

EFFECTIVE STRATEGIES AND RESOURCES FOR INTEGRATING
QUALITY CHILDREN'S LITERATURE IN INTERMEDIATE SOCIAL
STUDIES INSTRUCTION

by

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ABSTRACT

For many educators in intermediate grades, the challenge is to find ways to introduce material in an engaging and meaningful way prior to students reading the textbook. Rather than having students read solely from a textbook, some educators have begun incorporating literature in the classroom in order to introduce material, to help students connect to prior knowledge. As time has passed social studies curriculum has been Teachers have an important role and responsibility to connect students to the curriculum that they are required to learn. One of the best ways to do this is by capturing their interests and tapping their prior knowledge through the use of quality children's literature.

After observing intermediate social studies instruction in local classrooms, what is being done in the classroom and what they might need to enhance this process, I developed a guide for educators that may want additional resources and ideas for using quality literature in social studies instruction. This guide included instructional strategies, sample lessons, suggested quality literature and classroom activities to assist educators in helping students make connections and understand the content of social studies curriculum.

Dedication

For my loving parents, who have raised and supported me with the morals and trust in an unfailing God

For my sisters and brother, who have given me the strength and encouragement to achieve my dreams.

To my friends, who have pulled all-nighters pushing me forward

Thanks.

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Chapter 1: Introduction

In the intermediate grades, social studies curriculum has many complex topics and issues that students may struggle to comprehend. For many educators, the challenge is to find ways to introduce material in an engaging and meaningful way prior to students reading the textbook. At the intermediate level, students' learning of subject matter is overwhelmingly expository reading, with a majority of the text containing new information. Unfortunately, teaching solely from the textbook is a practice not extinct in the classroom, but hopefully, for the sake of students' understanding, is fading away quickly. Rather than having students read solely from a textbook, some educators have begun incorporating literature in the classroom in order to introduce material, to help students connect to their prior knowledge and to allow students to make inferences (Villano, 2005). However, simply reading literature is not enough. In order for teachers to effectively incorporate literature into their social studies instruction, they must know what content needs to be covered and how to address these topics. In order to be effective in the classroom, teachers must know why they are teaching social studies and how to incorporate quality literature effectively.

There is an on-going debate regarding what should be incorporated into the curriculum at various grade levels. What social studies content is important for students to know? And when should these ideas be introduced? In the early 20th century, with the help of the National Education Association's Committee on Social Studies (Brophy & Sledright, 1997), history was considered to be the "basics" of education. Along with their advocates, they sought for history to be the core curriculum of social studies learning with the infusion of other elements such as geography, civics, political science and economics. As years passed, history lost its value within

these “curricular offerings” as well as faded in the curriculum in elementary schools (Brophy & VanSledright, 1997). Many believe that students in elementary school are not able to retain detailed information or mature enough to grasp concepts of “the past” (Brophy & VanSledright, 1997). Others believe that students should be focusing on civic education and community rather than past events and ideas (Brophy & VanSledright, 1997). It is our responsibility as educators to present information to our students so they can understand the material and not only read and retain, but retell what they have learned, no matter what their grade level. We, as educators, would be doing a great disservice to our students if we did not introduce events and issues learned in social studies through literature.

Teachers have an important role and the responsibility every day to connect students to the curriculum that they are required to learn. One of the best ways to do this is by capturing their interests and tapping their prior knowledge through the use of quality children’s trade books, both fiction and non-fiction.

▲ Purpose of Study

The purpose of this study was to develop a resource guide for educators to help enhance intermediate social studies instruction and students’ understanding of the social studies curriculum. After observing what materials, resources and strategies teachers were currently using during social studies instruction and what they might need to enhance this process, - a guide was developed for educators who want and need additional resources and ideas for using quality literature in social studies instruction. This guide is an online resource called a wiki and will be explained further in Chapter 3. This guide/wiki includes effective instructional strategies, sample lessons, suggested quality children's literature and classroom activities to assist educators

in helping students make connections and understand the content of social studies curriculum taught in the intermediate grade levels.

▲ Problem

During my experience as a pre-service teacher I have had the opportunity to observe social studies instruction first-hand. As I complete my final semester of internship and contemplate entering the world of full-time teaching, I have observed in many different elementary schools throughout the local area. The most common form of social studies instruction that I have observed is the following: students are introduced to a topic or concept and asked to provide what they may or may not know regarding the subject. If a trade book is used to discuss or review a topic, it may be read aloud and then quickly put away rather than used as a source or foundation of class discussion or activity. Although children's literature may be used, is it being used effectively? Students should be engaged and actively involved in their learning. Following the reading, often the assessments given are worksheets or questions students are required to answer. However, I have not seen students engaged in quality literature that allows the student to explore and experience historical concepts and ideas within their classroom. In my three years of observing and associated with teachers, I have noticed that much of our social studies instruction is quickly rushed through in the first 15 minutes of the morning or left for the last 15 minutes of the day before the final bell rings.

Social studies is a portion of a child's curriculum, but it should not be considered a smaller portion or insignificant compared to other subject areas. Standardized testing requires students and teachers to focus on concepts and applications of mathematics and skills in reading, but there is little to do with social studies. When the tests do ask for student's knowledge of

social studies, it is mostly requiring them to restate facts and concepts from memory (Kohn, 2000). With increasing pressure put on teachers to prepare students for and on students to pass standardized tests, more emphasis is put on the core curriculum (i.e., reading and mathematics), too often leaving social studies behind.

It is vital to use literature and other effective resources to introduce and guide lessons. Using children's literature allows all students to learn history, regardless of their reading levels. Rather than having one textbook available as a resource, students can explore a plethora of genres and trade books, on their reading level, on any topic introduced to them during instruction. Including literature into daily social studies instruction, as well as guidance from the teacher, allows students to learn historical information in-depth and to retain more information consistently (Nelson, 1999). Textbooks can provide the framework of what should be included in teaching, but should not be the only resource used for social studies instruction. Textbooks are often written above the average reading level for a particular grade, making comprehension difficult for the student who is a struggling reader as well as our English Language Learners (ELLs) (Villano, 2005). Due to these issues, teachers have begun to incorporate children's literature in the classroom to help students better understand difficult concepts (Moss, 1991). The use of literature ties information together and makes connections for students, therefore allowing them to recall the information presented to them in a real way. Research shows literature choice is one of the most important aspects of integrating quality literature in the classroom. Teachers need to know not only what literature is out there, but what is appropriate for their classroom and curriculum (Hoffman, 2002).

Quality children's literature can and should be incorporated throughout the curriculum,

especially at the intermediate grade levels when, it seems these days, that students are receiving less social studies instruction. This project sought to provide teachers with a resource that would help enhance social studies instruction in grades 3 through 5 which includes a number of effective strategies and resources for integrating quality children's literature in intermediate social studies instruction as well as connections to the recently adopted Common Core State Standards.

Chapter 2: Review of Literature

Legislation has recently required that social studies curriculum be integrated into the student's reading program through the use of children's literature_(Roberts,2010). Due to this legislation, teachers have been challenged to use children's literature effectively, as well as hands on activities to engage learning. Because every student is unique in the way that they learn, trade books allow for individuality and provide a connection to each student within their reading level. The standards that every student is required to know by the end of each school year gives students an opportunity to find a book that fits their reading ability and interest.

▲ Legislation

In an attempt to place social studies instruction in the midst of a reading focused curriculum, Florida legislators required that elementary students have access to social studies content through other core subjects (Roberts, 2010). This means that if necessary, time set for reading may include social studies curriculum, which may help teachers with time management of social studies. Language arts programs are infused with the skills of listening, writing, speaking and reading; therefore legislators felt that social studies instruction would fit right in considering those are the same skills used in social studies. If students are asked to write during language arts, teachers could incorporate diary writing based on social issues or current event essays. Some argue that the curriculum of social studies is forgotten due to the preparation of standardized testing and focus on core subjects during the school day. With time spent on timed testing and skill drill, little time is left for creativity and social studies linked projects.

▲ Standards

It is safe to say that there is a lot material to cover in a year of social studies instruction. There are many topics within the social studies (e.g., civics, history, geography, etc...) and in order to ensure that effective instruction occurs within each topic, states have adopted standards which districts, schools, and teachers use to guide their lessons. Social studies instruction can be compared to a well-led orchestra. Just as a conductor determines which instruments will play at certain points in an ensemble, standards guide the goals and themes set in a social studies class (Checkley, 2008).

Every student is different and children do not all learn in the same ways. However, there are specific standards that every student will be required to master before moving to the next grade. The intermediate grades have a wide range of criteria to be met and students should be building on prior knowledge to make connections.

After researching the Florida Sunshine State Standards (National Council for the Social Studies, 2010), I found that a large part of a third grader's social studies curriculum includes knowing and understanding the branches of government and how specific rules govern our nation. Along with the rules that are set up to check and balance our government, they are learning the rules that govern society and how to be a good citizen. The importance of teaching students how to become good citizens and a benefit to society is a great responsibility placed on teachers. Third graders are also beginning to locate places on a map and compare physical traits of America and other nations.

Third grade is an exciting time when students begin to learn the basics of social concepts such as geography, culture, government and economics. Third grade students begin the year by learning their place in the world. Within the third grade curriculum in the state of Florida the

following four Big Ideas are concepts that students will be expected to learn by the end of the year.

- ⤴ **Big Idea 1: Location affects how people live**-Students will learn the location and geographical features of states, regions, and countries.
- ⤴ **Big Idea 2: Culture influences the way people live** -Students are learning that they are unique and come from varying places in the world. They will learn the cultures that make up the United States and what their family's culture is.
- ⤴ **Big Idea 3: Economics affects people**-Beginning the second semester, third grade students will explore the concepts of trade, economics and currency in North America.
- ⤴ **Big Idea 4: Rules provide order** -Students will end third grade learning about the three levels of government and how the system of government is set up not only in Florida but throughout the entire nation. Students will begin to study how to be an active member of society and the responsibilities of citizenship

Fourth grade is critical in a student's academic career because it is at this year that they are learning about the state in which they reside. Building on what they have learned in the prior year, fourth graders expand their knowledge of democracy and the powers of government. Again, in geography they experience making maps and using hands on activities to locate objects on a map. This year often includes field trips; some teachers even experiment with virtual field trips, and students enjoy re-enacting events talked about in class.

Fourth grade students begin learning their state history throughout the year. Teachers are asked to focus on the following five Big Ideas that reflect several standards that students must master.

- ⤴ **Big Idea 1: Location affects how people live**-Building on the skills they have learned

in the year prior, students begin by studying the geography of Florida including the physical and cultural geography, weather and climate.

▲ **Big Idea 2: People’s actions affect others**-Easing into colonization of Florida, students will study the early exploration and settlements of Florida including the effects of the Native Americans, Spanish and European settler.

▲ **(Big Idea 3: Conflict causes change and Big Idea 4:Change happens over time)**- Progressing into the third grading period, students focus on the Seminole Wars and Florida’s role in the major events such as the Civil War, Great Depression and World War II.

▲ **(Big idea 5: Culture affects the way people live)**- Finally, students will be expected to understand the impact of immigration in their state and how Florida’s government and economical system operate.

Students going into fifth grade learn about American history from the Native Americans to the New World. It is especially important that students connect to this aspect of the social studies curriculum. One of the reasons we teach history is so that we don’t repeat the mistakes of those before us. Tonya Breland, winner of the Milken Foundation National Educator Award, stated, “...As [students] learn about the history of their state and the early history of our country, it is important that they see the connection to their own life and culture...” (Jackson, 2012).

Students also learn the skill of comparing and contrasting societies and cultures. For example, fifth grade students will compare the lives of the Native Americans to those of the early colonists, recording differences in hardships, clothing, routes, contributions, etc... (Jackson, 2012).

As students move on to fifth grade their focus shifts to American history. Mirroring the

sequence they studied Florida's history in the previous year, they will learn the history of the United States.

- ⤴ **Big Idea 1: Location affects how people live** -As in previous years, they begin the year with reviewing geography, map skills and regions
- ⤴ **Big Idea 2: Culture Influences the way people live and Big Idea 3: People's actions affect others**-Students will then study early settlements and explorations such as ancient cultures, Native American influences, and European exploration.
- ⤴ **(Big Idea 4: Location affects how people live and Big Idea 5: Conflict causes change**-Leading up to the second semester of fifth grade, students will begin to explore Colonial life including early settlements, life in the colonies, and events leading up to the American Revolution.
- ⤴ **Big Idea 6: Rules provide order**-Learning the effects of the Revolution and how the new nation set up a new form of government is a pivotal part of the fifth grade curriculum. Students will learn what the functions of the government are and how to be an active citizen.
- ⤴ **Big Idea 7: Relationships affect choices**-Finally, students will study the westward expansion and the cause and effect of the Industrial Revolution.

⤴ Textbooks in Social Studies Instruction

Textbooks have long been used as the primary guide for instruction. Although they are important to our curriculum and provide a reference from which we can build our lessons, they should not be the sole resource used in planning and implementing social studies instruction. They should be used as a guideline and framework by which we guide our curriculum. In one

study (Zagarri, 2010) researchers examined four publishers programs for 4th -7th grade social studies textbooks and manuals. In the study, they found that textbooks often left out or reordered historical events and gave a misinterpretation of concepts. Researchers found three common problems in the textbooks. The first problem was inadequate explanations. There is much to discuss in the social studies curriculum and textbooks often merely skim the surface of important concepts and fall short at including all that is required. Another problem found was presumptions of background knowledge. During the study, researchers noticed that one chapter in the fifth grade text talked about “taxation without representation” without explaining the concept and assuming students had prior knowledge. The final problem researchers found regarding social studies textbooks was unclear goals. Textbooks are relying on students making connections within texts without the support they need. We should be providing our students with knowledge on an event before we expect them to connect with a text and a concept they may know little or nothing about (Zagarri, 2010).

▲ Quality Children’s Literature

When students learn to vote for class president, serve as a volunteer in their community and actively participate in a class debate, they are engaged in social studies. Social studies instruction should be more than a fifty minute reading block, it is a vital aspect of social life, during which students are learning to be a positive member of society. Trade books allow social events and concepts to connect to student’s emotions and experiences. Using a variety of quality children’s literature allows students to choose their own topic throughout a thematic unit of instruction. Incorporating fiction and nonfiction texts during instruction allows students to connect to characters sharing similar experiences, compare fiction and fact, and develop background knowledge on social concepts (Olness, 1977).

Throughout my pre-service field experiences, I was placed throughout a number of intermediate grade levels. I have observed that reading fiction and nonfiction texts as a whole group sparks conversation and debates among the students. Using prior knowledge and experiences among classmates gives students a voice and sense of ownership of social studies concepts they are learning.

It may seem like common sense that integrating social studies into any content area is possible as well as using trade books during instruction; however, the question on many teachers' minds is what constitutes effective quality literature? When choosing trade books for our classrooms we must first choose those that align with the Next Generation Sunshine State Standards (NGSSS) and the Common Core State Standards (CCSS), as well as the curriculum of each grade level. Due to the fact that students vary widely in reading levels, trade books should reflect student's reading ability. We want our students to feel a connection to the story and draw knowledge and understanding from that experience. Trade books should be engaging and appealing to our students. Most importantly, children's literature we incorporate in our instruction must be factually valid (Olness, 2007).

Chapter 3: Development of Teacher Resource Guide/Wiki

To begin my study, I completed an extensive search using the terms “literature,” “social studies instruction,” and “intermediate grades.” My search consisted of online journals, books and studies. Using my search results and observations I have made through my field experiences and internship throughout my studies, I began recording my findings of whether or not literature is being used in the classroom and if so, how it was being used. The goal of this research was to observe and record what intermediate grade teachers were currently doing in the classroom with regard to social studies instruction and what materials they were using. I also determined what requirements are in place for Florida schools and teachers with regards to the social studies curriculum they are required to teach by researching the Sunshine State Standards.

After gathering the information, I developed a guide for intermediate level teachers, including information on quality children's literature and how to use it effectively to teach social studies in their classrooms.

^ Resource Guide

The purpose of this study was to examine intermediate social studies instruction present in local area classrooms and determine if teachers are integrating quality literature and resources in order to enhance students’ understanding of the social studies curriculum. During my observations of intermediate grade levels, I noticed that students are being introduced to social studies with very few in-depth connections. Many concepts are being taught through video clips, textbook passages or use of trade books, though not effectively. Social studies can be a time for students to get some energy and stress out, while retaining important concepts they need to obtain. Social studies should be a fun and exciting time to get students involved and engaged in

their learning.

I chose to create a wiki page containing effective children's literature and classroom activities that will meet each grade levels Next Generation Sunshine State Standards. The wiki also provides helpful websites, resources and a list of the Common Core Standards for intermediate grade levels. A wiki is website that the creator may edit, modify or change information on the page. A wiki may be edited by an associated group or may be set to private so the public may not edit the page. Many wikis are created as blogs or educational sites. The wiki was the best choice for my project because it allows for continuous editing and ongoing construction of the page. Education is continuously changing year to year (e.g., the recent adoption of the CCSS) and I wanted to create a project that I could add and take out information in the future as needed. However, I also felt it important that I create something the public can view but not edit, the wiki was perfect for the goal of this project. [Please feel free to visit the wiki at : http://thesisresearchstudy.wikispaces.com](http://thesisresearchstudy.wikispaces.com)

All of the strategies included in the wiki can be effective in any content, but need to be used in the appropriate manner. Each grade level has specific requirements to meet as well as individual needs of the students to be met. The following children's trade books are divided by grade level and standards. Suggested literature and activities are placed in specific grade levels, but not restricted to those grades. Literature and activities may be changed to accommodate any student. Trade books are a great source because they may be used for varying reading levels and may also be substituted. Any activity may be altered to accommodate the class and individual needs of the students.

^ THIRD GRADE

During my observations, I have noticed that a majority of the teacher's time is being taken up by reading curriculum, leaving only a few minutes for social studies instruction. Many teachers resort to playing a quick video or reading a short passage from a biography to compensate for time lost. There is help! - Students can be engaged in social studies, even when time does not allow for a fifty minute lesson. One suggested activity is the Region Lap-book. I have used this activity in a third grade class. To begin the lesson, I read the class, Scrambled States of America (See Appendix A). This book is a great and humorous way to review the fifty states with your students and introduce the fact that the states are grouped by regions. Every week I introduced a region (there should be a total of 5). This activity was completed each week in one of our weekly reading centers. The students and I would go back in our literature and find facts and pictures of the fifty states. Each group was about 3-4 students which allowed for small group discussion and time allotted to incorporate social studies curriculum. (See Appendix B)

Another observation I made during my pre-service teaching was that much controversy comes with teaching social studies that does not come with alternate subjects such as math and reading. History is the study of the past and explaining the past to young ones is not always easy or appropriate. As teachers we need to find ways to teach sensitive concepts to connect to our students. Children in intermediate grade levels are learning that their peers are unique and every individual is a special and different piece, but as a whole we make up a society and world. Teaching these concepts to young children may be a challenge. An activity I have found useful is a class quilt. To introduce the concept of culture and traditions, I used the book *Tar Beach* by Faith Ringgold Another great option is *The Keeping Quilt* by Patricia Polacco. (Appendix A)

These books give a message of tradition of two families through a handmade quilt passed on to each generation. A quilt is made up of individual pieces that when put together make something beautiful. This is a great activity to connect students understanding. In the beginning of the school year, students were given a “quilt piece” to bring home and decorate. As each student brought their piece in, we would glue them together to make one large piece. Students could visually see that what makes them unique and different comes together to complete a whole piece. (See Appendix B for full activity)

▲ FOURTH GRADE

A challenging part of teaching social studies is incorporating enrichment activities and informal assessments to check student understanding. There are many different standards and topics that students are taught within a unit. Sometimes I have felt that I was not able to incorporate all the activities I planned because it would take too much whole group time. A great tool for teachers to enforce is centers. Centers allow for independent and small group activities as well as quick, informal assessments. Most educators use centers within a reading program, but they may also be used in other content areas. One of the largest parts of a fourth graders social studies curriculum is the history and impact of the Seminole Indians. Engaging students in center activities regarding the Seminole Indians will give them several independent activities that they can complete rather than one activity as a whole group. Students can retain more information with hands on centers in less time. (See Appendix D)

Current event issues are an important part of students’ social studies program because they inform students of the world they live. I have observed little inclusion of current events in the classroom and when I have seen students reading magazines to obtain this information they

are asked to read it and take a quiz. Getting our students actively involved in their learning will play an important part in their development. Students should be learning to interact with one another and collaborate to come up with solutions in their communities. A great way to get students actively participating and engaged is to continue using resources of magazines and newspapers, but give them a chance to present these issues to their classes. You may want to have a “news channel” every week with issues presented in the magazines. This is also a great way to incorporate nonfiction text in your classroom. Give each student a job: weather anchors, sports, writers etc. This activity will also be a great way to find your students interests and extend these activities with trade books about weather, geography, politics etc.

▲ FIFTH GRADE

Observing fifth grade classes, I have noticed that students are beginning to be engaged in a deeper social studies curriculum. However, much of the content is saturated in textbook reading and essay writing. Though these are an important part of students’ schooling, students need to be engaged in the writing process while learning the content. One way to engage students in writing while retaining material is to have them create ads, posters, propaganda, etc. Fifth grade is a great year to begin creative writing. An example is to have students create a pamphlet inviting colonists to come to their plantation. Allow students to choose different plantations (New England, Southern, etc.) and create a pamphlet persuading colonists to visit their plantations. They may use resources and books to gather information and include drawings and maps. Another idea is to use a deck of cards and have each student pick a card. Assign certain numbers to be plantation owners, plantation workers or slaves. Have the students write a diary entry or letter to their family from the character they choose. From my experience using these

activities in the classroom, students take ownership of the plantation or job given to them. They are able to take what they are learning and make it their own. It also gets students working and talking together to make an end product.

One thing that teachers may want to place in their classrooms is real-life situations. Explaining concepts of the past may seem like a difficult task because students may not have prior knowledge of such things. It is important we find ways to make concepts and ideas relevant to students to build on their understanding. One example of an activity is the more perfect classroom activity. I have observed this in several classrooms. The introduction of the Constitution and its role in our government may seem like a difficult task. The Constitution sets up the rules and guidelines for our country and also lists the rights Americans have under it. For most students this may seem like an abstract idea, especially for young learners. I have observed that we teach students concepts through vocabulary and having them memorizing lists, but never give them hands-on experience. We can teach students how rules and rights are set up and followed. Give the class an opportunity to come up with a set of class rules, brainstorming and accepting any idea. Then, agree on a list as a class. Then come up with a list of rights and responsibilities. This may help the teacher explain the Bill of Rights and that as American citizens we have been given rights, just like students in an elementary school have rights. Getting the students to act out the process of the creating the Constitution in the classroom may connect them to what they are learning and make what they are learning in a textbook relevant.

Chapter 4: Conclusion

Social studies is a vital part of a student's curriculum. It is the foundation of our nation and tells the story of our past. In order for children to learn how to live in a society as a hard-working and effective citizen, they must first have an understanding of social issues. A student is engaged in several subjects throughout a school day, each one unique and meaningful. Social studies should not be shoved to the back of the classroom and left for whatever time is left over from reading and math. Students should be engaged and learning history daily using quality children's literature and hands-on activities.

Children's literature connects the student's prior knowledge and experiences and allows the student to see the world from different perspectives. Incorporating both fiction and nonfiction texts during instruction allows students to connect to characters sharing similar experiences, compare fiction and fact, and develop background knowledge on social concepts. Trade books give every student an opportunity to learn because they may be chosen based on a child's reading level and may be suited to connect to each student. It is important to know our students' interests and use them to enhance their learning.

Textbooks can provide the framework of what should be included in teaching, but should not be the only resource used for social studies instruction. Teachers should incorporate children's literature into the class to help connect meaning and content. The textbook should be used as a framework to help plan lessons and guide the curriculum.

My research and personal experiences in the classroom have led me to believe that teachers may want more and need resources for social studies instruction. I have collected and

designed an effective resource guide including sample lesson plans, suggested literature, hands-on activities, and websites that will benefit intermediate teachers in their journey to enhance student learning. This guide is sorted appropriately by grade level and gives the aligning Next Generation Sunshine State Standards and Common Core State Standards for each activity.

Although I feel that this research was effective and I have provided an effective guide for intermediate grade level teachers, I would like to further my research by surveying intermediate teachers to incorporate their views on literature in the classroom. I would also like to further my study in the future by visiting classrooms and collecting teacher suggestions for quality literature and activities. Additionally, I will [pursue](#) conducting a workshop for teachers who are interested in learning how to put activities together in their classroom and to provide resources to pre-service educators and colleagues to integrate quality literature in social studies instruction.

Appendix A:

Suggested Third Grade Literature

Geography of the United States

- ♣ *Scrambled States of America* by: Laurie Keller
- ♣ *Armadillo from Amarillo* by: Lynne Cherry
- ♣ *Rain School* by: James Rumford
- ♣ *Where the Streets Had a Name* by: Randa Abdel-Fattah
- ♣ *If Stones Could Speak* by: Marc Aronson

Cultures

- ♣ *Everybody Bakes Bread* by Norah Dooley
- ♣ *Everybody Cooks Rice* by: Norah Dooley
- ♣ *Dinner at Aunt Connie's House* by: Faith Ringgold
- ♣ *Season of the Sandstorms* by: Mary Pope Osbourne
- ♣ *Tar Beach* by: Faith Ringgold
- ♣ *Why Mosquitoes Buzz in People's Ears* by: Verna Aardema and Leo Dillon
- ♣ *The Keeping Quilt*- Patricia Polacco
- ♣ *The Wakame Gatherers* by: Holly Thompson

Economics Concepts

- ⤴ *The Silk Route: 7,000 Miles of History* by: John Major
- ⤴ *Freckle Juice* by: Judy Blume
- ⤴ *The Toothpaste Millionaire* by: Jean Merrill
- ⤴ *Tarantula Shoes* by: Tom Birdseye
- ⤴ *Chicken Sunday* by: Patricia Polacco
- ⤴ *Pancakes, Pancakes! By:* Eric Carle
- ⤴ *Strega Nona Meets Her Match* by: Tomie de Paola
- ⤴ *Show Me the Money: How to Make Cents of Economics* by: Alvin Hall

Civics and Government

- ⤴ *Uncle Sam and Old Glory: Symbols of America* by: Delano West and Jean West
- ⤴ *Duck for President* by: Doreen Cronin
- ⤴ *Click Clack Moo: Cows that Type*
- ⤴ *Vote!* By: Eileen Christelow
- ⤴ *House Mouse! Senate Mouse!* By: Peter W. Barnes
- ⤴ *So You Want to Be President?* By: Judith St. George
- ⤴ *Red, White and Blue: The Story of the American Flag* by: John Herman
- ⤴ *The Flag We Love* by: Pam Munoz Ryan

Appendix B:
Third Grade Activities

Associated Activities for Geography of the United States Literature:

Create A Landmark SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico and the Carribean

Students are learning symbols of our nation in third grade. Remind students that landmarks are man-made building or statute that represents something important to our nation. Brainstorm some landmarks as a whole group or allow students to work in small groups (Washington Monument, White House, etc). Have students to create their own landmarks using poster board, clay, play dough, Popsicle sticks etc. (*This activity could be done using the school's art room and/or supplies). After creating their landmark, students must give it a name (ex: Lady Liberty), a summary of why is it a landmark and what setting it is in (a park, an island, etc). (Senior Internship, 2013).

♣ Region Lap book SS.3.G.2.2. Identify the five regions of the United States

Create a lap book using a file folder or folded construction paper. In the center (when the flaps are open) staple five notebook pages together and create a Table of Contents and allow students to create chapters for a region booklet. For example, the following chapters could be included: Chapter 1-Northeast, Chapter 2-Southeast, Chapter 3- Midwest, Chapter 4- Southwest, Chapter 5- West. In each chapter, students will record the information on each region they have discussed in class or on their own. They may also cut out and label the states in each region in their chapter. Let students get creative by drawing or finding picture they can cut and paste into their books. Information could include climate, famous people, landforms, resources, vacation spots, sports teams etc. about each region. In the inside flaps include a drawing or illustration of a compass and have students label the points. Another activity within their lap book may be a map of the United States colored and cut out in puzzle pieces they can keep in a pocket of their lap book and

take out to piece together.(Senior Internship, 2013).

♣ Lego States/Regions (Literature: *Scrambled States of America* by: Laurie Keller)
SS 3.G.2.6- Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area

Place buckets of different colored Lego's. (*This would be a great opportunity for parent participation; student volunteer to bring in Lego blocks). After studying the regions and states within the different regions of the nation, allow students to create the shapes of different regions and states. Have the other students guess what region or state they are building. This is a great activity for centers or small groups! (<http://www.milkandcookiesblog.com/2012/04/exploring-history-and-geography-with-legos.html>)

Associated Activities for Cultures Literature:

♣ Class Quilt (Literature: *Tar Beach* by: Faith Ringgold or *The Keeping Quilt* by: Patricia Polacco) It is important to teach our students that they are all very unique and different, but when they come together as a class they make something beautiful and complete. In the beginning of your unit (*this works great in the beginning of the year) send a piece of card stock home with your student, this will be their quilt piece. They may color and decorate their piece however they feel represents them the best. Encourage students to be creative and show their culture within their piece. Collect students' pieces and place them together to form a quilt to be displayed in the classroom.

Another great quilt activity is to create a quilt using three pieces of card stock or construction paper. The quilt can be used to create a scrapbook of their life or family traditions, similar to the

class quilt. Students' quilts could be connected to form one large quilt, again to form a class quilt. The directions for the class quilts are in the wiki. (Junior Internship, 2012)

▲ Culture Tree- In your study of cultures, students should begin asking about where their families came from, what family traditions they have, what makes us different, etc. Allow students to explore these questions by researching at home. Give students a survey to complete at home to find the following questions:

1. What is your family name?
2. What is your mother's origin?
3. What is your father's origin?
4. What is your grandparent's origin?
5. What are some of your family traditions?

Have students complete surveys and return to schools. Allow students to share their surveys with the class and allow for discussion. Trace leaf templates and have students cut them out and record their survey on the leaf. Collect students' leaf and create a "Culture Leaf" to hang up in the classroom. Trace and cut a trunk using brown trace/construction. Arrange the student's leaves around the trunk to make the tree.

▲ Bread Recipes (Literature: *Everybody Bakes Bread* by: Noran Dooley)

In *Everybody Bakes Bread*, Carrie is sent out in her neighborhood in search of a rolling pin. Along her search, she runs into several neighbors that offer her bread from their home countries. After reading the book by Noran Dooley, set aside a time for students to try the breads from the book. The book offers recipes that are described in the book. It would be a great hands on experience for students to bring in a bread recipe from their culture and family traditions. It

would also give the students a chance to explore their culture with their family and share it with the class. Students can bring in the breads to sample while you read the book together.

Associated Activities for [Economics](#) Concepts:

Risky Business Literature: Show Me the Money: How to Make Cents of Economics) SS.3.E.1.3-
Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

Your class will start their own business! Discuss with students (and parents) what would be the best business. Brainstorm a list of ideas, any idea will be a great start! Some ideas that may be appropriate for your class will be to have a class bake sale, lemonade stand, or even class book sale. Prior to this project, you will want to introduce and discuss the concept of profit, goods, and spending. Once you have decided on a class business, you will want to decide what responsibility each student will have to contribute to the class project. For example, if you choose a class bake sale, some students and parents may want to help with baking, other students may make signs and other students will help collect the money as treasurers. Run the business together and record your expenses to run the business and profit. Perhaps you can use the profit as a class prize. (*Brainpop Jr Video- Saving and Spending Website in wiki)

<http://www.brainpopjr.com/socialstudies/economics/savingandspending/grownups.weml>

^ Auction **SS.3.E.1.1- Give examples of how scarcity results in trade.**

Third graders are introduced to the concept of supply and demand. A great activity to experience supply and demand is to hold a class auction. Give each student a set amount of beans (10 is a good start) or play money may be used. Make sure each student has the same amount. Explain

that they will be able to participate in an auction and that using their beans or coins they may purchase or bid for an item. Items may include pencils, notebooks, books, erasers etc. Items that are more popular will be at a higher demand and less popular items will have a lower demand.

(Brainpop Jr Video: Supply and Demand on wiki)

<http://www.brainpopjr.com/socialstudies/economics/goodsandservices/grownups.weml>

Associated Activities for Civics and Government Literature:

Students are beginning to learn the concepts of government and why and how the government is set up in our nation. Third graders are learning each role the three branches of government play in their lives and how they check and balance each other to make and pass laws. The Constitution was written to organize and run our country and set up rules. Students are learning about their local and state government and how they can become active members of their community, state, and country.

<http://www.brainpopjr.com/socialstudies/government/branchesofgovernment/grownups.weml>

▲ Separation of Powers: What's for Lunch? **SS.3.C.3.1- Identify the levels of government (local, state, federal).**

This is a great activity to get students role playing and experiencing the roles of Congress. Students will learn how the lawmaking process plays out while making a new healthy lunch menu. The students will be put into three groups: the President (Executive), the Congress (Legislative), and the Supreme Court (Judicial). The job of the President is to choose the categories of school lunch. It will be best you if you write a list and let students choose from that list. For example, fruit, pizza, ice cream etc. The job of Congress is to come up with an actual menu based on that list. For example, apples, pepperoni pizza, celery sticks etc. Then the Congress sends it back to the President to approve or veto. The Supreme Court makes sure both

sides are following the laws and school rules. The students get to see how the lawmaking process is done by each branch. (* Print outs and guide attached in wiki)

(<http://www.icivics.org/teachers/lesson-plans/separation-powers-whats-lunch>)

▲ **Model Government SS.3.C.3.4-Recognize that the Constitution of the United States is the supreme law of the land**

Turn your classroom into an acting Congress! Have students nominate a President of their classroom. Allow time for students to prepare speeches and create fliers as to why they would be the best choice for President. Select one day for voting. (*Students can create a voting booth to drop their “ballots” into). Brainstorm with your students what duties the President has. *Remind students that the President works as a voice of the people. Split the rest of your classroom into two groups-the House of Representatives and the Senate. Again, brainstorm ideas with your students: What duties do these Houses have? How many seats are the Houses made up of? Have students create a bill to become a class “law”. As you advance through this activity, students will learn the process of law making. If the bill passes through both the House and Senate, the bill will go to the President. If the President approves it, the bill becomes a law. If the President does not approve the bill, he/she must provide a reason why he/she is vetoing the bill and send it back to Congress. Discuss with students why we have checks and balances in our nation and explore the “What if” questions.

(<http://www.brainpopjr.com/socialstudies/government/branchesofgovernment/grownups.weml>)

▲ **Class Mascot (Literature: *Uncle Sam and Old Glory: Symbols of America* by: Delano West and Jean West)_SS.3.A.1.3- Define terms related to the social sciences.**

Remind students that a symbol represents something. Third graders will learn about different

national symbols and landmarks. For example, the American flag represents our nation with 50 stars for the fifty states and thirteen stars symbolizing the thirteen colonies. Brainstorm a list of symbols (eagle, flag, elephant etc) and landmarks (Statue of Liberty, Washington Monument, etc) that represent our nation in some way. Have students create a class mascot. Mascots represent a positive quality of a large group, like a classroom. Choose the mascot as a class. Think of animals that stand for something. For example, an eagle represents freedom, lion represents strength etc. Students can create a class poster or paper mache figure to keep in the class.

Remind students that the mascot represents them as a class and sets them apart!

<http://www.brainpopjr.com/socialstudies/citizenship/ussymbols/grownups.weml>

Appendix C:
Suggested Fourth Grade Literature

Florida History/Florida Culture

- ♣ *The Missing 'Gator of Gumbo Limbo: An Ecological Mystery* by: Jean Craighead George
- ♣ *Escape to the Everglades* by Edwina Raffa
- ♣ *Dolphins at Daybreak* by: Mary Pope Osborne
- ♣ *Opossums* by: Christine Webster
- ♣ *Alligator Crossing* by: Marjory Stoneman Douglas
- ♣ *Turtle in Paradise* by: Jennifer L .Holm
- ♣ *Voices in St. Augustine* by: Jane R Wood
- ♣ *Ghosts on the Coast* by: Jane R Wood
- ♣ *Trouble on the St. Johns River* by: Jane R Wood
- ♣ *Adventures on Amelia Island* by: Jane R Wood
- ♣ *Pirates of Pensacola* by: Keith Thomas
- ♣ *Panther Girl* by: Maity Schrecengost

Florida Exploration/Native Americans/Seminole Wars

- ♣ *A Braid of Lives: Native American Childhood* by: Neil Philip
- ♣ *Micco- A Seminole Indian Boy* by: Roger Vernam
- ♣ *Night Bird* by Kathleen Kudlinski
- ♣ *Indian Shoes* by: Cynthia Leitmotiv Smith
- ♣ *Seminole Diary-* Dolores Johnson
- ♣ *First People: An Illustration of History of American Indians* by: David C. King
- ♣ *The Defenders* by: Ann McGovern

Appendix D:
Fourth Grade Activities

Associated Activities for Florida History/Culture:

✦ Interactive Scavenger Hunt_(Literature: Voices in St. Augustine by: Jane R Wood)
SS.4.A.3.3-Identify the significance of St. Augustine as the oldest permanent European settlement in the United States

In the trade book *Voices in St. Augustine*, Joey Johnson uses the resources found on the internet to learn more about the Florida culture. You and your students can do the same. Author Jane Wood provides an interactive scavenger hunt that takes you throughout the internet to explore Florida! Students will be guided to links to answer questions such as: Who was St. Augustine? What was the job of tradesmen? What is the oldest city in Florida? (The scavenger hunt may be found in the Activities section of the wiki) <http://www.janewoodbooks.com/books>

✦ Florida News

Your students are news reporters reporting an event in Florida's Early History. Some of the things they need to cover are the following:

1. What happened?
2. Who was involved?
3. Where it happened
4. Why it happened
5. What is important about it?
6. A headline

You may also want to create a class Who's Who of influential people in Florida's history using the newspaper and online news resources going through the categories of sports, business, education, society, entertainment, music and art.

(<http://www.historicalsocietyofbc.org/index.php?page=in-the-schools>)

Associated Activities for Florida Exploration and Settlement:

Seminole Centers SS.4.A.3.10-Identify the causes and effects of the Seminole Wars

Begin by having a list of past (and/or present wars) such as Revolutionary War, Civil War, War on Terror etc. displayed for the class to see. Tell them that this is a list of some wars our world has faced. Ask the students if they can describe what war is. “Why do people declare war?” “What are possible outcomes of war?” Now tell students that there was an ongoing war for the Seminoles that defined their future as a tribe, the Seminole Wars. (*Make sure to discuss these topics to the students prior to the centers). Students will be broken up into three groups/centers to explore each war further. The centers will be the following:

- ♣ First- Students will be given a list of vocabulary words including: allies, reservation, relocated, conflict, treaty, nullified, and empowered. Students will use a dictionary, context clues, and their prior knowledge to make definitions and illustrations in their journals.
- ♣ Second- Students will create their own head-dresses worn by the Seminole Indians using these steps: (Make sure to go over each step prior to placing students in groups).

Cut brown construction paper in half (lengthwise) for the headband. Tape the ends together (do not staple yet!) make sure the headband fits your head.

- ♣ Cut out feathers using colored construction paper or craft feathers. Glue them to your headband. Let Dry. (You may also color, add sequence, stickers, etc...)
- ♣ Add shapes to your headband and markings to your feathers using the

feather guide. Be sure to include one for Bravery.

▲ Fold your headband so the feathers are on the inside and staple the ends when the glue dries.

▲ Third- Students will be given the chance to create a poster for or against the war.

Students will create this poster as a group and make sure their argument is presented well on the poster using illustrations and a slogan you want readers to remember. Be sure you understand what side you are advertising (against or for the war) and why.

Students, in their groups, will present the information they created/found in their centers to the class. Each group will have different perspectives and information to bring to the class and provide an opportunity for class discussion.

http://fcit.usf.edu/florida/lessons/sem_war/sem_war2.htm

▲ **Travel the Reservation SS.4.A.3.2- Describe the causes and effects of European colonization on the Native American tribes of Florida**

Explain to the class that there are many differences and similarities between early Seminole people and Seminole tribes today. Prompt questions such as: What may have Seminole worn in the 1800s compared to today? How might their homes be different? Do you think they still live in clans? Explain to students that they will be put into four groups of five. There will be 6 stations set up in the classroom for each group to explore. The stations will compare and contrast the early Seminole's and today's Seminole's homes, food, clothing, jobs, travel, and hobbies.

Students will explore each station, recording their findings for their portfolio.

The stations will include the following activities, as well as laminated descriptions of each topic, one for the early Seminoles and one for the Seminoles of today:

1. Homes- Students will create a replica of a traditional chickee (instructional steps and

pictures provided at station) as well as their idea of a traditional home today using Popsicle sticks and glue.

2. Food- Several bowls will be displayed of food eaten in early tribes and today such as: beans, squash, Indian potato, Indian corn, hearts of palm etc. Students will be able to use their senses to compare food from the past and present.

3. Clothing- display pictures of patchwork, moccasins, capes, beads etc. (provide tangible items if possible). Students will compare clothing and come to the conclusion that clothing was adapted due to the climate the Seminoles lived in.

4. Jobs- Students will role play jobs of the past such as hunting and fishing, as well as jobs of the present Seminoles such as running tourist attractions, selling crafts, office workers etc. (use tangible items if possible-fishing pole, crafts, money, etc...)

5. Travel- Students will work on computers to watch the craftsmanship of canoe making and compare this method with those of today such as automobiles, planes, trains etc.

using the website: <http://www.youtube.com/watch?v=FEVEXC5xQAA>

6. Hobbies- Display dolls and wooden toys that Seminole children enjoyed and have student compare the games and hobbies they enjoy. “How are they different?” Discuss with students (once the stations have been explored) that they may have some similarities as well as differences with the Indian tribes. Encourage a discussion.

Appendix E:
Suggested Fifth Grade Literature

Exploration and Settlement

- ♣ *My Life with the Indians: The story of the Mary Jemison* by Robin Moore
- ♣ *Music of the American Colonies* by Anne Enslow and Ridley Enslow
- ♣ *Guests* by Michael Dorris
- ♣ *Thanksgiving on Thursday* by: Mary Pope Osbourne
- ♣ *...If You Sailed on the Mayflower in 1620* by Ann McGovern
- ♣ *Encounter* by: Jane Yolen
- ♣ *Pedro's Journal* by: Pam Conrad
- ♣ *Christopher Columbus* by: Ann McGovern

Colonial America

- ♣ *Emma's Journal: The story of a Colonial Girl* by Marissa Moss
- ♣ *William Penn: Founder of Pennsylvania* by: Steven Kroll
- ♣ *Paul Revere* by: George Sullivan
- ♣ *Music and Drum: Voices of War and Peace, Hope and Dreams* by: Laura Robb
- ♣ *Journey to Freedom: A story of the Underground Railroad* by: Courtni Wright
- ♣ *Hannah's Winter of Hope* by: Jean Van Leeuwen
- ♣ *...If You Lived in Colonial Times* by: Ann McGovern
- ♣ *Johnny Tremain* by Esther Forbes
- ♣ *Revolutionary War on Wednesday* by: Mary Pope Osborne

Founding the Nation

- ♣ *Aunt Harriet's Underground Railroad in the Sky* by: Faith Ringgold
- ♣ *Pink and Say* by: Patricia Polacco
- ♣ *Henry's Freedom Box* by: Ellen Levine
- ♣ *Civil War on Sunday* by: Mary Pope Osborne
- ♣ *George vs. George* by: Rosalyn Schanzer
- ♣ *More Perfect Union* by: Maestro
- ♣ *What's the Truth?* by: Christine Taylor Butler
- ♣ *If You Were There When They Signed the Constitution?* by: Elizabeth Levy

Westward Expansion

- ♣ *Seaman: The Dog Who Explored the West with Lewis and Clark* by: Gail Langer

Karwoski

- ♣ *Children of the Wild West* by: Russell Freedman
- ♣ *...If You Traveled West in a Covered Wagon* by: Ann McGovern
- ♣ *Daniel Boone and the Exploration of the Frontier* by: Richard Kozar
- ♣ *Tales from Gold Mountain* by: Paul Yee
- ♣ *Buffalo Before Breakfast* by: Mary Pope Osbourne
- ♣ *Extraordinary Women of the American West* by: Judy Alter
- ♣ *Dance at Grandpa's* by: Laura Ingalls Wilder
- ♣ *Sarah, Plain and Tall* by: Patricia MacLachlan

♣ *Little House on the Prairie* by: Laura Ingalls Wilder

♣ *Ghost Town at Sundown* by: Mary Pope Osborne

Appendix F:
Fifth Grade Activities

Associated Activities for Exploration and Settlement Literature:

- ⤴ Columbus Scavenger Hunt (Literature: *Christopher Columbus* by: Ann McGovern)

SS.5.A.3.2-Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.

Take your students on a scavenger hunt to explore the travels of Columbus. This is an interactive guide that takes students to a variety of websites following Christopher Columbus to answer their Scavenger Hunt questions (found in the wiki). Students will click on the following links to answer the questions provided. This activity could be done as whole group or during centers with access to the computer.

1. <http://commfaculty.fullerton.edu/lester/writings/admiral.html>
2. <http://europeanexplorers.weebly.com/christopher-columbus.html>
3. <http://www.franciscan-archive.org/columbus/>
4. <http://www.fordham.edu/halsall/source/columbus1.asp>
5. http://www.ucalgary.ca/applied_history/tutor/eurvoya/columbus.html

You can add more that you see fit for your students. You may also add trade books in a center students have to look through to find specific questions.

<http://www.readwritethink.org/classroom-resources/lesson-plans/cyberspace-explorer-getting-know-126.html?tab=3#websites>

- ⤴ Packing the Pilgrim's Trunk (Literature: *...If You Sailed on the Mayflower in 1620* by Ann

McGovern).

Begin connecting students to the Pilgrims by posing the question, “Have you ever moved away? What did you feel like? Did you decided to take some important things with you to your new house?” Explain to the students that you are a Pilgrim (* you may dress up to play the role or invite a guest speaker). Explain that you are scared about coming to a new country and not sure what you need to take with you. Have the students help you choose what items you need to pack in your trunk to take with you. You may have actual props if available, use a mimio to uncover items on the Power Point, or brainstorm some items. Some items you may need to revisit and revise reminding students that the year is 1620 and some items have not been invented. Allow students to brainstorm ideas with their partners. Students may also create a packing list to work on with a partner, a checklist to make sure they bring all appropriate items with them to the new country. Allow students to present their list and discuss with their class.

<http://www.readwritethink.org/classroom-resources/lesson-plans/packing-pilgrim-trunk-personalizing-400.html?tab=4#tabs>

Associated Activities for Colonial America:

▲ Stamp Act Footsteps: **SS.5.A.5.1- Identify and explain significant events leading up to the American Revolution**

There are several events that led up to the American Revolution and it can be difficult to remember them all. Have students work together to “step” into history and track the events that led up to the Revolution. Allow each student to trace their foot/show on a piece of construction paper. Have each student record and decorate the foot cutout with an event. For example, the students can be the Stamp Act in 1765. Encourage students to make it their own by decorating it perhaps with stamps and give an example of how it led to the Revolution. Collect the students

footprints and discuss which event would go first and continue through the events. Allow students to place steps around the classroom until they reach their destination.

<http://www.education.com/activity/article/steps-american-revolution/>

^ Plantation Pamphlet **SS.5.A.4.2-Compare characteristics of New England, Middle and Southern Colonies.**

Students will learn the life on a plantation. Split students into groups or use table groups. Give each group a job they would have on the plantation. Some jobs you may want to include are planter's house, brick-maker, tobacco field worker, broker, kitchen worker, laundry worker, etc. Students may choose their job if applicable. Allow them to research their job as a group using the Internet, textbook and traditional books. Students can create a poster describing their job or Help Wanted Ad for their job. Brainstorm what they would want to include if they were looking for a person for that task or wanting a job in that field. What is their wage if any? What will they be required to do in that job? How many hours must they work? Are there benefits?

Students may also create a pamphlet about a plantation they own. If your class enjoys competition, turn the pamphlets into a friendly competition. Who can get the most classmates to their plantation? Why would they want to visit their plantation? How many acres do they have? How do they maintain their plantations? What jobs must their workers complete? etc...

Count students off by 3s (1,2,3,1,2,3...). Explain that all 1s are plantation owners, 2s are workers, and 3s are slaves are on the plantations. After each student has been given a task, have students write a letter describing their lives on the plantation as a worker, owner or slave. What are their responsibilities, how long have they been on the plantation, what is their favorite part of living there, least favorite part of living there, do they like their boss/employees, etc.... Allow students to get creative and share with the class. (Junior Internship, 2012)

▲ Create a Character- **SS.5.A.4.3- Identify significant individuals responsible for the development of the New England, Middle and Southern colonies.**

Throughout your unit on the Revolution and Colonial America your students will learn about a lot of influential characters. Have your students choose a character they have really enjoyed studying or choose for the students. They will want to study this character in depth to become him/her. Students will create a portrait by cutting three holes in a poster board. One will be where their head fits and the other two are for their arms. (*It is best if the poster boards are precut and prepared). Have each student decorate their poster according to their character. For example, if the student chooses Paul Revere perhaps they will have drawn their character holding a saddle. (*Photo included in wiki) (Senior Internship, 2013).

Associated Activities for Founding the Nation:

▲ More Perfect Classroom (Literature: More Perfect Union by: Maestro) **SS.5.C.1.2-Define a constitution, and discuss its purposes**

In a discussion about the Constitution, students have many questions that will arise and many interesting thoughts. To better organize these questions and thoughts, you may want to include a KWL chart in your class discussion and complete it throughout your reading whole group or let the students work individually. Read *More Perfect Union* by: Betsy Maestro and complete the chart. Brainstorm rights and responsibilities with students and record them on a T chart. For example, rights could include “Students have the right to learn” and responsibilities may state, “Students have the responsibility of raising their hand to speak”. Encourage students to work together to try and fill each column with at least three responses. After the chart is completed and students have brainstormed as many different ideas as possible, tell them you are a delegate (as the teacher) of the class. As the delegate, you have stayed behind and pieced all of the

suggestions into a working class Constitution. Write up a Constitution and present it to the class the following day. Allow students that agree with the written document, to come up one at a time and sign it, reenacting what took place during the ratifying of the Constitution. To finalize the document, you must receive 2/3 of the students' signatures.

(<http://ww2.valdosta.edu/~mltatum/lesson1.html>)

▲ Coffee Stained Constitution

This is a fun way to recreate the Constitution you have either created in your classroom, or a replica of the true Constitution. Have students record their class constitution or copy the Bill of Rights in their best cursive writing. You may also have students type these documents and print them out. Next, give each student/group a bowl of brewed coffee. Students will dip a paper towel in the brewed coffee and spread it across the paper, this will cause a stain. Once every student's paper is dabbed and covered with brewed coffee, let the papers sit out. (* You may continue with the project, or repeat the staining process for another day to make a darker stain). Once the paper is dry, the students may take it and crumble it and tear it enough to give it an antique look, but being aware of the content on the page. The next step is optional for the teacher to complete.

*Bring the students' stained Constitutions home to burn the edges furthering the staining process. To keep protected, students may place documents in protected sleeves to keep in their planners or hang up in the classroom.

Associated Activities for Westward Expansion Literature:

When the colonies won their independence from Britain, there were many territories that were not settled by the colonists. Students learn the Spanish and French ownership of territories in the West and the westward exploration including the Louisiana Purchase. Lewis and Clark were sent

to explore this new land and return news back to the colonies. Remind students that the traveling conditions were not the best and that explorers risked their lives making these trips.

▲ West Expansion Lap book (Literature: *...If You Traveled West in a Covered Wagon* by: Ann McGovern) **SS.5.A.6.3-Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.**

Create a file folder lap book to have students keep track of their travels to the West. With a file folder, glue wheels on the bottom of the file folder and a pioneer schooner top for the top.

Students will fill out the lap book as they study the West. Some great ideas to include would be a “Barrel of Words”. Cut out barrels from construction paper and glue in book leaving the tip of the barrel unglued so it becomes a pocket to place vocab words such as: pioneer, explorer, cartographer, prairie etc. Also include a “Supplies for Trail” activity that students can cut and paste items into two columns- Take with Me and Leave Behind. For example, students could cut out the provided picture of a chair and paste it in the Leave Behind column, understanding that they do not need a chair while traveling. File folders may also include writing prompts, landmarks from the West, crosswords, Important People chart and pictures.

▲ Travel Guide/Letters Home (Literature: *Seaman: The Dog Who Explored the West with Lewis and Clark* by: Gail Langer Karwoski) **SS.5.A.6.9- Describe the hardships of settlers along the overland trails to the west.**

Give students a notebook to keep as a diary. The students can use this journal as if they were Lewis and Clark or Seaman, the dog. Each day of the unit, students will keep a diary of their travels. Their entries should reflect their life traveling West. What things have they encountered? How are conditions traveling? What do they miss about home. You may have a day set aside during the week to share an entry or shared reading.

▲ Cowboys and Indians (Literature: *Buffaloes at Breakfast* by: Mary Pope Osborne)

SS.5.A.6.6-Explain how westward expansion affected Native Americans.

After reading *Buffalo at Breakfast*, give students paintings and clips of artwork done by Frederic Remington, N. C. Wyeth, and George Catlin. Have students compare these depictions of cowboys and Indians to those of their own and based on the evidence from what they have read and researched. “What techniques does the artist use to paint the West? Are the drawings exaggerated?” Analyze with students from what they know of the West.

Appendix G:
Recommended Websites

Brainpop (Grades 3-5)

URL: www.brainpop.com

Brainpop Jr. (Grades K-3)

URL: www.brainpopjr.com

National Geographic-Lewis and Clark

URL: www.nationalgeographic.com/west/

Mission US-Journey through the Revolution

URL: www.mission-us.org

Magic Treehouse Series

URL: www.magictreehouse.com/#teachers_resource_center

Studies Weekly Magazine-Florida

URL: www.studiesweekly.com

Biography Cube

URL: http://www.readwritethink.org/files/resources/interactives/cube_creator/

Printable Maps of the US

URL: <http://www.mrprintables.com/printable-map-of-the-united-states.html>

Florida History Guide

URL: <http://www.historicalsocietypbc.org/index.php?page=in-the-schools>

ReadWriteThink-lesson plans, organizers, resources

URL: <http://www.readwritethink.org/>

Native Americans

URL: <http://nativeamericans.mrdonn.org/index.html>

Florida Everglades

URL: <http://www.evergladesplan.org/>

Author Faith Ringgold

URL: <http://www.faihringgold.com/>

Author Patricia Polacco

URL: <http://patriciapolacco.com/>

Author Ann McGovern

URL: <http://www.annmcgovern.com/>

Author Jane Wood

URL: <http://janewoodbooks.com/>

Appendix H:

**Intermediate Grade Next Generation Sunshine State Standards for Social
Studies**

Third Grade

Geography:

- ⤴ SS.3.G.2.2-Identify the five regions of the United States
- ⤴ SS.3.G.2.3-Label the states in each of the five regions of the United States
- ⤴ SS.3.G.2.4-Describe the physical features of the United States, Canada, Mexico and the Caribbean
- ⤴ SS.3.G.2.5-Identify natural and man-made landmarks in the United States, Canada, Mexico and the Caribbean
- ⤴ SS.3.G.3.1-Describe the climate and vegetation in the United States, Canada, Mexico and the Caribbean
- ⤴ SS.3.G.3.2- Describe the natural resources in the United States, Canada, Mexico and the Caribbean
- ⤴ SS.3.G.4.2-Identify the cultures that have settled the United States, Canada, Mexico and the Caribbean
- ⤴ SS.3.G.4.3-Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico or the Caribbean

Government:

- ⤴ SS.3.C.1.1-Explain the purpose and need for government
- ⤴ SS.3.C.3.1-Identify the levels of government (local, state, federal)

American History:

- ⤴ SS.3.A.1.1- Analyze primary and secondary sources
- ⤴ SS.3.A.1.2-Utilize technology resources to gather information from primary and secondary sources
- ⤴ SS.3.A.1.3-Define terms related to the social sciences

Economics:

- ⤴ SS.3.E.1.1-Give examples of how scarcity results in trade
- ⤴ SS.3.E.1.2- List characteristics of money
- ⤴ SS.3.E.1.3- Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money

Fourth Grade

Geography:

- ^ SS.4.G.1.1-Identify physical features of Florida
- ^ SS.4.G.1.2-Locate and label cultural features on Florida map
- ^ SS.4.G.1.3-Explain how weather impacts Florida

Government:

- ^ SS.4.C.1.1-Describe how Florida's Constitution protects the rights of citizens and provides for the structure, functionality and purpose of state government
- ^ SS.4.C.2.1-Discuss public issues in Florida that impact the daily lives of its citizens
- ^ SS.4.C.3.1-Identify the three branches of government (Executive, Legislative, and Judicial) in Florida and the powers of each

American History:

- ^ SS.4.A.1.1-Analyze primary and secondary resources to identify significant individuals and events throughout Florida's history
- ^ SS.4.A.2.1-Compare Native American tribes in Florida
- ^ SS.4.A.3.1-Identify explorers who came to Florida and their motives for their expeditions
- ^ SS.4.A.3.2-Describe the causes and effects of European colonization on Native American tribes of Florida
- ^ SS.4.A.3.8-Explain how the Seminole tribes formed and purposes for immigration
- ^ SS.4.A.3.10-Identify the causes and effects of the Seminole Wars

Economics:

- ^ SS.4.E.1.1-Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy
- ^ SS.4.E.1.2-Explain Florida's role in national and international economy and condition that attract businesses to the state

Fifth Grade

Geography:

- SS.5.G.1.1-Interpret current and historical information using a variety of geographic tools
- ^ SS.5.G.3.1-Describe the impact that natural events have had on human and physical environments in the United States through 1850
- ^ SS.5.G.4.2-Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems

Government:

- SS.5.C.1.2-Define a constitution, and discuss its purposes
- SS.5.C.1.4-Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses
- SS.5.C.1.6-Compare Federalist and Anti-Federalist views of government
- SS.5.C.2.1-Differentiate political ideas of Patriots, Loyalists, and “undecideds” during the American Revolution
- SS.5.C.2.4- Evaluate the importance of civic responsibilities in American democracy

American History:

- ^ SS. 5.A.1.2- Utilize time-lines and discuss American time periods
- ^ SS.5.A.2.3- Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment
- ^ SS.5.A.3.3.-Describe interactions among Native Americans, Africans, English, French, Dutch and Spanish control of North America
- ^ SS.5.A.4.2-Compare characteristics of New England, Middle, and Southern colonies
- ^ SS.5.A.4.4- Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies
- ^ SS.5.A.5.1-Identify and explain significant events leading up to the American Revolution
- ^ SS.5.A.5.3-Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence
- ^ SS.5.A.5.10- Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy
- ^ SS.5.A.6.1- Describe the causes and effects of the Louisiana Purchase

- ^ SS.5.A.6.2-Identify roles and contributions of significant people during the period of westward expansion
- ^ SS.5.A.6.3-Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication
- ^ SS.5.A.6.9- Describe the hardships of settlers along the overland trails to the west

Economics:

- ^ SS.5.E.1.2-Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics
- ^ SS.5.E.1.3-Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States
- ^ SS.5.E.2.1-Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists

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