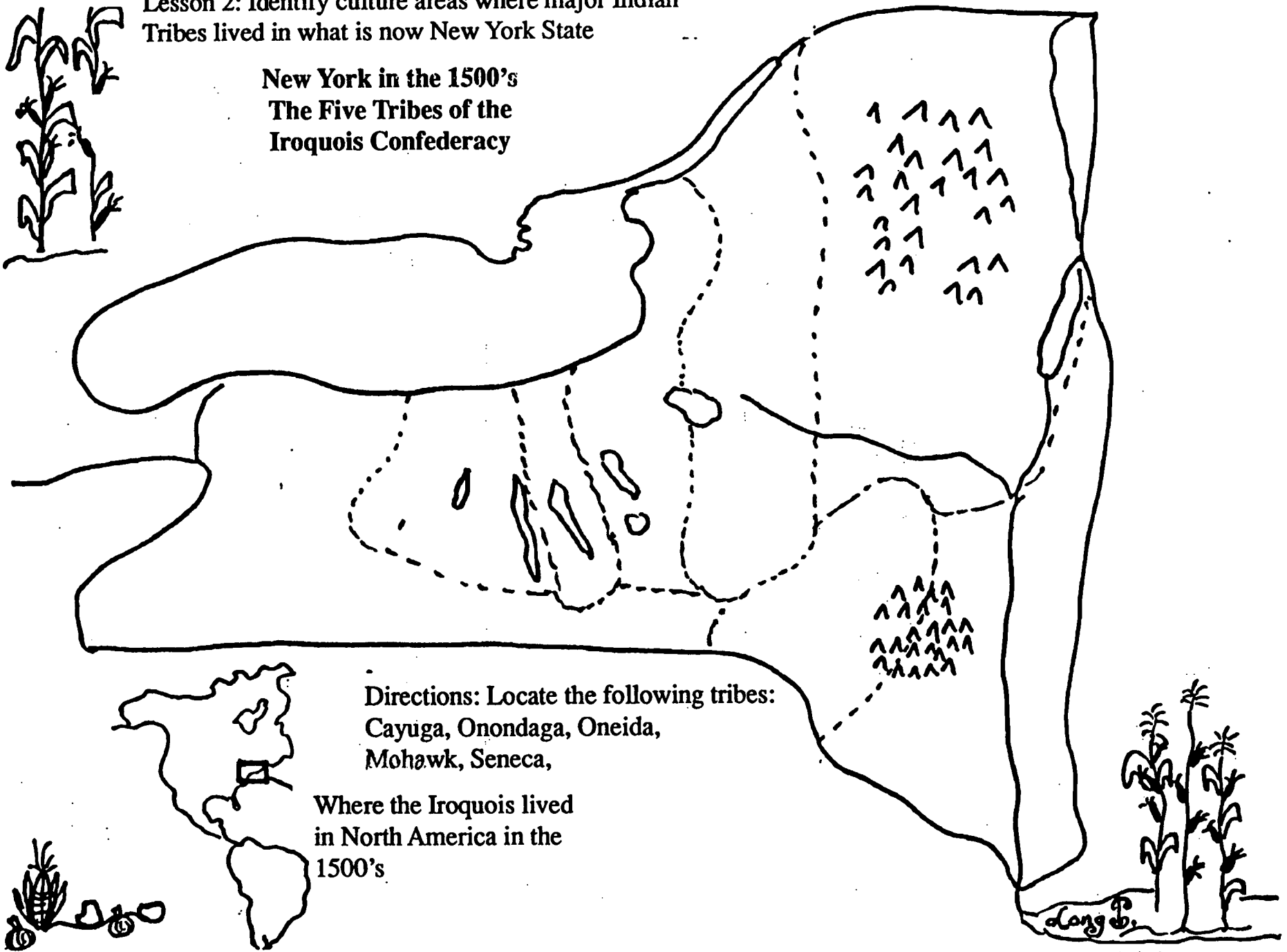
Lakes

Lake Ontario
Lake Champlain
Oneida Lake
Finger Lakes
Lake George

Lowlands

Hudson
Mohawk
St. Lawrence
Champlain

New York in the 1500's
The Five Tribes of the
Iroquois Confederacy

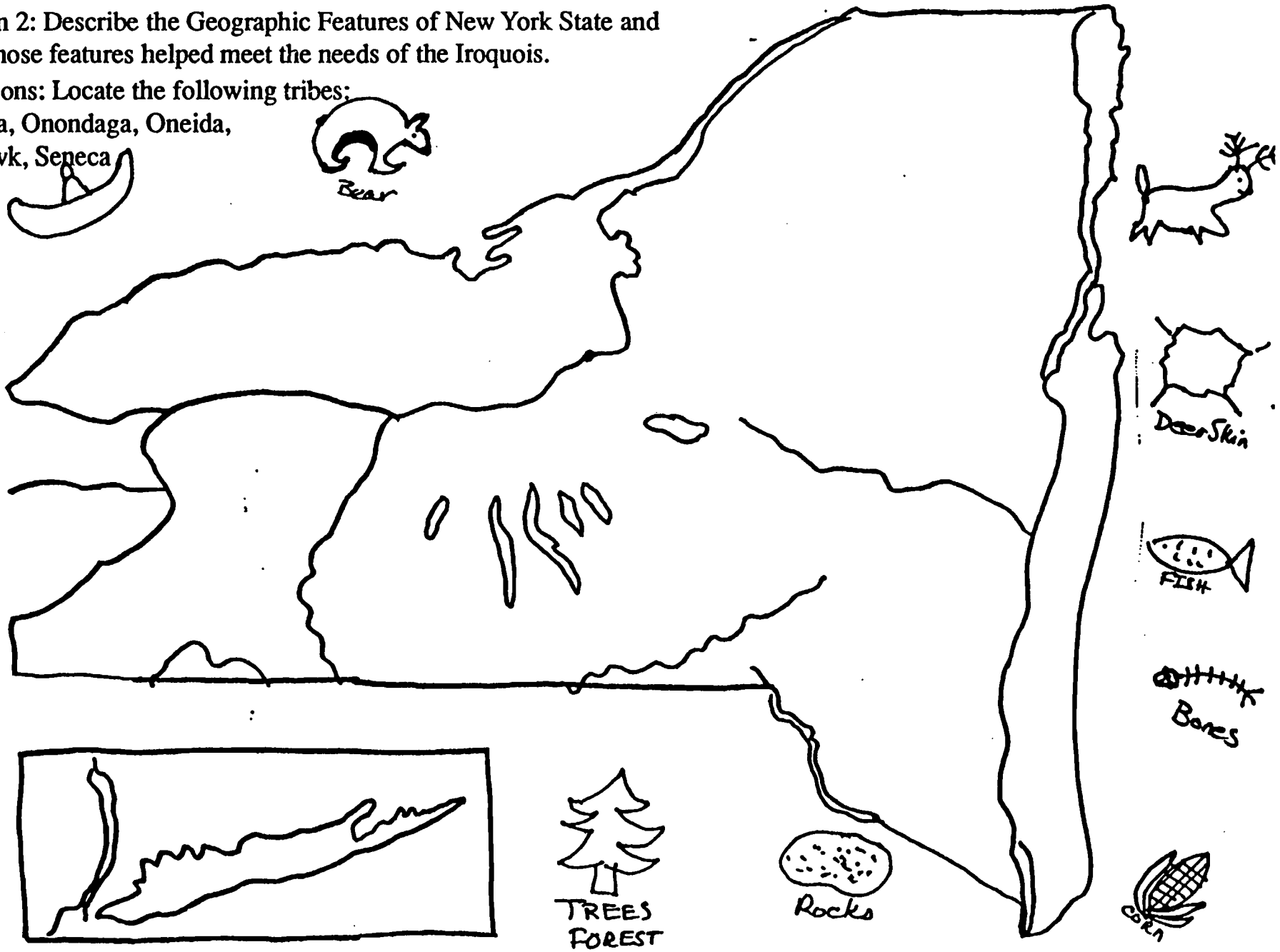


Directions: Locate the following tribes:
Cayuga, Onondaga, Oneida,
Mohawk, Seneca,

Where the Iroquois lived
in North America in the
1500's

Unit I A World of Their Own: America in the 1500's
Lesson 2: Describe the Geographic Features of New York State and how those features helped meet the needs of the Iroquois.

Directions: Locate the following tribes:
Cayuga, Onondaga, Oneida,
Mohawk, Seneca



Lesson 3: Describe the Economic, Social, and Political Life of the Iroquois Indians of 16th Century New York State

IN THE LIBRARY

Objectives: The students will be able to:

1. demonstrate classroom and library research skills.

2. locate information about the Iroquois Indians.

Description of lesson/activities:

1. This lesson will initiate the writing component of the unit. You and the librarian should work cooperatively to introduce students to the various methods and tools needed for gathering information to complete a research project. The librarian and/or students may decorate the 970s area of the library with artifacts or symbols of Indian culture to create an atmosphere that will motivate students to want to visit that area of the library. Students should be cautioned about including stereotypic images in the display. (Stereotypes and stereotypic images will be discussed in Lesson 5.)

2. The librarian should either introduce or review the function of tables of contents and indexes with students by modeling how to find particular topics by using these two parts of a book. Students should be reminded, however, that some books may not have a table of contents or an index, and other strategies may be used for locating information in those sources (headings, captions, skimming pages for information, etc.).

3. Working with their tribal group, each student should go to the 970 section and select a book on Indians. When everyone has a book, the librarian should give students topics to look up in both the table of contents and the index so that students understand how these two resource tools differ. Students may work cooperatively to find information and should be given the opportunity for additional practice by choosing topics that members of their group can look up.

IN THE CLASSROOM AND THE LIBRARY

Objectives: The student will be able to:

1. actively participate with his/her tribe in "hunting for" and "gathering" information on a particular aspect of the Iroquoian Culture.

2. select and locate three appropriate sources of information in addition to the textbook and encyclopedias when "hunting for" information

notecards are completed students should share their cards with tribe members to make sure that important information about a topic is not missing. At this point, students will also need to share their cards with either you or the librarian to check for comprehension of the topics being covered.

5. Students will use information recorded on the notecards to generate paragraphs about the information they have "gathered." Before they begin drafting these paragraphs, model correct paragraph form and content by composing a paragraph with students on an overhead projector. Use an aspect of American culture as the subject of the paragraph.

6. In addition to conferencing with you, students should also have peer conferences with fellow tribe members on the paragraphs they have written. Peer conferencing continues to foster a cooperative spirit within the groups. Students who have difficulty with writing will benefit from working with the small group. Since there will be the inevitable overlap of material, students can share information they come across that is relevant to topics assigned to another student.

7. After paragraphs have been approved by you and fellow tribe members during the revising and editing stage of the writing process, students will be ready to prepare a final product on their tribe. Students should cooperatively decide on the format for this product; possible examples might be written or oral reports, posters, dioramas, or hypercard stacks.

Lesson 4 : Folktales and Legends Are Part of the Heritage of Indians

Objectives: The student will be able to:

1. select and read one or more Indian folktales or myths.

2. choose one folktale or legend and retell it to classmates.

3. complete the "Fact/Fiction Sheet" on the folktale chosen for retelling.

4. understand that Indian folktales and legends explain a fact of nature or sometimes provide the background for an historical event.

5. write and illustrate an original legend with a partner and present it to the class.

Description of lesson/activities:

1. Model the reading of one or more Iroquoian folktales or legends that contain facts about nature and/or historical events. Students will once again sit around the "campfire" for these read-alouds. After these folktales have been read, read an Iroquoian legend that will appeal to most listeners because it deals with one of the more famous constellations called the Pleiades (pronounced PLEE-uh-deez). Use this legend as a model for discovering what details in the story are fact, and what details are fiction. There are actually two versions of this legend: The Dancing Stars, which features male characters, and The Dance of the Seven Sisters, which obviously has female characters. (See resource section for copies of both stories.) Students should understand that most Indian folktales and legends have anywhere from two to a dozen versions. During the 1500s there were no written folktales or legends because the Iroquois did not have a written language. (Wampum belts were their major visual communication device.) Over the centuries of storytelling, stories changed from storyteller to storyteller. Modern day authors who like to "retell" Indian legends frequently change details to suit their own desire to tell a story in the most interesting way they know how. When these facts have been shared with the students, read either one, or both, of the above folktales. (You might ask students which one they would like to hear.) After the legend has been read, write the words **FACT** and **FICTION** on the board. Students will be asked to list the details of the story that were facts and the details that were fiction.

2. The librarian should introduce students to a variety of Indian legends, folktales, and myths, and should show students where this genre is located in the library. It will not be necessary to focus on Iroquois stories for this part of the lesson. There is a multitude of beautifully illustrated Indian folktales today, and students will find great enjoyment reading stories from other tribes. This will also enable students to

recognize that the common theme of "living in harmony with nature" can be found in all Indian stories.

3. After reading one or more legends or folktales independently, have students choose one folktale or legend to retell. Students will reread their choice several times until they feel comfortable with all the facts of the story. At this time, have them complete the accompanying "Fact/Fiction Evaluation Sheet" on their story. Then, in the Indian tradition of telling stories orally, have students retell their story to classmates without using the printed text. After the story has been told, students will question their audience about what was fact, and what was fiction in the story.

4. As a culminating activity, students collaborate with a partner in writing and illustrating a legend. This may be an opportunity to match pupils seeking enrichment work with pupils needing remediation. Reinforce the fact that many legends explain a fact of nature, or sometimes provide background for an historical event. They might, for example, write a legend on why skunks have stripes on their backs or why planet Jupiter now has some very large craters on its surface.

   Be certain to make clear to students the differences between the students' fictional stories, and the Indian legends which relate cultural and religious beliefs.

THE DANCE OF THE SEVEN SISTERS

An Iroquois tale adapted by Amy Friedman.

Long ago, when the earth and sky were new, seven sisters lived in a village. The sisters loved to dance. Every day, they danced together in the forest, and wherever one sister went, the others followed. Every evening the sisters returned to the longhouse to rest, but by morning they were ready to dance.

One evening, as the sun began to set, the sisters heard in the distance a glorious song. The song seemed to be calling to them, and in a moment they forgot about their suppers, and they forgot about their home. They stood still and listened, and then, without speaking a word, they danced off toward the source of the song.

They danced through the woods and into the forest. On they danced as the sun dipped toward the horizon. The stars began to gleam and the sky grew darker, but still the sisters danced toward the sound. Then, suddenly, their feet seemed lighter, and when they looked down, they saw that everything they had ever known was far below them, and they knew they were dancing up into the sky.

They danced on, higher and higher, moving toward the beautiful sound, and the song grew louder and louder and more and more beautiful and more and more mysterious. Below them, the longhouses and the trees and their friends and families seemed to grow smaller and smaller. And then the song became a sweet, gentle voice.

"I came to the sky . . .

"For a hunter pursued me.

"And now I am lost in the sky."

On the sisters danced, higher and higher.

"Come my sisters,

"Come here to me in the sky,

"And I will watch over you."

Then the sisters saw who was singing the song. It was a great black bear. Her tail glistened, for it was strewn with stars, and around her neck she wore a shimmering necklace of stars. Her nose and her toes twinkled with stars, and around her belly hung a belt of shining stars.

The sisters danced closer and closer, and the bear went on singing. On and on she sang, and the sisters went on dancing. They danced for hours, and the great black bear sang, and her toes and nose and tail and neck and belly glistened.

After many hours, the sisters looked up and saw how very dark it was and how far away they had traveled, and they could not remember the way home.

The moon smiled and winked and watched as the sisters went on dancing. "My children," she said, "this is your home now. The stars and I love the way you dance, and we wish you to live here with us."

The sisters leaped and twirled and whirled and swayed and twisted and tapped and toed. To their amazement, they did not grow tired. They twirled faster, they whirled faster, and each time they twirled, another star twinkled and grew, and the great black bear's song grew sweeter still.

Then suddenly the smallest sister heard a voice. She heard another voice. She heard it over the sound of the song and over the tapping of her sisters' feet. and she knew it was her mother's voice. Her mother was calling to her.

The smallest sister began to run toward her mother's voice. "Come back, sister," called the dancing sisters once again, and they watched as their youngest sister ran with a bright star trailing her.

Together, the youngest sister and the star descended from the sky. Down, down, down they sped, past clouds and past the eagle's next and past the tallest branches of the trees. On they raced, down, down, down.

At last, the smallest sister saw her mother and she raced faster still. And finally, she landed on the ground. But when she landed, she vanished, and there, in her place, was simply a hole. Her mother looked down at the hole, and she began to weep. And then she looked into the sky and she saw her other daughters dancing still.

"Stay in the sky," she called to warn them. "Stay there and dance with the great black bear or you will crash to Earth."

The sisters heard their mother's pleading voice over the sound of the great black bear's song, and they nodded their heads and waved and smiled, and the stars behind them twinkled more brightly. "Yes, mother," they called, "we will stay in the sky."

Down below the mother sat and wept, and soon she saw a small green shoot spring up from the hole. Quickly it grew, higher and higher. This was the youngest sister reaching up for her sisters. Higher the shoot grew until at last it reached the six sisters, and they cried, "Welcome back, sister."

Stars in the sky

Five nights after the new moon in January, the constellation Pleiades reaches its highest point in the night sky. Pleiades is a group of seven stars sometimes called the Seven Sisters, part of a larger constellation known as Taurus or the Bull. On a clear winter's night, look south and you may see Pleiades.

Unit I: A World of Their Own: America to 1500
Lesson 4: Folktales and Legends Are Part of the Heritage of Indians

THE DANCING STARS

(Based on an Iroquois legend)

The stars we call the Pleiades (pronounced PLEE-uh-deez) were known to the Iroquois Indians of five hundred years ago as dancing stars.

Once upon a time, when the earth and sky were new, there lived seven Indian brothers. They loved to hunt and fish. But most of all, they loved to dance and play in the forest near their long houses. And no matter where they went, they always went there together.

One evening, while the sun was setting and they were returning to their long houses from the forest, they heard the distant sound of someone singing.

The song was unlike any song they had ever heard. It was so enchanting and mysterious that the brothers soon forgot about going back to their long houses and the great forest spread out far below. They were dancing right up into the sky!

As the song grew louder, the seven boys danced higher. Higher and higher they danced, and all the while the song grew louder and sweeter.

"I am here," sang the sweet voice, "for a hunter pursued me, and now I am forever lost in the sky. But lie down and sleep in your warm cave, little ones. I am here to watch over you in the sky."

Then the brothers saw a large black bear. Her tail was long, and it was made of stars. She wore a necklace and belt made of pure white clamshells. Stars twinkled around her nose and toes. Even the clamshells sparkled like bright stars. It was she who was singing the sweet songs the boys had heard. They danced higher, until they were closer to her.

The huge bear's lullaby was so enchanting that the seven brothers danced to it for a long time. But at last they wanted to go home for it was late, and their parents would be worried. However, they did not remember the way. One of the brothers turned to the moon and asked, "Will you please show us how to get back to our long houses?"

The moon smiled and said, "My children, you are home now. I and the stars welcome you, for your dancing pleases us."

And the boys continued to dance, and with all the dancing, they found that they did not grow tired. As the brothers danced faster and faster, a star grew out from behind each, and the moon smiled upon them.

Then the youngest boy heard a voice calling from some distance. Someone was sobbing and calling his name over and over. Over the sounds of his brothers' dancing feet and the bear's sweet singing he listened, and he heard the voice calling once again.

Then he recognized the voice. It was his mother's!

The youngest boy began to run as fast as he could; the bright star he was wearing made a shining trail behind him.

"Do not run away! Come back!" cried his brothers and the moon, but the youngest brother continued to race downward toward his mother's voice.

Down he ran, ever faster, past the clouds, past the eagle's nest, and nearer to the earth. Soon the sound of his mother's voice grew louder and louder. There she was! She was just below him. He could almost touch her hand. Then the youngest boy landed on earth. But when the youngest boy's mother looked at the place where her son had landed, she didn't see him. There was only a hole--the kind of hole a star makes when it falls to earth. The boy's mother cried when she saw the fallen star. Then she turned and saw her other sons dancing in the sky.

She called loudly to them, "Stay there! Do not come down!" She didn't want them to fall, too.

Her sons heard her, as they danced even higher into the evening sky. They waved to show that they heard and would do as she asked.

The mother went to where the star had fallen and cried all night! A little green shoot sprang up where her warm tears fell.

With each passing day, the green shoot grew higher and higher. It was the youngest brother reaching out to touch the sky, so he could be with his brothers again. The green shoot became a pine tree, and it grew higher and higher. At last it reached the place in the sky where the brothers danced and the great bear sang its sweet song.

"Welcome back, dear brother!" cried the dancing star-boys to the huge pine tree.

The pine tree is still there; it's the tallest tree in the forest. And if you look up into the nighttime sky, you will see the brothers still dancing, while the great bear sings her little bears to sleep.

Lesson 5: Stereotypes Create A Narrow View of Indian Culture

Objectives: The student will be able to:

1. understand the concept of "stereotyping."

2. understand that many people have stereotypic views of Indians.

3. understand that studying about the aspects of a particular culture helps people to respect that culture.

4. create a questionnaire that will determine if peers, family members, or other people have stereotypic view of Indians.

5. use background knowledge gained during the unit to help other people understand and respect the contributions Indians have made to American culture.

Description of lesson/activities:

The activities in this lesson focus on values. It is important for students to recognize how our attitudes, opinions, and prejudices shape how we behave in this world--toward ourselves, and toward one another. As was mentioned in the teacher's rationale for studying this unit, Indians are often stereotyped by movies, advertisements, jokes, toys, etc. In addition to the pieces of literature already recommended for read-alouds in this unit, it is recommended that you read a full-length novel entitled Indian Summer, by Barbara Girion. This book will set the stage for the final activities of this lesson. (Note: Because of all the activities involved in this unit, it may take the duration of the unit to complete the reading of this novel.) The setting of this book takes place on a present-day Iroquois Indian reservation in upstate New York. A young girl named Joni McCord reluctantly travels with her family to the reservation where her father will help out in a clinic. (Joni's friends are convinced she will be "scalped" by all those "savage" Indians!) The family stays with the chief of the tribe, and this means Joni will have to put up with the chief's equally reluctant daughter, Sarah Birdsong. (Her friends think all "palefaces" want to take advantage of the Indians.) Girion realistically portrays what happens when both girls let stereotypic views get in the way of friendship. She takes an important contemporary issue and weaves it into a story that young and old alike can learn from.

1. Through class discussion, students will compile a list of stereotypic views that were exhibited in the book Indian Summer. Students will be asked to identify other cultures that may also be stereotyped (e.g., African Americans, Muslims, etc.). Ask students how kids might "stereotype" each other (e.g., all redheaded people have bad tempers; short people can't play sports; girls are not as strong as boys; boys are better at math and science than girls, etc.).

2. When you are satisfied that students understand "stereotypes/stereotyping," have students create a questionnaire that will be used to ascertain whether stereotypic views of Indians exist among peers, siblings, parents or other people. A sample questionnaire accompanies this lesson. Each student will interview at least three people (from different age groups, if possible). By this time in the unit, students should have abundant factual knowledge about Indians that can be used to help other people understand and respect the contributions they have made to our heritage.

3. Have students share the responses from the questionnaire to determine if their community needs further education regarding the stereotyping of Indians. Students will brainstorm ideas on how that can be done (e.g., display on Indians somewhere in school; visit of Indians to the school; article in school newspaper or newsletter).

Resources for Unit I:

Suggested Read-Alouds:

Baylor, Byrd. And It Is Still That Way, Legends Told by Arizona Indian Children. (Trails West Publishing).

Bruchas, Joseph and Jonathan London. Thirteen Moons on a Turtle's Back: Native American Year of the Moons. (New York: Philomel Books, 1992).

Cherry, Lynne. A River Ran Wild: An Environmental History. (New York: Harcourt Brace Jovanovich, 1992).

Esbensen, Barbara Juster. The Star Maiden: An Ojibway Tale. (Boston: Little, Brown & Co., 1988).

Goble, Paul. Star Boy. (New York: Aladdin Books).

Grammer, Maurine. The Bear That Turned White, and Other Native Tales. (Flagstaff, AZ: Northland Publishing Co.).

Holling, Clancy. Tree in the Trail. (New York: Houghton Mifflin Books).

Knight, James E. Blue Feather's Vision: The Dawn of Colonial America. (Mahwah, NJ: Troll Associates).

Locker, Thomas. The Land of the Gray Wolf. (New York: Dial Books, 1991).

MacGill-Callahan, Shelia. And Still the Turtle Watched. (New York: Dial Books).

Taylor, C.J. How We Saw the World: Nine Native Stories of the Way Things Began. (Plattsburgh, NY: Tundra Books).

Contemporary Indian Stories:

Baylor, Byrd. Hawk, I'm Your Brother. (New York: Aladdin Books).

Miller, Montzalee. My Grandmother's Cookie Jar. (Los Angeles: Price/Stern/Sloan Publishers).

Sheldon, Dyan. Under the Moon. (New York: Dial Books).

San Souci, Daniel. Ceremony In the Circle of Life. (Hillsboro, OR: Beyond Words Publishing Company).

Resource Materials:

Cadduto, Michael and Joseph Bruchac. Keepers of the Earth: Native American Stories and Environmental Activities for Children. (Golden, CO: Fulcrum Inc., 1988).

Hakim, Joy. The First Americans: A History of Us. (New York: Oxford University Press).

"The Iroquois," FACES Magazine. Vol. VII, No.1, September 1990.

Whatley, Charlotte. Native American Costumes. (Hobby House Press).

Series:

The Junior Library of American Indians. Each volume in this series documents the culture, history, and modern life of a various Native American tribes. New York: Chelsea House Publishers.

North American Indians of Achievement. Each volume chronicles the lives of Indians from the United States and Canada. New York: Chelsea House Publishers.

Native American Legends Series. Legends of tribes throughout North America. Watermill Press.

Films:

Indian Children, Peller, A.W. & Associate, Inc., VHS: 39:95.

Acquaints children with the rich and diverse cultural heritage of the North American Indians.

The Indians Were There First, Films for the Humanities and Sciences, 13 min.

Shows the path of North American Indians across the land bridge from Asia. It depicts various tribes and some of their characteristics; in particular the distribution of Iroquois at the end of the 16th century and the nature of their social and political organization.

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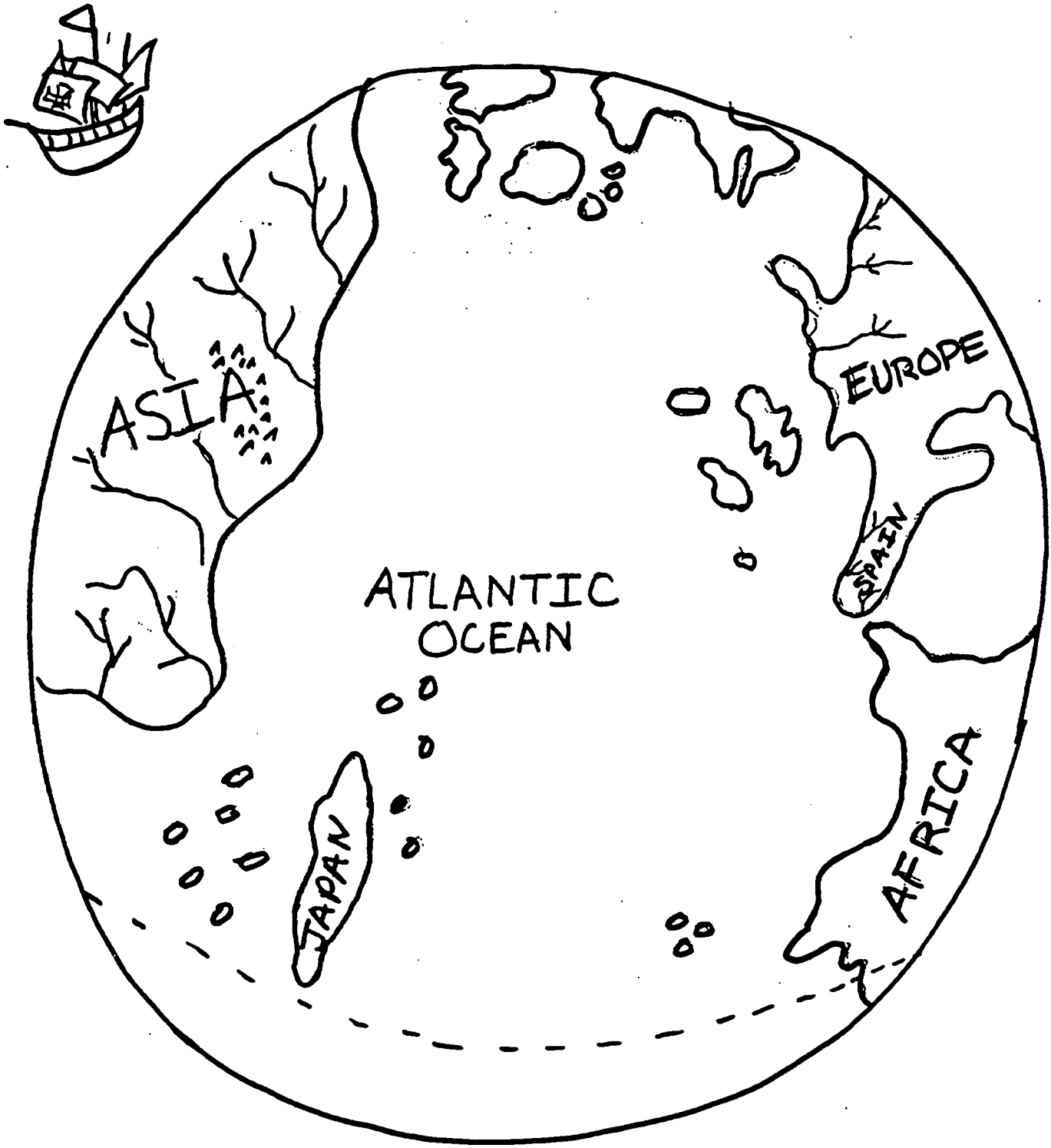
Sample Questionnaire

1. What important contributions have American Indians made to our courtry

2. Do you think sports' teams should use Indian names to identify or symbolize their teams? Why or why not?

The World in 1492



Unit II: Contact: Europe and America Meet: 1492-1673

Content and Concepts:

1. European explorers were looking for a water route to the Indies when they *discovered* the North American Continent.

2. European explorers thought they had *discovered* a "new world," but it was actually another old world with its own distinct culture.

3. Present-day maps have a special language that enables us to read many kinds of maps and to learn a great deal about the world around us.

4. European society in the fifteenth century was undergoing extraordinary changes that contributed toward the Age of Exploration.

5. Explorers faced many conflicts before, during, and after their voyages.

6. The explorers set off a cultural exchange that brought ideas, technology, and diseases that overwhelmed and changed forever the lands and people they invaded.

Teacher's Rationale:

After completing Unit I, students have a good understanding of the people and culture of pre-Columbian North America. Unit II will demonstrate how that culture was changed, both negatively and positively, with the arrival of European explorers in the fifteenth Century. Students will be introduced to the explorers by reading biographies. Reading about the achievements of others will help students to see history as the lives and events of real people and to appreciate the contributions of all cultures. Biographies may help to increase a student's own aspirations and provide role models for their lives. They also serve as a useful vehicle for studying bias, fact vs. opinion, and characterization.

The classroom teacher, librarian, and art and music teachers will once again use an interdisciplinary approach to the study of this period of history. As with the previous unit of study, instruction in the language arts skills of reading, writing, listening, and speaking will be an integral part of each lesson as students discover the interrelatedness of geography, history, and culture. Enrichment activities involving science and math concepts will further develop the content being covered in the unit.

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These generated questions should be copied and distributed to the students as a guide for their research.

4. Before beginning the research, the librarian will review research skills with students. As was suggested in the previous unit, the librarian and/or students may want to create a display around the 900 section where the explorers/exploration material is found (e.g., pictures of period sailing vessels, maps, spices, silk scarves, gold costume jewelry, compasses, star charts, etc.).

5. Students will next choose a topic pertaining to life in 1492 that was particularly interesting to them--food, shelter, clothing, science, math, art, music, etc. They will write a paragraph on the topic and illustrate it in some way (drawing, diorama, etc.). The teacher should schedule a time when students may present their topics to the class.

Resource for Lesson 2:

Brenner, Barbara. If You Were There in 1492. (New York: Bradbury Press, 1991) (ISBN 0-02-712321-0).

Lesson 3: Meeting Explorers by Reading Biographies

Objectives: The student will be able to:

1. understand the difference between a novel and a biography.

2. understand that a biography describes a person's entire life from birth to death.

3. understand that when we read biographies we learn things about that person and the time in which he/she lived that help us to understand and appreciate these people as real human beings.

4. use research skills to locate where biographies are found in the library

5. select and read a biography of a particular explorer of the 15th century.

6. understand that a conflict is the part of a book's action that involves a problem or struggle.

7. complete a chart listing conflicts that an explorer went through in his life.

8. participate in a whole class discussion on how various explorers dealt with and resolved the conflicts they faced in their lives.

Description of lesson/activities:

1. The teacher and/or librarian should discuss biographies. Point out that biographies contain many facts about a person and the events in his/her life, and although some of these facts may be important while others may be small details, they all relate to the person's life. It should be emphasized that when we read a biography, the subject of that book is a real human being who we can relate to and understand.

2. Next, the teacher will present a lesson on the literary concepts of *setting,* and *conflict/ resolution.* A short biography entitled Christopher Columbus, by David Goodnough will be used to model these concepts.

   setting - remind students that the setting of a book comprises both the time and place in which the action occurs. Point out that at the start of a biography a biographer (the name of the person who writes a biography) often sets the scene in which the subject grows up and lives. The biographer does this to demonstrate how time and place affect an individual's life, career, and interests. (Point out that the novelist does the same with the main characters in a novel.) Write the headings "**TIME**" and

"**PLACE**" on the board. Tell the students to listen for "time/place" details as the first several pages of the Goodnough book are read. At the conclusion of the reading, these details will be written under the appropriate headings on the board.

conflict/resolution - explain that a *conflict* is a part of a book's action that involves a problem or struggle. In real life, people face many kinds of conflicts on a day-to-day basis: conflicts with other people, conflicts with nature, conflicts with themselves. To illustrate this concept, read selected passages from the Goodnough book that deal with conflicts Columbus had with himself, with others, and with nature.

> ***conflict with self:*** "The only thing that kept Columbus from becoming a master mariner and captain of his own ship was that he did not know how to read and write."
>
> ***conflict with others:*** "The royal advisors made their report. . . . It would not be wise to invest in [Columbus's] voyage."
>
> ***conflict with nature:*** "The 'Santa Maria' quietly ran onto a coral reef, which pierced holes in her bottom. Columbus knew he could not save his ship."

As students begin to understand conflict, they may want to volunteer their own examples from literature they have read in the past. Another effective way to illustrate this concept is to have students look at conflicts in their own lives, and how those conflicts were resolved. For example:

- *conflict with nature:* birthday cookout rained out
- *resolution:* birthday party at McDonald's
- *conflict with self:* didn't do homework
- *resolution:* tell the truth and promise to hand it in next day
- *conflict with others:* had a fight with best friend
- *resolution:* called friend and said "I'm sorry!"

4. After the teacher is satisfied that students understand the concepts of *setting and conflict/resolution,* students will use research skills to locate where biographies are located in the library. Students should understand that biographies are shelved in alphabetical order according to the subject's last name. The librarian may want to select and display several biographies during discussion of this genre to familiarize students with explorers they may not know about. After students have selected a biography, the teacher and/or a librarian should review the books with each student to make sure they are an appropriate reading level. Decide when and where students will read the biographies (e.g., silent reading time, at-home reading, etc.). Students will be asked to maintain a "**Conflict/Resolution Chart**" as they read their biographies. (See resource section of this lesson for sample.) This chart should list different situations the explorer found himself in during his life, what kind of conflict that

situation represented, and how the situation was resolved. When students have completed reading and filling in the chart, they may introduce their explorer to the rest of the class in an informal oral presentation, using the information from their chart to describe the explorer's strengths, weaknesses, accomplishments, etc. These charts could be added to the bulletin board suggested earlier in the lessons.

It is important to ask students why they think there were no female explorers in the 15th century.

Resource for Lesson 3:

Goodnough, David. Christopher Columbus. (Mahwah, NJ: Troll Associates).

Lesson 4: The Treasures of Two Worlds

Objectives: The student will be able to:

1. understand that the voyages of the explorers initiated changes and exchanges, both good and bad, that changed the world forever.

2. identify on charts, contributions that were exchanged between the "new" and "old" worlds.

3. write a paragraph describing one of the contributions from objective two, and how that contribution affected the culture into which it was introduced.

4. use literature to identify the negative effects that exploration had on Native Americans.

Description of lesson/activities:

1. Students will continue to use research skills previously developed in Unit I, and Lesson 2 of this unit to identify and record the contributions made to both European and Indian cultures as a result of the voyages of the explorers. (Students may have already gathered some of this information while reading the biographies mentioned in Lesson 3 of this unit.) Students will use the accompanying charts entitled "To the Americas" and "From the Americas" to record this information.

2. Students will write a paragraph, using correct paragraph form to describe one of the contributions mentioned in number one above, and how it affected the particular culture into which it was introduced.

3. The teacher should use the book entitled Morning Girl, by Michael Dorris as a class read-aloud. This book is set on a Bahamian island in 1492 and tells the story of two children who belong to the Taino, the Arawak-speaking tribe who inhabited the Bahamian island where Columbus first arrived in 1492. The author wrote the book in time for the quintencentenary celebration of Columbus's voyage. Dorris says that he wrote the book to give the Taino at least an imagined voice to suggest that they were more than just a small tribe that Columbus and his crew managed to wipe out in one generation with the diseases they brought to the island.

Resource for Lesson 4:

Dorris, Michael. Morning Girl. (New York: Hyperion Books, 1992).

Resources for Unit II:

Read-Alouds:

Claire, John D., ed. The Voyages of Christopher Columbus. (New York: Harcourt, Brace, Jovanovich).

Conrad, Pam. Pedro's Journal: A Voyage with Christopher Columbus: August 3, 1492-February 14, 1493. (Caroline House, 1991).

Fritz, Jean. Where Do You Think You're Going, Christopher Columbus? (New York: G.P. Putnam's Sons, 1980).

Roop, Peter and Connie Roop. I, Columbus: My Journal, 1492-3. (Walker, 1990).

Yolen, Jane. Encounter. (New York: Harcourt Brace Jovanovich).

Resource Materials:

Atlas of World History: The Story of Civilization from Early Man to the Space Age. (New York: Warwick Press).

Fitz, Jean. The World in 1492. (New York: Henry Holt & Co.).

Foster, Genevieve. 1492, Year of Columbus. (New York: Charles Scribner's Sons).

Lauber, Patricia. Who Discovered America? Mysteries and Puzzles of the New World. (Harper Collins Publishers).

Levinson, Nancy Smiler. Christopher Columbus: Voyager to the Unknown. (Lodestar Books).

Ventura, Piero. There Once Was a Time. (New York: G.P. Putnam's Sons).

Games:

Christopher Columbus Paper Dolls in Full Color. Tom Tierney. Dover Publications, Inc., 31 East 2nd Street, Mineola, N.Y. 11501.

Explorer's Card Game. U. S. Games Systems, Inc., Stanford, CT 06902.

Ho! Tierra Tierra! The Discovery of America Game In Spanish and English, Aristoply, Ltd., P.O. Box 7028, Ann Arbor, Michigan 48107.

Films:

Columbus and Isabella. Phoenix and BFA Films. Isabella's personality and character, as well as Columbus's somewhat arrogant ways are some of the human factors in this famous decision that led to the expedition to the New World.

To the Americas

Plants:

Animals:

Minerals:

Technology:

From the Americas

Plants:

Animals:

Minerals:

Technology:

Unit III: The Founding of New Societies: 1607-1763

Content to be Covered:

1. Europeans settled in North America for many reasons.

2. Geography and climate influenced where the colonists settled in North America.

3. Colonists developed ways of life that owed much to their European heritage, and just as much to the challenges and possibilities they found in North America.

4. Historical fiction provides an understanding and appreciation for the personal, social, cultural, and historical significance of a particular period of time.

5. Slavery begins on the North American Continent during this time period.

6. Indian culture continues to change.

Teacher's Rationale:

A vast amount of good literature (both fiction and nonfiction) is available on the colonial period. In this unit, the genres of historical fiction and biography will help students to see history as an account of the lives and events of real people, as well as a source of insight into human behavior, human conditions, and human values. Teachers can stimulate student curiosity and interest in literature through read-alouds, by providing students with frequent opportunities to engage in discussions of literature, and by surrounding students in the classroom with a variety of interesting and enjoyable books. Teachers who love books and who share personal reactions to the characters, events, and language of a selection will inspire students to do likewise.

Language arts curricula (reading, writing, listening, speaking) should support and enhance learning in the content areas. By supplementing textbooks with appropriate historical fiction (or biographies, essays, poetry, and informational trade books), knowledge of the content area can be acquired independently. Books and stories of historical fiction can make the past more vivid and interesting to students, and help them discover their own heritage as well as to see and judge the events of the past.

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Lesson 1: Introduction to the Colonial Period in American History

Objectives: The student will be able to:

1. understand the terms *colony* and *colonist.*

2. understand that the colonists settled in America for many reasons.

3. use maps to locate regions in North America where the countries of England, France, Spain, and Holland established colonies.

4. understand how climate and geographic features influenced where colonists settled in the 17th and 18th centuries.

5. understand how to use a map key to measure distance in miles or kilometers on a map.

Description of lesson/activities:

1. Before introducing the content to be covered in this unit, the teacher should ask students to reflect on what they already know about the history of the North American continent up to the year 1607 (mini-review of Units I and II). This review will set a purpose for Unit III, and will help students learn to conceptualize and connect ideas and knowledge of what they have already learned with what they don't know.

2. This lesson will introduce students to the colonial period in American history. The purpose of the following activities is to arouse student interest and curiosity in the unit. This can actually be done in a numbers of ways--films, film strips, read-alouds, character portrayal, etc. (See Resource section at end of unit.) As was mentioned earlier, however, there is an abundance of good literature about the colonial period, so it is recommended that teacher set the stage for the unit by engaging students in a read-aloud that will require them to use active listening skills in order to identify essential information pertaining to the unit. Before the read-aloud, teacher will remind students that at the conclusion of the last unit, explorers had returned to their homelands, bringing news of a country "rich with milk and honey." The result was a steady stream of ocean voyages carrying passengers eager to lay claim on land in North America. The book recommended for the teacher read-aloud is entitled Voyage to America: Colonists At Sea, by James E. Knight, a vivid fictional account of the British ship Treadwell's voyage across the Atlantic. The author tells us that the text of the book is drawn from the journals and reports of actual voyages which took place during the 1600s. The text is accompanied by excellent illustrations depicting the ship, the people, and the contents of what the passengers were bringing to the colonies. Students should be told that they should be actively listening for details that will answer the questions:

- Why did Europeans come to the colonies?
- What was the voyage like?
- What kinds of belongings did people bring with them?
- How did people manage to survive the hardships of the voyage?
- How would you have felt if you had been on the ship?
- Would you want to leave your home to live in a country you know nothing about?

These questions should be written on the board so that they can be referred to during the discussion period that will follow the read-aloud.

Since the terms *colony* and *colonist* are mentioned during the reading of the above book, definitions of these terms should be established at this time. When the teacher is satisfied that students have a good understanding of why colonists came to North America, focus should shift to the geographic areas that were claimed by the countries of England, France, Holland, and Spain

3. Teacher will introduce two accompanying maps at this time. The first map will show the North American continent in 1754. Following directions on the map, students will identify several geographic features and bodies of water. They will also identify the regions known as New England, New France, New Spain, and New Netherland. Teacher may want to use an overhead projector to help students with this activity. Students will use the information they have recorded on this map to fill in an identical bulletin board map that teacher and students can refer to during the unit. (Teachers may want to contrast this map with a current map of North America to demonstrate the influence of the colonial period on countries that surround the United States--Mexico is a Spanish speaking country that was originally part of New Spain.)

   Teacher will tell students that for the remainder of this unit, they will be focusing on the development of the thirteen colonies by England.

4. On a second map showing the eastern seaboard of the United States in the 17th century, students will identify the thirteen New England colonies. Once again, an identical bulletin board map should be filled in when students have completed their individual maps. Teacher should contrast this map with a current map of the United States so that students will understand that the origin of our present fifty states began at this time, and that everything west of the Appalachian Mountains was complete wilderness.

5. During this last part of the lesson, students can use their textbooks or other resource materials to complete the accompanying chart showing how geographic and climatic features influenced the development of the colonies. Students should discover the following key facts:

- *Rivers provided easy transportation through heavily wooded areas.*
- *Rivers and other bodies of water were a source of food.*
- *River valleys provided fertile land for farms.*
- *Rivers and other bodies of water provided a habitat for animals that provided food and fur.*
- *Rivers provided water power.*
- *The eastern seaboard provided natural harbors for ships.*
- *Forests provided timber for houses.*
- *Mild climates (in the southern colonies) made living easier and provided for crops that could not be grown elsewhere.*
- *Mountains prevented western expansion.*

6. Students will learn the function of map keys to measure distances on the map of the thirteen colonies to understand that there were great distances between the colonies which made them initially function as isolated political units. Questions on the map will direct them in this activity.

Resource for Lesson 1:

Knight, James. Voyage to America: Colonists at Sea. (Mahwah, NJ: Troll Associates).

Unit III: The Founding of New Societies: 1607-1763

Lesson 1: Introduction to the Colonial Period in American History

North America in 1754 Worksheet

Directions:

1. Identify North, South, East, and West

2. Use a textbook, atlas, or wall map to locate the following:

Bodies of Water
Atlantic Ocean
Pacific Ocean
Hudson Bay
St. Lawrence River
Mississippi River
Hudson River

Other Features
Great Lakes Region
Appalachian Mountains
Rocky Mountains
West Indies

Early Settlements
New Amsterdam
St. Augustine
Montreal
Jamestown
Santa Fe

Colonial Regions
New England
New France
New Spain
New Netherland

Directions:

1. Draw the boundaries of the lands controlled by the English, French, Spanish, and Dutch.

2. Make a color key and color the lands of the countries listed above.

Unit III: The Founding of New Societies: 1607-1763

Lesson 1: Introduction to the Colonial Period in American History

Geographic and Climatic Features of the Thirteen Colonies Worksheet

Directions:

Use a textbook, atlas, wall map, or other resource materials from the library to describe how geographic features and climate influenced the development of the thirteen colonies. Write the names of the colonies that were located in each region before you begin.

Use the following list as a guide in your descriptions:

Geographic Features:
forests
lowlands
rivers
lakes
coastline
bays
ocean
mountains

Climate:
temperature
amount of rainfall
amount of snowfall

Products:
woods
grain
fish
furs
paper
tobacco
rum ships
indigo
fruits
vegetables

III: The Founding of New Societies: 1607-1763

Lesson 1: Introduction to the Colonial Period in American History

Geographic and Climatic Features of the Thirteen Colonies Worksheet

Region	Climate	Geographic Features	Products

NEW ENGLAND

Name of Colonies:

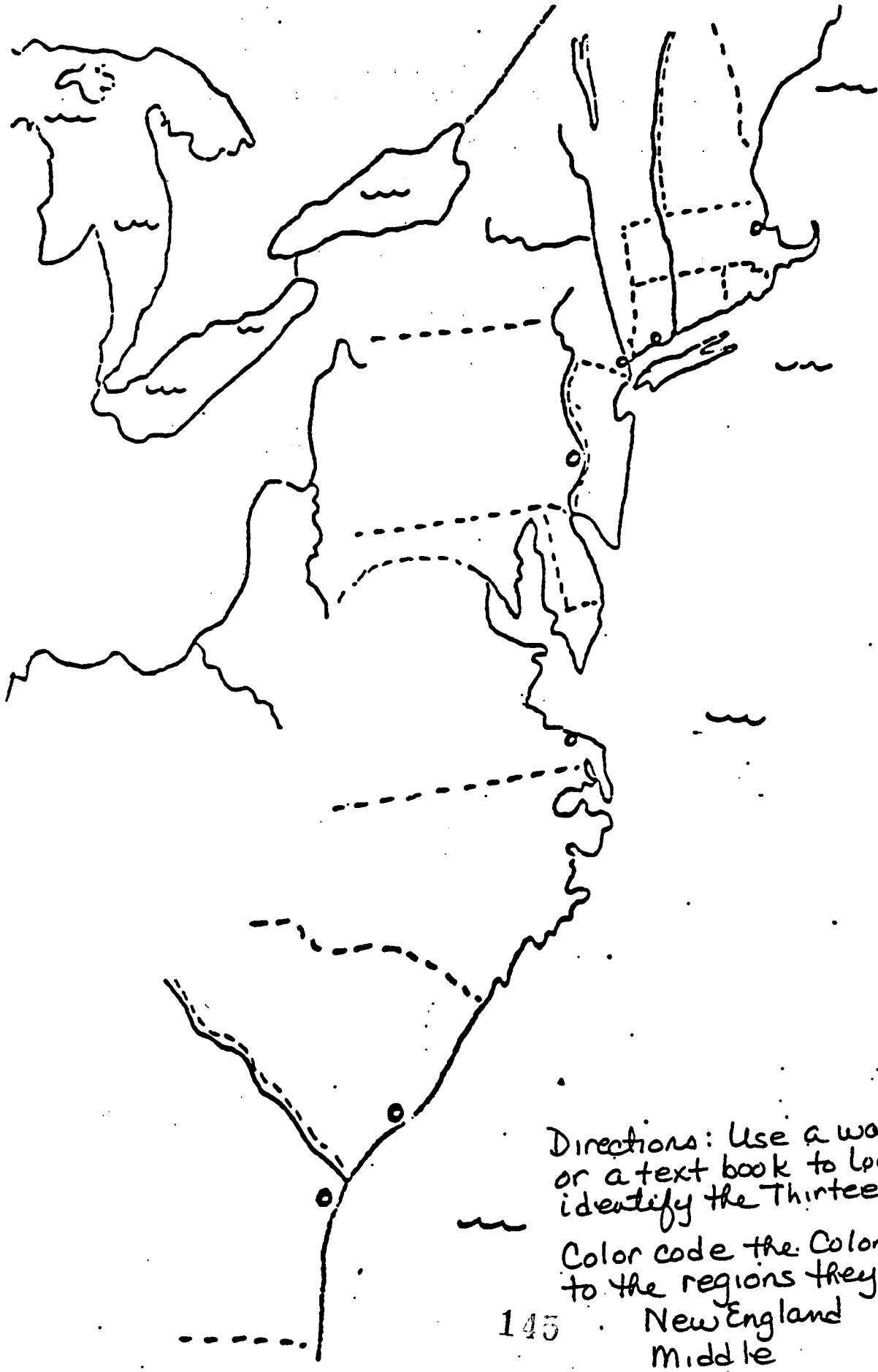
1. _____
2. _____
3. _____
4. _____

MIDDLE

1. _____
2. _____
3. _____
4. _____

SOUTHERN

1. _____
2. _____
3. _____
4. _____



Directions: Use a wall map or a text book to locate and identify the Thirteen Colonies.

Color code the Colonies according to the regions they belong to.

- New England
- Middle
- Southern

Lesson 2: Settlement: Everyday Life In Colonial America

Objectives: The student will be able to:

1. set a purpose for learning about the colonial period by generating questions about the economic, social, political, and geographic factors that influenced daily life.

2. work within a cooperative learning group to accomplish a research task.

3. answer questions by using research skills developed in previous units.

4. gather and record research data on a chart.

5. present research findings using effective speaking skills.

Description of lesson/activities

1. In Unit II, students were introduced to European culture of the 15th and 16th centuries. In this unit, students will investigate how that culture either remained the same or changed as Europeans traveled to North America seeking a new way of life. (The teacher should refer students to the "Culture Web" created in Unit I to reinforce the aspects that make up a culture.) In this part of the lesson, students will be introduced to colonial society by "visiting" one of the earliest settlements to be established in North America--Jamestown, Virginia. Teacher and students will "travel" through the pages of a book from the "Adventures in Colonial America" series entitled Jamestown: New World Adventure, by James E. Knight. The text of this book is written in journal form and is a fictional account of the establishment of Jamestown in 1607. The vivid descriptions and accurate illustrations will create mental images that will peak student interest and curiosity to learn more about the colonies. As with the previous lesson, students will be told to use active listening skills during the read-aloud of the book to acquire as much information as possible about life in a colony. At the conclusion of the reading, teacher should discuss with students factual information that was learned about colonial life by listening to the story. (Students may need to have some sections reread for clarification of facts.) Record these facts on the board, or a large sheet of paper, and then ask students to generate questions about aspects of colonial life that were not covered in the book. The teacher should pose the question: "What do we need to find out about colonial life?" These details should also be recorded so they can be used to accomplish objective 2.

2. At the conclusion of the read-aloud discussion, teacher will tell students that although France, Holland, and Spain also claimed land in North America, by 1763 England owned all the land east of the Mississippi River, with the exception of New Orleans. (Refer to maps used in Lesson 1.) The teacher should tell students that this unit will

focus on the political, social, and economic development of the thirteen colonies established by England.

At this time, students should be divided into three cooperative learning groups. Students have already worked cooperatively in previous units so they should be familiar with the ground rules for cooperative learning situations. A quick review of those rules, however, will reinforce what each person's commitment will be as the lesson progresses. Each group will represent one of the three regional groups of colonies--New England, Middle, and Southern--and desks should be organized so that students will be able to communicate effectively with each other. Signs showing **NEW ENGLAND COLONIES, MIDDLE COLONIES, SOUTHERN COLONIES,** could be hung over each groups of desks. Each group will be assigned the task of describing everyday life in the colonies assigned to them, based on the questions generated in number one above.

They will use the outline accompanying the lesson to organize the details they finds on the social, economic, and political aspects of colonial life. Each group will present their findings to the whole class when the research has been completed. The groups should be encouraged to make their presentations as interesting as possible--illustrations, artifacts, pictures, films, books, etc. may be used to enhance the information they will present. Groups should appoint a "governor" to lead them in making decisions about the presentations. Teacher should present a short mini-lesson on effective speaking skills before presentations are made.

3. After the groups have made their presentations, the whole class should engage in a discussion to determine how the three groups of colonies were alike and different. This information could be recorded on the chalk board, or become part of a bulletin board display.

Resource for Lesson 2:

Knight, James. Jamestown: New World Adventure. (Mahwah, NJ: Troll Associate).

Unit III: The Founding of New Societes: 1607-1763

Lesson 2: Settlement: Everyday Life in Colonial America

Directions: Complete the following outline as you research everyday life in the group of colonies you were assigned [New England Colonies] [Middle Colonies] [Southern Colonies].

I. SOCIAL LIFE IN THE COLONIES

shelter

food

clothing

beliefs

customs

education

social status (upper, middle, lower classes)

Lesson 3: Historical Fiction: Using Literature to Learn about History

Objectives: The student will be able to:

1. understand and appreciate the personal, social, cultural, and historical significance of the genre known as *historical fiction.*

2. recognize a selection as a reflection of its social, cultural, and historical context.

3. associate personal values and beliefs with the content of a selection.

4. consider a selection in light of situations, conflicts, and themes common to human experience.

5. demonstrate respect for individuals, cultures, and customs reflected in a selection .

Description of lesson/activities

1. The teacher and librarian should work cooperatively to introduce the literary genre known as *historical fiction.* The role of the teacher will be to explain the following:

   - *historical fiction has the following elements:*
   - *a period that is accurate in both time and place*
   - *historical events that affect the story*
   - *one or more characters that really existed*
   - *a fictionalization of an historical figure*

   The teacher should model these elements by reading aloud a short historical fiction piece dealing with the colonial period entitled The Courage of Sarah Noble, by Alice Dalgliesh. (If multiple copies exist, the book could also be read as a whole-class assignment.) The elements mentioned above should be written on the chalkboard before the reading. After the selection has been read, ask the following questions which are based on the elements mentioned above (sample answers have been provided):

1. **When is the story taking place?**

Although an actual date is not used in the text of the story, students will discover through context clues (inferencing) that the time period had to be long ago.

Chapter 1

". . . [Sarah] and her father were going all the way into the wilderness of Connecticut to build da house."

"This was the first night they had spent in the forest--the other nights they had come to a settlement."

"Against a tree Sarah's father sat, his musket across his knees."

Chapter 2

"They came at sundown to a settlement. The houses were brown and homelike. In two of the sticks of pine used instead of candles were already burning."

"I am John Noble from the Massachusetts colony. . . . We are on our way to New Milford where I have bought land to build a house."

". . . I had thought it might be wandering Indians."

"Taking this dear child into the wilderness with those heathen savages . . . and she not more than seven."

Students already learned in Lesson 1 that the colonial period of history occurred during the early 1600s to the late 1700s. The reference in chapter 2 to the "Massachusetts Colony" will lead students to understand that the story is probably taking place during the colonial period. The actual time of the story is known, however, because an "author's note" is included in the book explaining the time, setting, and events surrounding the story. It is recommended that teacher read this author's note after the story has been read so that students can have the experience of using context clues in the story to answer the questions.

2. **What historical events are mentioned in the story?**

Note: The teacher may need to clarify that an "historical event" is not just a major event like the drafting and signing of the *Declaration of Independence*, but can also be the smaller events that affect how people lived, acted, etc. The

birth of the students can be considered an "historical event" in the context of their lives.

Chapter 4

"Men had come over from Milford to buy the land from the Indians. They had cleared it and divided it into plots for houses."

Chapter 6

"They traded with the Indians for corn."

3. **Did any of the characters really exist?**

   The answer to this question is located in the author's note--*"Sarah Noble was a real little girl who came, in 1707 to cook for her father while he built the first house in New Milford.*

4. **What characters were fictionalized in the story?**

   Tall John, the Indian, and his family are fictionalized characters, although the author tells us that town records show that Sarah was indeed friendly with a "tall Indian who 'loved her as he did his own children'."

At the conclusion of this activity, students should respond to the following question: "How then does historical fiction differ from nonfiction?" A variety of answers will probably be acceptable, but students should understand that nonfiction is based entirely on fact (e.g., a textbook), while historical fiction is a combination of both facts and fiction (some situations or characters are real and some are created in the mind of the author).

2. When the teacher is satisfied that students have a good understanding of the genre, the librarian will lead students in a "book talk" about various pieces of historical fiction that deal with the colonial period of time. Librarian should select these books ahead of time to make sure that there are enough books for each child, and that selections will meet the needs of all reading levels within the class. A brief synopsis of the books will help to peak student interest in making a selection. Students should be reminded about selection strategies for choosing a book that is an appropriate reading level. (Read one or two pages of the book and ask yourself, "Is the reading difficult for me? Does it take me a long time to read because there are too many words I don't know the meaning of?") The teacher should review each student's selection to make sure it is an appropriate reading level for that student. Students will use their knowledge of research skills to find historical fiction in the library.

3. Students are now ready to read other pieces of historical fiction. Teacher will determine if this will be done independently, in small groups, or as a whole class. If students choose to read independently or in groups, they can report on the book in a variety of ways--book reports, role-playing, reader response journal, oral report, news article and headline, etc. If the class is to be divided into small reading groups, the groups can be set up by interest level, topic, or ability. Student will respond to the reading through discussions and activities. (Some fluent readers should be a part of each group, however, so that they can share their reading with less fluent readers.) The whole class might read a teacher-selected book together, and respond to the reading through discussions and activities. (See Resource section of this unit for examples of historical fiction and for samples of reading activities.)

Resource for Lesson 3:

Dalgliesh, Alice. The Courage of Sarah Noble. (New York: Charles Scribner's Sons).

Lesson 4: Slavery Begins on the North American Continent during This Time Period

Objectives: The student will be able to:

1. understand the difference between the terms *indentured servant* and *slave.*

2. understand that many colonists came to the colonies as *indentured servants.*

3. empathize with slaves in the eighteenth century.

Description of lesson/activities:

1. Students will be asked to define the terms *indentured servant* and *slave* using the glossary in their textbooks, or a dictionary. A number of pieces of historical fiction deal with characters who are slaves or indentured servants. Once again, literature can serve as the means for learning about this particular aspect of history. In this lesson, a book by Clyde Robert Bulla entitled Charlie's House will be read aloud to students to give them insight into human feelings in the eighteenth century. Charlie's House is the story of a homeless twelve-year-old boy who leaves England in 1748 to become an indentured servant in the Pennsylvania colony. Charlie's master eventually loses him in a card game, and he is sent to work on a plantation among the slaves. The book is a moving novel that will help students empathize with the plight that many people faced in the eighteenth century. It gives the reader a glimpse into American history, while exploring all people's need for home and hope.

2. Previous lessons in this unit will have given students an idea of why slaves were brought to the colonies, and the reasons why slavery died out in New England and continued to grow in the southern colonies. At the conclusion of the above read-aloud, teacher and student will explore these issues based on previous knowledge, and refer to textbooks, films, and other literature to clarify these topics. As a conclusion to this lesson, it is recommended that the teacher read aloud a book entitled A Williamsburg Household, by Joan Anderson. The book contains full-color photographs taken at Colonial Williamsburg in Virginia. Through narration and dialogue, the reader learns about the interdependence of whites and blacks in running a typical southern colonial household. The book is especially meaningful because it helps the reader to understand how blacks developed ways to preserve their culture while being forced into lives of endless labor.

3. At the conclusion of this lesson, students will use their background knowledge to compare the lives of Indians and slaves in the eighteenth century. The class will be divided into two groups, with each group representing either the Indians or the slaves. At the conclusion of this activity, students from each group will elect a representative to report on their findings. The teacher should read a poignant book that tells how

African Americans and Indians helped each other entitled Dancing with the Indians, by Angela Shelf Medearis. The book is the true story of a runaway slave who is accepted into the Seminole tribe.

Resources for Lesson 4:

Anderson, Joan. A Williamsburg Household. (New York: Clarion Books).

Bulla, Clyde Robert. Charlie's House. (New York: Alfred A. Knopf).

Medearis, Angela Shelf. Dancing With the Indians. (New York: Holiday House).

Lesson 5: Native American Culture Continues to Change

Objectives: The student will be able to:

1. empathize with the effect of exploration and colonization on the Native American people.

Description of lesson/activities:

1. As students prepare to learn about the monumental events of the late eighteenth century that created the cultural framework for our country as we know it today, it seems appropriate to reflect on what has happened to Indians in North America up to this point.

2. Simon Ortiz has written a simple yet provocative book for children entitled The People Shall Continue. The book is an epic story of Native American People, from the creation to the present day. The teacher should read the book aloud, and discuss it with students. No formal questions have been prepared to go along with the reading because the text speaks for itself and will certainly evoke feelings of empathy and respect for what has happened to Native Americans since the fifteenth century. Each teacher is encouraged to use the reading in whatever way he/she sees fit.

Resource for Lesson 5:

Oritz, Simon. The People Shall Continue. (San Francisco, CA: Children's Book Press).

Resources for Unit III:

Behrens, June and Pauline Brower. Colonial Farm. (Chicago, IL: Children's Press).

Hakim, Joy. Making Thirteen Colonies: A History of US. (New York: Oxford University Press).

McGovern, Ann. . . . If You Lived in Colonial Times. (New York: The Four Winds Press).

Tunis, Edwin. Colonial Craftsmen, and the Beginnings of American Industry. (New York: The World Publishing Company).

Tunis, Edwin. Colonial Living. (New York: The World Publishing Company).

A Sourcebook On Colonial America Series Governing and Teaching
Battles In A New Land
The Arts and Sciences
Daily Life
American Albums from the Collections of the Library of Congress

Dennis Brindell Fradin. Series of books devoted to early colonies. (Chicago, IL: Children's Press).
The Connecticut Colony; The Georgia Colony; The Maryland Colony; The Massachusetts Colony; The New Hampshire Colony; The New Jersey Colony; The New York; Colony; The North Carolina Colony; The Pennsylvania Colony; The Virginia Colony.

Historical Fiction:

Avi. Encounter At Easton.
Avi. Night Journeys.
Baker, Betsy. Little Runner of the Longhouse.
Bulla, Clyde. John Billington, Friend of Squanto.
Clapp, Patricia. Constance.
Clapp, Patricia. Witches Children.
Collier, Charles and John Collier. The Winter Hero.
Edmonds, Walter. The Matchlock Gun.
Field, Rachel. Calico Bush.
Fleishman, Paul. Saturnalia.
Fritz, Jean. Early Thunder.
Latham, Jean. This Dea Bought Land.
Monjo, F.N. The Secret of the Sachem's Tree.
Newton, Robert. Fawn.
Perkins, Lucy. Colonial Twins of Old Virginia.

Petry, Ann. Tituba of Salem Village.
Richter, Conrad. The Light In the Forest.
Rockwood, Joyce. Groundhog's Horse.
Speare, George. The Sign of the Beaver.
Speare, George. The Witch of Blackbird Pond.
Tripp, Valerie. Meet Felicity.

Games, etc.:

Made For Trade, A Game of Early American Life. Aristoplay, Ltd., P.O. Box 7645, Ann Arbor, MI 48107

American Family of the Colonial Era, Paper Dolls in Full Color. Dover Publications, Inc., 31 East 2nd Street, Mineola, NY 11501.

American Family of the Pilgrim Period, Paper Dolls in Full Color. Dover Publications, Inc., 31 East 2nd Street, Mineola, NY 11501.

Films:

Colonial Children

Authentically recreated farm life in seventeenth-century New England. Films show how colonists made their clothing and utensils, and how children received schooling and religious education at home (Encyclopedia Britannica Inc.).

Colonial America: The Beginnings

Presents the settling of America, trials and successes of the colonists, and significant features marking the early days of colonization in the New World.

Unit IV: What Was the American Revolution? 1760-1836

Content to be Covered:

1. Many reasons existed for the American Revolution and the independence that came from it.

2. The Declaration of Independence was only a beginning. Freedom would not come to many until much later in American history. Even though the Declaration of Independence stated that "all men are created equal," slavery continued.

3. The American Revolution affected people in different ways; some became heroes, while other ordinary lives were affected in extraordinary ways.

4. The United States Constitution was an integral part of the American Revolution, creating the national government which secured and protected the freedoms fought for by the patriots.

Teacher Rationale:

This unit introduces the students to the basic causes, experiences, and outcomes of the American Revolution and the creation of a new government. The lessons focus on the concepts of freedom and independence, demonstrating how they affected many people in different ways. The unit ends with a lesson on the Constitution; students should understand that this document and the new nation that it created are the ultimate outcomes of the Revolution and the results of all of the efforts for freedom and independence.

Table of Contents:

Lesson 1: Understanding Freedom and Independence

Objectives: The student will be able to:

1. develop their own definition of the word "freedom."

2. tell in their own words why the colonists felt that they should be independent of British rule.

Description of lesson/activities:

1. The teacher will direct the students to look up the word "freedom" in a dictionary and in a thesaurus. The students should be encouraged to use more than one kind of dictionary, so that they can see the variety of ways that definitions are written. The teacher should point out that repeatedly the students will read the word "independence" as a synonym for "freedom."

2. The phrase "Freedom means:" should be written on the board. All of the synonyms that are found should be listed below. Students should then be encouraged to create a new list under the phrase, "Freedom is like:" This should encourage discussion of the real meaning(s) of the word.

3. There are many sources a teacher may use to share information about the causes of the American Revolution, including texts, filmstrips, films, and videos. Among the videos, Countdown to Independence: Causes of the American Revolution (Rainbow, 1993) is a good example that quickly covers the major events leading up to the writing of the Declaration of Independence. Regardless of the resources used, students should be able to trace basic reasons for the movement toward independence from British rule and to tie this movement back to the definition of "freedom" they developed.

4. The teacher may share parts of all of the Declaration of Independence with the students. Since later CROSSROADS lessons in middle school will review the document in detail, this level need only understand its major purpose, not the many reasons listed for independence. Students should discuss in detail the "truths" that are held to be "self-evident"; these should be understood and again compared to the definitions of freedom above.

Lesson 2: The Promise of the Declaration of Independence

Objectives: The student will be able to:

1. understand that at the time of the writing of the Declaration of Independence the promise of "unalienable rights" did not apply to African Americans.

2. understand that enslavement of African Americans existed at the end of the Revolutionary War.

3. understand that many free African Americans fought for the colonies in the American Revolution.

Description of lesson/activities:

1. There are several sources of information about African Americans in the American Revolution. Black Heroes of the American Revolution, by Burke Davis could be read to students or may be read by them. This gives accounts of many different African Americans.

2. Students should discuss how "life, liberty, and the pursuit of happiness" did not apply to all Americans at the time of the Revolution. Either in groups or individually, students could suggest how the Declaration of Independence might be worded to include all Americans.

Resource for Lesson 2:

Davis, Burke. Black Heroes of the American Revolution. (New York: Harcourt Brace Jovanovich, 1976).

Lesson 3: People of The American Revolution in Fact and Fiction

Objectives: The students will be able to:

1. recognize the major events of the American Revolution.

2. understand what life was like for those who lived during the American Revolutionary Period, as portrayed in fictional accounts.

Description of lesson/activities:

1. A broad range of resources exist for teaching the American Revolution. Students will find the primary sources in The Revolutionary War: A Sourcebook, by Carter Smith, very accessible. Students should have a basic understanding of the events of the war before continuing with this lesson.

2. The teacher should create a bookshelf of historical fiction and trade books on the American Revolution. Some titles for the shelf are listed in the book list below. The students should choose individual books from the prepared collection to read. Students should be given an opportunity to report on the books they have read.

3. During this project, the teacher might read a chapter each day, from the book If You Were There in 1776, by Barbara Brenner. The teacher and the class could discuss the book at the end of each chapter.

Book List:

The following books should be included in the collection:

- The Corduroy Road, by Patricia Edwards Clyne
  Tib helps an American soldier to West Point during the Revolutionary War.

- Samuel's Choice, by Richard Berieth
  Samuel, a young slave in Brooklyn, must choose between helping the rebel colonists escape from the British and obeying his arrogant master.

- Rabbits and Redcoats, by Robert Newton Peck
  Vermont farm boys secretly join Ethan Allen's raid against the British-held Fort Ticonderoga, which everyone hopes will become the first American victory of the Revolutionary War.

■ This Time, Tempe Wick, by Patricia Lee Gauch
Discover how clever Tempe protects her best horse, Bon, and her sick mother from renegade Revolutionary Soldiers.

■ I Am Regina*, by Sally M. Keehn
Regina, captured by the Delaware Indians in 1756, journeys through terror, life threatening danger, and near-starvation to find love and acceptance in a new life, only to have that threatened by a new enemy.

■ The Ice Trail*, by Anne Elliot Crompton
Tanial remembers when his name was Daniel before he went to live with the Indians.

■ My Brother Sam is Dead*, by James Lincoln Collier
Tim's parents are Tories and his brother is a patriot, but what will Time be?

■ Sarah Bishop*, by Scott O'Dell
Sarah hates the Revolution after a raid destroys her farm.

■ Mr. Revere and I*, by Robert Lawson
Sheherazade, Paul Revere's horse, tells his side of the famous ride.

■ Saturnalia*, by Paul Fleischman
William, a Narraganset captured by the Puritans and indentured to a Boston printer, adapts to his new culture while never ceasing to search for his old one.

* More challenging books for better readers

Lesson 4: The Places of the American Revolution

Objectives: The students will be able to:

1. locate many of the sites that commemorate the events of the American Revolution.

2. understand how to obtain information about those sites.

3. understand how to create an informative booklet for visitors who might like to visit those sites.

Description of lesson/activities:

1. The teacher should read to the class about places that commemorate the American Revolution from the book, Historic Places of Early America.

2. The class will brainstorm as to how to go about getting the addresses of organizations that care for the sites. This activity could be tied to a lesson on how to write a business letter. Letters could be written to the groups asking for brochures or further information about the site.

3. After the information is received, the class could work together to design a booklet that will tell about the sites. The booklet should include a map showing the location of the sites. Each write-up should tell about what part the site played in the American Revolution. These booklets could be displayed in the library.

Lesson 5: The United States Constitution

Objectives: The student will be able to:

1. recognize that the process of creating the United States Constitution was an integral part of the American Revolution.

2. understand the basic form of the Constitution and how it was created.

3. describe the form of government created by the Constitution.

Description of lesson/activities:

1. Students should learn from this lesson that the freedoms discussed in the first lesson of this unit were secured by the creation of a stable, successful form of national government. Much of the sophisticated concepts associated with the Constitution are introduced in the CROSSROADS middle-school curriculum; the purpose of this lesson is to explain the basic premises of this document.

2. Many resources might be used to explain the efforts of the Founding Fathers as they labored in Philadelphia to draft the Constitution. Students will enjoy the information found in Shh! We're Writing the Constitution, by Jean Fritz, which focuses on the people involved in the Constitutional Convention. Another good resource for students is Our Independence and Constitution, by Dorothy Canfield Fisher. Students should be able to recognize the contributions made by key individuals such as James Madison.

3 Additional resources should be used to explain the format of the Constitution and the government it created. Although an easy reading book, Peter Spier's We The People: The Constitution of the United States of America is a clear introduction to this topic; Our Constitution, by Linda Johnson, is also very accessible. Students should understand the three branches of government, the system of checks and balances, and the process of amending the Constitution. These are difficult concepts that often require direct teacher instruction, but are necessary to understand future CROSSROADS units and lessons.

Resources for Unit IV:

Brenner, Barbara. If You Were There in 1776. (New York: Bradbury Press, 1994).

Brownstone, David M. Historic Places of Early America. (New York: Macmillan Publishing Co., 1989).

Davis, Burke. Black Heroes of the American Revolution. (New York: Harcourt Brace Jovanovich, 1976).

Fisher, Dorothy Canfield. Our Independence and Constitution.

Fritz, Jean. Shh! We're Writing the Constitution. (New York: Putnam, 1987).

Hakim, Joy. From Colonies to Country. (New York: Oxford University Press, 1993).

Hakim, Joy. The New Nation. (New York: Oxford University Press, 1993).

Johnson, Linda. Our Constitution.

Spier, Peter. We The People: The Constitution of the United States of America. (New York: Doubleday, 1987).

Zeman, Anne and Kate Kelly. Everything You Need to Know about American History (New York: Scholastic Books, 1994).

Unit V: The Ambiguous Democracy in America: 1800 -1848

Content to be Covered:

1. In this period of history there was westward expansion. The story of westward expansion is written on the many trails leading west. Daring trail blazers and pioneers set out to find out about the territories purchased or gained through treaties.

2. The growth of the United States can be traced through the policies and interactions of the presidents starting with George Washington.

Teacher Rationale:

This unit concerns the study of America between the years of 1800 and 1848. the students will use research skills to discover that it took a while for the new country to get started.

The unit focuses on westward expansion. One lesson examines the Lewis and Clark expedition, while a second gives a chronological overview of expansion through a review of the territories and states added during each presidential term.

Table of Contents:

Lesson 1: The Lewis and Clark Expedition

Objectives: The student will be able to:

1. recognize that, beginning with the Louisiana Purchase, the new United States expanded westward.

2. describe the adventures and hardships faced by explorers such as Meriwether Lewis and William Clark.

Description of lesson/activities:

1. The teacher should demonstrate on a map the size of the United States at the end of the American Revolution, extending from the Atlantic Coast to the Mississippi River. Comparing this to the current continental U.S., students can infer the westward growth of the nation. While this lesson focuses on the Louisiana Purchase, the teacher may wish to follow it with additional information about the additions of the Oregon Territory, Texas, the Mexican Cession, and the Gadsden Purchase.

2. In describing the purchase of Louisiana by President Jefferson, the teacher should emphasize the extent of the territory and its largely unknown qualities. The subsequent Lewis and Clark Expedition should be treated as an exciting adventure of exploration. Many appropriate resources are available for this lesson. Off the Map: The Journals of Lewis and Clark, by Delia Ray, reviews these important primary resources, edited for young readers. Lewis and Clark: Explorers of the American West, by Steven Kroll, shows the route that was followed by the expedition through excellent pictures. Videos such as The Lewis and Clark Expedition (United Learning, 20 minutes) combines re-creations and illustrations for the same purpose.

3. Students should learn about the purposes of the expedition, the natural obstacles faced along the route, and the encounters with Indians, including Sacajawea. Culminating activities might include the following:

   - writing a final report to President Jefferson about the journey from Lewis and Clark's point of view.

   - describing an encounter with Lewis and Clark from an Indian's point of view.

   - Drawing pictures or maps of the important natural obstacles encountered by the expedition.

Resources:

Kroll, Steven. Lewis and Clark: Explorers of the American West. (Holiday House, 1994) (ISBN 0-8234-1034-X).

Roop, Peter. Off the Map: The Journals of Lewis and Clark. (Walker, 1993) (ISBN 0-8027-8207-8).

Lesson 2: From Washington to Lincoln

Objectives: The student will be able to:

1. recognize the growth of the country from the term of President Washington through the term of President Lincoln.

2. identify the states and territories added to the United States prior to the Civil War.

Description of lesson/activities:

1. This research project can be done in the library or in class if sufficient resources are available. Students will need access to information about the first sixteen presidents to complete the assignment.

2. The teacher will distribute the accompanying booklets to the groups or individuals in the class. Students will be directed to find information about the dates for each term in office and the names of territories and states added during each term.

3. This is an independent project. The teacher will encourage the students and help them to get research materials to complete the work. Completed booklets may be graded or used to complete activities listed below.

4. Using the information found in the booklets, students may:

    - identify on desk or wall maps the dates that states entered the union.

    - create a time line, showing both presidential terms and the dates that territories and states were added to the nation.

    - rank the presidents by the number of states added during each term (the results will be surprising).

Resources:

Clements, Gillian. Great Inventors. (New York: Alfred A. Knopf, 1994).

Fisher, Leonard Everett. Tracks Across America. (New York: Holiday House, 1992).

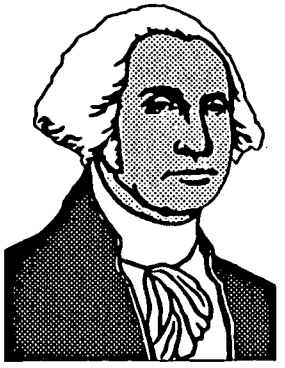
Hakim, Joy. Liberty for All? (New York: Oxford University Press, 1994).

Hakim, Joy. The New Nation. (New York: Oxford University Press, 1994).

King, David et.al. United States History. (MA: Addison-Wesley Reading, 1986).

Rubel, David. Encyclopedia of the Presidents. (New York: Scholastic Books, 1994).

The Growth of
The United States of America
from
Washington to Lincoln

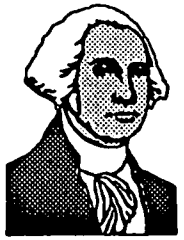
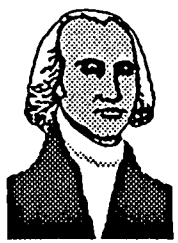


Researched and recorded

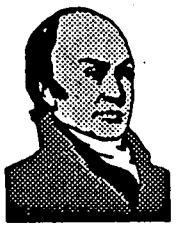
by

Student Name: _____

Name _____ Date _____ *A Crossroads Resource*

President	Dates of Term	New Territories and New States of the United States
 1. George Washington	from: _____ to: _____	
 2. John Adams	from: _____ to: _____	
 3. Thomas Jefferson	from: _____ to: _____	
 4. James Madison	from: _____ to: _____	

N_____ Date _____ *A Crossroads Resource*

President	Dates of Term	New States of the United States
 5. James Monroe	from: _____ to: _____	
 6. John Quincy Adams	from: _____ to: _____	
 7. Andrew Jackson	from: _____ to: _____	
 8. Martin Van Buren	from: _____ to: _____	

Name _____ Date _____ *A Crossroads Resource*

President	Dates of Term	New States of the United States
 9. William Henry Harrison	from: _____ to: _____	
 10. John Tyler	from: _____ to: _____	
 11. James K. Polk	from: _____ to: _____	
 12. Zachary Taylor	from: _____ to: _____	

Name _____ Date _____ *A Crossroads Resource*

President	Dates of Term	New States of the United States
 13. Millard Fillmore	from: _____ to: _____	
 14. Franklin Pierce	from: _____ to: _____	
 15. James Buchanan	from: _____ to: _____	
 16. Abraham Lincoln	from: _____ to: _____	

Unit VI: "Now We Are Engaged in a Great Civil War": 1848 - 1880

Content to be Covered:

1. The causes of the American Civil War came about over a period of time. A different way of life existed in the South than in the North. Though slavery was the root of the problem, it was not the whole problem.

2. When Abraham Lincoln was elected, southern states began to secede from the Union. The confederacy was born. The country went to war.
3. President Lincoln was a most remarkable president for a most remarkable period in history.

4. There are many heroes of the Civil War period, and the war affected the lives of many Americans in many ways.

5. At the end of the Civil War the Union was saved, slavery ended, but the problem of freedom for all still existed. Segregation separated the races in the South.

Teacher's Rationale:

This unit covers the period of time leading up to the Civil War, the war itself, and the implementation of segregation after Reconstruction. The students should recognize the fight against slavery was only one part, but an important one, in the series of events that culminated in the Civil War. While the thirteenth Amendment prohibited slavery after the war, segregation replaced it as a social and economic fact in the South.

Students were introduced to slavery, Abraham Lincoln, and segregation in the primary grade lessons of CROSSROADS. The lessons in this unit build on the understandings already taught and more fully develop the story and the chronology of these years.

Table of Contents:

Lesson 1: Slavery and the Underground Railroad

Objectives: The student will be able to:

1. describe slavery as practiced on plantations in the South prior to the Civil War.

2. explain the goals and methods of the abolitionist movement.

3. describe the work of the Underground Railroad.

Description of lesson/activities:

1. Slavery has been introduced as a topic in earlier units of the CROSSROADS curriculum. To emphasize the horrors of slave life, the teacher should choose and read to the class segments from To Be a Slave, by Julius Lester. This collection of primary sources is a powerful description of slavery; the teacher should give students an opportunity to react to these descriptions in some oral, written, or art format.

2. Students should know that people called abolitionists wanted slavery to end immediately, and worked in different ways to bring this about. This lesson focuses on one group of abolitionists, those who ran the Underground Railroad, but others such as Frederick Douglass and William Lloyd Garrison could also be studied by the class.

3. There are many good resources for students on this topic. Among the most accessible for research and discussion is If You Travelled on the Underground Railroad, by Ellen Levine. Although primary students have already been introduced to Harriet Tubman in the CROSSROADS primary grade lessons, the following books are also very useful: Harriet Tubman and the Underground Railroad, by Dan Elish; Freedom Train: The Story of Harriet Tubman, by Dorothy Sterling.

4. Students should be asked to view the Underground Railroad from the following points of view: an abolitionist; a slave; a plantation owner. Students may role play these three views or write out skits or debates on this topic.

Lesson 2: The People of the Civil War

Objectives: The student will be able to:

1. describe the major events and individuals of the Civil War.

2. recognize the effects of the war on all those involved.

Description of lesson/activities:

1. A variety of print and non-print resources can be used to teach the events leading up to the Civil War, the major battles of that war, and the war's outcomes. While these facts are necessary for an understanding of the rest of the lesson, they should not be its primary focus.

2. No study of the Civil War is complete without a discussion of Abraham Lincoln. Lincoln is introduced to students in earlier CROSSROADS curriculum, but can be reviewed with the help of good resources. Every student should have access to Lincoln: A Photobiography, by Russell Freedman, a biography that traces the president's life through text and remarkable photographs.

3. Students should examine the Civil War through the eyes of those most closely involved in it. Photographs and other primary sources should play an important part of either direct instruction or student research on this topic. Photographs of common soldiers play an important part in Behind the Blue and the Gray: The Soldier's Life in the Civil War, by Delia Ray. The war is described in the soldiers' own words in such books as Voices from the Civil War, by Milton Meltzer, and Bull Run, by Paul Fleischer. All of the above sources show both Northern and Southern soldiers. African-American soldiers and their role in the war are described in Civil War Soldiers, by Catherine Reef. There is no more visually appealing resource on the Civil War than Ken Burns' PBS series on the Civil War; this can be made useful to students at this age by carefully selecting short segments that demonstrate the war's effects on individuals, both soldiers and civilians. Footage from Hollywood movies such as Gettysburg and Glory, both available in videotape editions, also graphically demonstrates the effect of the war.

4. Students should demonstrate their understanding of the war by writing letters to each other. Assign a role to each student (a Southern soldier, a mother on a farm in Ohio, etc.) and have each student write a letter to a relative describing the effects of the war that they have personally felt. Alternatively, students could read letters aloud and the class could write back, keeping the role assigned earlier.

5. The teacher should close this lesson with an account of the assassination of Abraham Lincoln. Information can be shared from Freedman's biography of Lincoln or Burns' video series (see above); additional pictures and information can be found in The Assassination of Abraham Lincoln, by Robert E. Jakoubek.

Lesson 3: After the Civil War: Segregation

Objectives: The student will be able to:

1. explain the purposes of the Emancipation Proclamation and the Thirteenth Amendment to the United States Constitution.

2. understand the concept of segregation and recognize the effects it had on people in the South.

Description of lesson/activities:

1. Students should understand that Lincoln's Emancipation Proclamation had little effect on slavery; it was the passage and ratification of the Thirteenth Amendment that ended slavery in the United States. In the South during Reconstruction, however, attempts were made to limit the social and economic effects of the end of slavery.

2. Students should develop a definition of "segregation" with the help of a dictionary and examples from the teacher. For instance, students learned in earlier grades about Rosa Parks and segregation on buses. The teacher should supply additional examples.

3. The teacher should demonstrate how to make a collage. Explain to the class that they will be making a "Segregation Collage," showing pictures of people being separated from others solely because of their race, religion, or ethnic background. Students should find pictures or draw them, showing how segregation separates people. The teacher should keep the finished collage and display it when, in Unit XI, students learn about the Civil Rights movement beginning in the 1950s.

4. Students should write out or orally share their feelings about segregation. Sentence strips about their feelings could be added to the collage.

Resources:

Elish, Dan. Harriet Tubman and the Underground Railroad.

Fleischer, Paul. Bull Run.

Freedman, Russell. Lincoln: A Photobiography. (Clarion, 1987).

Hakim, Joy. War, Terrible War. (New York: Oxford University Press, 1994).

Hamilton, Virginia. Many Thousands Gone. (New York: Alfred A. Knopf, 1993).

Jakoubek, Robert E. Assassination of Abraham Lincoln.

King, David C., et al. United States History. (Boston: Addison-Wesley Publishing Co., 1986).

Lester, Julius. To Be a Slave. (Scholastic Press, 1968).

Levine, Ellen. If You Travelled on the Underground Railroad. (Scholastic Press, 1988).

Meltzer, Milton. Voices from the Civil War. (Crowell, 1989).

Ray, Delia. Behind the Blue and the Gray: The Soldier's Life in the Civil War. (Lodestar, 1991).

Reef, Catherine. Civil War Soldiers.

Richards, Kenneth. The Gettysburg Address. (Chicago: Children's Press, 1992).

Robertson, James I. Civil War! (New York: Alfred A. Knopf, 1992).

Sterling, Dorothy. Freedom Train: The Story of Harriet Tubman.

Zeman, Anne and Kate Kelly. Everything You Need to Know about American History. (New York: Scholastic Books, 1994).

Unit VII: "What, Then, Is This American?" 1865-1900

Content to be Covered:

1. Segregation changes the South after the Civil War.
2. Western expansion affected both settlers and Indians.
3. The Transcontinental Railroad changed America.
4. Cities grew through the effects of changes in transportation, industry, and immigration.

Teacher's Rationale:

The focus of this unit is on the immediate changes in America following the Civil War. Students will examine how our nation changed as an outcome of the war as well as how technology and transportation helped us grow.

Literature appropriate for this age has been utilized often to enhance the learner's experience and spark new interest in history. There are many appropriate books for this time period. Suggestions for a classroom library are included with many of the lessons.

Table of Contents:

Lesson 1: How Did the Transcontinental Railroad Affect the Settlers?

Objectives: The student will be able to:

1. identify the advantages of railroad travel over travel by wagon.

2. determine how these advantages helped bring more people to the West.

Description of lesson/activity:

1. The teacher should explain that a Transcontinental Railroad, stretching from the east coast to the west coast, was built to transport people, supplies, and food across the United States. Resources such as All Aboard! The Story of Passenger Trains, by Phillip Ault, may be used to add pictures and other information to the discussion. The May, 1980, issue of Cobblestone Magazine is also devoted to the Transcontinental Railroad.

2. Students should be asked to first identify the problems with wagon travel, then identify the advantages of rail travel. Brainstorming lists may be written on the board.

3. Students should discuss with the teacher how rail travel helped to develop the West, making sure to include: speed, comfort, safety, and employment.

4. Another source of information about travel on the Transcontinental Railroad is Across America on an Immigrant Train, by Jim Murphy. The teacher may read significant portions of this story to the class, individual students could report on the book, or the whole class could read it together.

5. As a culminating activity, students should create advertisement posters for rail travel which express advantages of traveling by train. The teacher may give examples of such advertising, using Locomotive Advertising in America. For example, students may hang their advertisements around the room.

Resources for Lesson 1:

Ault, Phillip H. All Aboard! The Story of Passenger Trains. (New York: Mead Publishers, 1976).

McCready, Albert L. Railroads in the Days of Steam. (New York: American Heritage Publishing Company, 1960).

Murphy, Jim. Across America on an Immigrant Train. (New York: Clarion Books, 1993) (ISBN 0395633907).

Lesson 2: How Did the Transcontinental Railroad Affect Indians?

Objectives: The student will be able to:

1. recognize that the Plains Indians depended upon buffalo for food and clothing to survive.

2. determine how the railroad helped to destroy the buffalo to near extinction.

3. summarize how the depletion of the buffalo would affect the Plains Indians.

Description of lesson/activity:

1. Students should review literature about the Plains Indians that identifies their need for buffalo to survive, such as Indians of the Plains, by Sally Sheppard.

2. The teacher should explain to students that the new railroad crossed the buffalo territory. Ask students what might happen if buffalo were on the tracks; discuss how this could affect both the railroad and the Indians.

3. The teacher should describe how railroad companies hired people to shoot buffalo to keep them off the tracks and then to feed workers. Eventually, settlers got in on the act as a sport to take home furs and trophies (heads) for their walls. This kind of reckless killing almost wiped out the buffalo on the Plains.

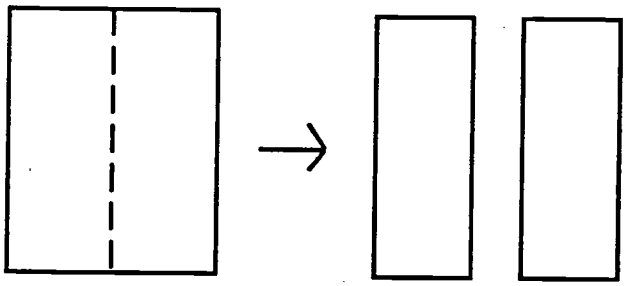
4. As a culminating activity, students should create comic strips showing the cause/effect relationship between the railroad, buffalo, and Indians. The students should show how the railroads began killing the buffalo, and the Indians had fewer buffalo to hunt, making their lives more difficult. A comic strip directions sheet is included for teacher reference.

Resource for Lesson 2:

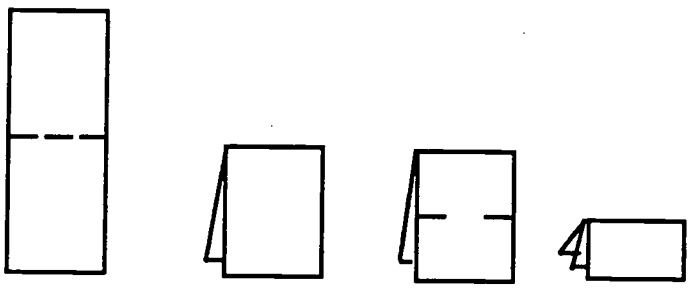
Sheppard, Sally. Indians of the Plains. (New York: Franklin Watts, 1976) (ISBN 0531008479).

How to Make Comic Strips

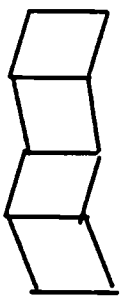
1. Cut a piece of 8 1/2" by 11" white paper in half lengthwese



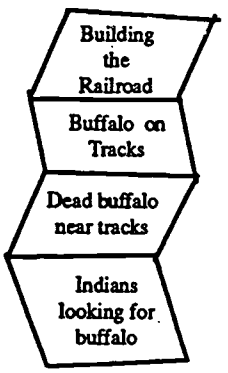
2. Fold each strip in half, then in half again.



3. Open the paper and four cells for scenes are ready to be created.



4. Example of cause/effect comic strip.



Lesson 3: How Did the Cattle Industry Influence Life in the West?

Objectives: The student will be able to:

1. understand what function cowboys served in western states such as Texas after the Civil War.

2. identify ways life was changing in the West.

Description of lesson/activity:

1. Students should read about the lives of cowboys in Texas. Good resources for student use are Cowboys of the West, by Russell Freedman; Cowboys, by Ubet Tomb; and Cowboy: An Album, by Linda Granfield. The teacher may supplement these with other available sources.

2. The teacher should lead a class discussion on the role of the cowboy in changing lifestyles in the west. The following ideas are key:

   - The importance of cattle for food as well as for their hides placed heavy demand for cattle all over the U.S.

   - Cattle needed to be driven north to the railroads for shipping.

   - A certain type of person (cowboy) was needed to transport the cattle to the railroads.

Resources for Lesson 3:

Freedman, Russell. Cowboys of the Wild West. (New York: Scholastic Inc, 1985) (ISBN 0590475657).

Granfield, Linda. Cowboy: An Album. (New York: Ticknor and Fields, 1994) (ISBN 0395684307).

Tomb, Ubet. Cowboys. (Santa Barbara, CA: Bellerophon Books, 1994) (ISBN 0883881144).

Lesson 4: Great Inventors

Objectives: The student will be able to:

1. identify several prominent inventors of the late ninteenth century and describe what they invented.

2. explain the importance of inventions to the rise of industry and the changing ways of life in the United States.

Description of lesson/activities:

1. The teacher may wish to approach this topic as a whole class instruction or as a research project. See below for both possibilities.

2. A whole class activity should center around the life and inventions of Thomas Alva Edison. Many accessible biographies on this famous inventor are in print. Students should read about the incandescent electric light bulb, the phonograph, and other Edison inventions and patents. As a culminating activity, students should write a description of what life might be like without these inventions.

3. A research activity should cover more of the famous inventors of the period, including Henry Ford, Alexander Graham Bell, and the Wright Brothers. Oral reports, posters, or other displays of inventions could be culminating activities for this research.

4. The teacher may also wish to describe less well known inventors of the period. Students may find resources such as African-American Inventors, by Patricia and Fredrick McKissack, and Black Pioneers of Science and Invention, by Louis Haber, appropriate sources of information.

Lesson 5: Immigrants Come to America

Objectives: The student will be able to:

1. describe the hardships faced by immigrants coming to the United States.

2. explain the reasons people came to the United States from all over the world.

3. understand the feelings associated with being an immigrant.

Description of lesson/activities:

1. Students should be able to describe their knowledge of immigration gained from the primary grades CROSSROADS lessons. A book used in second grade, Ellis Island: New Hope in a New Land, by William Jay Jacobs, is also appropriate at this level to supplement texts and discussion.

2. A variety of books are available for students to read about immigration, both during this time period and more recently. Students could choose to read one or the teacher could read one to the class. Discussion of these books should center around the common concerns faced by immigrants. Who Belongs Here? An American Story, by Margy Burns Knight, is a picture book that can be used to bring such a discussion together.

3. Students should be encouraged to bring photographs or other artifacts of their immigrant ancestors to class. While not all may be able to do so, the collection that is brought to class will show the breadth of the immigrant experience. If put on permanent display, each picture or artifact should be identified with a label that tells the name of the student, the relationship of the immigrant to the student, and the nation of origin. Recent immigrants can bring in pictures of their parents (or themselves).

4. The classroom may be transformed into the hold of a ship for an "Immigration Day." Students can be assigned or select a nation to represent, coming to class that day dressed as a person immigrating from that nation. Folk songs may be sung, ethnic foods eaten, and the teacher could "process" students as they enter Ellis Island. Such an activity relies heavily on the imagination of the teacher and the students.

Unit VIII: "Waves of Reform" 1800s to 1921

Content to be Covered:

1. The late nineteenth and early twentieth centuries were a time of political and social change in America.

2. Individuals such as Theodore Roosevelt, Jane Addams, Booker T. Washington, and Woodrow Wilson were leaders in this period that helped change and improve the nation.

Teacher's Rationale:

The time period covered by this unit encompasses a changing America. The nation faced many challenges in the latter half of the nineteenth century and many individuals became part of the "wave of reform" that swept the nation. Students at this level should be introduced to the idea of reform and a few of the people who led reform in this country.

Table of Contents:

Lesson 1: Getting to Know Theodore Roosevelt, Jane Addams, Booker T. Washington, and Woodrow Wilson.

Objectives: The student will be able to:

1. define reform and give examples of political and social reform.

2. demonstrate how a major reformer made significant changes in America in the late nineteenth or early twentieth centuries.

Description of lesson/activity:

1. The teacher should ask students to brainstorm a list of changes that can be made by people. At first, no attempt should be made to differentiate between positive and negative changes. Once the list is complete, the teacher should ask students to go through it again, identifying the effects of the changes. Students should note people and groups who might be positively or negatively affected by the changes on the list. The teacher should point out that rarely is a change good or bad for all people.

2. The teacher or individual students should then share with the class a definition of "reform." Students could then be asked to give specific examples of reforms, or they could go back through the brainstormed list, identifying whether or not the changes on their lists were reforms.

3. Students should then be assigned to one of four groups which will each research one reformer. Each group will be assigned to study the life and work of either Theodore Roosevelt, Jane Addams, Booker T. Washington, or Woodrow Wilson. The teacher may introduce or review any research skills needed to complete the assignment; this may depend on the amount of time allotted to the assignment and the number of resources available to the students. Students should also be aware of the group processing and cooperative learning skills necessary to work together on a group project.

4. At a minimum, groups ought to be assigned to gather information on the personal lives, objectives, achievements, and challenges facing each of the four reformers. Information may be gathered from available encyclopedias, textbooks, and library books. A few appropriate titles are listed as resources, but teachers will want to supplement these with their own titles.

5. Groups may report to the class about their reformer in several ways:

   - Groups may create posters or murals to hang around the room that show what they have learned.

   - Groups may role-play significant events in the lives of their reformers which describe their important accomplishment and challenges.

   - Groups may give oral reports or employ technology using videotapes or hypercard presentations to report their information.

6. The class should conclude this activity with a discussion of the similarities and differences between the objectives and the accomplishments of these four reformers. The teacher may wish to review the brainstormed list from the beginning of this lesson to determine the extent to which the class predicted the efforts of these reformers.

7. Should the teacher wish to add more reformers to the list, both W.E.B. Du Bois and Susan B. Anthony would appropriate.

Resources for Lesson 1:

The following titles are a representative list of resources for student research:

On Theodore Roosevelt:

Beach, James C. Theodore Roosevelt. (Champaign, IL: Garrard Publishing Co, 1960).

Cavanah, Frances. Adventure in Courage: The Story of Theodore Roosevelt. (Chicago: Rand McNally & Co, 1961).

Force, Eden. Theodore Roosevelt. (New York: Franklin Watts, 1987).

Foster, Genevieve. Theodore Roosevelt. (New York: Charles Scribner & Sons, 1991).

Fritz, Jean. Bully For You, Teddy Roosevelt. (New York: G.P. Putnam & Sons, 1991).

Garraty, John A. Theodore Roosevelt: The Strenuous Life. (New York: American Heritage, 1967).

On Jane Addams:

Grant, Matthew G. Jane Addams: Helper of the Poor. (Chicago: Children's Press, 1974).

Keller, Gail Faithful. Jane Addams. (New York: Crowell, 1971).

Kittredge, Mary. Jane Addams. (New York: Chelsea House, 1988).

Johnson, Ann Denegan. The Value of Friendship: The Story of Jane Addams. (LaJolla, CA: Value Communications, 1979).

McPherson, Stephanie Sammartina. Peace and Bread: The Story of Jane Addams. (New York: Carolrhoda Books, 1993).

Meigs, Cornelia Lynde. Jane Addams: A Pioneer for Social Justice. (New York: Little Brown, 1970).

On Booker T. Washington:
Graham, Shirley. Booker T. Washington. (New York: Julian Messner, Inc., 1955).

McKissock, Patricia and Fred McKissock. The Story of Booker T. Washington. (Chicago: Children's Press, 1991).

Wise, William. Booker T. Washington. (New York: Putnam, 1968).

On Woodrow Wilson:
Leavell, J. Perry, Jr. Woodrow Wilson. (New York: Chelsea House, 1987).

Pearce, Catherine Owens. The Woodrow Wilson Story: An Idealist in Politics. (New York: Crowell, 1963).

Randolf, Sallie G. Woodrow Wilson, President. (New York: Walker, 1992).

Lesson 2: Drawing Conclusions about Reform

Objectives: The student will be able to:

1. review knowledge about reform in the late nineteenth and early twentieth century.

2. apply this knowledge to a modern problem.

Description of lesson/activity:

1. The teacher should review the variety of political and social problems faced during the lives of Theodore Roosevelt, Jane Addams, Booker T. Washington, and Woodrow Wilson, and ask students to explain the actions taken by each of these reformers to change conditions for the better.

2. The teacher should then ask the class to list current political and social problems. From a list on the board, the teacher should ask students to prioritize these problems and choose one to three that they believe are the most pressing problems of the day.

3. The rest of this activity may either be done as a whole class activity or by students in small groups. Students should choose an important current problem and act as a group of reformers to try to develop solutions to that problem. Their task should be to study the problem, develop a series of alternative actions to solve the problem, and choose the best alternative. Students could choose to create posters to describe the problem and solutions they have chosen or they could write letters to the editors with their reform suggestions.

Unit IX: Boom and Bust: 1921 - 1933

Content to be Covered:

1. Life in the 1920s can be compared to life today in many ways such as fads in music, problems with alcohol and organized crime, the importance of automobiles, and films as entertainment.

2. The stock market played an important part in the economic life of the United States and the Stock Market Crash of 1929 had a profound effect on the economic life of the United States.

Teacher's Rationale:

This unit provides students with a basic understanding of the culture in the United States during the 1920s. By comparing this time period to today using music, films, cars, etc., the students build on their base of understanding. This unit utilizes film, recorded music, dance and games to make learning meaningful and real, as well as enjoyable.

Table of Contents:

Lesson 1: Music of the 1920s

Objectives: The student will be able to:

1. recognize music from the 1920s.

2. compare and contrast music from the 1920s to today's music.

3. learn dances from the 1920s.

Description of lesson/activity:

1. The teacher should choose several songs to play from the accompanying "1920s Music/Dance Reference Sheet." Both the school's librarian and music teacher may be helpful in locating recordings from the 1920s. Students might learn to sing one or more songs if sheet music is available.

2. Students should then discuss how these songs are similar to each other and determine possible characteristics of 1920s music to be written on the board. These may include references to lyrics, speed and/or simplicity of melody, and should include a discussion on the meaning or message of the lyrics.

3. Students should then create lists of their current favorite songs, and in small groups come up with possible characteristics of today's music. The teacher should then help students to compare and contrast today's music with music from the 1920s using the accompanying "Music Worksheet."

4. Students may learn the Charleston (1925) or the slow foxtrot (1927), two fashionable dances from this time period; instructions for learning the Charleston accompany the article entitled "Charleston!" found in the February 1991 issue of Cobblestone Magazine. The teacher may wish to ask an outside person such as a parent, a Physical Education instructor, a music teacher, or a professional dance instructor, to help teach the dances to the students.

Resource for Lesson 1:

Zaber, Shari Lyn. "Charleston!" Cobblestone, Vol. 12, No. 2, February, 1991.

Unit IX: Boom and Bust: 1921 - 1933

Lesson 1: Music of the 1920s

1920's Music/Dance Reference Sheet

1923	"Rhapsody in Blue" by George Gershwin "Yes, We Have No Bananas" "Tea for Two"
1925	"Show Me The Way to Go Home" "The Charleston" was the fashionable dance
1926	Jelly Roll Morton music becomes popular Duke Ellington tunes appear on record "Bye Bye Blackbird"
1927	"The Slow Foxtrot" was the fashionable dance "Ol Man River" (from "Showboat") "My Blue Heaven" "Blue Skies" "Let a Smile be Your Umbrella"
1928	"An American in Paris" by George Gershwin "Bill" "Am I Blue" "You're The Cream in My Coffee" "Makin Whoopee"
1929	"Stardust" "Tiptoe through the Tulips" "Singin in the Rain"
1930	"Georgia on My Mind" "I Got Rhythm"

Lesson 2: Alcohol and Organized Crime in the 1920s.

Objectives: The student will be able to:

1. describe the relationship between alcohol and organized crime in the 1920s.
2. explain why alcohol was outlawed.
3. explain why banning alcohol did not cut back on crime.
4. compare problems of alcohol and organized crime from the 1920s with those of today.

Description of lesson/activity:

1. The teacher should provide information about Prohibition to the students. Students may read the accompanying "Alcohol and Organized Crime in the 1920s." Other possible resources are listed below. The October 1993, issue of Cobblestone Magazine has several articles on this topic.
2. Students should complete "Alcohol and Organized Crime in the 1920s" student worksheet.
3. Following a review of the worksheet, the teacher should lead a discussion that compares the problems of prohibition with current use of alcohol. Students might also discuss government restriction of the advertisement and sale of tobacco products and the current use of illegal drugs. Students should understand how government acts in these instances and the results in the amount of criminal activity.

Resources for Lesson 2:

Barry, James P. The Noble Experiment, 1919-1933. (New York: Franklin Watts, 1972).

Clark, Norman H. Deliver Us from Evil: An Interpretation of American Prohibition. (New York: Norton, 1976).

"Prohibition." Cobblestone, October 1993.

Severn, Bill. The End of the Roaring Twenties: Prohibition and Repeal. (New York: J. Messner, 1969).

Unit IX: Boom and Bust: 1921 - 1933

Lesson 2: Alcohol and Organized Crime in the 1920s

Alcohol and Organized Crime in the 1920s
Resource Sheet

By 1919 Congress had passed a law against the manufacturing, selling, and transporting of alcoholic beverages. The idea was to create an alcohol-free nation, which would cut down on crime and allow people to spend the money they would have spent on alcohol on more worthwhile things. Unfortunately, just the opposite happened.

When alcohol was banned, many people had problems giving up drinking. The demand for illegal alcohol created "speakeasies," or secret saloons. There was such a demand that millions of speakeasies emerged across the country. Since the desire for alcohol stretched across all social classes from the unemployed to state governors, enforcement of the anti-alcohol law was not always consistent.

As more and more speakeasies emerged, smugglers were needed to bring alcohol into the country. This created a business for ruthless gangsters who would stop at nothing to make a profit. Al Capone controlled the supply and distribution of alcohol in Chicago like it was a business. By 1927, his organization had made $60 million through illegal alcohol sales. Many gangsters wanted to be involved and take home a part of the profits. Gangs fought for rights to sell alcohol in certain neighborhoods, and many people were killed. The anti-alcohol law's intent to cut back on crime did not work out as the people had hoped.

Unit IX Boom and Bust 1921 - 1933

Name _____

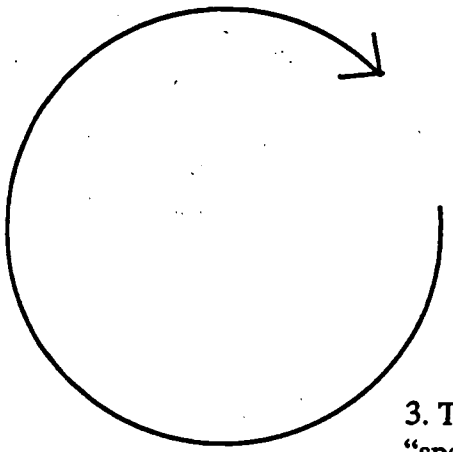
Alcohol and Organized Crime in the 1920's

Directions: Fill in the blanks in the crime cycle, then answer the questions below.

7. Crime thrived in the streets.

1. Alcohol was banned to create an alcohol-free nation and cut down on crime.

6. Gangs fought over _____ _____



2. Many people would not give up drinking, which created a demand for _____

5. A lot of money was involved in the illegal alcohol business, and many people wanted to get in on it.

3. The demand created "speakeasies", or _____

4. The speakeasies needed people to _____ _____

1. Why was alcohol outlawed in the United states at this time?

_____

_____

_____

2. Why didn't banning alcohol reduce the crime rate?

_____

_____

_____

3.How are problems with alcohol and organized crime different today?

_____

_____

_____

Lesson 3: Automobiles of the 1920s and 1930s

Objectives: The student will be able to:

1. describe automobiles from this time.

2. determine ways in which they are different from cars today.

Description of lesson/activity:

1. Teacher should begin the lesson by explaining the growing importance of automobiles in the 1920s. The teacher should then show the students pictures of cars from the 1920s and 1930s using one of the many picture books available. Two such books are listed below.

2. Students should described individual cars in writing, including enough details so that there is no doubt which car is being described.

3. The teacher should lead a discussion about the differences between these cars and today's cars. The discussion could include such features as seatbelts, shape, color, size, and other safety features. Styles and uses of automobiles should also be included.

4. Students should then use their description of a 1920s or 1930s car from earlier in the lesson to write a paragraph explaining why they think that car is not still made and driven today. The paragraph might focus on safety, speed, or current uses that might make the earlier model obsolete.

5. Finally, students should begin to think about how automobiles have changed America. The teacher may wish to discuss earlier methods of transportation, comparing them to the automobile. Have students look through a newspaper or magazine, identifying photographs, articles, or advertisements that deal in some way with automobiles or trucks. Discuss how these would change without the automobile.

Resources for Lesson 3:

Burness, Tad. Cars of the Early Twenties, (New York: Chilton Book Co., 1968).

Burness, Tad. Cars of the Early Thirties, (New York: Chilton Book Co., 1970).

Lesson 4: Films of the 1920s

Objectives: The student will be able to:

1. watch films from the 1920s.
2. discuss films from the 1990s.
3. compare the films from the two time periods.

Description of lesson/activity:

1. The teacher should introduce this lesson by describing the importance and popularity of motion pictures during this period of time.
2. The teacher should show part or all of a film from the early 1920s-1926 (a silent film). Students might especially enjoy a comedy starring Charlie Chaplin or a swash-buckling adventure featuring Douglas Fairbanks. Many such films are available through school libraries or as rental films.
3. After reviewing the silent film, the students should identify differences between this film and a movie they might see today. Similarities should also be noted.
4. The teacher should then show part of a film from 1926-1933 (a "talkie"). The first "talkie" was Al Jolson's Jazz Singer, but students might also enjoy a Shirley Temple film or even King Kong (1933).
5. The students should again identify differences and similarities between this film and a movie they might see today.
6. As a culminating activity, students might write a scene for a silent film about a situation/topic assigned by the teacher. Students could then act out their "silent film" for the class, while the teacher videotapes the scene on black and white film, with no sound. When finished, students could watch their silent films.

Lesson 5: The Economic Importance of the Stock Market Crash.

Objectives: The student will be able to:

1. understand what it is like to buy and sell stocks.

2. experience a mock stock market crash.

Description of lesson/activity:

1. The teacher should precede this activity with some background information about the Stock Market Crash of 1929. A good resource for students is "Some Questions and Answers About the Great Depression" found in the March 1984, issue of Cobblestone Magazine.

2. Prior to beginning the activity, the teacher should reproduce sufficient copies of the accompanying "Game Money" and "Quaggle Certificates" to complete the game.

3. The teacher should begin the activity by explaining that the class will be playing an economics game, and that each student will be given a certain amount of money to buy a certain product. They may spend as much or as little money as they want to on the product, but the object of the game is to make as much money as possible by the end of the game.

4. The teacher will pass out $10 to each child in 1/3 of the class, $23 to each child in 1/3 of the class, and $50 to each remaining child. This is to simulate different classes of people in society.

5. The teacher will then begin the game by announcing that the products being sold are "Quaggles," a rare and desirable commodity, and that if students buy them today, they will cost $2. Prices may change tomorrow, and each student may only buy three today. (Note that the class can play this game over several days or the time can be compressed as the teacher desires.) The teacher will allow students to buy Quaggles until all students have had a turn. As each student purchases a Quaggle, the teacher gives them a "Quaggle Certificate," certifying that they have purchased one Quaggle. Students receive one certificate for each Quaggle purchased.

6. The game continues as follows:

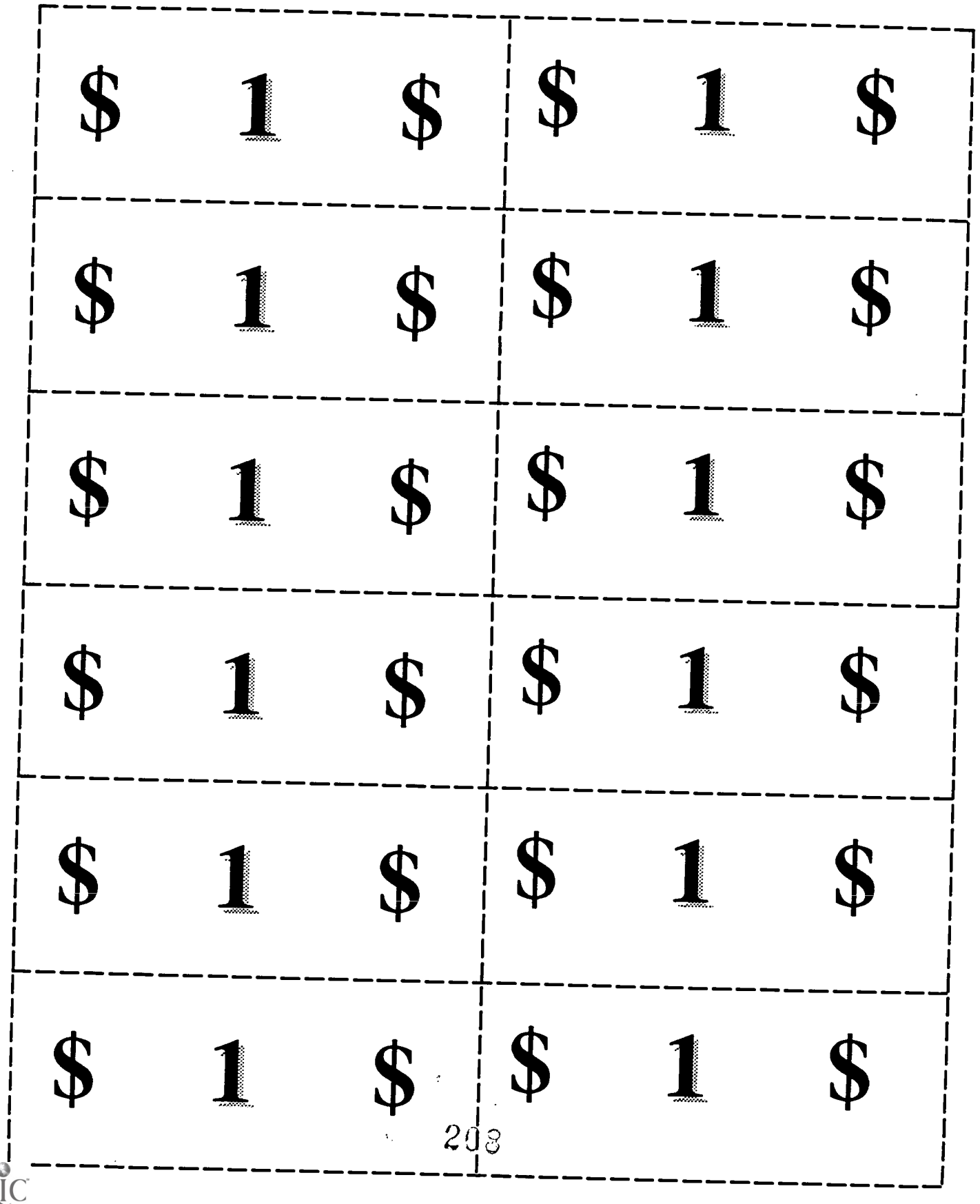
   Day 2 — The price doubles, costing $4 per Quaggle. Kids who bought on day one can sell their Quaggles to friends for no more than $3. Students may buy and sell as many Quaggles as they want from now on. The teacher limits the amount of time for buying and selling Quaggles to 10 minutes each day.

Day 3	The cost of buying Quaggles goes up again to $6. Kids can sell their Quaggles for no more than $5.
Day 4	The cost of buying Quaggles rises to $10. Kids can sell their Quaggles for no more than $9.
Day 5	Today Quaggles from the teacher cost $18. Kids can sell their Quaggles for up to $17.
Day 6	The cost goes up again to $34. Kids can sell their Quaggles for up to $33.
Day 7	The cost of Quaggles drops to $30. Kids can sell their Quaggles for up to $29.
Day 8	The cost of Quaggles jumps to $35. Kids can sell their Quaggles for $34.
Day 9	The cost rises again to $40. Kids can sell their Quaggles for $39.
Day 10	The cost jumps to $50. Kids can sell their Quaggles for $49.
Day 11	The teacher announces that the "Quaggle" is really just the certificate that the students are buying, and that today Quaggles only cost $1. At the end of the 10 minute trading period, students should sit down with whatever they have. Students will then use their Quaggles and money to fill out the accompanying "Quaggle Expenses Sheet."

7. The teacher should lead a discussion of results of the Quaggle exchange, and conclude it by explaining that what they just went through was similar to the Stock Market Crash in the 1920s. Stocks (part of companies) were bought and prices rose up and up while people sold them for more than they were worth. Then on October 29, 1929, people realized they were paying too much when stock prices fell lower and lower and lower. Many people who invested a lot of money in stocks could not sell them even at the price they originally paid causing them to lose money.

Resource for Lesson 5:

"Some Questions and Answers About the Great Depression." Cobblestone, March 1984.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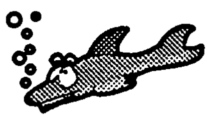
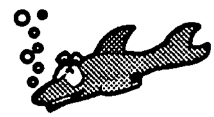
This certificate proves that the holder owns one Quaggle

Quaggle  Quaggle

This certificate proves that the holder owns one Quaggle

Quaggle  Quaggle

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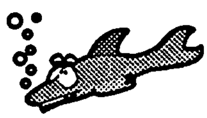
Quaggle  Quaggle

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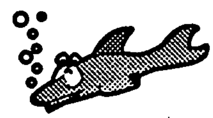
Quaggle  Quaggle

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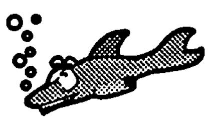
Quaggle  Quaggle

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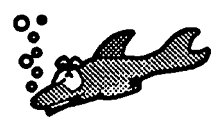
Quaggle  Quaggle

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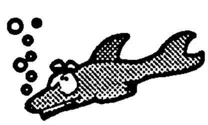
Quaggle  Quaggle

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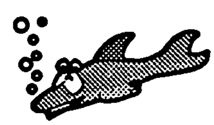
Quaggle  Quaggle

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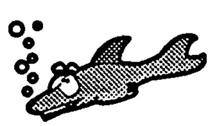
Quaggle  Quaggle

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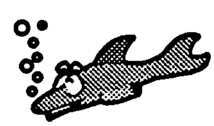
Quaggle  Quaggle

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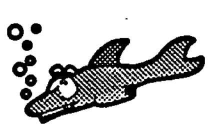
Quaggle  Quaggle

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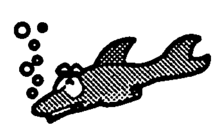
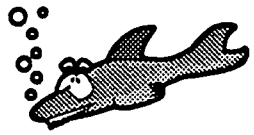
Quaggle  Quaggle

Quaggle Expenses



I started with $ _____ and _____ Quaggles

I ended with $ _____ and _____ Quaggles

I made a profit of $ _____

or

I lost $ _____

Unit X: The Age of Franklin D. Roosevelt: 1933-1945

Content to be Covered:

1. The Great Depression resulted in massive unemployment which affected American society during the 1930s.

2. Living in the 1930s was dramatically different from life today.

3. Franklin D. and Eleanor Roosevelt had an important impact on the United States.

4. World War II had a great effect on many lives and culminated with the use of the atomic bomb.

Teacher's Rationale:

The content and concepts of this unit will allow students to have an understanding of the lifestyle during the 1930s-40s period of American history. The goal is for students to develop an appreciation for this time period by focusing on the Depression years and the contributions made by Franklin and Eleanor Roosevelt. Students will be made aware of the major events and personalities from the World War II era and discuss the bombing of Hiroshima which ended the war.

Table of Contents:

Lesson 1: The Lives of the American People Were Affected in Many Ways by the Great Depression.

Objectives: The student will be able to:

1. describe the effects that the Depression had on the American people with regard to unemployment.

2. examine the Depression years in relation to hunger, homelessness and family structure.

Description of lesson/activity:

1. Students should have an understanding of the Stock Market and causes of the Depression from the previous unit. Through lectures, textbooks, and/or primary resources, teachers should expose students to the economic effects of the Depression. A teacher background information page entitled "1930s: Background Notes" is included.

2. Students should research the Depression years focusing on how the Depression affected Americans. Specific areas to be covered include unemployment, hunger, homelessness, and family structure. Two excellent resources are The Story of the Great Depression, by R. Conrad Stein, and the March 1984 issue of Cobblestone Magazine.

3. Students should listen to songs from the Depression era. Some suggestions include, "Brother Can You Spare a Dime," "Side by Side," "In a Shanty in Old Shanty Town," "Somewhere Over the Rainbow." Lyrics to these specific songs can be found on the worksheet entitled "Songs of the 1930s." In cooperative learning groups, discuss how each song was appropriate for this time period. Each group should then take a familiar melody and write original lyrics to a song they think could have been popular in the 1930s. Be sure to include historical information in the lyrics.

Resources for Lesson 1:

Cobblestone Magazine. "The Depression." March 1984.

Stein, R. Conrad. The Story of the Great Depression. (Chicago: Children's Press, 1985).

Unit X: The Age of Franklin D. Roosevelt: 1933-1945
Lesson 1: The Lives of the American People Were Affected in Many Ways by the Great Depression.

"1930s: Background Notes"
Teacher Background Information

1. Following the prosperity of the 1920s, America entered into the Great Depression.

2. During the economic Depression laborers were dismissed from their jobs, stores closed, small businesses and farms failed, banks had no money to give their clients--therefore people had no money to buy things.

3. By 1930, four million people were out of work which doubled by the end of 1931. Before the end of 1932, there were 12 million (one out of four) able-bodied American who were unemployed.

4. Families suffered. Marriage and birth rates dropped. Families split up since fathers and even young teenage children went off to look for work. Some stood on street corners selling apples or shining shoes.

5. People lived in shanties (old beat-up cabins) and railroad cars. The homeless built shacks out of crates and scrap metal.

6. President Hoover began his term in 1929. People blamed him for not doing enough for the country. The shacks out of crates and scrap metal built by the homeless were called "Hoovervilles."

7. Charity groups and local governmental agencies tried to help by establishing breadlines and soup kitchens.

8. Windstorms in the Great Plains ("The Dust Bowl") forced farmers off the land. They traveled and were called migrant workers--farmhands who moved from farm to farm.

9. President Roosevelt was elected in 1932.

10. The Great Depression lasted for ten years and ended with the onset of World War II.

Unit X: The Age of Franklin D. Roosevelt: 1933-1945
Lesson 1: The Lives of the American People Were Affected in Many Ways by the Great Depression.

"Songs of the 1930s" Worksheet

"Brother, Can You Spare a Dime?"

Once I built a railroad, made it run,
Made it race against time.
Once I built a railroad, now it's done,
Brother, can you spare a dime?

Once I built a tower way up to the sun
Of brick and water and lyme.
Once I built a tower and now it's done,
Brother, can you spare a dime?

Once in khaki suits, gee we looked swell
Full of that Yankee Doodley-dum
A half a million boots went flogging through hell
And I was the kid with the drum.

Say don't you remember, you called me Al
It was Al all the time.
Say don't you remember, I was your pal
Brother, can you spare a dime?

(Repeat first Verse)

Side by Side

Oh we ain't got a barrel of money
Maybe we're ragged and funny but we'll travel along singing a song
Side by Side,
Don't know what's comin' tomorrow
Maybe it's trouble and sorrow but we'll travel the road
sharin' our load Side by Side.
Through all kinds of weather, what if the sky should fall,
Just as long as we're together it doesn't matter, at all.
When they've all had their quarrels and parted
We'll be the same as we started,
Just trav'lin' along Singin' a song Side by Side.

"Songs of the 1930s" Worksheet (cont'd)

In a Shanty in Old Shanty Town

It's only a shanty in old Shanty Town,
The roof is so slanty it touches the ground,
But my tumbled down shack
By an old railroad track,
Like a millionaire's mansion is calling me back.
I'd give up a palace if I were a king.
It's more than a palace it's my everything.
There's a queen waiting there with silvery crown.
In a Shanty in Old Shanty Town.

Somewhere Over the Rainbow

**Somewhere over the rainbow - way up high,*
There's a land that I heard of once in a lullaby'
Somewhere over the rainbow - skies are blue,
And the dreams that you dare to
dream really do come true.
Someday I'll wish upon a star and wake up where
the clouds are far behind me.
Where troubles melt like lemon drops, away above
the chimney; tops - that's where you'll find me.
Somewhere over the rainbow; blue birds fly,
Birds fly over the rainbow; why then, oh why can't I?

*Sing above again

If happy little blue birds fly beyond
the rainbow, why oh why can't I?

Lesson 2: Franklin D. and Eleanor Roosevelt Made Significant Contributions to American Society.

Objectives: The student will be able to:

1. analyze references giving biographical accounts of FDR and Eleanor Roosevelt.

2. explain how FDR contributed to American society through his New Deal programs and Fireside Chats.

3. explain how Eleanor contributed to American society through her travel throughout the United States giving speeches, her work in journalism, her care for the underprivileged, and her work toward equal rights.

Description of lesson/activity:

1. Students should be introduced to FDR and Eleanor through a read-aloud or video. Suggestions are offered in the "resources" section below.

2. Students should pick reference books on FDR and Eleanor Roosevelt. Time should be given for students to read the books in class. When reading is complete, students should fill in an outline form gathering all pertinent information on the lives of these two great historical figures. Forms may need to be structured differently depending upon resources available.

3. Upon completion of the outlines, students should work in cooperative groups discussing what they have found through research. One child should act as a reader and list all similarities found within a group. Within the same cooperative setting, each group should construct two time lines depicting the important events in FDR's and Eleanor's lives. The time lines must be historically accurate; pictures and words from magazines or newspapers may be included.

4. Students should refer to the worksheet entitled "FDR's Theme Song!" Lyrics should be read and students should complete the worksheet. Learning to sing the song would be a nice enrichment activity.

5. Students should each receive a dime (which shows FDR). Students should seek answers from older friends and relatives as to what items could be bought with a dime in the 1930s. Compile a class list. Students should create a "dime" out of posterboard. On one side, students should draw a portrait of FDR. On the other side, students should draw a picture representing the FDR era.

Resources for Lesson 2:

Adler, David A. A Picture Book of Eleanor Roosevelt. (Holiday House, 1991).

Freedman, Russell. Eleanor Roosevelt: A Life of Discovery. (Clarion, 1993).

Freedman, Russell. Franklin Delano Roosevelt. (Scholastic Inc, 1990).

Osinski, Alice. Encyclopedia of Presidents: Franklin D. Roosevelt. (Chicago: Children's Press, 1987).

Weidt, Maryann N. Stateswoman to the World. (Carolrhoda Books, 1991).

Unit X: The Age of Franklin D. Roosevelt: 1933-1945
Lesson 2: Franklin D. and Eleanor Roosevelt Made Significant Contributions to American Society.

"FDR's Theme Song" Worksheet

Happy Days are Here Again

Happy Days Are Here Again!
The skies above are clear again.
Let us sing a song of cheer again,
Happy Days are Here Again!
All together shout it now!
There's no one who can doubt it now,
So let's tell the world about it now,
Happy Days Are Here Again!
Your cares and troubles are gone;
There'll be no more from now on.
Happy Days Are Here Again!
The skies above are clear again,
Let us sing a song of cheer again,
Happy Days Are Here Again!

Directions: Answer the following questions in full sentences.

1. Why do you think this particular song was chosen as FDR's theme song?

_____

_____

2. What "care and troubles" might the people hope are gone?

_____

_____

3. For what other president might this also be a good theme song? Why do you think so?

_____

_____

_____

Lesson 3: World War II Had a Great Effect on the Lives of Many People and Culminated with the Use of the Atomic Bomb.

Objectives: The student will be able to:

1. examine the major events and personalities connected with World War II.

2. develop an understanding of the experiences Jewish children suffered during the Holocaust.

3. describe and develop an appreciation of the American lifestyle during the war.

4. discuss the implications and effects of using an atomic bomb in war.

Description of lesson/activity:

1. Students should be exposed to background information about World War II. This can be done through lectures, student reference books, textbooks, and videos. See the "Resource and Additional Resources" section below for specific materials which would be good for student use.

2. A "World War II Quilt" should be constructed. Each student should be given a 9" square of white construction paper. On the square, an illustration of the event or person should be drawn with two or three descriptive sentences included. All squares should be attached to form a "quilt."

3. Students should choose a book related to the events of the Holocaust. Some suggestions might be: Number the Stars, by Lois Lowery; Anne Frank: The Diary of a Young Girl, by Anne Frank; The Upstairs Room, by Johanna Reiss; A Place to Hide, by Jayne Pettit; I Never Saw Another Butterfly, by Hana Valavkova; or The Terrible Things, by Eve Bunting. The choice should be selected and read.

4. Students should work cooperatively in discussion groups analyzing points which they found to be similar in the books read. A list should be made by each group showing the major themes learned about the Holocaust by reading the novels. This could be done through illustrations, cut paper, magazines, newspapers, and summaries.

5. Students should find out as much as possible about the lifestyles of the Americans at home during the war. An interview should be conducted with a grandparent or older friend or relative. The worksheet entitled "Interview: The 1940s" should be filled in. Responses should be shared in class. A possible culminating activity would be to have a "guest speaker" who lived in the 1940s speak to the class.

6. Students should be given background information on the culmination of World War II, through the use of teacher chosen reference material. A discussion should follow discussing a country's reasons for using atomic bombs in warfare. As a culminating activity, the teacher should read aloud to the class either Hiroshima, No Pika, by Toshi Maruki or Sadako and the Thousand Paper Cranes, by Eleanor Coerr.

Required Resources for Lesson 3:

Coerr, Eleanor. Sadako and the Thousand Paper Cranes. (New York: Dell Publishing, 1977).

Maurki, Toshi. Hiroshima No Pika. (New York: Lothrop, Lee and Sheppard Books, 1980).

Additional Resources for Lesson 3:

Adler, David A. We Remember the Holocaust. (New York: Trumpet, 1989).

Auerbacher, Inge. I Am a Star Child of the Holocaust. (New York: Prentice Hall, 1986).

Black, Wallace B. and Jean F. Blashfield. Pearl Harbor! (New York: Crestwood House, 1991).

Bunting, Eve. The Terrible Things. (New York: Harper and Row, 1980).

Cobblestone Magazine. January 1993 and January 1994.

Dolar, Edward F. America in World War II. (Connecticut: The Millbrook Press, 1992).

Frank, Anne. Anne Frank: The Diary of a Young Girl. (New York: Pocket Books, 1952).

Griese, Arnold A. The Wind Is Not a River. (New York: Crowell, 1978).

Hills, Ken. Wars That Changed the World: World War II. (New York: Marshall Cavendish, 1988).

Isserman, Maurice. America at War: World War II. (New York: Facts on File, 1991).

Levitin, Sonia. Journey to America. (New York: MacMillan Publishing Co, 1970).

Lowry, Lois. Number the Stars. (New York: Dell Publishing Co., 1989).

McSwigar, Marie. Snow Treasure. (New York: Scholastic Book Services, 1942).

Pettit, Jayne. A Place To Hide. (New York: Scholastic, 1993).

Reader's Digest. The World at Arms. (New York: Reader's Digest Association, 1989).

Reiss, Johanna. The Upstairs Room. (New York: Thomas Y. Crowell Company, 1972).

Richter, Hans Peter. Friedrick. (New York: Dell Publishing Co., 1961).

Schroder, Walter. Stars and Swastikas: The Boy Who Wore Two Uniforms. (Connecticut: The Shoestring Press, 1992).

Stein, R. Conrad. The USS Arizona. (Chicago: Children's Press, 1992).

Stein, R. Conrad. Cornerstones of Freedom: The Story of D-Day. (Chicago: Children's Press, 1977).

Sullivan, George. The Day Pearl Harbor Was Bombed. (New York: Scholastic, 1991).

Uchida, Yoshiko. Journey to Topaz. (New York: Scribner, 1971).

Valavkova, Hana. I Never Saw Another Butterfly. (New York: Schocker Books, 1993).

Weatherford, Doris. American Women and World War II. (New York: Facts on File, 1990).

Wood, Tim and R.J. Unstead. The 1940's. (New York: Franklin Watts, 1990).

Teachers may order sets of World War II posters and history of the 20th Century videos through: Knowledge Unlimited Inc., P.O. Box 52, Madison, Wisconsin 53701-0052 or call 1-800-356-2303.

Unit X: The Age of Franklin D. Roosevlet: 1993-1945
Lesson 3: World War II Had a Great Effect on the Lives of Many People and Culminated with the Use of the Atomic Bomb.

"Interviews: The 1940s" Worksheet

Directions: Interview a friend or relative who experienced life in America during the War Years (1941-1945). Complete the following worksheet.

1. Name of interviewee _____

2. Place of residence from 1941-45 _____

3. Job/Earnings _____

4. Forms of entertainment

   A. _____

   B. _____

   C. _____

5. Popular songs

   A. _____

   B. _____

   C. _____

6. Favorite books/magazine

   A. _____

   B. _____

   C. _____

7. Three most vivid memories of the war years

   A. _____

   B. _____

   C. _____

8. Major differences between life in the 1940's and life today

   A. _____

   B. _____

   C. _____

Unit XI: Leader of the Free World 1945-1975

Content to be Covered:

1. A cold war existed between the United States and the Soviet Union following World War II.

2. The economic growth and scientific and technological progress of this period encouraged a prosperous life for U.S. children.

3. John Fitzgerald Kennedy influenced America in many ways.

4. Martin Luther King Jr. guided the Civil Rights movement through his policy of nonviolence.

5. The Vietnam War created conflict within the country.

Teacher's Rationale:

While teachers tend to view this period of time as recent history, students often seen it as part of the distant past. However, many important trends and events that still affect students today, such as the growth of television, the Civil Rights movement, and the rise of national power and prestige, had their roots in these decades. Students will find that this unit increases their understanding of leaders such as John F. Kennedy and Martin Luther King Jr. and explores events still controversial today, such as the Vietnam War.

Table of Contents:

Lesson 1: The United States and the Soviet Union Were Engaged in a Cold War.

Objectives: The student will be able to:

1. define the concept of "cold war."

2. explore the major historical/political events occurring during this era that were directly related to the cold war.

3. interpret a fictional account of the reality of cold war.

4. discuss the dangers of a cold war.

Description of lesson/activity:

1. The students should be introduced to the concept of "cold war" through teacher chosen resources. Available library resources and textbooks should be utilized. An excellent additional resource is the May, 1991 issue of Cobblestone Magazine.

2. The students should work cooperatively to come up with a definition of "cold war." Some possible responses might be:

   A hostility between nations that steps just short of open war.
   A war of words, threats, economics, and politics.
   The period after World War II of a state of tension between nations without actual fighting.
   An uneasy peace marked by constant tension.

   Definitions from each group should be represented on a chart and combined to form one definition agreed upon by the entire class.

3. Students should listen to an oral reading of The Butter Battle Book, by Dr. Seuss. (This is also available on video.) Attention should be given to the gradual building of arms and how this fictional story might relate to the cold war between the United States and the Soviet Union. Stop at various points during the story for group discussion.

4. Having heard The Butter Battle Book, students should write a story prediction describing what would happen next, explaining their reasons why these events might occur. In cooperative groups, students should combine ideas from all story predictions and develop one result. On a large piece of paper divided in half horizontally, print out the predicted ending on the bottom and include an illustration depicting the story theme on the top.

5. Using the completed class pictures, students should compile a list of the dangers involved in a cold war.

Resources for Lesson 1:

Amazing Century: 1945-1960. (Chicago: Contemporary Books, 1992).

Boutis, Virginia. Looking Out. (New York: FourWinds, 1989).

Cobblestone. The Cold War. (May 1991, Vol.12, Number 5).

The Eagle and the Bear: A History of Soviet/American Relations. From 1945 to the Present (Video). Knowledge Unlimited, P.O. Box 52, Madison, Wisconsin 53701-0052.

Seuss, Dr. The Butter Battle Book. (New York: Random House, 1984).

Westerfield, Scott. The Berlin Airlift. (New Jersey: Silver Budett Press, Inc., 1989).

Lesson 2: Growing Up in the 1950s Can Be Compared and Contrasted to Growing Up Today.

Objectives: The student will be able to:

1. describe the lifestyles of the American people in the 1950s with regard to family life, scientific and technological progress, and fads in music and recreation.

2. compare the lifestyles of a child growing up in the 1950s to today's child.

Description of lesson/activity:

1. Students should read about lifestyles of the 1950s in such resources as Amazing Century: 1945-1960.

2. Students could also explore books and old magazines to become acquainted with the lifestyle of the 1950s. Particular attention should be given to the types of advertisements shown in the magazine. Excellent resources would be National Geographic, Life, and Women's Day magazines. Teachers might check local libraries for copies of old magazines.

3. Students should watch a movie or television re-run from the 1950s-60s era. Some excellent choices would be Father Know Best, Leave It to Beaver, or The Donna Reed Show. Discuss family structure, emphasizing the idea of a nuclear family living in the suburbs. Students should keep a list of ideas about the show which look or seem different from today.

4. Students should interview a friend or relative who grew up in the 1950s. Students should complete the accompanying worksheet entitled "Interview: The 1950s."

5. Students should present interviews to the class. This is a good time to also enjoy some music from the 1950s. A possible activity would allow students to host a "sock hop" for parents or peers.

Resource for Lesson 2:

Amazing Century: 1945-1960. (Chicago: Contemporary Books, 1992).

Unit XI: Leader of the Free World: 1945-1975
Lesson 2: Growing Up in the 1950s Can Be Compared and Contrasted to Growing Up Today.

"Interview: The 1950s" Worksheet

Directions: Interview a friend or relative who grew up during the 1950s. Complete the following worksheet.

1. Name of interviewee _____
2. Place of residence during the 1950s _____
3. Describe your elementary school experience _____

_____

_____

4. Responsibilities in the home

   a. _____

   b. _____

5. Popular songs

   a. _____

   b. _____

   c. _____

6. Popular fads

   a. _____

   b. _____

   c. _____

7. Favorite Books/Magazines

   a. _____

   b. _____

   c. _____

8. Major differences between life in the 1950s and life today

   a. _____

   b. _____

   c. _____

Lesson 3: John F. Kennedy and Martin Luther King Jr. Were Influential Leaders of the 1960s.

Objectives: The student will be able to:

1. describe the main events in the life of John F. Kennedy.

2. understand the role of Martin Luther King Jr. in the Civil Rights movement.

3. discuss the effects of the tragic assassinations of both John F. Kennedy and Martin Luther King Jr.

Description of lesson/activity:

1. Using textbooks, encyclopedias, biographies, videos, and other resources, students should learn about the life of John F. Kennedy. They should be prepared to answer questions about the following events which occurred during his term: Peace Corps, Bay of Pigs, Berlin Wall, and the Cuban Missile Crisis.

2. Using the worksheet entitled "Windows on a Presidency," the students should record four important events in the life of John F. Kennedy including explanations of each.

3. Students should read about or be shown a video of Martin Luther King Jr.'s life. Attention should be paid to Dr. King's nonviolent approach in his fight for civil rights. Students could then do one or both of the following activities:

   Select either John F. Kennedy or Martin Luther King Jr. and create a diary that might have been written by him. Students should write at least five dated entries based on outstanding events in this person's life.

   Make an illustrated time line that includes approximately seven to ten important events in the life of John F. Kennedy or Martin Luther King Jr. This activity could be done in cooperative groups. See the accompanying worksheet entitled "Illustrated Time Line" for directions.

4. Students should discuss the untimely assassinations of these two American leaders. Following this discussion, students should pick either John F. Kennedy or Martin Luther King Jr. and write an essay describing how life might have been different if he were still alive.

Resources for Lesson 3:

Anderson, Catherine. John F. Kennedy: Young People's President. (Minneapolis: Lerner Publications, 1991).

Bullard, Sara. Free at Last: A History of the Civil Rights Movement and Those Who Died in the Struggle. (New York: Oxford University Press, 1993).

Casilla, Robert. A Picture Book of John F. Kennedy. (New York: Holiday House, 1991).

Cobblestone Magazine. Martin Luther King, Jr. (February, 1994).

Davidson, Margaret. I Have a Dream. (New York: Scholastic Inc., 1986).

Denebert, Darry. America's 35th President. (New York: Scholastic, 1988).

Haskins, James. The March on Washington. (New York: Harper Collins, 1993).

King, Coretta Scott. My Life with Martin Luther King, Jr. (New York: Henry, Holt & Company, 1993).

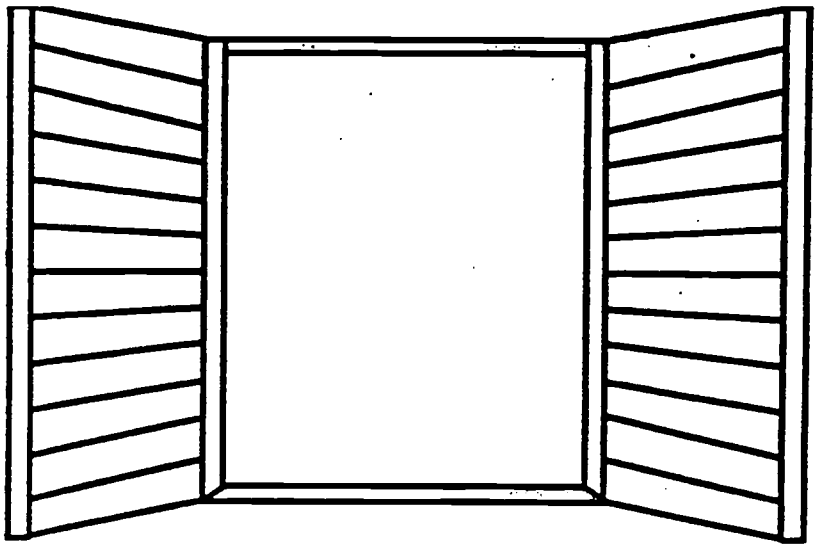
Patrick, Diane. Martin Luther King, Jr. (New York: Franklin-Watts, 1990).

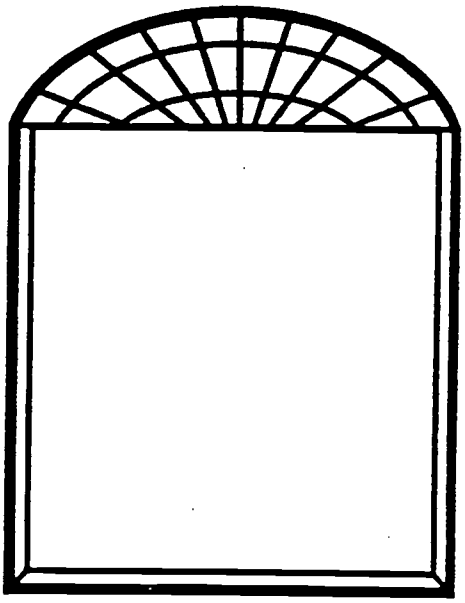
Seward, James. John F. Kennedy. (New York: Ottenheimer Publishers, 1987).

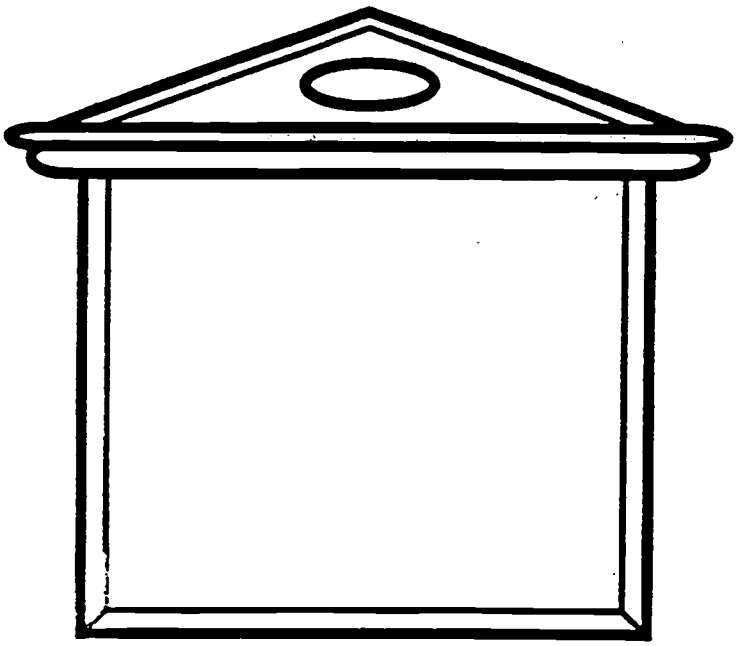
Films on black studies focusing on the Civil Rights movement and the work of Dr. Martin Luther King Jr. can be purchased through Knowledge Unlimited, P.O. Box 52, Madison, Wisconsin 53701-0052.

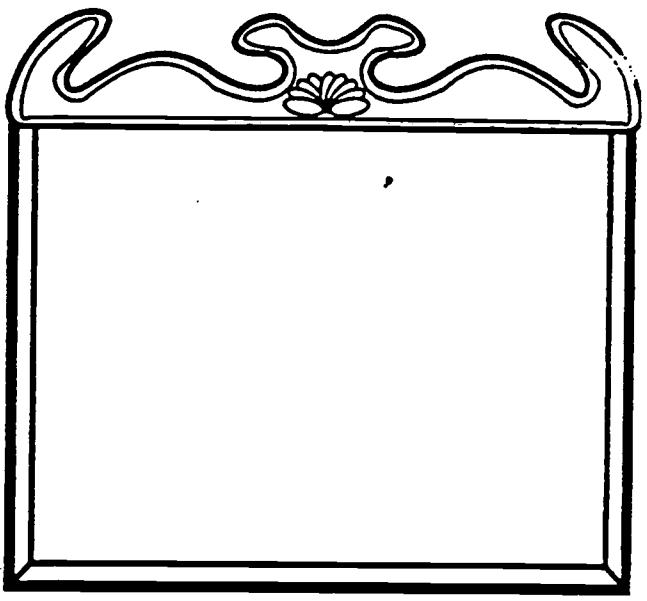
Windows On A Presidency

President of the United States—what a job! Each person who has served as president of our country has his own story to tell. After you read about John F. Kennedy, illustrate an important event from his life in each window . Below each window, write a caption to explain your picture.





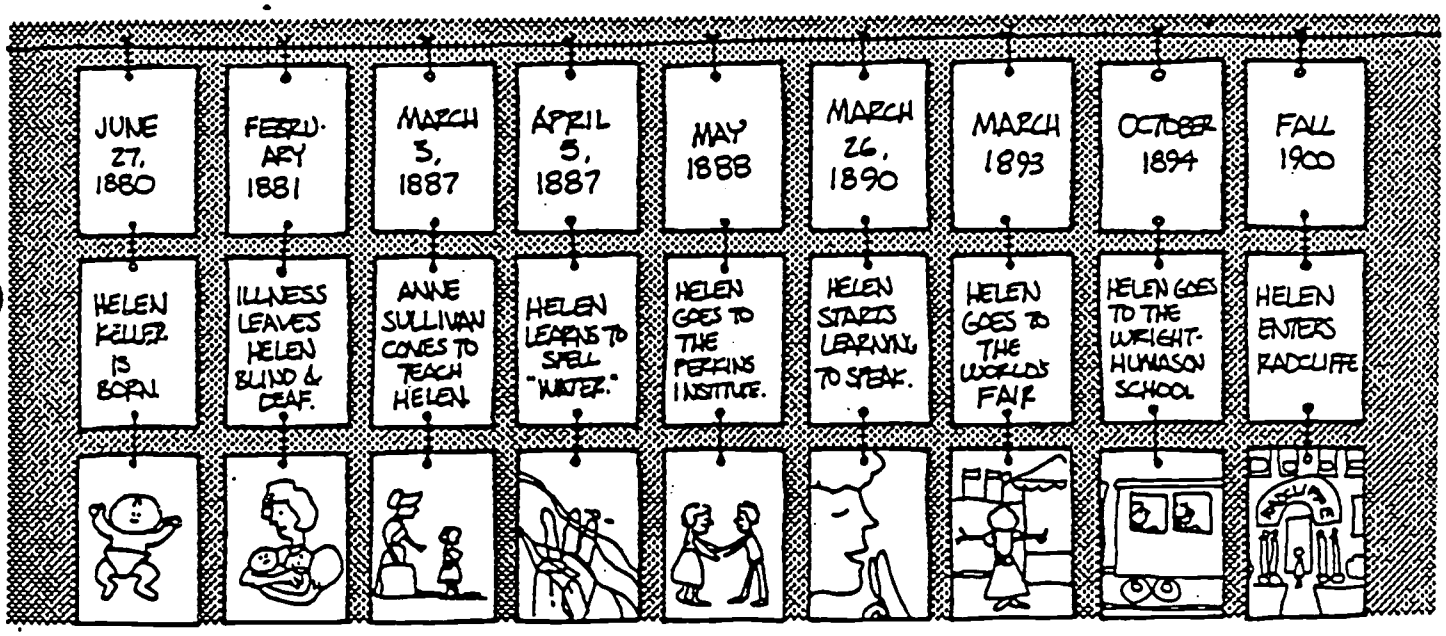




Unit XI: Leader of the Free World: 1945-1975
Lesson 3: John F. Kennedy and Martin Luther King, Jr., were influential leaders of the 1960s.

Worksheet: Illustrated Time Line

Make an illustrated time line that includes each of the important dates in the life of _____ . Obtain three, three-inch by five-inch plain index cards for each date. On one card, write the date with a dark, felt-tipped marking pen. On the second card, name or describe the event. Punch one hole in the center top and one hole in the center bottom of each card. String the cards together with yarn in chronological sequence.



Source: Book Report Bandstand, The Learning Works, Inc. 1987, P.O. Box 6187, Santa Barbara, CA 93160, 800/235-5767

Lesson 4: The Vietnam War Caused Conflict in the United States.

Objectives: The student will be able to:

1. locate Vietnam and the surrounding countries on a map.

2. give reasons for the unrest in the U.S. during the Vietnam War.

3. use information from resources to describe the Vietnam Veterans Memorial and relate what it means to veterans and their families.

4. analyze the lyrics to a song, relating it to the Vietnam era.

Description of lesson/activity:

1. Students should locate Vietnam on a world map. The teacher should provide background from an encyclopedia, almanac, or other reference giving general knowledge about the country such as information on lifestyle, language, religions, arts, and leisure activities.

2. Students should work with a world atlas and locate important cities and land forms on a map of Vietnam. Students should complete this activity on the accompanying worksheet entitled "Map of Vietnam."

3. Students should read or have read to them a book based on the Vietnam War years. Excellent resources are available and are listed in the resources section. Many of these books are based upon the Vietnam Veterans Memorial and also include the history of the Vietnam War.

4. Students should complete the accompanying worksheet entitled "The Vietnam Conflict."

5. Students should listen to a recording of "Blowin' in the Wind" written by Bob Dylan. The lyrics are included on an accompanying worksheet. Students should respond to the words of this song by listing the events in the Vietnam War which could correlate to Dylan's message.

6. Students should make a "sculpture" representing a symbol for peace. For example, a dove could be created or people holding hands around a globe. The sculpture should be constructed of all recyclable materials. This can be done in a cooperative setting.

Resources for Lesson 4:

Ashabranner, Bret. Always to Remember. (New York: Scholastic, Inc., 1988).

Bunting, Eve. The Wall. (New York: Clarion Books, 1990).

Donnelly, Judy. A Wall of Names. (New York: Random House, 1991).

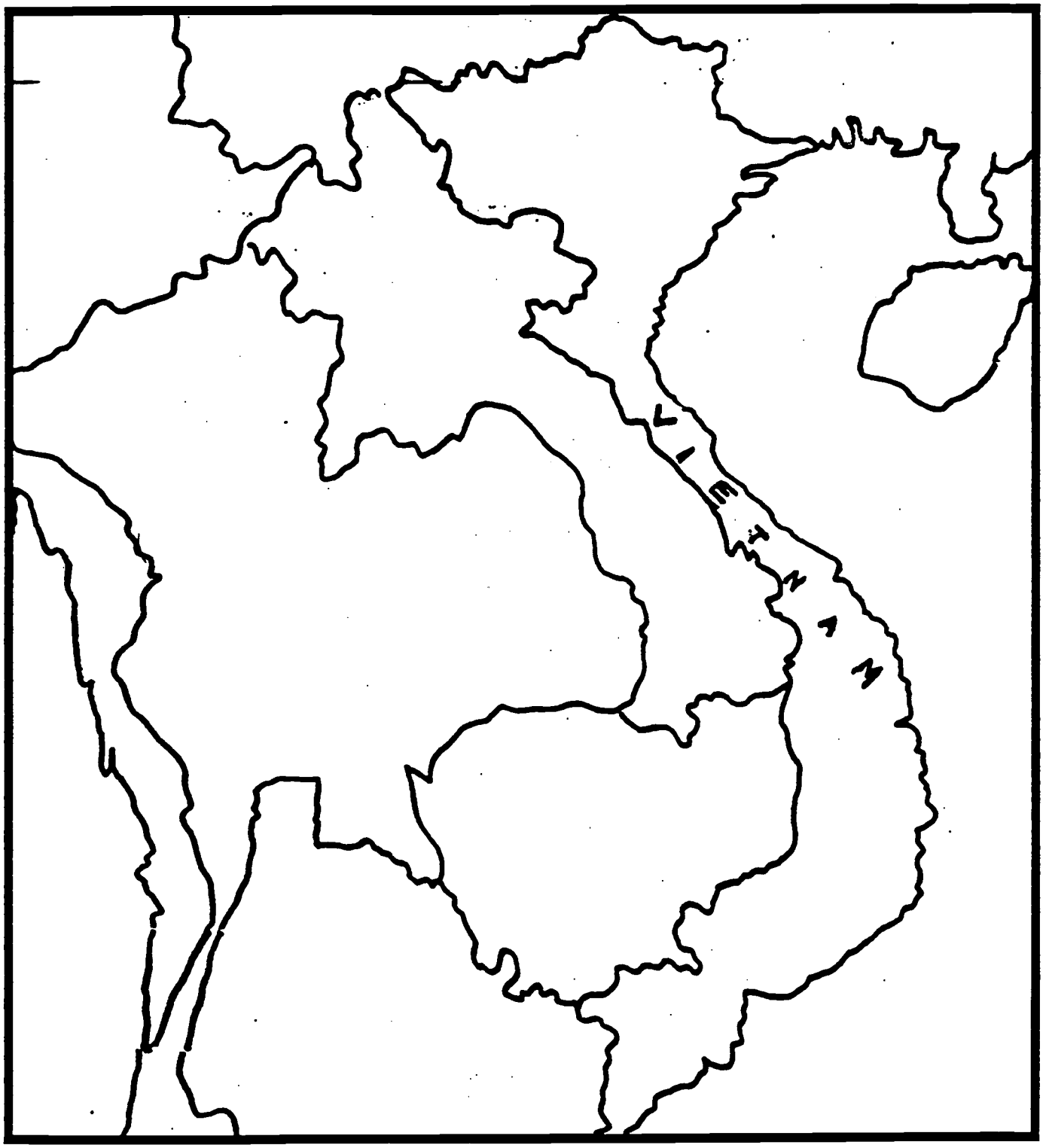
Hills, Ken. Vietnam War. (New York: Marshall Cavendish, 1991).

Seah, Audrey. Vietnam. (New York: Marshall Cavendish, 1994).

Wexler, Sanford. The Vietnam War. (New York: Facts on File, 1992). (An excellent teacher resource.)

Wright, David K. Vietnam. (Chicago, Children's Press, 1989).

Worksheet: Map of Viet Nam



Directions: On the following page are listed the names of important places in and around Viet Nam. Please put the correct name in each area of the map.

Unit XI: Leader of the Free World: 1945-1975
Lesson 4: The Vietnam War Caused Conflict in the United States.

The Vietnam Conflict Worksheet

Directions: Complete the following questions using complete sentences.

1. Define:

   a. hawks _____
   b. doves _____

2. How long did the Vietnam War last? _____

3. Why did the Vietnam War cause conflict in the United States? _____

4. What treatment did the veterans of the Vietnam War receive? _____

5. Describe the work which went into the construction of the Vietnam Veterans Memorial. Who had the idea? Who designed it?

Unit XI: Leader of the Free World: 1945-1975
Lesson 4: The Vietnam War Caused Conflict in the United States.

Answer Key for The Vietnam Conflict Worksheet

1a. Hawks - Americans who believed in the war and agreed that communism was a threat to the United States.

1b. Doves - Americans who wanted the United States to get out of Vietnam and agreed that the Vietnamese should work out their own problems.

2. War lasted from 1954-1975.

3. The hawks and doves could not agree. The doves marched in the streets and had peace rallies. Sometimes hawks showed up at these protests and fights would break out. Meetings and marches against the war grew bigger and bigger. A tragedy occurred in 1970 at Kent State in Ohio. Four students were killed by special soldiers who were trying to keep order on the campus.

4. Since America was sick of the cost and dissension of a war it did not win, veterans were ignored and sometimes met with hostility.

5. A Vietnam veteran named Jan Scruggs decided that there should be a special memorial which would list all the names of those who died in Vietnam (nearly 60,000). He finally got permission to build a memorial in Washington, DC. A nationwide contest found Maya YingLin to have the winning design for the memorial. It would be a black wall standing between the sunny world and the dark earth. On Veteran's Day 1982, the memorial was open to visitors.

Unit XI: Leader of the Free World: 1945-1975
Lesson 4: The Vietnam War Caused Conflict in the United States.

Lyrics Worksheet

Blowin' in the Wind
words and music by Bob Dylan

How many roads must a man walk down
before you call him a man?
How many seas must a white dove sail
before she sleeps in the sand?
How many times must the cannon balls fly
before they're forever banned?
The answer, my friend, is blowin' in the wind,
The answer is blowin' in the wind.

How many times must man look up
before he can see the sky?
How many ears must one man have
before he can hear people cry?
How many deaths will it take 'til he knows
that too many people have died?
The answer, my friend, is blowin' in the wind,
The answer is blowin' in the wind.

How many years can a mountain exist
before it's washed to the sea?
How many years can some people exist
before they're allowed to be free?
How many times can a man turn his head
pretending he just doesn't see?
The answer, my friend, is blowin' in the wind,
The answer is blowin' in the wind.

Unit XII: A Nation in Quandary: 1975 –

Content to be Covered:

1. The United States is experiencing many public problems which have developed over the last two decades.

2. The United States has forces within it which create unity.

3. The United States is interconnected to the rest of the world.

Table of Contents:

Teacher's Rationale:

The content and concepts of this unit will allow students to appreciate the complexity of this period of history. The United States now faces many problems such as racial discrimination, environmental pollution, homelessness, substance abuse, unemployment and domestic violence. Despite these situations, the country has forces within it which continue to unify society. It is important that both aspects are explored. In addition, the United States is becoming more and more interconnected to the rest of the world through technological advancements. Through this unit, the students will gain an understanding of our "shrinking planet."

Lesson 1: The United States Has within It Forces Which Create both Unity and Diversity

Objectives: The student will be able to:

1. define unity and diversity.

2. list issues which either unify or diversify society.

3. gather information regarding these issues.

4. present findings to the class.

Description of lesson/activity:

Note: This unit should be presented as a current events/newspaper unit. The teacher should choose the newspaper most commonly subscribed to by members of the community. The newspaper will be analyzed over a period of several weeks. Make sure several copies are available for student use.

1. Students should use a dictionary to look up the words "unity" and "diversity." On two 5 x 6 index cards, students should write the definition for each. Under each definition, students should list situations in the classroom which unify or diversify the class. These should be reviewed in a class discussion.

2. When the teacher is confident that students have a clear understanding of these definitions, students should begin a class list containing the forces which unify and diversify the United States. This list should remain on the board and be added to throughout the lesson.

3. Students should browse through newspapers and watch the evening news for several days, adding to the list of unifying and diversifying forces began above.

   Some examples might include articles or news stories on:

   - unity (something which brings us together): presidential decisions, governmental news and actions, sports, heroes, music, entertainment.

   - diversity (something which makes us different, sets us apart): race, occupation, homelessnesss, substance abuse, crime.

4. Students should be assigned to collect articles on topics which they feel unify or diversify the country. Two bulletin board areas, one for unity and one for diversity should be set aside to be filled with articles from magazines and newspapers.

5. Students should become familiar with words used in the news by studying the accompanying worksheet entitled "newspaper vocabulary." Proper terminology should be used throughout the unit when analyzing articles. In addition, students should become aware of the parts of news stories by finding the five "W's" and the "H" in each article: who, what, where, when, why, and how.

6. After several days of collecting articles and reviewing them, students should choose an issue which addresses a concern (diversifying force) at present. Some suggestions might include racial discrimination, environmental pollution, homelessness, substance abuse, unemployment, and domestic violence. Each student should find at least three articles from magazines and/or newspapers which address this topic. For each article chosen, the students should identify the five "W's" and the "H." Based on what they have learned, students should then write their own news story including the five "W's" and the "H" based on their findings.

7. Students should next be familiarized with editorials (opinions) in the newspaper. Students should complete the accompanying worksheet entitled "What Do You Think?" which addresses current problems. To gather information for this assignment, students should review newspapers, magazines, and almanacs from the 1980s. Another good resource is Amazing Century: 1975-1992. A class list should be made listing political and social issues of importance.

8. As a culminating activity for this lesson, a newspaper should be constructed by the class. Review the accompanying worksheet entitled "News Special: A Nation in Quandary." Define "quandary" for the class as "a state of uncertainty or perplexity." Explain that all researched articles pertaining to this state of uncertainty should be considered for inclusion in the newspaper. Cooperative groups of four to five students each should be assigned to various sections of the newspaper. The finished product could be reproduced and circulated to the class. Ready-made outlined newspapers for student use may be purchased through Teacher Created Materials, P.O. Box 1214, Huntington Beach, California 92647 (Item # TCM-138).

Resource for Lesson 1:

Amazing Century: 1975-1992. (Chicago: Contemporary Books, 1992).

Unit XII: A Nation in Quandary: 1975–
Lesson 1: The United States Has within It Forces Which Create both Unity and Diversity

Newspaper Vocabulary

Ad	printed notice of something for sale (short for advertisement)
AP	abbreviation for the Associated Press, a wire service
Assignment	the event or situation a reporter is supposed to report on coming directly from the speaker's mouth
Balloon	a drawing usually in a comic strip which makes words appear to be coming directly from the speaker's mouth
Banner	a headline that runs across the entire page
Body	the main part of a story
Bold Face	heavy or dark type
Box	border around any story or photo
Byline	the reporter's name which appears at the head of a news or picture story
Columnist	a person who writes a regular column giving a personal opinion
Copy	all material used for publication
Copy Editor	the person who edits news stories and writes headlines
Credit Line	the name of a photographer or artist below a piece of art
Cutline	explanatory information under a picture or piece of art; also called a caption
Dateline	words at the beginning of a story that give the story's place of origin
Edit	to correct and prepare copy for publication
Editor	a person who decides what stories will be covered, assigns reporters to stories, improves the stories that reporters write, and decides where stories will appear in the newspaper
Editorial	an article expressing the opinion of the newspaper editor or management
Feature	a news story that may not have late-breaking news value, but is timely and of interest to readers
Filler	a story with little news value used to fill up space
Flag	the newspaper's name as it appears at the top of the first page; also known as the logotype or nameplate
Hard News	urgent news, usually of a serious nature, found in the front pages of a newspaper
Headline	words in large type at the top of a story telling what the story is about; also called head
Inverted Pyramid	form for a news story where the important facts are listed first and additional details follow
Lead	(pronounced "leed") the first paragraph or two of a news story, telling who, what, where, when, why, and how
Obit	short for obituary, a death notice
Op-ed	a page opposite the editorial page, where opinions by guest writers are presented
Reporter	person sent to gather information and write a news story for the newpaper
Scoop	a story obtained before other newspapers receive the information
UPI	abbreviation for United Press International, a wire service
Wire Service	a news agency which sends out news stories from around the world to subscribing newpapers

Worksheet: What Do You Think?

Here's your chance to say what you think about world affairs. Based on a picture or article in your magazine, describe a serious problem that exists somewhere in the world today. It may be one that's caused by nature or people, or both. How would you solve the problem—without relying on adults?

To help you come up with solutions, try this trick: List the three most "wrong" steps to take. For example, what three actions would make the problem even worse? Often, this thinking "wrong" can get you started thinking "right".

Magazine title: _____

Month/Year: _____

Page: _____

Problem: _____

_____

_____

_____

_____

Three "wrong" steps to take: 1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

News Special: A Nation in Quandry

Vol. _____ No. _____ Date _____

Headline:

News Story Picture:

Headline story:

Index

Editor's Column:
(Expressing how we feel)

Of Special Interest
People in the News

Weather Report

Today:

Tomorrow:

Today's Temperature:

High:

Low:

Comic Strip Title:

drawn by:

Thought for the Day

Special Puzzle

Talk to Tillie

Sent in by:

Question:

Answer:

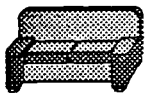
Write to Tillie at this address:

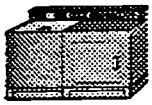
Classified Advertisements

Situations Wanted

Jobs Available

Household Items For Sale





Houses for Sale

Used Cars for Sale

Pets For Sale

Sports Report:




What's In — Fashion and Fads

Lesson 2: Technology Has Helped the United States to Interconnect to the Rest of the World.

Objectives: The student will be able to:

1. understand how technology has aided the United States in interconnecting with the rest of the world.

2. give specific examples of technology that improves communication.

3. research a new technological advancement.

4. share findings with the class.

Description of lesson/activity:

1. The teacher should help students gain an understanding of how the United States is connected to the rest of the world technologically. The class should brainstorm how the earth is "shrinking." Some validations to support this idea are the Internet system, cellular telephones, satellites, the space program of the 1980s, fax machines, and improvements in rapid transportation.

2. As a class assignment, students should collect at least ten pictures of technological devices which help us to more efficiently "connect" with each other. Students should arrange their pictures in a collage.

3. Students should research a technological advancement made since 1975. This could be done through reading books, analyzing advertisements, talking to store owners, or interviewing parents and relatives. Topics to research should be seen in the first two activities in this lesson. Students could build a model of the chosen technological advancement. A brief description and reaction to the technology should be included.

4. As a culminating activity for this lesson, students should predict how future technology might further interconnect us to each other. The class should be divided into groups and asked to come up with as many future "inventions" as possible. Finally, students should complete the accompanying worksheet entitled "Designs for the Future."

Unit XII: A Nation in Quandary: 1975–
Lesson 2: Technology Has Helped the United States to Interconnect to the Rest of the World.

Designs for the Future Worksheet

Directions: What might future technology be like? In each box below illustrate your futuristic idea.

Form of Transportation	***House or Other Building***
Form of Communication	***Vehicle or Tool***

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