

2004 MISSISSIPPI SOCIAL STUDIES FRAMEWORK and GUIDE

2004

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MISSION STATEMENT

The purpose of the 2004 Mississippi Social Studies Framework and Guide is to provide Mississippi teachers with a structure for planning and delivering instruction in a comprehensive and logical form. The strands of **civics**, **history**, **geography**, and **economics** are interwoven throughout the framework to reinforce the basic knowledge, skills, and understandings pertinent to social studies. The over-arching goal of the 2004 Mississippi Social Studies Framework and Guide is citizenship education in order to foster the development of life-long, responsible, accountable, global citizens in a democratic society.

PURPOSE

The 2004 Mississippi Social Studies Framework and Guide is the basis for district curriculum development for K-12 teachers. The curriculum provides an outline of what students should learn and do in K-12 social studies classrooms. The curriculum replaces the previous social studies curriculum structure developed in 1998.

CYCLE

The pilot (optional) year for implementation is 2004-2005. Implementation of the curriculum framework begins in school year, 2005-2006.

ORGANIZATION

The Framework is organized by grade level, and elective courses are at the end of the document. A description of the purpose, focus, and an overview is found preceding each individual grade level curriculum. The 2004 Mississippi Social Studies Framework and Guide is formatted as follows:

Excerpt:

EIGHTH GRADE (United States History to 1877)				→	COURSE
STRANDS: (C-Civics)	(H-History)	(G-Geography)	(E-Economics)	→	STRANDS
COMPETENCIES and Suggested Objectives					
1. Explain how geography, economics, and politics have influenced the historical development of the United States in the global community. (C, H, G, E)				→	COMPETENCIES
a. Examine the Pre-Columbian societies of North America. b. Examine the exploration and colonization periods of the United States. c. Identify the causes and effects of the American Revolution. d. Describe the sequence of events that led to American victory. e. Identify reasons for immigration to the United States. f. Identify the causes and effects of the Industrial Revolution. g. Identify the causes and effects of the Western movement. h. Explain how the expansion of slavery led to regional tension.				→	SUGGESTED TEACHING OBJECTIVES

STRANDS

The different subject area strands in social studies combine to give a clear picture of the past and present. Strands also give depth to the social studies curriculum, enabling students to grasp the complexity of events from the past and help them acquire critical thinking skills to make informed choices in the future. The *2004 Mississippi Social Studies Framework and Guide* is comprised of four (4) essential strands: **HISTORY**, **GEOGRAPHY**, **CIVICS**, and **ECONOMICS**. The strands overlap and combine in the competencies, showing the integrated and complex nature of the social studies.



COMPETENCIES

Competencies are required to be taught and are printed in bold face type. Competencies are broad in order to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. The competencies may relate to one, many, or all of the social studies curriculum strands and may be combined and taught with other competencies throughout the school year. *The competencies are not intended to be a list of content skills that are taught once, tested, and recorded as “mastered”.* Competencies should be repeated through different units of study throughout the year. Competencies in the framework are not ranked chronologically or in order of importance.

SUGGESTED OBJECTIVES

Suggested objectives are not mandatory. However, the objectives serve as a guide, indicating how competencies can be fulfilled through a progression of content and concepts at each grade level. Objectives should not be taught in isolation. Multiple objectives should be taught in a well-organized instructional activity or unit. Each school district may adopt the suggested objectives, modify them, and are encouraged to write additional objectives that meet the needs of the students in their district.

SUGGESTED TEACHING STRATEGIES

The purpose of the Suggested Teaching Strategies, found following the Framework of each grade level, is to assist school districts and teachers in the development of a possible method of organization of competencies and objectives to be taught. Units of study that incorporate the competencies and objectives, suggested topics for study, and possible instructional strategies have been created for each grade level.

The units allow for further integration of competencies from other disciplines. Integration of concepts, content, and competencies, result in maximum curriculum connections, maximum time on task, and maximum opportunities for students.

The *Suggested Teaching Strategies* are grouped into possible teaching units and are designed to be only the starting point for creative teaching. There may not be enough time to teach every activity in each suggested unit. Teachers who choose depth in developing one activity into several dimensions usually find units of study more effective and a more efficient use of instructional time. Most strategies are not fully developed and should be developed by the school district and teachers.

Some of the suggested teaching strategies have been correlated with the *International Society for Technology Education Standards (ISTE)*. The technology strategies appear in italics. Technology provides tools that aid the teacher in motivating students and facilitates teaching and learning. Technology enhanced strategies have been added by the Office of Educational Technology and teachers who are currently using technology effectively. These strategies will help develop the problem solving and critical thinking skills required for life long learning.

THE REVISION PROCESS FOR THE SOCIAL STUDIES FRAMEWORK

From nominations by school district superintendents and others, the Social Studies Curriculum Revision Team was selected in June of 2002. The purpose of the team was to draft a new social studies framework. The 32-member Social Studies Curriculum Revision Team was composed of public school teachers, administrators, and university professors.

All teachers nominated, but not assigned to the Social Studies Curriculum Revision Team, were asked to serve on the Social Studies Curriculum Advisory Team. This team consisted of 177 members and was asked to respond to each curriculum draft. The Social Studies Curriculum Advisory Team was composed of public school teachers, administrators, university professors, and other professionals interested in social studies education.

In order to gain understanding of the direction of social studies education, assessment surveys were sent to each school district, and the results were compiled for the Social Studies Revision Team. The national standards for history, geography, civics, economics, and social studies were used to help in the development of the framework. Finally, drafts of the document were sent to the advisory committee and to each school district for input and were revised accordingly.

COMMITTEE RECOMMENDATIONS

In addition to the curriculum content, the Social Studies Curriculum Revision Team proposed several recommendations for school districts in Mississippi. School districts DO NOT have to implement the recommendations. However, due to the No Child Left Behind legislation, school districts are encouraged to consider the following recommendations:

- 1) Students should be required by school districts to pass social studies before being promoted at the middle grades. At present, students are only required to pass high school social studies courses. Due to the impact and importance of social studies on developing positive, decision-making citizens, the practice of not requiring a passing grade in social studies should be changed.
- 2) Elementary social studies education is essential. The concepts, principles, processes, and skills must be acquired in order to comprehend what students see, hear, read, and interpret. Social studies education at the elementary level should be used to enhance reading comprehension and should be a central, integrated part of elementary education. Skill development must begin at the elementary level in order for students to be prepared for the required subject area test.
- 3) Due to the increase in block scheduling at the high school level, more quality social studies electives should be offered to students.
- 4) More resources should be available to social studies teachers. Maps, globes, computer programs, primary documents, and other resources should be part of a well-rounded social studies education. School districts should promote the acquisition of appropriate outstanding educational resources.
- 5) Provide student opportunities to participate in social studies-oriented academic activities and competitions.
- 6) Programs and policies that encourage the development of citizenship should be integrated into the school climate. This may include character education at the elementary level and service learning at the middle and high school levels.

BENCHMARKS

* Benchmarks serve as broad social studies goals that students should accomplish by grades 4, 8, and 12. Benchmarks serve as indicators of student accomplishment of competencies and may or may not be tested.

At the completion of Grade 4, students will understand:

- the basic rights and characteristics of a responsible and accountable citizen.
- how people, places, and environments of the past are connected to the present and future.
- how to read and interpret social studies tools (e.g., timelines, charts, graphs, maps, schedules, globes, technological resources, grids, and compasses).
- the concept of economic interdependence.

At the completion of Grade 8, students will understand:

- the democratic foundations, principles, and people that have contributed to United States history.
- the historical development of major world societies by using geography as a framework.
- the interdependence among individuals, groups, and nations.
- the nature of citizenship and the necessity of politics and government in a society.
- patterns of human cultural development and movement through place and time.
- how to interpret and apply the use of social studies tools (e.g., timelines, maps, globes, primary and secondary sources, charts, political cartoons, graphs, and technology, etc.).

At the completion of Grade 12, students will understand:

- the way people in the United States and throughout the world perceive themselves over time.
- the impact of science and technology on the economic, political, geographic, and historical development of the global community.
- how people organize for the production, distribution, and consumption of goods and services.
- the conditions and processes by which people create and change structures of power, authority, and governance.
- the ideals, principles, and practices of citizenship in preparation for participation in a democratic society.
- global connections, conflicts, and geographic interdependence.
- how capitalism differs from other economic systems.

ELEMENTARY

SOCIAL STUDIES EDUCATION

Elementary Social Studies Benchmarks

By Grade 4

* *Benchmarks serve as broad social studies goals that students should accomplish by grades 4, 8, and 12. Benchmarks serve as indicators of student accomplishment of competencies and may or may not be tested.*

- The student will understand the basic rights and characteristics of a responsible and accountable citizen.
- The student will understand how people, places, and environments of the past are connected to the present and future.
- The student will understand how to read and interpret social studies tools (e.g., timelines, charts, graphs, maps, schedules, globes, technological resources, grids, and compasses).
- The student will understand the concept of economic interdependence.

Social studies education is crucial at the elementary grade levels. Helping students acquire the skills, processes, and information necessary to become active, responsible citizens who help maintain the democratic values upon which the nation is established is critical. Elementary social studies education must focus student learning on how they function, acquire and use social studies skills, processes, and information in their personal and social world.

The elementary curriculum follows an expanding format. Students begin with the familiar world of the family/community and make connections through study to an ever-expanding world. The study of self, family, school, and community should be connected and compared to those of others throughout the world. Students should also acquire an appreciation for history, basic geographic skills, an understanding of democratic norms and values (e.g., justice, equality, responsibility, freedom, integrity, loyalty, honesty, diversity, compassion, fairness, courage, authority, rule of law, etc.), and acquire a foundation for useful economic knowledge.

MIDDLE GRADE

SOCIAL STUDIES EDUCATION

Middle Grade Social Studies Benchmarks

By Grade 8

** Benchmarks serve as broad social studies goals that students should accomplish by grades 4, 8, and 12. Benchmarks serve as indicators of student accomplishment of competencies and may or may not be tested.*

- The student will understand the democratic foundations, principles, and people that have contributed to United States history.
- The student will understand the historical development of major world societies by using geography as a framework.
- The student will understand the interdependence among individuals, groups, and nations.
- The student will understand the nature of citizenship and the necessity of politics and government in a society.
- The student will understand patterns of human cultural development and movement through place and time.
- The student will understand how to interpret and apply the use of social studies tools (e.g., timelines, maps, globes, primary and secondary sources, charts, political cartoons, graphs, and technology, etc.).

Social studies education is vital at the middle grade levels for students to obtain the skills needed to become critical thinkers. At this level, social studies education should focus student learning on the ability to view issues from different perspectives of society.

The middle grade level social studies curriculum continues to follow an expanding format. Students continue to learn about the world through United States, Western Hemisphere, and Eastern Hemisphere studies. The study of courses in social studies should be rich in history, geography, civic, and economic content. Varied educational resources (e.g., literature selections, primary documents, technology, audio visuals, guest speakers, etc.) should be used so students can develop broader understandings and varied perspectives of society.

UPPER GRADE LEVEL

SOCIAL STUDIES EDUCATION

Upper Grade Level Social Studies Benchmarks

By Grade 12

** Benchmarks serve as broad social studies goals that students should accomplish by grades 4, 8, and 12. Benchmarks serve as indicators of student accomplishment of competencies and may or may not be tested.*

- The student will understand the way people in the United States and throughout the world perceive themselves over time.
- The student will understand the impact of science and technology on the economic, political, geographic, and historical development of the global community.
- The student will understand how people organize for the production, distribution, and consumption of goods and services.
- The student will understand the conditions and processes by which people create and change structures of power, authority, and governance.
- The student will understand the ideals, principles, and practices of citizenship in preparation for participation in a democratic society.
- The student will understand global connections, conflicts, and geographic interdependence.
- How capitalism differs from other economic systems.

Social studies education at the upper grade levels is essential to the continued health of our democratic society. Powerful content and instruction in history, geography, civics, and economics promote strong civic competencies and social understanding.

Upper grade level social studies education should focus on depth of content in order to foster critical thinking skills. Appropriate breadth of social studies topics, varied resource materials (e.g., literature selections, primary documents, technology, audio visuals, guest speakers, etc.), along with critical analysis of the materials and production of social studies related projects must be used to promote active learners. Powerful social studies education at the upper grade levels will have a significant and meaningful impact on the development of positive democratic citizens.

SEQUENCE

Kindergarten	Self/Home
1 st grade	Family/School
2 nd grade	School/Neighborhood
3 rd grade	Community/Local Government
4 th grade	Mississippi Studies
5 th grade	United States Studies
6 th grade	Western Hemisphere Studies
7 th grade	Eastern Hemisphere Studies to 1750
8 th grade	United States History to 1877

High School Options

Grade Level	A	B	C
9 th	Mississippi Studies/Elective	Electives	United States History: 1877 to the Present
10 th	World History: 1750 to the Present	World History: 1750 to the Present	World History: 1750 to the Present
11 th	United States History: 1877 to the Present	United States History: 1877 to the Present	Electives
12 th	United States Government/Elective	Mississippi Studies/United States Government	Mississippi Studies/United States Government

Electives

(9th - 12th Grades)

- Economics
- Introduction to World Geography
- Advanced World Geography
- Psychology
- Sociology
- History of the Ancient Middle East: 2000 B.C. to 100 A.D.
- Local Resource Studies
- Law Related Education
- Problems in American Democracy
- Global Studies
- Minority Studies
- Humanities I
- Humanities II
- Personal Leadership I
- Community Service Learning

(7th - 12th Grades)

- Introduction to Social Studies
- Local Culture
- Future Studies
- Field Experiences

SIXTH GRADE (Western Hemisphere Studies)

Using geography as a framework, the sixth grade course of study focuses on the cultural and historical developments in the Western Hemisphere with emphasis on the neighbors of the United States. The course content will be structured to provide a foundation for understanding global affairs and hemispheric concerns including current situations. The differing physical landscapes of the Western Hemisphere will be examined. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum should be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, the United States, and to the world.

Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops. **The competencies are required to be taught.** The competencies combine the following strands: **civics, history, geography, and economics**. Competencies may be taught throughout the year in any order and may be combined with other competencies. Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the needs of students in their school district.

SIXTH GRADE (Western Hemisphere Studies)

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objectives

1. Examine characteristics of societies in the Western Hemisphere and trace their development. (C, H)

- a. Investigate the history and cultures of the regions of the Western Hemisphere (e.g., Canada, North America, Middle America, South America, and Antarctica).
- b. Compare and contrast the development of the United States with the development of other countries in the Western Hemisphere (e.g., Canada, Mexico, etc.).

2. Apply spatial and ecological perspectives to people, places, and environment using social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, primary and secondary sources, charts, etc.). (C, H, E)

- a. Identify the relative location of the United States in relation to other countries in the Western Hemisphere (e.g., mapping Western Hemisphere, etc.).
- b. Analyze the human characteristics of places in the Western Hemisphere (e.g., homes, clothing, religion, language, literature, the arts, traditions, beliefs, behavior patterns and other cultural characteristics).
- c. Describe and compare population settlement patterns during different periods and in different regions of the Western Hemisphere (e.g., Mayan Empire, Aztec Empire, Native American regions, etc.).
- d. Analyze the physical characteristics of places in the Western Hemisphere (e.g., climate, resources, etc.).
- e. Describe ecosystems and the differences between them throughout time.
- f. Analyze migration patterns of people over time in the Western Hemisphere (e.g., triangular trade, immigration, etc.).
- g. Interpret special purpose maps (e.g., climate, vegetation, population).
- h. Analyze information using social studies tools (e.g., graphs, maps, charts, tables, political cartoons, etc.).

3. Analyze civic life, politics, and government in the Western Hemisphere. (C, H)

- a. Describe the essential characteristics of democracy, socialism, and communism, as found in the countries of the Western Hemisphere.
- b. Trace the evolution of political organizations in the Western Hemisphere (e.g., Organization of American States, etc.).
- c. Assess the interactions of nations over time in the Western Hemisphere (e.g., political conflicts, commerce, transportation, immigration, etc.).
- d. Recognize the responsibilities of citizens in the regions of the Western Hemisphere.

4. Examine the economic interactions of individuals, families, communities, businesses, and governments in the Western Hemisphere. (H, G, E)

- a. Determine the factors associated with the production of goods and services in the Western Hemisphere (e.g., trade, interdependence, supply, demand).
- b. Determine the factors associated with the consumption of goods and services in the Western Hemisphere (e.g., trade, interdependence, supply, demand).
- c. Identify and analyze the primary geographic causes for world trade.

5. Describe the impact of technology on development of the Western Hemisphere and its ecology. (C, H, G, E)

- a. Locate areas of ecological disasters brought on by man and the development of technology.
- b. Identify new technology and the direct effect it has had on the development of a specific area (e.g., drilling for oil and minerals, pollution from factories, new jobs, etc.).

Grade Level: Sixth
Unit Theme: Canada

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2	a a, d	<i>Divide the students into groups to locate selected areas/regions and research the historical backgrounds, exploration, settlement, and culture. Use database software to display information. (ISTE 3, 5)</i>	<ul style="list-style-type: none"> Rubric; Constructed response
1 2 3	a b a, c	<p><i>Conduct research to portray the first inhabitants, explorers, colonists, and cultural conflicts using primary and secondary sources. (ISTE 1, 3, 5)</i></p> <p><i>Use research tools:</i></p> <ul style="list-style-type: none"> Online resources Reference resources Library resources 	<ul style="list-style-type: none"> Rubric; Performance-based Assessment
2	e	Chart/map or interpret comparisons of the regions of Canada (e.g. population, land areas, climate, topography).	<ul style="list-style-type: none"> Rubric; Venn diagram; Teacher observation; Performance-based assessment
3	a, b	Define the form of government and the role of citizens in the political process.	<ul style="list-style-type: none"> Enhanced multiple choice; Selected response
3 4	c a, b, c	Use current events to assess interactions between Canada and the world (e.g., environment, immigration, commerce).	<ul style="list-style-type: none"> Reading lab; Grade summary
4	a, b	Explain the concept of supply and demand. Explain the concept of goods and services. List the products of each region (e.g., timber, fishing, tourism, manufacturing, agriculture).	<ul style="list-style-type: none"> Teacher observation; Rubric
3 4	a a, b, c	<i>Using graphic organizing software, design graphics to demonstrate export/import interactions as associated with goods and services. (ISTE 3, 5)</i>	<ul style="list-style-type: none"> Rubric
1 2 3 4	a b, c, h c, d c	<i>Using graphic organizing software, create a timeline of important historical events. (ISTE 1, 3)</i>	<ul style="list-style-type: none"> Rubric; Teacher observation
2	a	On a map of Canada, locate and label the provinces.	<ul style="list-style-type: none"> Performance-based assessment

Grade Level: Sixth
Unit Theme: Mexico

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2	a a, d	<p>Divide the students into groups to locate selected areas/regions and research the historical backgrounds, exploration, settlement, and culture. (ISTE 1, 3, 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Reference resources • Library resources 	<ul style="list-style-type: none"> • Rubric; Constructed response
1 2 3	a b, h c	<p>Using graphic organizing software, create a timeline of important historical events. (ISTE 1, 3, 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Reference resources • Library resources 	<ul style="list-style-type: none"> • Rubric
1 2 3	a b a, c	<p>Conduct research to portray the first inhabitants, explorers, colonists, and cultural conflicts using primary and secondary sources. (ISTE 1, 3, 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Reference resources • Library resources 	<ul style="list-style-type: none"> • Rubric; Performance-based assessment
2	e	<p>Using graphic organizing software, chart/map or interpret comparisons of the regions of Mexico and Latin America (e.g. population, land areas, climate, topography). (ISTE 1, 2, 6)</p>	<ul style="list-style-type: none"> • Rubric; Venn diagram; Teacher observation; Performance-based assessment
3	a, b	<p>Define the form of government of Mexico and its combined history with the United States (e.g., Mexican-American War).</p>	<ul style="list-style-type: none"> • Matching/multiple choice; Selected response
3 4	c a, b, c	<p>Use current events to assess interaction between Mexico and the world (e.g., environment, immigration, commerce). (ISTE 1, 3, 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Reference resources • Library resources 	<ul style="list-style-type: none"> • Reading lab, Grade summary of articles
3 4	c a, b, c	<p>Explain the concept of supply and demand. Explain the concept of goods and services. List the products of each region (e.g., tourism, manufacturing, agriculture).</p>	<ul style="list-style-type: none"> • Teacher observation; Rubric
2	a	<p>On a map of Mexico locate and label the highland and lowland areas.</p>	<ul style="list-style-type: none"> • Performance-based assessment

Grade Level: Sixth

Unit Theme: Mexico, continued

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2 3 4	a c, h c, d c	<i>Use graphic organizing software design graphics to demonstrate export/import interactions as associated with goods and services. (ISTE 3, 5)</i>	<ul style="list-style-type: none"> • Rubric; Teacher observation
2	d, e	<i>Research and debate issues that affect these areas: environmental (Rio Grande), social (immigration), political (NAFTA). (ISTE 1, 3, 5)</i> <i>Use research tools:</i> <ul style="list-style-type: none"> • Online resources • Reference resources • Library resources 	<ul style="list-style-type: none"> • Performance-based assessment

Grade Level: Sixth

Unit Theme: Middle America including the Caribbean Islands

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2	a a, d	<p>Divide the students into groups to locate selected areas/regions and research the historical backgrounds, exploration, settlement, and culture. (ISTE 1, 3, 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Use online resources • Use reference resources • Use library resources 	<ul style="list-style-type: none"> • Rubric; Constructed response
1 2 3	a b, h c	<p>Conduct research to portray the first inhabitants, explorers, colonists, and cultural conflicts using primary and secondary sources. (ISTE 1, 3, 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Use online resources • Use reference resources • Use library resources 	<ul style="list-style-type: none"> • Rubric; Performance-based Assessment
1 2 3	a b a, c	<p>Using graphic organizing software, chart/map/graph/label and locate comparisons of regions/areas (e.g., population, land areas, climate, topography). (ISTE 3, 5)</p>	<ul style="list-style-type: none"> • Rubric; Graphic organizer; Performance-based assessment
3	a, b	Define the form of government in the region/area and discuss the role of the citizens in the political process.	<ul style="list-style-type: none"> • Enhanced multiple choice; Selected response
3	c	Use current events to assess interactions between regions/areas and the United States. (e.g., environment, immigration, commerce).	<ul style="list-style-type: none"> • Rubric; Teacher observation
3 4	c a, b, c	<p>Explain the concept of supply and demand and goods and services. List the products of each region. Using graphic organizing software, design graphics to demonstrate export/import interactions as associated with goods and services. (ISTE 3, 4, 5)</p>	<ul style="list-style-type: none"> • Teacher observation; Rubric; Selected response
1 2 3 4	a c, h c, d c	<p>Using graphic organizing software, create a timeline of important historical events. (ISTE 3,5)</p>	<ul style="list-style-type: none"> • Rubric; Graphic organizer; Constructed response
2	d, e	<p>Research, debate, and report issues that affect the region (e.g., social, environmental, political, etc.). (ISTE 1, 3, 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Use online resources • Use reference resources • Use library resources 	<ul style="list-style-type: none"> • Performance-based assessment

Grade Level: Sixth
Unit Theme: South America

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2	a a, d	<p>Conduct research to portray explorers, colonists, and cultural conflicts using primary and secondary sources (e.g., internet, library, etc.). (ISTE 1, 3, 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Reference resources • Library resources 	<ul style="list-style-type: none"> • Rubric; Performance-based assessment
1 2 3	a b, h c	<p>Chart/map/graph/label/ locate comparisons of regions/areas (e.g., population, land areas, climate, topography).</p>	<ul style="list-style-type: none"> • Rubric; Graphic organizer; Performance-based assessment
1 2 3	a b a, c	<p>Divide the students into groups to locate selected areas/regions and research the historical backgrounds, exploration, settlement, and culture. Using graphic organizing software, create a timeline of important historical events .</p> <p>(ISTE 1, 3, 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Reference resources • Library resources 	<ul style="list-style-type: none"> • Rubric; Constructed response; Graphic organizer
3	a, b	<p>Define the form of government in the region/area and discuss the role of the citizens in the political process.</p>	<ul style="list-style-type: none"> • Enhanced multiple choice; Selected response
3 4	c a, b, c	<p>Use current events to assess interactions between regions/areas and the United States. (e.g., environment, immigration, commerce).</p>	<ul style="list-style-type: none"> • Rubric; Teacher observation
3 4	c a, b, c	<p>Explain the concept of supply and demand. Explain the concept of goods and services. List the products of each region.</p>	<ul style="list-style-type: none"> • Teacher observation; Rubric
1 2 3 4	a c, h c, d c	<p>Using graphic organizing software, design graphics to demonstrate export/import interactions as associated with goods and services. (ISTE 3, 5)</p>	<ul style="list-style-type: none"> • Rubric; Teacher observation; Selected response
2	d, e	<p>Research, debate, and report issues that affect the region (e.g., deforestation, rain forest, Amazon river, etc.). (ISTE 1, 3, 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Reference resources • Library resources 	<ul style="list-style-type: none"> • Performance-based assessment

Grade Level: Sixth
Unit Theme: Antarctica

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2	a a, d	<p>Divide the students into groups to locate selected areas/regions and research the historical backgrounds, (e.g., exploration, settlement, etc.). (ISTE 1, 3, 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Reference resources • Library resources 	<ul style="list-style-type: none"> • Rubric; Constructed response
1 2 3	a b, h c	<p>Conduct research to portray explorers or countries using primary and secondary sources (e.g., internet, library, etc.). (ISTE 1, 3, 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Reference resources • Library resources 	<ul style="list-style-type: none"> • Rubric; Performance-based assessment
1 2 3	a b a, c	<p>Using graphic organizing software, chart/map/graph comparisons of regions/areas (e.g., population, land areas, climate, topography). (ISTE 3, 5)</p>	<ul style="list-style-type: none"> • Rubric; Graphic organizer; Teacher observation; Performance-based assessment
3	a, b	Define the form of government in the region/area and discuss the role of the various countries in the political process.	<ul style="list-style-type: none"> • Enhanced multiple choice; Selected response
3 4	c a, b, c	Use current events to assess interactions between regions/areas and the United States or other nations (e.g., environment, commerce, etc.).	<ul style="list-style-type: none"> • Teacher observation; Rubric
3 4	c a, b, c	List the products and/or describe the type of research that takes place on the continent.	<ul style="list-style-type: none"> • Rubric; Teacher observation
1 2 3 4	a c, h c, d c	<p>Using graphic organizing software, create a timeline of important historical events. (ISTE 3, 5)</p>	<ul style="list-style-type: none"> • Rubric; Graphic organizer; Constructed response
1	a	On a map, locate and label regions/countries/areas.	<ul style="list-style-type: none"> • Rubric; Teacher observation
2	d, e	<p>Research, debate, and report issues that affect the region and the future of Antarctica. (ISTE 1, 3, 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Reference resources • Library resources 	<ul style="list-style-type: none"> • Performance-based assessment

SIXTH GRADE

(Outline of a Chronological Format for the Course)

Unit Theme(s):

- Geography of Western Hemisphere
- Early Civilizations
(e.g., Teotihuacan Kingdom, Mayan Civilization, Toltec Civilization, Aztec Kingdom, Incas, Native America tribes, etc.)
- Cultures Collide: Age of Exploration and Expansion
(e.g., Europeans in the New World, slave trade, etc.)
- Spanish Domination of Central and South America
(e.g., Influence of Christianity, etc.)
- Independence and Revolution
(e.g., Revolt in Haiti: 1804, Mexico: 1810, Canada: 1837, etc.)
- The National State: Since World War I
(e.g., economic growth of Latin America, the development of Canada, etc.)
- Democracy and Dictatorship
(e.g., Castro-Cuba, The Perons-Argentina, etc.)
- Today in the Western Hemisphere
(e.g., NAFTA, rainforest, pollution, etc.)

SEVENTH GRADE

(Eastern Hemisphere Studies to 1750)

Using geography as a framework, the seventh grade course of study focuses on the cultural and historical developments in the Eastern Hemisphere with emphasis on Asia, Africa, Europe, Australia, and the Islands of the Pacific. The course content will be structured to provide a foundation for understanding global affairs. The course will have units of study that focus on the development of the Eastern Hemisphere to 1750. The differing physical landscapes of the Eastern Hemisphere will be examined. Skill development will include, but not be limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum should be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States, and to the world.

Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops. **The competencies are required to be taught.** The competencies combine the following strands: **civics, history, geography, and economics**. Competencies may be taught throughout the year in any order and may be combined with other competencies. Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the needs of students in their school districts.

SEVENTH GRADE (Eastern Hemisphere Studies to 1750)

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objectives

1. **Examine characteristics and development of various societies in the Eastern Hemisphere prior to 1750. (H)**
 - a. Investigate the history of the following: Asia, Africa, Europe, Australia, and Islands of the Pacific (e.g., early man, Greeks, Romans, etc.).
 - b. Analyze various Eastern cultures: Asia, Africa, Europe, Australia, and the Islands of the Pacific (e.g., religion, language, customs, contributions, etc.).
2. **Apply spatial and ecological perspectives to people, places, and environment using social studies tools** (e.g., timelines, maps, globes, primary and secondary resources, political cartoons, charts, graphs, a compass, technology, etc.).
(H, G, E)
 - a. Locate early civilizations in the Eastern Hemisphere (e.g., river civilizations, Greeks, Romans, etc.).
 - b. Analyze the human characteristics of places in the Eastern Hemisphere.
 - c. Describe and compare population settlement patterns during different periods and in different regions of the Eastern Hemisphere (e.g., river civilizations, etc.).
 - d. Analyze the physical characteristics of places in the Eastern Hemisphere.
 - e. Map the development and spread of religions in the Eastern Hemisphere (e.g., Christianity, Islam, Buddhism, Judaism, etc.).
 - f. Describe ecosystems in the Eastern Hemisphere.
 - g. Analyze migration patterns of people over time in the Eastern Hemisphere (e.g., Roman Empire, explorers, etc.).
 - h. Identify the primary geographic causes for world trade.
 - i. Measure distances on a variety of maps.
 - j. Interpret special purpose maps (e.g., climate, vegetation, population, historical, etc.).
 - k. Analyze information using social studies tools (e.g. graphs, maps, charts, tables, political cartoons, etc.).
3. **Analyze civic life, politics, and government. (C, H)**
 - a. Describe the essential characteristics of and need for government as found in the countries of the Eastern Hemisphere (e.g., monarchy, dictatorship, republic, dynasty, etc.).
 - b. Trace the evolution and impact of political movements and organizations in the Eastern Hemisphere (e.g., rise and fall of Roman Empire, Mongol rule, Ottoman Empire, etc.).
 - c. Assess the interactions of nations over time in the Eastern Hemisphere (e.g., political conflicts, commerce, transportation, immigration, etc.).
4. **Examine the economic interactions of individuals, families, communities, businesses, and governments in the Eastern Hemisphere prior to 1750. (C, H, E)**
 - a. Determine the factors associated with the production and consumption of goods and services in the Eastern Hemisphere (e.g., trade, interdependence, supply, and demand).
 - b. Describe the essential characteristics of capitalism in the Eastern Hemisphere.

5. Describe the impact of technology on the development of the Eastern Hemisphere and its ecology. (G, H, E)

- a. Trace the evolution of technology in the Eastern Hemisphere (e.g., compass, printing press, catapult, iron stirrup, boat design, sail, etc.).
- b. Interpret the impact of ancient technology as it transformed agriculture and culture of the Eastern Hemisphere.

Grade Level: Seventh
Unit Theme: Europe

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b	Dramatize an important Greek event (e.g., Trojan Horse legend, make a family tree of the Greek Gods, etc.).	<ul style="list-style-type: none"> Rubric; observation
1	a, b	<p>Create a graphic organizer or a Power Point presentation that compares and contrasts burial traditions ranging from early man to the Viking era (e.g., Egyptian mummification, Hindu, at sea, etc.). (ISTE 3)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> Online resources Library resources Other acceptable resources 	<ul style="list-style-type: none"> Rubric; Graphic organizer
1 3 4	a, b a, b, c b	<p>Research the forms of government in Europe/British Isles during the Middle Ages (e.g., Eastern Roman Empire, Charlemagne's Empire, Celtic civilization). (ISTE 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> Online resources Library resources Other acceptable resources 	<ul style="list-style-type: none"> Enhanced multiple choice; Selected response; Teacher observation
1 2 3	a, b e a, b	<p>Describe the origin and development of political power in the Roman Catholic church through Charlemagne's Empire (e.g., flow chart, line graph). (ISTE 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> Online resources Library resources Other acceptable resources 	<ul style="list-style-type: none"> Teacher observation; Constructed response
2	c, d, g, h, i, j, k	<p>Using traditional print and/or on-line resources, conduct research tracing the routes of the Crusades and create maps indicating those routes. Use word processing software to present analysis. (ISTE 3)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> Online resources Library resources Other acceptable resources 	<ul style="list-style-type: none"> Constructed response; Rubric
2 4 5	d, h a, b a	<p>Analyze the factors, which led to the growth of trade in the Mediterranean regions during the Golden Age of Greece. Use word processing software to present analysis. (ISTE 3)</p>	<ul style="list-style-type: none"> Enhanced multiple choice
1 2 5	a, b k a	<p>Create and illustrate horizontal timelines and special purpose maps tracing the movement of developing technologies throughout the Eastern Hemisphere (e.g., Greek and Roman Empires).</p>	<ul style="list-style-type: none"> Performance-based assessment; Rubric

Grade Level: Seventh
Unit Theme: Europe

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 4 5	a, b a a, b	<p>Using traditional print and/or on-line sources, conduct research on the agricultural development of the Great River Valley Civilizations (e.g., irrigation, canals, crops grown, tools used). (ISTE 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Performance-based assessment; Rubric
1 5	a b	<p>Read available primary source materials on prehistoric people. (ISTE 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Teacher observation; Rubric; Questionnaires
1 5	a b	Create a song, story, or sequential cartoon to illustrate the evolution of technology in the ancient world (e.g., Germanic tribes, Anglo-Saxons and Jutes, River Valley civilizations).	<ul style="list-style-type: none"> • Performance-based assessment; Rubric
1 5	a, b b	Conduct a cooperative activity to identify technology of the Roman Empire by writing game questions (e.g., concrete, glad, dome, aqueducts, etc.).	<ul style="list-style-type: none"> • Teacher observation
1	a, b	<p>Divide the students into groups to locate selected areas/regions and research the historical backgrounds (e.g., expansion, settlement, culture, and religion, etc.)</p> <p>Use database software to display information. (ISTE 3, 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Constructed response; Selected response
1 5	a, b a	Create a horizontal timeline of major European events in world history.	<ul style="list-style-type: none"> • Rubric; Peer editing
1 2	a, b k	<p>Divide students into two (2) groups to research Athens and Sparta. Host a debate. The objective of the debate is to recruit the teacher to settle in one of the cities. (ISTE 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Teacher observation; Constructed response; Rubric

Grade Level: Seventh

Unit Theme: Europe, continued

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b	Have students research the influences and contributions of Ancient Rome on modern civilization. Create posters. (ISTE 5) Use research tools: <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Rubric; Performance-based assessment
1 2	a, b a, b, c, e l, k	Research and create maps tracing the routes of the Crusades.	<ul style="list-style-type: none"> • Rubric
1 2	a, b k	Divide students into the different social classes of the Medieval Period. Research and create presentations for the class on each group. Use presentation software to display information to the class. (ISTE 3)	<ul style="list-style-type: none"> • Rubric; Teacher observation
1 2	a, b f	Conduct research for presentations on territorial and religious conflicts (e.g., Inquisition, Crusades, Reformation). Use presentation software to display information to the class. (ISTE 3,5) Use research tools: <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Rubric; Performance-based assessment; Peer editing
1 2 3	a, b e, k a	Chart/graph comparisons among the nations and the regions of Europe – populations, land areas, climate, topography, and languages (e.g., changing political boundaries of Europe in history, etc.). Use database software to display information. (ISTE 3)	<ul style="list-style-type: none"> • Constructed response; Rubric
1 2	a, b a, b, c, d e, f, g, h, l j, k	Define the forms of government in Europe. Discuss the evolution of political organizations and the development of nations in a report keyed using word processing software. (ISTE 3,5) Use research tools: <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Enhanced multiple choice; Selected response; Teacher observation
3	a, b, c	Using historical resources, assess interactions among nations of Eastern Hemisphere (e.g., environment, immigration, commerce, and conflicts). (ISTE 5) Use research tools: <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Constructed response; Rubric; Oral questioning

Grade Level: Seventh
Unit Theme: Europe, continued

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
4	b	Have students attempt to solve a modern day economic problem that illustrates how nations organize their economy such as, The Waterville Miracle in "Trading Around the World."	<ul style="list-style-type: none"> Rubric
1 3 5	a a b, c a	Students will create a word search by identifying locations from related latitude and longitude listings (e.g., Roman Empire, 440 A.D.).	<ul style="list-style-type: none"> Performance-based assessment

Grade Level: Seventh
Unit Theme: Africa

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2	a, b a	Create a color-coded map locating selected historical regions of Africa (e.g., culture, religions, etc.).	• Teacher observation
1 2	a, b k	<i>Collaborate with peers and create a classroom timeline illustrating the historical events of Egyptian history. (ISTE 5)</i> <i>Use research tools:</i> <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	• Teacher observation
1	a, b	Analyze an African legend as it relates to culture and religion.	• Teacher observation
1 2	a, b a, b, c	<i>Divide the students into groups to research the historical backgrounds of selected areas/regions of Africa (e.g., expansion, settlement, culture, religion) and to create a publication series of books on the history of each area. Use word processing software to create a publication. (ISTE 3,5)</i> <i>Use research tools:</i> <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	• Rubric; Constructed response; Criterion-referenced assessment
2	a, c, e, g, i, j, k	Create maps showing the topography, trade routes, and migration routes along the west coast of Africa (e.g., Mali, Songhai, Ghana). <i>Use a map website to find and create a map.</i>	• Teacher observation; Rubric; Criterion referenced assessment
1 2	a, b k	Create a "timeline-clothesline" by pinning graphics representing major events in Sub-Saharan African history on a suspended string.	• Teacher observation; Rubric; Criterion referenced assessment
2 3	a, b, c, d, f, g, i, k a, b, c	<i>Construct charts and/or graphs comparing data from the nations and/or regions of Africa (e.g., populations, land areas, climate, topography, languages). Use database software to organize information. (ISTE 3)</i>	• Rubric
3 4	a, b, c b	Define the various forms of government in Africa and trace the evolution of ruling political entities (e.g., monarchy, dictatorship, tribal, etc.).	• Enhanced multiple choice; selected response
2 4	h a	Using traditional print and/or on-line resources, research the importance of trade in ancient Sub-Saharan Africa (e.g., supply and demand, goods and services, and silent trade).	• Constructed response; Enhanced multiple choice

Grade Level: Seventh
Unit Theme: Africa, continued

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
4	a	Using historical resources, assess interactions among nations of Africa – environment, immigration, and commerce.	<ul style="list-style-type: none"> Constructed response; Rubric
1	a, b	Explain the concept of supply/demand, goods/services, and silent trade. Research why Saharan Africa was an important trade area in ancient history.	<ul style="list-style-type: none"> Constructed response; Enhanced multiple choice; Likert scale
1	a, b	<p><i>Divide students into groups to research the kingdoms of western Africa and make presentations with visuals to the class. Use word processing software to create the publication. (ISTE 3, 5)</i></p> <p><i>Use research tools:</i></p> <ul style="list-style-type: none"> Online resources Library resources Other acceptable resources 	<ul style="list-style-type: none"> Teacher observation; Rubric
1	a, b	Create maps showing the topography, trade routes, and migration routes along the West Coast of Africa (e.g., Mali, Songhai, Ghana, etc.).	<ul style="list-style-type: none"> Teacher observation; Rubric; Criterion-referenced assessment
1	a, b	Create a timeline using a clothesline. “Pin” each major event in Saharan African history on the line.	<ul style="list-style-type: none"> Teacher observation; Rubric; Criterion-referenced assessment
1	a, b	Have students research the contributions of Egypt to the world and create a flow chart.	<ul style="list-style-type: none"> Rubric; Constructed response
1 2	a g, i	<p><i>Research the Egyptians. Create a cartouche, pyramid, or other symbol of ancient Egypt (e.g., cardboard, carved soap, paper mache, etc.) (ISTE 5)</i></p> <p><i>Use research tools:</i></p> <ul style="list-style-type: none"> Online resources Library resources Other acceptable resources 	<ul style="list-style-type: none"> Rubric; Constructed response

Grade Level: Seventh
Unit Theme: Australia and the Pacific Rim Islands

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2	a, b a, b, c, e, g	<p>Divide the students into groups to locate selected areas/regions and research the historical backgrounds (e.g., expansion, settlement, culture, and religion). (ISTE 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Constructed response; Rubric
1 2	a, b g	<p>Conduct research to make presentations on migration to the islands within the islands. Use presentation software to display information to the class. (ISTE 3)</p>	<ul style="list-style-type: none"> • Criterion-referenced assessment
2	a, b, c, d e, f, g, h, i, j	<p>Chart/graph comparisons among Australia and the islands of the Pacific Rim (e.g., populations, land areas, climate, and topography). (ISTE 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Rubric
3 4	a, b, c b	<p>Define the forms of government in Australia and the Pacific Rim. Discuss the evolution of political organizations. Use word processing software to present the information. (ISTE 3)</p>	<ul style="list-style-type: none"> • Enhanced multiple choice; Selected response; Rubric
3	a, b, c	<p>Use current events to assess interactions among Australia and the islands of the Pacific Rim (e.g., environment and commerce). (ISTE 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Constructed response
4	a	<p>Explain the concept of supply and demand. Explain the concept of goods and services. Analyze the economic impact of the following on the development of Australia and the Pacific Islands:</p> <ul style="list-style-type: none"> • Settlement • Trade 	<ul style="list-style-type: none"> • Rubric; Criterion-referenced assessment

Grade Level: Seventh
Unit Theme: Asia

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2	a, b a, b, c, d e, g	<p><i>Divide the students into groups to locate selected areas/regions (e.g., China, Japan, India) and research the historical backgrounds (e.g., expansion, settlement, culture, and religion). Use database software to display information to the class. (ISTE 3,5)</i></p> <p><i>Use research tools:</i></p> <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Selected response; Constructed response; Criterion-referenced assessment
1 2	a b k	Create a horizontal timeline. Have students choose important Asian history events.	<ul style="list-style-type: none"> • Teacher observation
2	d f, l, j, k	Create a salt or clay map of Asia's topography. Have students analyze why certain areas were settled, why trade routes were developed in certain areas, etc.	<ul style="list-style-type: none"> • Teacher observation; Rubric
2	e, j, k	Have students research Hinduism, Buddhism, Taoism, and Confucianism. Create a political map and give presentations, showing the origins and movement of these religions.	<ul style="list-style-type: none"> • Rubric; Political map assessment
1 2 3	a, b b, k a	Divide students into groups to research early China and Japan (e.g., government, language, religion, etc.). Have students to create a graphic organizer on butcher paper.	<ul style="list-style-type: none"> • Graphic organizer; Rubric; Criterion-referenced assessment
1	a	Have students research the lives of Marco Polo, Genghis Khan, and other famous leaders of Asia. Have them create a television show interviewing these famous leaders.	<ul style="list-style-type: none"> • Teacher observation; Open-ended task; Peer editing
3 4	a, b b	Define the forms of government in Asia. Create a propaganda poster to illustrate social class differences in ancient China.	<ul style="list-style-type: none"> • Likert scale
1 2 3	a c, g, h c	Using historical resources, assess interactions among nations of the Eastern Hemisphere based on environment, immigration, and commercial interaction.	<ul style="list-style-type: none"> • Constructed response; Rubric
1 2 3 4	a, b h, k c a	<p><i>Describe the origin and development of the silk trade of China (e.g., Silk Road, supply and demand, European Market). Use presentation software to present information to the class. (ISTE 3, 5)</i></p> <p><i>Use research tools:</i></p> <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Rubric

SEVENTH GRADE

(Outline of a Chronological Format for the Course)

Unit Themes:

- Early Man
- Ancient Civilizations
(e.g., Egypt, Mesopotamia, India, China)
- Classic Civilizations
(e.g., Greeks, Romans)
- The Middle Ages
(e.g., Feudalism, Byzantine Empire, etc.)
- The Transition from Medieval to Modern
(e.g., Renaissance, Reformation, Rise of Monarchs, Exploration, etc.)

EIGHTH GRADE

(United States History to 1877)

The eighth grade course of study focuses on the historical development of the United States from Pre-Columbian time through Reconstruction. Examining the events involving Native Americans and various European settlers, students will understand origins of political ideas which led to the development of our democratic society. Students will discover how conflicts over political and economic ideologies marked the course of United States history through the Reconstruction period.

The strands of civics, history, geography, and economics are emphasized throughout the course. Civic concepts necessary for citizenship participation in a democratic society will be developed. The study of history will show how Americans have been affected by past events. Geographic tools will be used to analyze spatial relationships in the environment of the United States. Economic concepts will be utilized to show how regions of the United States developed their own distinct identity. Skill development will include, but is not limited to, the interpretation and application of maps, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum should be taught in a developmental sequence. This means the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States, and to the world.

Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops. **The competencies are required to be taught.** The competencies combine the following strands: **civics, history, geography, and economics**. Competencies may be taught throughout the year in any order and may be combined with other competencies. Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the needs of students in their school district.

EIGHTH GRADE (United States History to 1877)

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objectives

- 1. Explain how geography, economics, and politics have influenced the historical development of the United States in the global community. (C, H, G, E)**
 - a. Compare the Pre-Columbian societies of North America.
 - b. Examine the exploration and colonization periods of the United States.
 - c. Identify the causes and effects of the American Revolution and describe the sequence of events that led to American victory.
 - d. Identify reasons for immigration to the United States.
 - e. Discuss the causes and effects of the Industrial Revolution.
 - f. Identify the causes and effects of the Western movement.
 - g. Explain how the expansion of slavery led to regional tension.
 - h. Evaluate the impact of the Civil War and Reconstruction on the United States.
 - i. Identify the causes and effects of the Civil War and describe the sequence of events that led to the Union victory.
 - j. Examine Reconstruction.
- 2. Analyze the development of the foundations of American democracy. (C, H)**
 - a. Using primary and secondary sources, compare and contrast the major documents that laid the foundation for democracy (e.g., Declaration of Independence, Articles of Confederation, the United States Constitution, etc.).
 - b. Examine the development of rights and responsibilities established through historical documents (e.g., Magna Carta, Bill of Rights, etc.).
 - c. Examine the role of the Founding Fathers (e.g., Washington, Adams, and Jefferson).
 - d. Describe the formation and development of political parties.
- 3. Evaluate the impact of the Civil War and Reconstruction on the United States. (C, H, G, E)**
 - a. Identify the causes and effects of the Civil War and the Reconstruction.
 - b. Describe the sequence of events that led to the Union victory.
 - c. Examine the impact of Reconstruction.
- 4. Analyze spatial and ecological relationships between, people, places, and environments using social studies tools** (e.g., timelines, maps, globes, primary and secondary resources, charts, political cartoons, graphs, a compass, technology, etc.). **(C, H, G, E)**
 - a. Analyze and evaluate the patterns of migration and the consequences of human migration and territorial expansion within the United States (e.g., Native Americans, 49ers).
 - b. Trace the exploration and expansion from the Old World to the New World.
 - c. Trace the shift in United States society from agricultural/rural to industrial/urban.
 - d. Measure distances on maps and globes.
 - e. Interpret special purpose maps (e.g., historical, population, etc.).
 - f. Analyze statistical information using social studies tools (e.g. charts or graphs on crop production, etc.).
 - g. Analyze political cartoons.

- 5. Identify how the government established by the Constitution embodies the purposes, values, and principles of American democracy. (C, H)**
- a. Explain how and why powers are distributed and shared between national and state governments in the federal system.
 - b. Explain the essential fundamentals of American constitutional government.
 - c. Recognize the importance of the “rule of law” for the protection of individual rights and the common good.
 - d. Analyze the political values and principles of American democracy as expressed in basic documents (e.g., Declaration of Independence, United States Constitution, Bill of Rights).
- 6. Analyze the ideals, principles, and practices of citizens in a democratic society. (C)**
- a. Assess the importance of certain traits of character in a democracy (e.g., civility, persistence, nationalism, integrity, courage, common good, loyalty, honesty, fairness, justice, equality, responsibility, freedom, diversity, compassion, authority, etc.).
 - b. Evaluate the value and challenge of diversity in American life.
 - c. Explain how political parties provide opportunities for citizens to participate in government.
 - d. Determine origins and resolutions of political conflict in the United States.
- 7. Examine the interaction of individuals, families, communities (microeconomics), businesses, and governments (macroeconomics) and the potential costs and benefits to the United States economy. (G, E)**
- a. Compare and contrast the economic factors that led to the development of America (e.g., exploration, colonization, immigration, sectionalism, industry in the North vs. agriculture in the South, tariffs, etc.).
 - b. Recognize the economic factors that influenced the development of the federalist system (e.g., Hamilton’s assumption of the national debt).
- 8. Describe the impact of technology on the development of the United States and its ecology. (H, E)**
- a. Analyze the effect of inventions on the United States (e.g., cotton gin, mechanical reaper, Franklin stove, etc.).
 - b. Examine the impact of the Industrial Revolution on the United States.
 - c. Evaluate the importance of improvements in transportation and communication (e.g., steamboats, railroads, canals, telegraph, etc.).

Grade Level: Eighth
Unit Theme: Cultures Meet

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	b	Create a mini poster illustrating the Columbian Exchange. Create a classroom display of products of the Columbian Exchange (e.g., sweet potatoes, horses, etc.).	<ul style="list-style-type: none"> Rubric; Teacher observation
1 4	b a, b	Design a political cartoon based on Columbian Exchange.	<ul style="list-style-type: none"> Rubric
4	a	On a map of the world, trace the migration routes of Native Americans. Website: www.nationalgeographic.com	<ul style="list-style-type: none"> Teacher observation
1 4 5	a a b	Make a chart of Native American cultures within the United States (e.g., location, etc.) and create a map showing the location of different tribes. <ul style="list-style-type: none"> Create a Native American artifact. Depict a Native American village of a particular tribe. Write a short essay explaining democratic principles found in Native American cultures. Research the role of Native Americans in society today. 	<ul style="list-style-type: none"> Teacher observation; Criterion-referenced assessment; Rubric
1 4	c b, d, e	On a map, draw routes of early explorers. Choose an explorer(s), write a log of the journey and draw a map indicating the route to the New World. On a map of North America, locate areas claimed by the various explorers (using different colors).	<ul style="list-style-type: none"> Rubric; Criterion-referenced assessment
1 4	c b	Read available primary source materials on various explorers. Make a chart including explorers from the various European nations (e.g., country, date, area explored, results). (ISTE 5) Use research tools: <ul style="list-style-type: none"> Online resources Library resources Other acceptable resources Create a word processing document to record information.	<ul style="list-style-type: none"> Enhanced multiple choice; Selected response; Rubric
7	a	Write a short essay explaining the role of economics as a motivation for exploration.	<ul style="list-style-type: none"> Teacher observation; Rubric

Grade Level: Eighth

Unit Theme: Colonization and Revolution

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 4	c b, d	On a map of North America, locate and label the areas settled by the various European countries.	<ul style="list-style-type: none"> Rubric; Criterion-referenced assessment
1 7	c, e a	<i>As a group, make a list of reasons colonists settled in the New World. Classify the reasons as political, social, economic, or geographic. (ISTE 5)</i>	<ul style="list-style-type: none"> Rubric; Teacher observation
1 4	c a, e	Draw a map of the original thirteen (13) colonies and classify each as a New England, Middle, or Southern colony.	<ul style="list-style-type: none"> Criterion-referenced assessment; Teacher observation
1 7	c a	On a chart, compare the lifestyles of New England, Middle, and/or Southern colonists. From a list of characteristics, classify as New England, Middle, or Southern colonies.	<ul style="list-style-type: none"> Rubric; Criterion-referenced assessment; Teacher observation
1	c, e	<i>Use word processing software to draw a poster or create a brochure, which would motivate settlers to come to America. (ISTE 3)</i>	<ul style="list-style-type: none"> Rubric
1	d	<i>Trace the events of the French and Indian War (e.g., causes, battles, leaders, results, etc.) and create a timeline or flowchart. (ISTE 5)</i> <i>Use research tools:</i> <ul style="list-style-type: none"> Online resources Library resources Other acceptable resources 	<ul style="list-style-type: none"> Criterion-referenced assessment
1	d	Create an illustrated timeline of events leading to the American Revolution (e.g., date, British action, American reaction).	<ul style="list-style-type: none"> Criterion-referenced assessment
1 4	c, d g	Analyze political cartoons of the time period.	<ul style="list-style-type: none"> Rubric
1 4	d g	Draw a political cartoon illustrating colonial dissatisfaction with British policy.	<ul style="list-style-type: none"> Open-ended task; Rubric
1	d	Make a poster of famous quotations from the Revolutionary Period.	<ul style="list-style-type: none"> Rubric
1 6 7	d d a	<i>Using word processing software, write an essay entitled, "No Taxation Without Representation." (ISTE 3)</i>	<ul style="list-style-type: none"> Rubric

Grade Level: Eighth

Unit Theme: Colonization and Revolution continued

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2 6	d a, b a, d	<i>Divide the Declaration of Independence into major parts and have groups rewrite the document into today's language, using word processing software. (ISTE 3)</i>	<ul style="list-style-type: none"> Teacher observation; Oral questioning
1	d	Classroom groups will create Revolutionary War charts on the following: Causes, battle leaders, results, outcomes, etc.	<ul style="list-style-type: none"> Teacher observation; Oral questioning
1	d	Use <u>Johnny Tremain</u> as the basis of a thematic unit on the war.	<ul style="list-style-type: none"> Selected response; Enhanced multiple choice; Teacher observation
1	d	From the British point of view, write a newspaper article analyzing the actions of the American "rebels".	<ul style="list-style-type: none"> Rubric
1	d	Make a chart of the strategies of both sides in the Revolutionary War. Note advantages and disadvantages associated with these strategies.	<ul style="list-style-type: none"> Selected response; Constructed response; Criterion-referenced assessment

Grade Level: Eighth

Unit Theme: The Constitution and Early National Period

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2 5 6 7	a, b b, c a, b, c, d a	<p><i>Make a list of complaints against English colonial policy. Examine the Constitution and note how various complaints were addressed in the document (e.g., Writs of Assistance, 4th Amendment). (ISTE 5)</i></p> <p><i>Use research tools:</i></p> <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Teacher observation; Holistic grading
2	a	<p><i>Use word processing software to create a chart to illustrate the weaknesses of the Articles of Confederation and how the Constitution corrected the problems. (ISTE 3, 5)</i></p> <p><i>Use research tools:</i></p> <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Teacher observation; Rubric
5 6	a, b, c c	Make a list of basic principles of the Constitution and illustrate each (e.g., federalism, separation of powers, etc.).	<ul style="list-style-type: none"> • Rubric
6	c	Create a diagram to illustrate separation of powers and checks and balances.	<ul style="list-style-type: none"> • Rubric; Teacher observation
6	c	Collaborate with peers to track a bill's passage and create a flow chart.	<ul style="list-style-type: none"> • Rubric
2 6	c a	Research and write an essay on the precedents established by the first president.	<ul style="list-style-type: none"> • Rubric
2 6 7	d d a, b	Create a chart listing the major components of Hamilton's financial policy and explain the significance of the policy.	<ul style="list-style-type: none"> • Rubric
2 6	d a, c	Compare the philosophies of the first two (2) political parties. From a list of party policies and ideas, identify each policy as either "Federalist" or "Anti-Federalist".	<ul style="list-style-type: none"> • Oral questioning; Criterion-referenced assessment
4 6	g a	Make a timeline of significant events occurring during the presidency of Thomas Jefferson (e.g., Louisiana Purchase, Lewis and Clark expedition, Embargo Act).	<ul style="list-style-type: none"> • Performance-based assessment; Rubric
2 6	c a	Research one of the Founding Fathers. Create an illustrated timeline of his life career.	<ul style="list-style-type: none"> • Performance-based assessment; Rubric

Grade Level: Eighth

Unit Theme: The Constitution and Early National Period, continued

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
6	b	Create a collage or poster illustrating examples of diversity in American life (individually or as a class bulletin board).	<ul style="list-style-type: none"> • Rubric
6	c	<i>Research current news sources for activities of political parties. Create a classroom display. (ISTE 5)</i> <i>Use research tools:</i> <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Teacher observation
6	a	<i>Use word processing software to make a booklet on the duties and responsibilities of citizenship. (ISTE 5)</i> <i>Use research tools:</i> <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Rubric
6	a	<i>Organize students into small groups to create an illustrated handbook for younger students describing the rights and responsibilities of citizens. Use word processing software to create handbook. (ISTE 3, 5)</i> <i>Use research tools:</i> <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Rubric

Grade Level: Eighth

Unit Theme: Development of Nationalism and Industrialization

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
6	d	Outline the War of 1812 (e.g., causes, leader, battles, results) and create a chart.	<ul style="list-style-type: none"> Teacher observation; Rubric
2 6	d d	Compare Jeffersonian and Jacksonian democracy. Have a classroom discussion.	<ul style="list-style-type: none"> Teacher observation
4 8	c a, b, c	Make a list of changes in American life brought about by the Industrial Revolution and create posters.	<ul style="list-style-type: none"> Rubric
8	b	<p><i>Divide students into groups to research and present findings on the contributions of various Americans to early industry (e.g., Francis Cabot Lowell, etc.). Use word processing software to record findings. (ISTE 3, 5)</i></p> <p><i>Use research tools:</i></p> <ul style="list-style-type: none"> Online resources Library resources Other acceptable resources 	<ul style="list-style-type: none"> Rubric
8	b	Read selections about the "Lowell Girls." Have students discuss what life was like as a "Lowell Girl."	<ul style="list-style-type: none"> Teacher observation
8	a, b	Use a "bag" lesson. Have bag filled with different objects. Using the assembly method, groups will create a product.	<ul style="list-style-type: none"> Teacher observation
6	a, b	<p><i>Research the role of women in the Reform Movement. Create an exhibit of reformers and explain their contributions. Use presentation software to display information to the class. (ISTE 3, 5)</i></p> <p><i>Use research tools:</i></p> <ul style="list-style-type: none"> Online resources Library resources Other acceptable resources 	<ul style="list-style-type: none"> Rubric
6	a, b	List areas of reform and individuals responsible for those reforms (e.g., religious, literary, health).	<ul style="list-style-type: none"> Selected response; Constructed response

Grade Level: Eighth

Unit Theme: Growing Pains: Westward Movement and the Development of Sectionalism

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
4	a	On a map of the United States, draw the trails leading west.	<ul style="list-style-type: none"> • Criterion-referenced assessment
1 4	f a	<p>Use word processing software to write a diary account of a teenager traveling to Oregon on a wagon train. (ISTE 3, 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Rubric; Constructed response; Criterion-referenced assessment
1 4	f a, d	Construct a map showing territorial acquisition (e.g., year acquired, from whom obtained, and method of acquisition).	<ul style="list-style-type: none"> • Rubric; Constructed response; Criterion-referenced assessment
1 4 7	f, g a a	Create a timeline of events leading to the acquisition of Texas and the Mexican Cession.	<ul style="list-style-type: none"> • Rubric
1 4	f a	Read a book about the Westward Movement. Prepare an oral report to be presented to the class (individual or group). Use presentation software to display information for the report. (ISTE 3)	<ul style="list-style-type: none"> • Rubric; Teacher observation
6 7	d a	<p>Write a newspaper editorial on the tariff issue in the age of Jackson. (ISTE 5)</p> <p>Use research tools:</p> <ul style="list-style-type: none"> • Online resources • Library resources • Other acceptable resources 	<ul style="list-style-type: none"> • Rubric
1 3	g a	Read excerpts from <u>Uncle Tom's Cabin</u> and discuss the impact of the book on the nation.	<ul style="list-style-type: none"> • Rubric
1 3 6	g a d	Using assigned roles, have a panel discussion on slavery in the Kansas Territory. Students take roles of pro-slavery and anti-slavery settlers, as well as specific historical figures (e.g., John Brown), while other students take roles of reporters.	<ul style="list-style-type: none"> • Teacher observation
3 4 6	a g a, b, d	Create a poem, poster, political cartoon, or play on the theme of abolition.	<ul style="list-style-type: none"> • Rubric
3 4 7	a f a	Create a graph or map comparing the rise of cotton as a leading export relative to the number of slaves in the region.	<ul style="list-style-type: none"> • Rubric
1 3 7	g a a	Create a timeline of major events leading to the Civil War.	<ul style="list-style-type: none"> • Teacher observation; Rubric

Grade Level: Eighth

Unit Theme: Growing Pains: Westward Movement and the Development of Sectionalism, continued

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 3 4	h a g	<p><i>Use graphs to analyze the results of the Election of 1860. Write a paragraph explaining the reaction of the South to this election. (ISTE 5)</i></p> <p><i>Use research tools:</i></p> <ul style="list-style-type: none"> • <i>Online resources</i> • <i>Library resources</i> • <i>Other acceptable resources</i> 	<ul style="list-style-type: none"> • Rubric
1 6	a, b, d g	<p><i>In small groups, create skits showing experiences of those involved in the Underground Railroad. (ISTE 5)</i></p> <p><i>Use research tools:</i></p> <ul style="list-style-type: none"> • <i>Online resources</i> • <i>Library resources</i> • <i>Other acceptable resources</i> 	<ul style="list-style-type: none"> • Rubric
1 3 6	g a d	<p><i>Using word processing software, write a newspaper article on the events of "Bleeding Kansas" from the perspective of a Free-Soiler or slave owner. (ISTE 3)</i></p>	<ul style="list-style-type: none"> • Teacher observation

Grade Level: Eighth

Unit Theme: Civil War and Reconstruction

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	a, b	<i>Create charts or posters on Civil War topics (e.g., causes, battles, leaders, etc.).</i>	<ul style="list-style-type: none"> Performance-based; Rubric
3	b	In short essay, compare the strategies of both sides of the conflict, using word processing software. Analyze the success of the North in accomplishing its strategies.	<ul style="list-style-type: none"> Rubric
3	b	Map the battles fought in the attempt to take control of the Mississippi River.	<ul style="list-style-type: none"> Rubric
3	c	Compare the Presidential/Congressional Plans of Reconstruction using a graphic organizer.	<ul style="list-style-type: none"> Teacher observation; Graphic organizer
3	c	Construct a timeline of key components of Reconstruction.	<ul style="list-style-type: none"> Performance-based; Rubric
3 6 7	c d a, b	<i>As a newspaper reporter, write a news account of the impeachment proceedings and trial of Andrew Johnson. Use word processing software to key news story. (ISTE 3)</i>	<ul style="list-style-type: none"> Rubric
3 5	c b	Using print or internet resources, research the importance and impact of the Freedman's Bureau and present the findings (e.g., oral, written, visual).	<ul style="list-style-type: none"> Rubric
3	a	<i>Choose a Civil War period character (e.g., soldier, leader, woman, slave, etc.) and write a diary entry or letter from that perspective. (ISTE 5)</i> <i>Use research tools:</i> <ul style="list-style-type: none"> Online resources Library resources Other acceptable resources 	<ul style="list-style-type: none"> Holistic Grading
3	a, b	Write an essay comparing 2 leaders of the Civil War (e.g., Lee/Grant or Jefferson Davis/Lincoln).	<ul style="list-style-type: none"> Rubric
3	a, b	<i>Take a virtual tour of one or more Civil War battlefields, having each student answer questions from each "stop" on the tour. (ISTE 4)</i>	<ul style="list-style-type: none"> Teacher observation; Criterion-referenced assessment

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Social Studies and Literature Connections

The Social Studies and Literature Connections part of the framework is designed to serve as a guide and first-stop source for making cross-curriculum connections. The titles listed are not extensive, other books should be used in the classroom.

Kindergarten through Third Grade

Aesop. THE AESOP FOR CHILDREN. Pictures by Milo Winter, Amereon Ltd., reprint of 1947 edition or Checkerboard Press (Macmillan), 1984. This book features brief stories with morals that have been told and retold for hundreds of years.

Albert, Robert. Alejandro's Gift. Chronicle Books. Explores the relationship between man, animals, and water in the desert.

Allen, Thomas B. WHERE CHILDREN LIVE. With softly colored, texture-rich drawings, the author presents 13 children by name from different cultures in different parts of the world and describes their lives and environments.

Anno, Mitsumasa. ANNO'S JOURNEY. The author records in meticulously detailed watercolor renderings his journey through northern Europe and his impressions of the land, the people at work and at play, and their art, architecture, and folklore. A wordless book that prods the imagination and is rich with new discoveries at every new examining.

Berenstain, S., and J. Berenstain. THE BERENSTAIN BEARS AND THE TROUBLE WITH MONEY. New York: Random House, 1983. Brother and sister bear learn how to save and spend money wisely.

Brett, Jan. TOWN MOUSE, COUNTRY MOUSE. G. P. Putnam 's Sons, 1994. Students are introduced to different homes and geographic areas through this classic story.

Carle, Eric. THE GROUCHY LADYBUG. New York. Thomas Crowell, 1997. The grouchy ladybug refuses to share aphids with other animals. In the end, she has learned her lesson and shares with others.

Cartwright, Sally. WHAT'S IN A MAP? Coward, 1976. Children are taught to think about their own life space, their world and their relationship to it. They are shown how to map that world by using blocks, paper and pencil, and their imagination.

Chandra, Deborah and Madeline Camora. George Washington's Teeth. Farrah Straus Giroux, 2003. This rhythmic picture book tells of the battles George Washington fought for the country with his teeth. This selection identifies George Washington as an authority figure in the home and in the school system.

Cheney, Lynne V. and Robin Preiss Glasser. America: A Patriotic Primer. Simon and Schuster, 2002. This cheerfully illustrated book uses the alphabet to discuss the history of the United States. This selection identifies historical figures and national symbols through an alphabet book.

Cherry, Lynn. THE GREAT KAPOK TREE. New York: Gulliver, 1990. A young man enters a rainforest to cut down a Kapok tree. During his nap, the forest animals whisper the reasons not to cut the tree down.

Cooney, Barbara. ELEANOR. The story of Eleanor Roosevelt as a child. A lonely, shy, solemn, and timid child, Eleanor grows up to eventually triumph as a remarkable and influential woman in the world.

Demi. THE EMPTY POT. Henry Holt and Company, 1990. A Chinese boy named Ping learns that honesty is the best policy.

DePaola, Tomie. PANCAKES FOR BREAKFAST. Harcourt, 1978. Through thinking and the help of others, a shortage dilemma is solved to the satisfaction of all concerned.

Dr. Seuss. THE BUTTER BATTLE BOOK. Which side of the bread you butter leads to an arms race and to the brink of war.

Dubois, Muriel L. Out and About at the Fire Station. Picture Window Books, 2003. This invigorating picture book details children visiting a fire station and learn how fire fighters do their job. This selection discovers the relationship of fire fighters among people, places, and environments.

Fradin, Dennis B. Voting and Elections. Beginning readers learn about the election process.

Fritz, Jean. George Washington's Breakfast. Brief autobiography of George Washington and how he spent a typical day.

I HAD TROUBLE GETTING TO SOLLA SOLLEW. Random, 1980. Through perseverance in overcoming hardships and with the cooperation of a variety of characters, the hero finally gets to Solla Sollew, but it is not what he expects.

LORAX. A little boy who cares about the environment and learns about greed, supply, demand, and scarcity of resources.

Galdone, Paul. THE LITTLE RED HEN. Clarion, 1973. A little hen works for her lazy housemates.

Giovanni, Nikki. SPIN A SOFT BLACK SONG. Hill and Wang, 1971. A beautifully illustrated book of poems about black childhood and what growing up is about seen in the eyes of the very young.

Goodman, Steve. *The Train They Call the City of New Orleans*. G. P. Putnam's Sons, 2003. This detailed picture book narrates the journey of the train from Chicago to Louisiana. This selection recognizes terms related to location, size, direction, and distance from Chicago to Louisiana.

Griffin, Michael. A Family of Kenya. Much information on home life, customs, work and play.

Grimm, Jacob, and Wilhelm Grimm. THE BREMENTOWN MUSICIANS. Retold and illustrated by Ilse Blume. Harper, 1987. The mutual care and support the animals give each other in this story makes this a favorite from the Grimm's cornucopia.

Hartman, Gail. As the Crow Flies: A First Book of Maps. Aladdin Library, 1993. This intricately illustrated book presents an individual map for the different areas in which an eagle, rabbit, crow, horse, and sea gull live. The multiple simplified maps in this selection demonstrate the function maps serve in a way that young children can understand.

Hutchins, Pat. THE DOORBELL RANG. Greenwillow, 1986. This book presents a lighthearted way to introduce the ramification of scarcity.

Jones, Hettie. THE TREES STAND SHINING. Poetry of Native North Americans which children will understand and enjoy.

Kataoka, Barbara Slavin. PICTURES AND POLLUTION . Discusses various types of pollution, from air, water, and wilderness pollution to the noise and visual pollution of congested urban areas, employing works of art to emphasize the effects and ideas. A clear introduction to the topic with an interesting and thought-provoking presentation.

Kaula, Edna. The Land and People of Kenya. This account covers the history and the geography of subjects related to the country and its flora and fauna.

Kaye, Marilyn. Will You Cross Me. Harper & Row, 1985. This picture book teaches children how to safely cross the street. This selection relates children to their environment by teaching them the importance of using safety to cross the street.

Knowlton, Jack. MAPS AND GLOBES. Bright, colorful illustrations and lively text introduce the history, types, and uses of maps and how to read various maps.

Krasilovsky, Jessica. The Boy Who Spoke Chinese. Doubleday & Company, Inc., 1972. This picture book teaches children about other children in different countries and their native languages. This selection explains that children living in China speak a different language than children in the United States.

Kraus, Ruth. The Growing Story. Harper & Row, 1947. This picture book explains to children that plants and animals grow little by little just like people. This selection shows how people, plants, and animals physically change over time through pictures and words.

Langen, Annette and Droop, Constanza Langen. FELIX TRAVELS BACK IN TIME. Abbeville Kids, 1995. Felix, the stuffed rabbit, travels back through history.

FELIX EXPLORERS PLANET EARTH. Abbeville Kids, 1996. This time, Felix travels around the globe visiting different geographic areas.

Locker, Thomas. WHERE THE RIVER BEGINS . Majestic landscape paintings and simple, but eloquent text tell the story of two boys' journey with their grandfather to discover the source of the river that flows gently past their house.

Mosel, Arlene. The Funny Little Woman. Puffin Books, 1972. This delightful picture book describes the adventures of a funny little woman and how she became the richest woman in Japan. This selection helps students discover relationships with the Japanese culture.

Munsch, Robert. Love You Forever. No matter what you do, your family always loves you.

Nichols, Catherine. Harriet Tubman. Scholastic, Inc., 2002. This picture book describes the life of Harriet Tubman and her courageous efforts to free other slaves through the Underground Railroad. This selection identifies Harriet Tubman as an authority figure in the home and in the school system.

Packard, Mary. A Visit To China. This book takes you on a trip through China to learn about their cultures and customs and celebrates special festivals.

Peet, Bill. THE WUMP WORLD. Houghton Mifflin, 1970. The story of how an environment can be destroyed by poor economic and environmental choices.

Pfister, Marcus. THE RAINBOW FISH. Story of the importance of sharing and friendship. Great for discussing courage and peer pressure.

Rapport, Doreen. Martin's Big Words. Scholastic, Inc., 2002. This wonderful picture book engages children to see the life of Martin Luther King, Jr. and clearly shows his contribution to society. This selection identifies Martin Luther King, Jr. as a historical figure by showing his life accomplishments.

Raynor, Dorka. MY FRIENDS LIVE IN MANY PLACES. A collection of black and white photographs of the activities of children throughout the world.

Ready, Dee. Community Helpers: Mail Carriers. Bridgestone Books, 1998. This book explains the clothing, tools, schooling, and work of mail carriers. This selection identifies the relationship of mail carriers among people, places, and environments.

Richman, Carol. THE LEKACHMACHER FAMILY. Tells the story of a Jewish family that immigrated to the United States from an oppressive life in Czarist Russia. Told very simply and accompanied by bright and colorful drawings. Endings may be too vague for very young readers/listeners.

Ringhold, Faith. DINNER AT AUNT CONNIE'S HOUSE. Twelve outstanding African American women in history visit with Melody.

Robert, Rose. THE CAKE THAT MACK ATE. Little, Brown, 1987. The value of sharing can be related to this little story of farm life.

Rockwell, Anne. THE WAY TO CAPTAIN YANKEE'S. Macmillan, 32pp. Miss Calico, the cat, journeys on foot to visit a friend. She has a map, but gets lost.

Santrey, Laurence. Jim Thorpe: Young Athlete. Troll Associates, 1983. This book engages the students in understanding the life of Jim Thorpe and encourages them to believe in themselves. The selection describes Jim Thorpe as a historical figure to help children identify the positive things they each have inside.

Schwartz, D. IF YOU MADE A MILLION! New York: Lothrop, Lee, and Shepard Books, 1989. This humorous book considers choices children have for spending from one cent to a million dollars.

Silverstein, Shel. THE GIVING TREE. New York: Harper and Row, 1968. A tree serves many useful purposes for a little boy, but is ultimately destroyed to fulfill his needs as a man.

Sisulu, Elinor B. The Day Gogo Went to Vote. Little, Brown, and Company, 1999. On the first day that African Americans can vote in South Africa, six-year old Thembi accompanies her elderly African American grandmother to the polls. This story demonstrates one country's voting process from the eyes of a young child.

Spier, Peter. People. Random House Children's Books, 1998. This picture book illustrates a variety of cultures and races that are among many people in the world. This selection recognizes other ways of life and different races among other countries.

Staub, Leslie. Whoever You Are. Harcourt, 1997. This book recognizes the differences, as well as, similarities between many people around the world. This selection recognizes similarities and differences between people of different cultures throughout the world.

Steig, William. ROTTEN ISLAND. Boston: David R. Godine, 1984. Rotten Island was the epitome of overpopulation, poor land use, hatred, warfare, etc. Could these creatures be saved or was their destruction the only answer?

Stein, R. Conrad. THE STORY OF MARQUETTE AND JOLLIET . Children's Press, 1981. One of the "Cornerstones of Freedom" series, this book is brief and easily read.

Steiner, Jorg. THE BEAR WHO WANTED TO BE A BEAR. New York: Antheneum, 1976. A forest environment is transformed to an industrial installation, and an unsuspecting bear suddenly is forced into the role of a factory worker, despite protests that he is truly a bear.

Step toe, John. THE STORY OF JUMPING MOUSE . New York: Lothrop, Lee, and Shepard, 1984. The gifts of Magic Frog and his own spirit of hopefulness and compassion bring Jumping Mouse at last to his long-dreamed of destination—the Far Off Land. A poignant retelling of a Native American legend of transformation.

Stewig, John Warren. SENDING MESSAGES. A description of the many possible ways human beings communicate, from the different types of language, music, mime and dance, Morse code, sign language for the deaf, hobo signs to the meaning of the cut of an Indian father. Accompanying drawings and photographs contribute to this fascinating comparison of communication modes.

Tolstoi, Alexi. THE GREAT BIG ENORMOUS TURNIP. Watts, 1968. It takes more than just one person to pull a giant turnip out of the ground, so the farmer calls on his family and friends to help.

Tompert, Ann. Grandfather Tang's Story. A Chinese tale about fox fairs told by a grandfather to his grandchildren. A tanagram, a Chinese puzzle, is rearranged to create different animals throughout the story.

Viorst, Judith. Alexander, Who Used to Be Rich Last Sunday. Aladdin Paperbacks, 1978. When Alexander receives a dollar he quickly realizes how spending it all leaves him no money in the end to buy walkie-talkies. This story shows how the opportunity cost of choices is sometimes not what we wanted.

Walker, Barbara. The Most Beautiful Thing in the World. A king gives each of his sons 100 gold coins and sends them on a quest for the most beautiful thing in the world. In the end, caring is what counts the most.

Watts, Bernadette. THE ELVES AND THE SHOEMAKER . North-South Books (Holt), 1986. This version of a Grimm's tale comes with large pictures by a leading illustrator.

Weisner, David. HURRICANE. Clarion Books, 1990. Two boys adventure during a hurricane.

Williams, Vera. A Chair for My Mother. Mulberry Books, 1982. This engaging book explains the struggle of a grandmother, mother, and daughter to save for a new chair that they can all enjoy. This selection describes the needs and wants of a family from the child's point of view.

Kindergarten

Greene, Carol. JAPAN. Children's Press, 1983. Describes some of Japan's features in the area of geography, history, scenic treasures, culture, industry, and people.

Haskin, Jim. COUNT YOUR WAY THROUGH JAPAN. Presents the numbers 1 to 10 in Japanese, using each number to introduce concepts about Japan and its culture.

Kuklin, Susan. KODOMO: CHILDREN OF JAPAN. C. P. Putnam's Sons, 1995. Japanese children serve as guides to Japanese life.

Lionni, Leo. THE BIGGEST HOUSE IN THE WORLD . New York: Pantheon, 1970. A snail who wants a bigger house hears the story of another snail with similar desires and the catastrophe that resulted.

Melmed, Laura Krauss. LITTLE OH. Lothrop, Lee, and Shepard Books. A lonely woman is brought joy by a special origami paper doll.

Morris, Ann. HOUSES AND HOMES. Lothrop, Lee, Shepard Books, 1992. Photographic collection of 29 homes around the world.

Qualye, Eric. THE SHINING PRINCESS AND OTHER JAPANESE LEGENDS . Arcade, 1989. Ten Japanese folktales contained herein provide examples of the humor and wisdom to be found in folklore. The tellings are best read aloud at this grade level.

Sakade, Florence. JAPANESE CHILDREN 'S FAVORITE STORIES. Charles E. Tuttle Company, 1958. Twenty of Japan's most loved children's stories.

Say, Allen. GRANDFATHER'S JOURNEY. The story of a Japanese man that moves to the United States and lives through World War II. Beautiful illustrations.

Say, Allen. TREE OF CRANES. Houghton Mifflin, 1991. A young Japanese boy celebrates his first Christmas as two cultures combine.

First Grade

Baer, Edith. THIS IS THE WAY WE GO TO SCHOOL. Scholastic, Inc., 1990. A book about children around the world and how they go to school.

Bourgeois, Paulette. In My Neighborhood: Garbage Collectors. Kids Can Press, 1998. This story details a day in the life of Sam and Mabel, the garbage collectors. This selection shares about a day in the life of a garbage collector and touches on the idea of recycling.

Bunting, Eve. Smoky Night. Harcourt Brace & Company. Through vivid collage art, this story shows how a pair of cats brings two groups of people together during the Los Angeles riots. This Caldecott Medal winner shows how getting along with people no matter what the circumstance is an essential part of our civic duties.

Crews, Donald. SCHOOL BUS. Greenwillow, 1984. This is an account of the progress of school buses as they take children to school and bring them home again.

De Paola, Tomie. NANA UPSTAIRS AND NANA DOWNSTAIRS. Putnam, 1973. This is the story of a boy's relationship with his grandmother and great grandmother. When the great-grandmother dies, she becomes Nanna "upstairs."

Hennessy, B. G. One Little, Two Little, Three Little Pilgrims. Scholastic, Inc., 1999. This picture book shows the first Thanksgiving between the Pilgrims and Wampanoag Indians. This book shows the relationship of the Indians and Pilgrims as they work on creating a feast for Thanksgiving.

Parson, Ellen. RAINY DAY TOGETHER. Illustrated by Lillian Hoban. Harper, 1971. This is a charming portrait of a little girl and her mother on a rainy day. They share chores, games, and meals, and daddy comes home to make the day complete.

Rappaport, Doreen. Martin's Big Words: the Life of Dr. Martin Luther King, Jr. Hyperion Books for Children, 2001. This beautiful book uses quotes from Dr. King's most famous speeches to tell the story of his life. This selection explains why Dr. King is important to the child, family, and school.

Rathmann, Peggy. Officer Buckle and Gloria. Scholastic, Inc., 1995. Gloria, a police dog, helps Officer Buckle capture students' attention so that he can teach the children about safety rules. This 1996 Caldecott Medal Winner demonstrates how rules keep people safe and shows the importance of teamwork.

Schwartz, David M. If You Made A Million. Lothrop, Lee, & Shepard Books, 1989. This elaborate tale tells about money, from one to a million dollars, what it looks like and what all one could buy with it. This story shares everything a child could possibly want when given up to a million dollars.

Voist, J. ALEXANDER WHO USED TO BE RICH LAST SUNDAY. New York: Macmillan, 1978. Alexander's grandparents come to visit and bring him a dollar. Will he be able to spend it wisely?

Williams, Vera B. A CHAIR FOR MY MOTHER. Greenwillow, 1984. The story of a young girl and her mother who saw money to buy an easy chair following a fire in their apartment, is told in this loving portrait of a single-parent household.

Wisdom, Jude. Whatever Wanda Wanted. Phyllis Fogelman, 2001. When left on a deserted island, Wanda learns that there is more to life than getting everything that she wants. This story shows how getting everything you want sometimes ends up not being the best alternative.

Second Grade

Adams, Pam. Who Cares About Elderly People? Child's Play International, 1995. This book helps readers learn that older and younger people have a lot in common, and there are many ways to help each other. This selection helps readers learn about ourselves, caring for people, and sharing.

Ashley, Bernard. CLEVERSTICKS. Crown Publishing, 1991. Ling Sung does not like school until he discovers he is special.

Baer, Edith. THIS IS THE WAY WE GO TO SCHOOL. Scholastic, Inc., 1990. A book about children around the world and how they go to school.

Bell, William and Kilby, Don. THE GOLDEN DISK. Doubleday, 1995. Ming-yue ventures out to search for new sights and makes new discoveries.

Brown, Marc Tolon. Arthur's Neighborhood. Random House, 1996. Arthur takes his reader on a tour of a neighborhood. The students could compare and contrast their neighborhood to Arthur's. Arthur's picture book teaches the children of the various structures of neighborhoods.

Carling, Amelia Lau. Mama & Papa Have a Store. Dial Books for Young Readers, 1998. The youngest child in a Chinese family describes a typical day in her parent's dry good store. This selection helps children in recognizing labor within a neighborhood.

Crews, Donald. SCHOOL BUS. Greenwillow, 1984. This is an account of the progress of school buses as they take children to school and bring them home again.

Flack, Majorie. THE STORY ABOUT PING. Ping, the duck, explores a perilous but awesome world and learns to appreciate order and security despite petty irritations.

Glubok, Shirley. THE ART OF CHINA. Macmillan, 1973. The history and cultural background of Chinese art is traced in this book from prehistoric times to the present.

Haskins, Jim. COUNT YOUR WAY THROUGH CHINA. Presents the numbers 1 to 10 in Chinese, using each number to introduce concepts about China and its culture.

Igus, Toyomi and Ana Sisnett. When I Was Little. Just Us Books, 1992. A boy from the city visits his grandfather in the country, and learns how the ways of life have changed since his grandfather was little. The selection describes the needs and wants of old days as compared to the needs and wants in present day society.

Kalman, Bobbie D. Community Helpers from A to Z. Crabtree Publishing, 1997. This alphabet book introduces occupations relating to the community, including emergency workers, medical workers, the service industry, and business. This particular book gives fascinating information on community helpers that play an important role in our community.

Knowlton, Jack. Geography From A to Z: A Picture Glossary. Harper Trophy, 1997. Here is a glossary of sixty-three geographical terms simply and clearly defined and beautifully illustrated in full color. This selection demonstrates ecological perspectives.

Lakin, Patricia and Bruce S. Glassman. Family: Around the World. Blackbrich Marketing, 1995. This selection teaches children about the diversity and cultures of people around the world. With this extraordinary book, children will learn many fun and interesting facts about diversity and cultures around the world.

Lee, Huy Voun. AT THE BEACH. Henry Holt and Company, 1994. Xiao Ming goes to the beach and learns to write Chinese characters.

Lin, Adet. THE MILKY WAY AND OTHER CHINESE FOLKTALES. Harcourt, 1961. "How the Miser Turned Into A Donkey," one of the tales in this book, is from the Taoist culture.

McCloseky, Robert. MAKE WAY FOR DUCKLINGS. Viking, 1941. This Caldecott Medal Award winner is a picturesque and amusing story of a family of ducklings born on an island in the Charles River in Boston. A friendly policeman helps the mother lead her ducklings through the streets of Boston.

Nunes, Susan. THE LAST DRAGON. Clarion Books, 1995. Peter turns the Chinatown summer into an amazing adventure.

Rabe, Tish. There's a Map in My Lap!: All About Maps. Random House, 2002. The Cat in the Hat introduces readers to different kinds of maps, tools used to read them, and facts about places they show. This selection demonstrates the ability to use social studies tools such as maps and globes.

Ringgold, Faith. Cassie's Word Quilt. Knopf, 2002. A young African American girl takes readers on an amazing tour of her 1930s era Harlem home, neighborhood, and school. This selection displays a school/neighborhood of a different era.

Roca, Nurica. Boys and Girls of the World: From One End to the Other. Barrons Educational Series, 2002. This book teaches students about children and their uniqueness in other parts of the world. This colorful picture book helps children understand the wide range of diversity among our country.

Scarry, Richard. The First Thanksgiving of Low Leaf Worm. Simon & Schuster, 2003. This wonderful picture book explains how the Pilgrims arrive at Plymouth Rock and the characters in

the story help them catch fish and plant corn. This selection shows the historic celebration of the spirit of Thanksgiving.

Showers, Paul. Where Does the Garbage Go? Harper Collins Children's Book. This extraordinary book explains how people create too much waste and how waste is now recycled and put into landfills. This selection shows how we can deal with the problem of too much trash and gives us easy ways to be a part of the solution.

Sven, Anastasia. Delivery. Viking children's Books, 1999. This picture book helps students with the understanding of goods and services. This wonderful picture book teaches children about the many kinds of things that get delivered and how they are transported.

Viorst, Judith. Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move. Simon & Schuster, 1998. Dad has a new job, and the family has to move 1000 miles away. Alexander does not want to leave everything he has always known. Alexander shows children the opportunity costs of choices by showing them what it is like to move away from everything familiar because of his dad's new job.

Yolen, Jane. THE EMPEROR AND THE KITE. Philomel Books, 1967. The smallest daughter of the emperor learns that determination means more than size.

Third Grade

Aardema, Verna. BRING THE RAIN TO KAPITI PLAIN. The story of a terrible drought that threatens the lives of all the creatures living on the Kapiti Plain in Africa and how Ki-pat saves the day by cleverly shooting an arrow into the ever hovering black rain to bring down the much needed rain. Adapted from a folk tale of the Nandi tribe in Kenya.

Aardema, Verna. WHY MOSQUITOES BUZZ IN PEOPLE 'S EARS. Dial Books for Readers, 1975. West African folktale.

Anderson, Laurie Halse. Thank You, Sarah. Simon & Schuster, 2002. This book is about a bold, brave, stubborn, and smart American lady who uses her freedom of speech to save Thanksgiving for us all. This book describes the hardships that our ancestors went through to give us what we have today.

Baylor, Byrd. THE BEST TOWN IN THE WORLD. A nostalgic view of the "best town in the world" in the Texas hills, where the dogs were smarter, the chickens laid prettier eggs, and the wildflowers grew taller.

Burton, Virginia. MIKE MULLIGAN AND HIS STEAM SHOVEL. Houghton, 1943. Mike Mulligan and his steam shovel, Mary Anne, dug a cellar for the town hall in one day.

Cherry, Lynne. The Great Kapok Tree: The Tale of the Amazon Rain Forest. Harcourt Brace & Co., 1990. This picture book describes how the animals in the rain forest will be affected if the man cuts down their home, the great Kapok tree. This book describes how the environment will be altered by simply cutting down a tree.

Cooney, Barbara. Miss Rumphius. Penguin, 1982. This book is told by a girl whose aunt describes the many places she has visited just as her father did when she was young. There are many different places describes in this book that can be compared to other places.

Di Salvo-Ryan, DyAnne. City Green. Houghton Mifflin Company, 1997. This picture book describes how one community came together to turn an old empty lot where a building once stood into a beautiful garden. This book describes why and how the building was torn down and how it effected the community.

Earthworks Group. 50 SIMPLE THINGS KIDS CAN DO TO SAVE THE EARTH. Kansas City, Kansas: Andrews and McNeil, 1990. Fifty (50) different suggestions are given for saving the Earth.

Feelings, Muriel. MAMBO MEANS HELLO: SWAHILI ALPHABET BOOK. Illustrated by Tom Feelings. Twenty-four words, one for each letter of the Swahili alphabet, give the reader a simple lesson in the language while introducing some important aspects of east African life.

Glass, Julie. The Fly on the Ceiling. Random House, 1999. This easy reader combines history with humor as it tells how the messy French philosopher, Rene Descartes, invented the coordinate system to track his belongings. This selection helps students understand the Cartesian coordinate system, which is used for maps and globes, especially latitude and longitude.

Grifalconi, Ann. THE VILLAGE OF ROUND AND SQUARE HOUSES. Little, Brown, 1986. (5 - 9). A young girl from the village of Tos in the Cameroons in central Africa tells the story through her grandmother's richly told version of how it came to be that women live in the round huts.

Hoban, Tana. I WALK AND READ. A collection of photography of bold and colorful city signs that gives a picture of how we relate to each other in a broaden community scene.

Kalman, Maira. Fireboat. G.P. Putnam's Sons, 2002. This book describes a fireboat that fought fires for year until retirement. September 11th brought it out of retirement because the city needed it's help. This book explains the importance of work for the "John J. Harvey" Fireboat.

Kenworthy, Catherine. Little Squirt the Fire Engine. Western Publishing Company, 1983. This story is told by a fire engine who describes how he and the firefighters provide a service for the community by putting out fires. This book describes a service provided to the community by the fire department.

Knowlton, Jack. Maps and Globes. Harper Trophy, 1986. This colorful non-fiction book provides a brief history of mapmaking, simplifies explanations of map reading and map language, and explores various types of maps. This book helps students understand map and globe concepts so they can practice these skills.

McKissack, Patricia. MIRANDY AND BROTHER WIND. Knopf, 1988. This charming picture book incorporates the famous cakewalk dance in its reflection of African-American life early in this century.

Mitchell, Margaree King. Uncle Jed's Barbershop. Simon & Schuster, 1993. This book explains how Uncle Jedediah saved money to one day open his own barbershop until his niece needed the money more than he did. This book explains how an individual can be unselfish while still working for his dream.

Priceman, Marjorie. How to Make an Apple Pie and See the World. Dragonfly Books, 1994. This whimsical picture book takes readers around the world in search of the finest ingredients for baking an apple pie.

Ray, Mary Lyn. Pumpkins. Harcourt Brace & Co., 1992. This captivating picture book articulates a man's struggle to save a particular field from being developed. He risks everything to save something he loves. This selection demonstrates the movement of a product (pumpkins) around

the world and the ecological perspective of development. It also recognizes that the world is divided into different political communities.

Silverstein, Shel. The Giving Tree. Harper Collins Publishers, 1992. This book is about a tree that provided many things for one boy, a place to play, apples to eat, and wood for a home. This book describes how the environment will be altered by simply cutting down a tree.

Fourth Grade

Step toe, John. MUFARO’S BEAUTIFUL DAUGHTERS: AN AFRICAN TALE . New York: Scholastic, 1987. (8-12) Based on a Zimbabwe folk tale, a story of two sisters and how selflessness, kindness, and patience bring great rewards. Vibrant illustrations are astoundingly beautiful and seem to glow with a light of their own.

Andrist, Ralph K. STEAMBOATS ON THE MISSISSIPPI. 1962. Teachers can read to students. Wonderful pictures.

Bealer, Alex. ONLY THE NAMES REMAIN: THE CHEROKEES AND THE TRAIL OF TEARS. Little, Brown, 1972. This book describes the life of the Cherokees, their acceptance of the ways of the white settlers, and their willingness to fight alongside them. The civilization developed by the Cherokees is described.

Caduto, Michael and Bruchac, Joseph. KEEPERS OF THE EARTH . This book is a collection of Native American stories and related hands-on activities for children of all ages and ability levels. Ideas for activities include creative arts theater, reading, storytelling, science, social studies, and math. It covers cultural groups from all across the United States.

Clapp, Patricia. THE TAMARACK TREE: A NOVEL OF THE SIEGE OF VICKSBURG. Lothrop, 1986. This is a story of the Civil War and an English girl, Rosemary, who joins her brother in Vicksburg in 1859. It is primarily a record of the long siege of the city and it gives, through its British narrator, a good perspective of the tragic division and of the conflicting viewpoints of North and South.

Cresman, Ruth. THE MISSISSIPPI. 1984. About the river. Teachers can read to students. Black and white pictures. Geology, exploration, and modern use of the river.

Eifert, Virginia Louise. MISSISSIPPI CALLING. Dodd, 1957. The story of the Mississippi in all its aspects. The author tells of the people who first came to camp by the river, of the explorers who traveled its waters, and of the famous men, including Mark Twain, La Fite, and Audubon, who were associated with the great river.

Fichter, George S. FIRST STEAMBOAT DOWN THE MISSISSIPPI. Pelican Publishing Company, 1989. A young boy is befriended by Nicholas Roosevelt, builder of the first steamboat, and joins him on his maiden voyage.

Heck, B. Holland. CAPTAIN PETE. 1967. Students can read how Pete, whose father owns a sight-seeing boat in Gulfport, hunts for buried treasure on Ship Island. Good local color.

Holling, Clancey. MINN OF THE MISSISSIPPI . 1951. Teachers can read to students about Minn, the turtle, who travels all the way down the Mississippi River. Good source of information on water life, animal life, prehistoric times, birds, geography, etc.

Knowlton, Jack. MAPS AND GLOBES. Bright, colorful illustrations and lively text introduce the history, types, and uses of maps and how to read various maps.

Lauber, Patricia. THE MISSISSIPPI, GIANT AT WORK . Garrard, 1961. The Mississippi River is a changing giant that has swallowed whole towns. This is a report on why the Mississippi behaves this way and how man has tried to tame it. The account includes history, geography, and engineering.

Parker, Laurie. EVERYWHERE IN MISSISSIPPI. The master's dog is lost. He travels to many places in Mississippi in search of the dog.

Prather, Jo Beecher. MISSISSIPPI BEAU. Beau is a make-believe, magical, bushy-tailed, old squirrel who makes his home high in an oak tree at the Governor's Mansion in Jackson, Mississippi. Beau takes children on a poetic tour

Fifth Grade

Zeck, Pam. MISSISSIPPI STERNWHEELERS. 1982. Children can read for themselves how steamboats were developed and what it was like to ride on the Mississippi River.

BROTHER EAGLE, SISTER SKY. Seattle, CA: Dial Books, 1991. An environmental message from a powerful leader in history.

Alcott, Louisa May. LITTLE WOMEN. Bantam Books, 1983. The classic story of the March family who experience the harshness of poverty and the hard lessons of growing up in New England during the Civil War.

Alexander, Lloyd. WESTMARK. Dutton, 1981. A young printer's apprentice is arrested with his master for printing seditious pamphlets during the period of the American Revolution.

Aliki. CORN IS MAIZE: THE GIFT OF THE INDIANS . Harper, 1976. In this book, we learn how Native American farmers thousands of years ago found and nourished a wild grass plant and made it an important part of their lives; how they learned the best to grow, store, and use its fat yellow kernels; and how they shared this knowledge with the new settlers of America.

Allen, Fredrick. SINCE YESTERDAY. Harper, 1979, c1940. A view of the 1930s from Black Tuesday to the beginning of World War II.

Allen, Fredrick. ONLY YESTERDAY: AN INFORMAL HISTORY OF THE 1920s. Harper and Row, 1986. A view of the Boarding Twenties by a contemporary historian which remains a standard reference.

Ammon, Richard. GROWING UP AMISH. Atheneum, 1989. With photographs, this autobiographical account is a valuable picture of an enduring culture in Pennsylvania. Marcia Adam's *Cooking from Quilt Country: Hearty Recipes from Amish and Mennonite Kitchens* (Potter, 1989) is a good foil for this book.

Anderson, Joan. 1787. Harcourt, 1987. As James Madison's aide, during the 1787 Constitutional Convention in Philadelphia, young Jared Mifflin experiences a summer filled with adventure, intrigue, and romance.

Anderson, Joan. THE FIRST THANKSGIVING FEAST . Photographs by George Ancona. New York: Clarion, 1984. (8 -12). This book recreates the first harvest feast celebrated by the Pilgrims in 1621, using Pilgrim and Native American actors and having the Pilmoth Plantation, a living history museum in Plymouth, Massachusetts.

Archer, Jules. WINNERS AND LOSERS: HOW ELECTIONS WORK IN AMERICA . Harcourt, 1986. Teaches how our political system works and will excite young readers about the necessity of becoming involved. Well-researched text enables readers to come away better able to argue

and judge the political process.

Avi. THE FIGHTING GROUND. Lippincott, 1984. The realities of war shatter 23-year old Jonathan's romantic notions of being a soldier as he joins a regiment to fight the British in the American Revolution.

Ayars, James. WE HOLD THESE TRUTHS: FROM THE MAGNA CARTA TO THE BILL OF RIGHTS. Viking, 1977. A brief history of the ideas of liberty and equality with sketches of the lives of Stephen Langston, John Lilburne, and George Mason, who contributed to the development and preservation of these ideas. Includes index and appendix. For the mature reader.

Banfield, Susan. JAMES MADISON. Watts, 1986. Recounts the story of the fourth president, who is known as the Father of the Constitution.

Barnard, Jacqueline. THE JOURNEY TOWARD FREEDOM. Norton, 1967. The story of an African-American slave woman who grew up to champion the rights of African-American women and labor.

Barnes, Peter and Shaw, Cheryl. HOUSE MOUSE, SENATE MOUSE. Rosebud Books, 1996. Children will see how the nation's capitol works through the passage of a law to create a national cheese.

Batchelor, James E. STATE'S RIGHTS. Watts, 1986. Traces how the concept of states' rights has been viewed by courts and legislators since the birth of the United States. It also offers a valuable historical background to the core issues of the Constitution: How much power should be allotted to the federal government, and in which areas should states be free to rule themselves?

Bealer, Alex. ONLY THE NAMES REMAIN: THE CHEROKEES AND THE TRAIL OF TEARS. Little, Brown, 1972. This book describes the life of the Cherokees, their acceptance of the ways of the white settlers, and their willingness to fight alongside them. The civilization developed by the Cherokees is described.

Beatty, Patricia. BLUE STARS WATCHING. Morrow, 1969. Resentful of being sent to California with his sister to avoid the dangers of the Civil War in Delaware, 13-year old Will is soon entangled with Rebel plotters and Union spies in San Francisco.

Beatty, Patricia. CHARLEY SKEDADDLE. Morrow, 1987. Charley, a tough 12-year old boy from a Bowery gang, enlists as a drummer boy in the Union army to avenge his older brother's death at Gettysburg. Charley is a perfect soldier until his regiment does its first fighting, at which time he deserts from the battlefield. Through several events that test his mettle, Charley develops into a brave young man.

Belton, Sandra. FROM MISS IDA'S PORCH. Miss Ida's porch blooms with the memories and stories of the African-American experience.

Bermsteom, Joanne E. DMITRY: A YOUNG SOVIET IMMIGRANT. Houghton, 1981. This is the story of Dmitry and his parents, recent immigrants to the United States from the Soviet Union, who found their first year in America more difficult than they had dreamed possible.

Blubmerg, Rhoda. THE INCREDIBLE JOURNEY OF LEWIS AND CLARK. Lothrop, 1987. The expedition led by Lewis and Clark to explore the unknown western regions of America at the beginning of the nineteenth century is described in this book.

Bohner, Charles. BOLD JOURNEY: WEST WITH LEWIS AND CLARK. Houghton Mifflin, 1985. Hugh McNeal, recruited at age 18 from his army post along the Ohio River, describes his journey to the Pacific with the "Corps of Discovery." The hardships of travel by keelboat along the northern reaches of the Mississippi and Missouri Rivers, encounters with the Indians, the winter camps of 1804 and 1805, and the perilous journey over the Rocky Mountains, all take incredible personal courage.

Brill, Marlene Targ. JOHN ADAMS. Children's Press, 1986. A biography of the outspoken, decisive man who served the United States in many ways, including as its President.

Brown, Irene Bennett. SKITTERBRAIN. Nelson, 1978. Larnie, a young pioneer girl, is in charge of getting milk for her baby brother from the family cow. One day Larnie accidentally let the cow wander off. To save her brother's life and restore her own confidence, Larnie must search for the cow across the vast Kansas prairie.

Brown, Marion Marsh. SACAGAWEA: INDIAN INTERPRETER TO LEWIS AND CLARK. Children's Press, 1988. This is a thoughtful, well-written biography of a remarkable Shoshone Indian woman.

Bruchac, Joseph. BETWEEN EARTH AND SKY: LEGENDS OF NATIVE AMERICAN SACRED PLACES. Stories of Native American sacred places of many North American tribes.

Bulla, Clyde Robert. A LION TO GUARD US. Crowell, 1981. This is an easily read novel of three youngster's perilous journey to the Virginia colony.

VIKING ADVENTURE. Crowell, 1963. Sigurd, son of Olaf the Strong, sails in a Viking ship on a long and perilous voyage to Vinland.

Cabral, Olga. SO PROUDLY SHE SAILED: TALES OF OLD IRONSIDES. Houghton Mifflin, 1981. A fictionalized account of the U. S. Constitution, lovingly nicknamed Old Ironsides by her crew, from launching in 1797 through her many battles and final restoration over 100 years later.

Caduto, Michael and Bruchac, Joseph. KEEPERS OF THE EARTH. This book is a collection of Native American stories and related hands-on activities for children of all ages and ability levels. Ideas for activities include creative arts theater, reading, storytelling, science, social studies, and math. It covers cultural groups from all across the United States.

Cather, Willa. MY ANTONIA. Houghton Mifflin, 1918. Struggle of an immigrant in Nebraska in Old West days.

Chastian, Madye Lee. STEAMBOAT SOUTH. Harcourt, 1951. Eleven-year old Amy has an exciting trip by river steamboat from Ohio to Texas just before the Civil War.

Chidsey, Donald Barr. THE WORLD OF SAMUEL ADAMS. Nelson, 1974. A biography of the patriot and politician whose speeches, writings, and activities, including the Boston Tea Party, helped stir up the colonists against Great Britain.

Childress, Alice. WHEN THE RATTLESNAKE SOUNDS. This is a play that deals with a little-known period in Harriet Tubman's life. While working as a laundress, she also spends much of her time raising money needed to operate the Underground Railway.

Clapp, Patricia. THE TAMARACK TREE: A NOVEL OF THE SIEGE OF VICKSBURG. Lothrop, 1986. This is a story of the Civil War and an English girl, Rosemary, who joins her brother in Vicksburg in 1859. It is primarily a record of the long siege of the city and it gives, through its British narrator, a good perspective of the tragic division and of the conflicting viewpoints of

North and South.

Clark, Mary Stetson. PETTICOAT REBEL. Viking, 1964. When the American colonies declare war on England, 16-year old Candace Tybbot declares war on the town fathers. She hopes to force them to allow girls, as well as, boys to attend school.

Coit, Margaret L. THE FIGHT FOR UNION. Houghton Mifflin, 1961. This dramatically shows the brilliant opposition of intellects and personalities in the years preceding the Civil War when slavery—its morality and economics—became the burning issues in the United States.

Collier, James L. and Christopher Collier. MY BROTHER, SAM, IS DEAD. Macmillan, 1985. (Also Scholastic). Tragedy strikes the Meeker family during the Revolution when one son joins the Rebel forces while the rest of the family tries to stay neutral in a Tory town.

WAR COMES TO WILLY FREEMAN. Delacorte, 1983. A free 13-year old African-American girl in Connecticut is caught up in the horror of the Revolutionary War and the danger of being returned to slavery.

Commager, Henry Steele. THE GREAT PROCLAMATION: A BOOK FOR YOUNG AMERICANS. Bobbs, 1960. An explanation of Abraham Lincoln's personal stand on the issues of slavery, of the basic conflicts of the Civil War, of the effects of the Emancipation Proclamation.

Cooper, Irene. SUSAN B. ANTHONY. Watts, 1984. A biography of one of the first leaders of the campaign for women's rights who helped organize the Women's Suffrage Movement.

Crane, Stephen. THE RED BADGE OF COURAGE. Perfection, 1979. A young Union soldier, Henry Fleming, tells of his feelings when is under fire for the first time during the battle of Chancellerville. He is overcome by fear and runs from the field. Later, he returns to lead a charge that reestablishes his own reputation as well as that of his company.

D'Aulaire, Ingri, and Edgar P. D'Aulaire. ABRAHAM LINCOLN. Doubleday, 1987. The biography of Lincoln is perhaps best noted for its narrative quality.

Dagliesch, Alice. THE COURAGE OF SARAH NOBLE. Eight year old Sarah goes into the Connecticut wilderness with her father in the early 1700s to take care of him while he builds a house for the family.

Daugherty, James. THE MAGNA CARTA. Random (Landmark Series), 1956. Briefly describes life in 12th century England and the rule of Richard, events leading to the Magna Carta, and milestones in constitutional law since 1215.

Davidson, Marshall. A HISTORY OF THE ART FROM 25,000 B.C. TO THE PRESENT. Random, 1984. A historical and cultural overview of art from prehistoric times through modern eras is presented in this book.

Davis, Burke. BLACK HEROES OF THE AMERICAN REVOLUTION. This well-researched piece probes into the overlooked history of the Black men who fought in the hopes of securing their own independence. Clear, concise text illustrated with period prints, portraits, and documents.

Dillon, Ellis. THE SEEKERS. Macmillan, 1986. Sixteen-year old Edward sails from England for the Pilgrim Colony when his beloved Rebecca is taken by her parents to the New World in 1632. Based on firsthand accounts of the period.

Edmonds, Walter D. THE MATCHLOCK GUN . Putnam, 1941. This true story, told as fiction, is a faithful depiction of the minds and spirits of Dutch settlers in colonial New York amidst French and Indian invasions in 1756. Although Nathaniel Benchley's *Small Wolf* (Harper, 1972) is intended for younger children, it is a good foil for this novel.

Evans, Elizabeth. WEATHERING THE STORM: WOMEN OF THE REVOLUTION . Scribner, 1975. The journal entries of eleven women cover household life during the Revolution. This book is a useful index to persons, places, and subjects, such as Women in the Army, Native Americans, and Medicines.

Finlayson, Ann. REBECCA'S WAR. Warner, 1972. Set in Philadelphia during the Revolutionary War, 14-year old Rebecca shows great resourcefulness in helping the Rebel cause.

Fisher, Leonard. THE SCHOOLMASTERS. Watts, 1967. An account of the historical background of education in the United States, telling what the colonial schoolmasters were like, where they taught, how they taught, and what they taught.

Flornoy, Valerie. THE PATCHWORK QUILT. Using scraps from the family's old clothing, Tanya helps her grandmother make a beautiful quilt that tells the story of her family's life. A poignant story told with simplicity and evocative illustration.

Foley, Rae. FAMOUS AMERICAN SPIES. Dood, 1962. Interesting accounts of the experiences of some of the men and women who were spies in the Revolutionary and Civil Wars.

Forbes, Esther. JOHNNY TREMAIN. Houghton, 1943. This is a famous, enduring work of exciting historical fiction. Though recommended for reading aloud at the fifth grade level, it is also applicable for grade eight. Forbe's *Paul Revere and the World He Lived In* (Houghton, 1972) is an excellent background book for teachers.

Foster, Genevieve. YEAR OF INDEPENDENCE. Scribner, 1970. An account of world history in 1776, with the Declaration of Independence providing the thread to correlate events.

Foster, Genevieve Stump GEORGE WASHINGTON. Scribner, 1949. This story tells the events of Washington's life.

Fox, Paula THE SLAVE DANCER. Bradbury, 1973. The story of Jesse Bollier, a 13-year old boy in 1840, who is kidnapped and spends four months on a slave ship, playing music to make slaves dance. A Newbery winner.

Freedman, Russell. IMMIGRANT KIDS. Dutton, 1980. Poor European immigrants to America 100 years ago are featured in this book. The children are shown attending school, working at various jobs, and playing. Photos of life in immigration ships are included.

Fritz, Jean. THE DOUBLE LIFE OF POCHONTAS. Putnam, 1983. The terrible dilemma of Pocahontas trapped between two cultures is presented in insightful, perceptive writing. Many of the myths surrounding this fascinating heroine are dispelled.

SSH! WE'RE WRITING THE CONSTITUTION. Putnam, 1987. In this book, Fritz juxtaposes the historical background with the varying personalities of the delegates to the Constitutional Convention.

EARLY THUNDER. Putnam, 1967. Fourteen-year old Daniel is forced to choose between his peace loving family's Tory sympathies, and his own feelings about Parliament's harsh response to the Boston Tea Party. The story is set in Salem, Massachusetts, in 1775.

WHO'S THAT STEPPING ON PLYMOUTH ROCK? Coward, 1975. One of America's most visible patriotic symbols, one with an unusually checkered history, now rests under a monument on the waterfront in Plymouth, Massachusetts. Numerous titles by Fritz are appropriate for this grade (e.g., *The Cabin Faced West*, Penguin, 1987).

WHAT'S THE BIG IDEA, BEN FRANKLIN? Putnam, 1982. Franklin's extraordinary endeavors, inventions, and personality are delightfully presented here.

MAKE WAY FOR SAM HOUSTON. Putnam, 1986. An entertaining account of this hero who played a leading part in Texas's fight for independence from Mexico and serve as governor of that state.

AND THEN WHAT HAPPENED, PAUL REVERE? Coward, 1973. This good-humored, unconventional recounting of Paul Revere's life and times succeeds in humanizing the man behind the legend.

TRAITOR, THE CASE OF BENEDICT ARNOLD . Putnam, 1986. Benedict Arnold was a Revolutionary War general who deserted to the British. The period and the people of the time come to life in this probing biography.

WHY DON'T YOU GET A HORSE, SAM ADAMS? Coward, 1774. The author recreates a true, little known incident involving Samuel Adams and his cousin, John, with a surprise outcome when the former returns from the 1775 Continental Congress.

Glubok, Shirley. **THE ART OF THE NEW AMERICAN NATION**. Macmillan, 1972. Describes American painting, architecture, furniture, and silver of the period from 1776 to 1826.

Goble, Paul. **THE GIRL WHO LOVED HORSES**. 1978. New York: Aladdin Books, Macmillan. A Native American girl who lives on the Great Plains in the 1700s has a keen sympathy and a special understanding for horses. Social Studies Theme: The Native American view that all things in nature are connected to each other.

Hamilton, Virginia. **THE PEOPLE COULD FLY: AMERICAN BLACK FOLKTALES**. Knopf, 1987. A collection of 24 tales depicting the slave's struggles for survival.

Hauptly, Denis J. **A CONVENTION OF DELEGATES: THE CREATION OF THE CONSTITUTION** Atheneum, 1987. Describes the events occurring before and during the Constitutional Convention, in which delegates from the 13 original states struggled to agree on a Constitution.

Hest, Amy. **WHEN JESSIE CAME ACROSS THE SEA**. Jessie travels from Europe to America in this touching story of immigration.

Hoobler, Dorothy. **YOUR RIGHT TO PRIVACY**. Watts, 1986. Providing a full historical background, this book examines the reasons we have such a right to privacy and its connection to current-day issues.

Hopkinson. **SWEET CLARA AND THE FREEDOM QUILT**. Dragonfly Books, 1993. Clara's quilt secretly helps slaves find the Underground Railroad.

Hunt, Irene. **ACROSS FIVE APRILS** . Berkley, 1987. The Creighton family becomes involved in the Civil War in April, 1861, on their farm in Illinois. The story of how it affects each of the family members to five Aprils is told.

Irving, Washington. **THE LEGEND OF SLEEPY HOLLOW** . Watts, 1966. The old Hudson Valley legend of the greedy, superstitious schoolmaster, Ichabod Crane, his rivalry with Brom

Bones for the hand of Katrina Van Tassel, and Ichabod 's strange encounter with the faded ghost of the headless horseman.

Jacobs, William Jay. ELLIS ISLAND: NEW HOPE IN A NEW LAND. Scribner, 1990. Authentic black and white photographs illustrate this easy to read account of this famous entry point to America.

Johnson, Gerald W. AMERICA IS BORN . Morrow, 1959. Set against a background of European history, this book traces the origin of American ideas and institutions in the period from the discovery of America to the Constitutional Convention.

Katz, William L. BLACK INDIANS: A HIDDEN HERITAGE. Atheneum, 1986. Documentation begins in 1527 explaining the relationship between Americans, Indians, and Africans that shows they shared a unique friendship and a common ancestry.

THE CONSTITUTIONAL AMENDMENTS . Watts, 1974. The author presents a discussion of each one of the 26 amendments to the Constitution, the historical context in which they were created, and what they mean in terms "rights for individuals" and "rights for the government." The process of amending the Constitution is also explained.

Kellogg, Steven. JOHNNY APPLESEED. Morrow, 1988. John Chapman sets out to plant apple trees in the American wilderness and becomes one of America's legendary heroes.

Knowlton, Jack. MAPS AND GLOBES. Bright, colorful illustrations and lively text introduce the history, types, and uses of maps and how to read various maps.

Kroll, Steven. OH, WHAT A THANKSGIVING. Scholastic, 1988. This story evolves a young man who wishes he had lived during the first Thanksgiving. He feels that Thanksgiving in the modern world is not very exciting.

Lawlor, Laurie. DANIEL BOONE. Whitman, 1989. This is a biography of the great American frontiersman.

Lawson, Robert. BEN AND ME, BENJAMIN FRANKLIN AS WRITTEN BY HIS GOOD MOUSE, AMOS. Little, Brown, 1939. Amos, a close friend and companion of Ben Franklin, finally reveals a mouse was the one really responsible for Ben's inventions and successes.

Lee, Martin. PAUL REVERE. Watts, 1987. Biography of a patriot as seen against a backdrop of political unrest in pre -Revolutionary Boston.

Lester, Julia. LONG JOURNEY HOME. Scholastic, 1972. Six short stories of the African-American experience—ordinary people with extraordinary lives.

SLAVE SHIP . Scholastic, 1986. This is a recreation of an actual happening in the early years of establishing this nation.

Lindop, Edmund. BIRTH OF THE CONSTITUTION . Enslow, 1987. Discusses the creating of the Constitution and the very few changes that have been made to it during the past 200 years.

Lindstrom, Althea Jane. SOJOURNER TRUTH: SLAVE, ABOLITIONIST, FIGHTER FOR WOMEN'S RIGHTS. Messner, 1980. A biography of a former slave who became one of the known abolitionists of her day and spent her life trying to improve living conditions for African-Americans.

Loeper, John. GOING TO SCHOOL IN 1776 . Atheneuem, 1973. This book depicts later life in the colonies and is a good source for the "school enactment" described in the History—Social

Science Framework.

GOING TO SCHOOL IN 1876. Atheneum, 1984. Personal anecdotes, curious facts, and period illustrations give fascinating insight into the lives and lessons of 19th century American schoolchildren.

Lord, Bette Bao. IN THE YEAR OF THE BOAR AND JACKIE ROBINSON. Harper, 1984. Shirley Temple Wong comes to America from China in 1947, speaking no English. She must adjust as fifth grader amidst American culture in Brooklyn. This is a deservedly popular novel.

MacLachlan, Patricia. SARAH, PLAIN AND TALL. Harper, 1985. This is the story of a mail-order bride who comes from Maine to make her home on the prairie.

Maestro, B. THE STORY OF MONEY. Clarion, 1993. The history of our money system.

Mason, F. THE BATTLES OF NEW ORLEANS. Houghton Mifflin, 1962. This account of the last major engagement of the War of 1812 recreates the four bloody, decisive battles fought by well-trained, hardy British troops and Andrew Jackson's courageous, but raw recruits for control of New Orleans (and thus the entire Mississippi River) in 1815.

McCall, Edith. MESSAGE FROM THE MOUNTAINS. Walker, 1985. Jim Mathews is 15-years old in 1826 in Franklin, Missouri, the town at the eastern end of a trail that went to Santa Fe. This is a story of Jim and his friend Kit Carson.

Parker, Nancy Wilson. MONEY, MONEY, MONEY. Harper Collins, 1995. The meaning of the art and symbols on U.S. paper currency.

Perl, Lila. STUMPS, GRUNTS, AND SNICKERDOODIES: WHAT A COLONIAL AMERICA ATE AND WHY. Clarion Books, 1979. This is a history of American colonial victuals.

Petry, Ann. HARRIET TUBMAN, CONDUCTOR ON THE UNDERGROUND RAILROAD. Harper and Row, 1955. A sensitive account of the woman who led more than 300 African American fugitives to freedom through the underground railway.

Phelan, Mary Kay. THE STORY OF THE LOUISIANA PURCHASE. Crowell, 1979. Drawing upon journals, letters, and other firsthand accounts, the author recreates the everyday life of New Orleans and the American frontier, as well as the long, secret negotiations in Paris. She also vividly portrays the remarkable historical figures who played significant roles in this pivotal moment in American history. Easy to read.

FOUR DAYS IN PHILADELPHIA, 1776. Crowell, 1967. Presents the days and hours surrounding the historic decision of the 13 colonies to declare themselves independent at the meeting of the 2nd Continental Congress in Philadelphia.

Ringhold, Faith. DINNER AT AUNT CONNIE'S HOUSE. Twelve outstanding African-American women in history visit with Melody.

Ross, George. KNOW YOUR DECLARATION OF INDEPENDENCE AND THE 56 SIGNERS. Rand, 1963. Presents events leading to war with England, the writing of the Declaration, and biographical sketches of the 56 signers of this important historical document.

Sandoz, Mari. CHEYENNE AUTUMN. Avon, 1964. Details the last days of the Great Plains tribes.

Schanzer, Rosayln. HOW WE CROSSED THE WEST: THE ADVENTURES OF LEWIS AND CLARK. National Geographic, 1997. Using quotes from their travel journal, students relive the hair-raising adventure.

Shapiro, Mary J. HOW THEY BUILT THE STATUE OF LIBERTY. Random, 1985. Mary Shapiro's in-depth discussion is based in large part on conversations with members of the statue's restoration team. The book is enhanced by beautiful black and white sketches that are based on old photographs and diagrams.

Sneve, Virginia Driving Hawk. DANCING TEEPEES: POEMS OF AMERICAN INDIAN YOUTH. Holiday, 1989. This book includes ancient and contemporary poems and songs with illustrations similar in style to traditional Native American art.

Speare, Elizabeth Speare, Elizabeth THE WITCH OF BLACKBIRD BIRD. Houghton Mifflin, 1958. Kit Tyler leaves her luxurious home in Barbados to live with her Puritan aunt in colonial Connecticut. She befriends a woman who is said to be a witch, and a terrifying witch hunt ensues. A beautifully written historical novel that will grab and hold the reader's attention.

SIGN OF THE BEAVER. Houghton, 1983. This is the story of the friendship between a young white settler in Maine, left on his own while his father goes to get their family, and a young Native American who helps the young settler survive.

Spier, Peter. THE ERIE CANAL. Doubleday, 1970. This engaging, well-researched picture book is just right for discussing the canal and singing the well-known folk songs.

WE THE PEOPLE: THE CONSTITUTION OF THE U.S. Garden City, New Jersey: Doubleday, 1987. A synthesis of times and places united by the ideas and ideals of the Constitution, this book is a joyful celebration of the people whose leaders created it and those who are bound by its tenants and fired by its spirit.

Stein, R. Conrad THE STORY OF THE BURNING OF WASHINGTON. Children's Press, 1984. Describes the events of the British invasion and burning of Washington, D.C., in 1814.

THE STORY OF VALLEY FORGE. Children's Press, 1985. Describes the encampment of the Revolutionary Army at Valley Forge and recounts how the soldiers survived a winter of hardship to continue the war against the British.

Sixth Grade

Stein, R. Conrad. THE STORY OF THE POWERS OF CONGRESS. Children's Press, 1985. Discusses the role of Congress in governmental separation of powers, defines the powers and rights held by Congress, and examines how the balance of power between President and Congress has shifted in the last two centuries.

Sterling, Dorothy. FOREVER FREE: THE STORY OF THE EMANCIPATION PROCLAMATION. Doubleday, 1963. In addition to the author's description of the events related to, and people who participated in, the issuing of the Emancipation Proclamation, the book describes the excitement and the tension that preceded Lincoln's signing of that historic document. It then swings back to the beginnings of the African slave trade in Europe and this country and traces the barbarous history of slavery in 1863.

Stone, Melissa. REBELLION'S SONG. Steck-Vaughn, 1989. The book includes easily read biographical portraits of Paul Revere, Nathan Hale, Phyllis Wheatley, Abigail Adams, and other colonists who engaged in the great turmoil. It is one of the *Moments In American History* series.

Stoutenberg, Adrien. AMERICAN TALL TALES. Penguin, 1976. America's favorite tall tales are told in this collection: Paul Bunyan, Pecos Bill, John Henry, Stormalong, Mike Fink, Johnny Appleseed, David Crockett, and Joe Margarac.

Weiss, Ann E. THE SUPREME COURT. Enslow, 1987. Examples from cases are used to present a history of the Supreme Court. The future of the court is considered.

Wilder, Laura I. LITTLE HOUSE IN THE BIG WOODS. Harper, 1953. Autobiographical story of a pioneer family in Wisconsin in the 1870s. Selected passages—read aloud—give young students ideas of life in America more than 100 years ago.

Windrew, Martin. THE CIVIL WAR RIFLEMAN. Watts, 1985. Examines the life and experiences of a typical soldier during the Civil War. Provides historical background and detailed information on the soldier's training and duties, his weapons and equipment, his rations and daily life. Battle tactics and military disciplines are also discussed.

Ada, Alma Flor. THE GOLD COIN. Illustrated by Neil Waldman. Atheneum. In this story of redemption, a thief in rural Central America, stalking an old woman healer in order to steal her gold coin, finds that interaction with others, the act of helping, and the warmth of human response are life's real treasures.

Agard, John. THE CALYPSO ALPHABET. Holt. Combines short, lilting text built around alphabetically arranged words indigenous to the Caribbean Islands with bright, scratchboard illustrations to give a lively picture of island life.

Ancona, George. THE PINATA MAKER: EL PINATERO. Harcourt. This book is a Spanish-English photo essay of how Don Ricardo from southern Mexico makes pinatas for "fiestas." The full-color, detailed photographs are useful for anyone interested in making pinatas.

Bennett, Olivia. A FAMILY IN BRAZIL. Lerner. Current and authentic information about Brazil and Brazilians that focuses on Elaine and her family.

Branigan, Keith. PREHISTORY. Watts, 1986. The food, technology, society, and religion of prehistoric peoples are reconstructed and examined in this work through evidence from various archaeological sites.

Brenner, Barbara. IF YOU WERE THERE IN 1492. Enter the world of Columbus as it existed in 1492. Explore the court of Ferdinand and Isabella, sample the food, and examine Spanish clothing, manners, and entertainment. Witness the expulsion of Jews and the moors during the Spanish Inquisition. This book invites the reader to become a part of that world. Bibliography. Index.

Brusca, Maria Cristina. ON THE PAMPAS. Text and watercolor illustrations personalize life on a South American ranch in this book about the author's summers spent with her grandparents on the grasslands of Argentina. This book is an excellent introduction to the geography and language of the region.

Burgie, Irving. CARIBBEAN CARNIVAL: SONGS OF THE WEST INDIES. Illustrated by Frane Lessac. The music and words in this collection of calypso songs come alive with the full-page, vibrant illustrations.

Cherry, Lynn. THE GREAT KAPOK TREE. New York: Gulliver, 1990. A young man enters a rainforest to cut down a Kapok tree. During his nap, the forest animals whisper the reasons not to cut it down.

Clark, Ann Nolan. SECRET OF THE ANDES. Viking, 1952. An Inca boy leaves his llamas to go down into the world of Spanish people.

Cobb, V. THIS PLACE IS WET. Walker and Company, 1989. This wonderful book focuses on the land, ecology, and people of the Amazon Rainforest in Brazil. There is so much water that houses are built on stilts.

Cohen, Mirian. BORN TO DANCE SAMBA. A girl gets ready for the annual carnival in Rio and is chosen queen of the samba.

Davidson, Marshall. A HISTORY OF THE ART FROM 25,000 B.C. TO THE PRESENT. Random, 1984. A historical and cultural overview of art from prehistoric times through modern eras is presented in this book.

Denzel, Justin. THE BOY OF THE PAINTED CAVE. Philomel Books, 1988. A boy is banished from his clan for breaking a taboo. This book presents a good picture of the social order of clans.

Dyson, John. WESTWARD WITH COLUMBUS: SET SAIL ON THE VOYAGE THAT CHANGED THE WORLD. This version of the Columbus story relates the fictional narrative of Pedro, a cabin boy on the Santa Maria, and a factual account of a modern-day *Nina* as it sailed from Spain to the West Indies in 1990. Photographs of this recent journey are shown along with drawings of how the 1492 journey might have looked. Additional reading listed.

Elbl, Martin, and Winik, J. T. TALES FROM THE AMAZON. Hayes Publishing, 1986. Translated folktales from the people that live along the Amazon.

Ferris, Jeri. ARTIC EXPLORER: THE STORY OF MATTHEW HENSON. Carolrhoda, 1989. This is the story of a remarkable black American, "the most nearly indispensable man" to Robert E. Peary.

Fisher, Leonard. PYRAMID OF THE SUN—PYRAMID OF THE MOON. Macmillan, 1988. Toltec and Aztec cultures are carefully researched and enhanced by memorable illustrations.

Forsyth, Adrian. JOURNEY THROUGH A TROPICAL JUNGLE. Simon and Schuster Books for Young Readers, 1988. A photo essay that describes the climate, plants, animals, and people of the Monteverde Cloud Forest Reserve in Costa Rica.

Franklin, Kristine L., and McGirr, Nancy. OUT OF THE DUMP: WRITINGS AND PHOTOGRAPHS BY CHILDREN FROM GUATEMALA. Lothrop. Struggling to exist, a large group of children live in a garbage dump in Guatemala City. A truly inspirational account of how a few children used photography and writing as a tool for exploration and a way "out of the dump."

Garcia, Guy. SPIRIT OF THE MAYA: A BOY EXPLORERS HIS PEOPLE'S MYSTERIOUS PAST. Walker. A 12-year old Lacandon's Indian boy explores the ancient Mayan temples and pyramids built by his ancestors more than a thousand years ago in Palenque, Mexico, and realizes the richness of his heritage.

Gary, Allen. ONE DAY IN A TROPICAL RAINFOREST. Crowell, 1990. A struggle between developers and conservationists is viewed by an Indian boy. This story teaches the independence of plants, animals, and man in Venezuela's rainforest.

George, Jean Craighead. ONE DAY IN THE TROPICAL RAIN FOREST. A gripping account of life in the Venezuela rain forest interweaves a portrait of animal and plant life with a race to save the forest from developers. Readers are riveted by the minute-by-minute adventure format. Bibliography. Index.

Goldsmith, Diane Hoyt. DAY OF THE DEAD: A MEXICAN -AMERICAN CELEBRATION. House Holiday. This delightful account of Mexican American twins in Sacramento, California, describes their family celebration in honor of the deceased members of their family.

Griego, Margo, Betsy L. Bucks, Sharon S. Gilbert, and Laurel H. Kimball. TORTILLAS PARA MAMA: AND OTHER NURSERY RHYMES: SPANISH AND ENGLISH. A collection of nursery rhymes each in Spanish and English from the Spanish community in the Americas. Many with instructions for accompanying finger plays and other activities.

Hackwell, W. John SIGNS, LETTERS, WORDS: ARCHAEOLOGY DISCOVERS WRITING. Scribner, 1987. Ancient humans had speech, but memory was the only means to store accumulated knowledge. As changes took place in societies, the development of writing was a natural outgrowth.

Harris, Christie. RAVEN'S CRY. Antheneum, 1966. In 1775, white men came to the Haida people to hunt sea otters and conflict arises. Also, see *Forbidden Frontier*.

Harris, Nathaniel. MONTEZUMA AND THE AZTECS. Watts, 1986. Explores the Aztec civilization through Montezuma's life.

Harrison Ted. CANADA. Ticknor and Fields. Through impressionistic descriptions and vibrant paintings, the reader is taken on a wonderful journey across Canada's provinces and territories. An excellent resource for the introduction of our neighbor to the north.

Herda, D. J. ENVIRONMENTAL AMERICA: THE SOUTH CENTRAL STATES. The American Scene Series, 1991. Brookfield: CT: The Millbrook Press. (See also *Environmental America: The South Central States* from the same series. Regional environmental issues, great pictures.)

Hughes, Monica. CENTAL AND SOUTH AMERICA: A HANDFUL OF SEED . Orchard. When her grandmother dies, young Concepcion must live alone in the *barrio*.

Jenness, Ayllette and Kroebeer, Lisa. A LIFE OF THEIR OWN. Crowell, 1975. A story of the social life and customs of a central American Indian family.

Johnston, Tony. MY MEXICO—MEXICO MIO. Putnam. Simple poems about everyday life in Mexico and full -page, detailed drawings with appeal to children.

Kesey, Ken. THE SEA LION. Viking. This tale, based on the oral tradition of Pacific Northwest Americans, is a beautifully illustrated, magical tale of human beings and their dependence on the sea.

Kurelek, Williams. THEY SOUGHT A NEW WORLD: STORY OF EUROPEAN IMMIGRATION TO NORTH AMERICA. Tundra Books, 1985. Glorious paintings and quotations from the writings of a gifted Canadian artist captures the richness and variety of the people who settled the North American Continent.

Laan, Nancy Van. THE LEGEND OF EL DORADO: A LATIN AMERICAN TALE . Text and paintings rich in color and detail combine to tell the story of a mighty king offering his gold - covered body to the serpent of the lake. To this day, the treasures of El Dorado remain locked in the depths of Lake Guatavita.

Landau, Elaine. TROPICAL RAIN FOREST AROUND THE WORLD. Watts, 1990. A first book that discusses where rainforest are located and the variety of plant life found in the rainforest. Many insects and animals are described.

Langen, Annette and Droop, Constanza. FELIX TRAVES BACK IN TIME. Abbeville Kids, 1995. Felix, the stuffed rabbit, travels back through history.

Lattimore, Deborah Nourse. WHY THERE IS NO ARGUING IN HEAVEN: A MAYAN MYTH. In a retelling of the first Mayan creation story, the gods bicker about the creation of a people worthy of worshipping them. Includes Mayan symbols and an author's note about Mayan writings.

Lauber, Patricia. WHO DISCOVERED AMERICA: SETTLERS AND EXPLORERS OF THE NEW WORLD BEFORE THE TIME OF COLUMBUS. Random, 1970. This scientific detective story shows how specialists investigate clues to fill in the story of the New World before the time of Christopher Columbus.

Lawson, Don. THE UNITED STATES IN THE MEXICAN WAR. Abelard -Schuman, 1976. The Mexican -American War of 1846-1848, of "Mr. Polk 's War," was not a popular one. President Polk wanted to expand America's borders to include Texas, California, and New Mexico. However, many citizens and politicians felt this wasn 't a good enough reason to engage in a costly and bloody war. But through the aid of such men as Davy Crockett and Jim Bowie, the U. S. succeeded in winning the new land. The fall of the Alamo in 1836 is included.

Lehtinen, Ritva and Kari E. Nurmi. THE GRANDCHILDREN OF THE INCAS. The Incan empire is preserved in this richly illustrated book's text and photographs. Young readers will enjoy learning about the lives of Incan descendants as well as the ways of their famous ancestors.

Lessac, Frane. CARIBBEAN CANVAS. Lippincott. A collection of nineteen proverbs and poems and native paintings of island life create a portrait of Caribbean culture.

Lewis, Richard. ALL OF YOU WERE SINGING. Atheneum. In this Aztec myth, the sky tells how the world began and how it was sent the wind to the sun to bring music to the silent earth. The poetry and vivid illustrations sing out to the reader.

Machado, Ana Maria. LATINO AMERICAN: EXPLORATION INTO LATIN AMERICA. New Discovery. Maps, photographs, and drawings combine to tell the story of a cultural region rich in history and resources. From past to present, the diversity of lands and peoples is explored. Glossary. Index. Timeline.

Malcolm, Andrew H. THE LAND AND THE POPE OF CANADA. Harper Collins. This book presents the geography, history, economics, and peoples of Canada in a readable, interesting format. Bibliography. Index.

Mangurian, David. CHILDREN OF THE INCAS. Four Winds, 1979. A poor Quechua Indian boy grows up in a village near Lake Titicaca and describes his life.

Marin, Albert. AZTECS AND SPAINARDS: CORTES AND THE CONQUEST OF MEXICO. Atheneum, 1986. The 14th century culture of Aztec Indians is brought to life in this book. The fall of the Aztec's vast empire began with the arrival of the Conquistador, Hernando Cortes, in 1519.

Marrin, Albert STRUGGLE FOR A CONTINENT: THE FRENCH AND INDIAN WARS, 1690-1760. Macmillan, 1987. The historical importance of these wars is made clear in this book, which is written in the manner of a well -told story. A good teacher's resource—this book is perhaps best suited for more mature fifth graders.

Martin, Paul INDIANS BEFORE COLUMBUS: TWENTY THOUSAND YEARS OF NORTH AMERICAN HISTORY REVEALED BY ARCHAEOLOGY. University of Chicago Press, 1975. This scholarly work is perhaps best used as a teacher's resource, although its pictures

can be beneficial to students.

McKissack, Pat AZTEC INDIANS. Children's Press, 1985. Discusses the Aztec Indians, their history, religion, language, customs, final days.

Mendez, Adriana CUBANS IN AMERICA. Lerner. During the twentieth century, many Cubans have immigrated to the United States due to the turbulent political and social conditions in their native country.

Meyer, Carolyn, and Gallenkamp, C. THE MYSTERIES OF THE ANCIENT MAYA. McElderry/Theneum, 1985. Written almost as a mystery story, this absorbing and fascinating book tells about discoveries of the ancient Mayan cities in the jungles of Central America.

Millard, Anne THE INCAS. Warwick, 1980. Discusses the history, religion, language, and customs of the Incas.

Moeri, Louise THE 43rd WAR. Houghton, 1989. During three days of civil strife, a 12-year old boy and his two friends are kidnapped by revolutionaries.

Morris, Ann HOUSES AND HOMES. Lothrop. This excellent book, sure to stimulate classroom discussion, features the various types of houses and homes in the global community and the culturally diverse people who live in them.

Morrison, Marion ATAHUALPA AND THE INCAS. Bookwright, 1986. Brief, well -written overview of the Incan empire at the time of the Spanish conquest.

Nye, Naomi Shihab THE TREE IS OLDER THAN YOU ARE: A BILINGUAL GATHERING OF POEMS AND STORIES FROM MEXICO WITH PAINTINGS BY MEXICAN ARTISTS. Enhanced by full-page paintings, the message of this collection of bilingual stories is inspirational and timely, and captures the essence of the Mexican people.

O'Dell, Scott THE CAPTIVE. Houghton, 1979. A 16th century Spanish seminarian voyages to the new world and is shipwrecked.

THE FEATHERED SERPENT. Houghton, 1981. Julian, shipwrecked in *The Captive*, is now a god in the Mayan world.

THE KING'S FISH. Houghton, 1966. Estaban, a young map maker, is diverted by his search for knowledge by his desire for gold.

Peck, Robert McCracken HEADHUNTERS AND HUMMINGBIRDS: AN EXPEDITION INTO EQUADOR. Walker. An ornithological expedition into the jungles of Ecuador turns to high adventure.

Presilla, Maricel E. FELIZ NOCHEBUENA, FELIZ NAVIDAD: CHRISTMAS FEASTS OF THE HISPANIC CARIBBEAN. Holt. An appropriate subtitle to this colorfully illustrated book would be "A Caribbean Christmas." Rich in cultural heritage, this book blends Christmas traditions from the islands with recipes, stories, songs, and language, with accompanying pronunciation.

Grade 7

Presilla, Maricel E., and Soto, Gloria LIFE AROUND THE LAKE: EMBROIDERIES BY THE WOMEN OF LAKE PATZCUARO. Holt. The village of Tarascan surrounding Lake Patzcuaro in central Mexico is endangered by growth and pollution. The women of the town, master embroiderers, celebrate their culture in needlepoint.

Robinson, Margaret A WOMAN OF HER TRIBE. Scribner, 1990. A half-English, half -Notka girl goes to school in British Columbia.

Rowland-Entwistle, Theodore. JUNGLES AND RAINFORESTS. Silver Burdett, 1987. A timely and important book about the depletion of the rainforest. Great illustrations that link with science and social studies.

Seymour, Peter DISCOVERING OUR PAST. Macmillan, 1987. Archaeologists have discovered clues that help us recreate and learn about past civilizations.

Shetterly, Susan Hand RAVEN'S LIGHT: A MYTH FROM THE PEOPLE OF THE NORTHWEST COAST. This Native American creation myth is based on the oral traditions of Northwest tribes. Rich illustrations accompanied by engaging text introduce the young reader to cultures often ignored.

St. George, Judith PANAMA CANAL: GATEWAY TO THE WORLD . Putnam. Portrays vividly the ten year struggle to build the waterway in tales of political intrigue, danger, dread diseases, and also feats of great daring and technical skill.

Steele, William THE MAGIC AMULET. Harcourt, 1979. During prehistoric times, Tragg's family clan abandons him because his wounded leg slows their hunting and gathering. Watching an armadillo defend itself from a wolf inspires him to fend for himself.

Stuart, Gene S. SECRETS FROM THE PAST. National Geographic Society. Describes the work of archeologists and discusses archaeological finds in the old and new worlds and what they reveal about man's progress and civilization through the ages.

Temple, Frances TONIGHT, BY SEA. Orchard. Misery and courage form the basis for the moving story of Paulette who works with others to escape from Haiti. This is a provocative statement by people who would not be told how to live.

Aardema, Verna BRINGING THE RAIN TO KAPITI PLAIN. The story of a terrible drought that threatens the lives of all the creatures living on the Kapiti Plain in Africa and how Ki-pat saves the day by cleverly shooting an arrow into the ever hovering black rain to bring down the much needed rain. Adapted from a folktale of the Nandi tribe in Kenya.

Aggraival, Manju I AM A MUSLIM. Watts, 1985. A brief, well-illustrated introduction to the Muslim belief and culture through the eyes of an eleven-year old boy. Includes an index, glossary, and list of pertinent facts.

Aliki THE KING'S DAY. Crowell, 1989. Although intended for a younger audience this sophisticated picture book is worth examining. Well-researched, it depicts the outgrowth of the "Divine Right" concept and uses Francois Couperin's music to extend the study.

Asimov, Issac THE GREEKS: A GREAT ADVENTURE . Houghton, 1965. Asimov traces the history of the Greek civilization, which began more than 4,000 years ago and whose influence in culture, politics, and philosophy encompassed half the world. See also Asimov 's *Words from the Myths* (Signet, 1969).

Bahree, Patricia THE HINDU WORLD. Silver Burdett, 1983. All aspects of Hindu society are treated in this brief, but comprehensive look at a very rich heritage.

Balent, Matthew. WEAPONS AND CASTLES OF THE ORIENT. Palladium Books, 1984. Helpful when comparing medieval Japan and Europe.

Bancroft, Anne THE BUDDHIST WORLD. Silver Burdett, 1985. With the use of vivid photographs, maps, and drawings, the history of Buddhism is traced from its beginnings in India to its spread throughout most of Asia.

Berenson, Bernard ITALIAN PAINTERS OF THE RENAISSANCE. Meridian Books, 1957. Teacher resource.

Berger, Gilda KUWAIT AND THE RIM OF ARABIA: KUWAIT, SAUDI ARABIA, QATAR, OMAN, UNITED ARAB EMIRATES, YEMEN, PEOPLE'S DEMOCRATIC REPUBLIC OF YEMEN. Watts, 1988. An introduction to the history, geography, economy, culture, and people of Kuwait and the other countries on the rim of Arabia.

Beshore, George. SCIENCE IN EARLY ISLAMIC CULTURE. Watts, 1988. One of the outstanding "Science In . . ." series, this helps address cultural literacy learnings for this unit.

Blackwood, Alan. FERDINAND MAGELLAN. Bookwright, 1986. The story of Magellan's voyage from Spain to the Pacific and the first circumnavigation of the world is told in this book.

Branigan, Keith. PREHISTORY. Watts, 1986. The food, technology, society, and religion of prehistoric people are reconstructed and examined in this work through evidence from various archaeological sites.

Brooks, Lester. GREAT CIVILIZATIONS OF ANCIENT AFRICA. Four Winds Press, 1971. A survey of the black civilizations that flourished throughout the continent of Africa. Maps, photographs, chronology, bibliography, and an index make this an invaluable resource.

Brooks, Polly. QUEEN ELEANOR: INDEPENDENT SPIRIT OF THE MEDIEVAL PERIOD. Lippincott, 1983. This colorful account of the life of Eleanor of Aquitaine, Queen of France and later Queen of England, portrays her confident, courageous, and adventurous spirit.

Buehr, Walter. THE CRUSADERS. Putnam, 1959. The Crusades, a movement to take control of the Holy Land from the Moslems and restore it to the Christian world, began in the 11th century and lasted some 300 years. This account brings to life the leaders of the crusaders, their battles, their triumphs, and their defeats. A whole chapter is devoted to the ill-fated Children's Crusade.

Bulla, Clyde Robert. VIKING ADVENTURE. Crowell, 1963. Sigurd, son of Olaf the Strong, sails in a Viking ship on a long and perilous voyage to Vinland.

Cesami, Gian P. MARCO POLO. Putnam, 1977. Follows the adventures of the 13th century Venetian merchant who wrote a famous account of his travels in Asia and his life in the court of Kublai Khan.

Chamberlain, E. EVERYDAY LIFE IN RENAISSANCE TIMES. Putnam, 1966. A survey of the social background of the cultural and intellectual achievements of the Renaissance.

Chu, Daniel. A GLORIOUS AGE IN AFRICA: THE STORY OF THREE GREAT AFRICAN EMPIRES. Doubleday, 1965. The story of three empires: Ghana, Mali, and Songhai that flourished a thousand years ago in Central Africa.

Clark, Mary Stetson. PETTICOAT REBEL. Viking, 1964. When the American colonies declare war on England, 16-year old Candace Tybbot declares war on the town fathers. She hopes to force them to allow girls as well as boys to attend school.

Clark, Richard. CASTLES. Bookwright, 1986. This book tells about many different types of castles. It describes how and why they were built, and what life in a castle was like. It also looks at how castles were attacked and defended.

Cobb, Vicki. TRUTH ON TRIAL: THE STORY OF GALILEO GALILEI. Coward, 1979. A biography of the great mathematician and physicist who was tried by the Inquisition for challenging accepted theories of his day.

Colum, Padraic. THE GOLDEN FLEECE AND THE HEROES WHO LIVED BEFORE ACHILLES. Macmillan, 1982. The adventure of Jason, who sought the Golden Fleece, are interwoven in this book with other myths and hero stories about Orpheus, Pandora, Atlanta, Peleus, and Theseus. See also *The Children's Homer: The Adventures of Odysseus and the Tale of Troy* (Macmillan, 1982) by the same author.

Confucius. THE WISDOM OF CONFUCIUS. American Classical College Press, 1982. This is a handy compendium of sayings by the great Chinese philosopher and teacher.

Connaty, Mary. THE ARMADA. Warwick, 1988. Describes the events that led up to the dispatch of the Armada and the conflict between England and Spain.

Corbishley, Mike. THE ROMAN WORLD. Warwick, 1986. This book takes a comprehensive look at the Roman world. It examines the republic, the empire, sports and leisure, public and community life, everyday life, crafts, and trade.

Cribb, Joe. EYEWITNESS BOOKS: MONEY. Knopf, 1990. Color photographs of historic monies are this book's most outstanding features. This work may be used in more than one unit, but is listed here because of its pictures of Mesopotamian currency.

Daugherty, James. THE MAGNA CARTA. Random (Landmark Series), 1956. Briefly describes life in 12th century England and the rule of Richard, events leading to the Magna Carta, and milestones in constitutional law since 1215.

Davidson, Marshall. A HISTORY OF THE ART FROM 25,000 B.C. TO THE PRESENT. Random, 1984. A historical and cultural overview of art from prehistoric times through modern eras is presented in this book.

Defoe, Daniel. ROBINSON CRUSOE. Various publishers. Not only a grand story, but one of the best descriptions of navigation, world places, and culture of the 1600s.

Denzel, Justin. THE BOY OF THE PAINTED CAVE. Philomel Books, 1988. A boy is banished from his clan for breaking a taboo. This book presents a good picture of the social order of clans.

Duchworth, John. MUHAMMAD AND THE ARAB EMPIRE. Greenhaven, 1980. Story of the great religious leader whose words swept through the Arab world and across the East as far as Java, bringing into being the might force known as Islam.

Fagg, Christopher. ANCIENT ROME. Warwick, 1978. Discusses the civilization of the Romans, whose empire dominated the western world for 500 years.

Feelings, Muriel. MAMBO MEANS HELLO: SWAHILI ALPHABET BOOK. Illustrated by Tom Feelings. Twenty-four words, one for each letter of the Swahili alphabet, give the reader a simple lesson in the language while introducing some important aspects of east African life.

Filstrup, Chris. CHINA, FROM EMPERORS TO COMMUNES. Dillon, 1983. Presents facts about Chinese history, art, traditions, social life, and recreation.

Fisher, Leonard THE TOWER OF LONDON. Macmillan, 1987. This picture book is done in an appealing manner that intrigues youngsters to study this historical period.

THE GREAT WALL OF CHINA. Macmillan, 1986. This is a graphic telling of the political climate of the time and the epic feat that was the building of the Great Wall approximately 2,200 years ago. A map, a subsequent history of the Great Wall, and a translation of several Chinese characters are included.

Geisert, Arthur. THE ARK. Houghton, 1988. Detailed, etched illustrations and simple text mark these interpretations of the biblical story of Noah and the ark. Cutaways of the ark's interior are included.

Gipsen, D.C. ARCHIMEDES: GREATEST SCIENTIST IN THE ANCIENT WORLD. Enslow, 1988. Sun rays, the block and tackle, and the value of *pi* are just a few of the important discoveries of the Syracuse scientist. The book is noted for honesty, accuracy, and readability.

Glubok, Shirley. THE ART OF ANCIENT EGYPT. Atheneum, 1962. People who lived in Egypt 5,000 years ago come alive in this book about wall paintings, scrolls, statues, gods, sailboats, mirrors, toys, and games. See also *The Art of Egypt Under the Pharaohs*.

THE ART OF CHINA. Macmillan, 1973. The history and cultural background of Chinese art are traced in this book from prehistoric times to the present.

THE ART OF ANCIENT ROME. Harper, 1965. Glubok describes Roman mosaics, murals, portraits, statuary, buildings, and monuments.

Goldreich, Gloria. A TREASURY OF JEWISH LITERATURE: FROM BIBLICAL TIMES TO TODAY. Holt, 1982. This book is a compendium of great Jewish writings ranging from the Bible to the works of Philip Roth. Selected examples include the Talmud, the Zohar, the tales of Sholom Aleichem, and the work of Nobel Laureate S. Y. Agnon. A brief introduction provides historical background to this teacher's resources.

Grant, Nell. THE EIGHTEENTH CENTURY. Silver Burdett, 1983. Discusses everyday life in 18th century Europe and the changes brought about by political, industrial, and agricultural revolutions.

Gray, Elizabeth. ADAM OF THE ROAD. Viking, 1942. This tale set in 13th century England relates the story of an eleven-year old boy who wanders the minstrel's road meeting noblemen, farmers, and pilgrims.

Hackwell, W. John. SIGNS, LETTERS, WORDS: ARCHAEOLOGY DISCOVERS WRITING. Scribner, 1987. Ancient humans had speech, but memory was the only means to store accumulated knowledge. As changes took place in societies, the development of writing was a natural outgrowth.

Humble, Richard. THE AGE OF LEIF ERIKSON. Watts, 1989. With a timeline and brief discussion, this picture book provides background and sets the European exploration in perspective.

Keller, Werner. THE BIBLE AS HISTORY. Bantam, 1974. This book is possibly best used as a teacher's resource. It is also usable as part of the unit included in Section 6.5. A book better suited for students is Keller's *Bible as History Through Pictures* (Thames and Hudson, 1964), a book that deserves republication for its pictorial emphasis.

Langen, Annette and Droop, Constanza. FELIX TRAVELS BACK IN TIME. Abbeville Kids, 1995. Felix, the stuffed rabbit, travels back through history.

Lasker, Joe. THE GREEK ALEXANDER THE GREAT. Viking, 1983. The life of the warrior king of Macedonia who conquered and unified the known world is traced in this book.

Lebrun, Francoise. THE DAYS OF CHARLEMAGNE. Silver Burdett, 1985. In simple and brief text, the medieval world is explored by participating in the factual life of a young boy, Gerald, who is pursuing his studies in a monastery. The work is translated by Christopher Sharp and illustrated by Ginnette Hoffman.

Marri, Neomi V. MARCO POLO. Silver Burdett, 1985. Recounts the adventures of the 13th century Venetian merchant who traveled in Asia and lived at the court of Kublai Khan.

McEvedy, Colin. THE PENGUIN ATLAS OF ANCIENT HISTORY. Penguin, 1986. Historical atlases are frequently helpful as background for teachers and as students' reference. This one is handy and inexpensive.

McLeish, Kenneth. THE SEVEN WONDERS OF THE WORLD. Cambridge University Press, 1986. Each of the Seven Wonders of the World is given a chapter with its historical background and description of its construction. The choice of the structures included as the Seven Wonders of the World is explained in the introduction.

Meltzer, Milton. ALL TIMES, ALL PEOPLES: A WORLD HISTORY OF SLAVERY. Harper, 1980. Examines the historical patterns of slavery throughout the world, from ancient times through the present.

Miguel, Pierre. THE DAYS OF KNIGHTS AND CASTLES. Silver Burdett, 1980. The Middle Ages in Britain are described: A period of chivalry and fortification, plague and famine, when Britain had huge forests, few towns, few roads—but a time of building great cathedrals, crusades, and religious art.

Moktefi, Mokhtar. RISE OF ISLAM. Silver Burdett, 1987. The spread of Islam is shown from its beginning in the 7th century and throughout its colorful history. National Geographic Society
THE ART OF CHIVALRY. Crowell, 1983. Magnificent illustrations, maps, and superb text bring forth the color, poetry, and creativity of a period rich in human drama.

Neurath, Mari. THEY LIVED LIKE THIS IN ANCIENT MESOPOTAMIA. Watts, 1964. A brief discussion of life in ancient Mesopotamia that includes geography, housing, and communication is contained in this book.

O'Neill, Judith. MARTIN LUTHER. Lerner, 1978. One of the few biographies for young readers dealing with this Reformation crusader.

Okijk, Pamela. THE ROMANS. Silver Burdett, 1989. Timelines, good color photographs, and clear format make this book a valuable resource for studying the cultural aspects of ancient Rome. This title is from *The Ancient World*, a series of books incorporating the Aztecs, Chinese, Israelites, Japanese, and others.

THE EGYPTIANS. Silver Burdett, 1990. This newly published book contains general information on ancient Egyptian culture.

Perl, Lila MUMMIES, TOMBS, AND TREASURES: SECRETS OF ANCIENT EGYPT. Clarion, 1987. Lila Perl's fascinating and thorough account of the Egyptian way of death will be

certain to fire the imaginations of readers of all ages.

Polland, Madeline. TO TELL MY PEOPLE. Holt, Rinehart, and Winston, 1968. The first Roman invasion of Britain is the setting for the story of a young, lake-dwelling girl. She is fascinated by the urban civilization Rome offers, but is caught up in a tragic dilemma. A haunting story.

Polo, Marco. THE TRAVELS OF MARCO POLO. Various editions. In addition to hardback form, several paperback editions are available (e.g., Airmont, Penguin, Signet, NAL, Silver Burdett).

Grade 8

Powell, Anton. THE GREEK WORLD. Warwick Press, 1987. This beautifully illustrated book describing the events in Greek history from 1500 to 400 B.C. can be used as a teacher's resource along with *The Legend of Odysseus* by Peter Connolly (Oxford, 1986). Rowland-Entwistle,

Tehadore. CONFUCIUS AND ANCIENT CHINA. Watts, 1987. The story and life of Confucius introduces students to the land of ancient China and its development from a collection of tribes to a unified state under the first emperor.

Schlesigner, Arthur. PETER THE GREAT: RUSSIAN EMPEROR. Chelsea House, 1989. The story of Peter the Great, the Czar who was dedicated to the westernization of Russia.

Seymour, Peter. DISCOVERING OUR PAST. Macmillan, 1987. Archaeologists have discovered clues that help us recreate and learn about past civilizations.

Steele, William. THE MAGIC AMULET. Harcourt, 1979. During prehistoric times, Tragg's family clan abandons him because his wounded leg slows their hunting and gathering. Watching an armadillo defend itself from a wolf inspires him to fend for himself.

Stolz, Mary. CAT IN THE MIRROR. Dell, 1978. Two girls living 3,000 years apart—one in present-day New York and the other in ancient Egypt—become aware of each other's existence. See also *Zekmet, the Stone Carver* (Harcourt, 1987) by the same author.

Stuart, Gene S. SECRETS FROM THE PAST. National Geographic Society. Describes the work of Archaeologists and discusses archaeological finds in the old and new worlds and what they reveal about man's progress and civilization through the ages.

Sutcliff, Rosemary. THE LANTERN BEARERS. Oxford Press, 1979. Historical adventure about Britain during the 5th century, when invading bands of Saxon, Jutes, Scots, and Picts harried the land. This novel takes place just after the departure of the Roman Legions and shows how, despite bitter struggles for power, the people from enemy groups are gradually to merge.

Ustead, Richard J. SEE INSIDE A CASTLE. Warwick, 1979. A detailed book of castles and the daily life in medieval times.

Vanagas, Patricia. IMPERIAL ROME. Gloucester, 1978. Aspects of life in the Roman Empire from 27 B.C., until A.D. 138, focusing on the reign of Trajan, are described in this book.

Warren, Ruth. MUHAMMED, PROPHET OF ISLAM. Watts, 1965. This biography of Muhammad and account of the religion he founded answers such queries as, "What kind of man was Muhammad who brought all this to pass? How did he win Arabia for Islam? How was he able to unit the disorganized Arab tribes and prepare them for their significant role as world power?"

Winwar, Frances. QUEEN ELIZABETH AND THE SPANISH ARMADA. Random House, 1954. A chapter in British history unfolds in the life of Queen Elizabeth, whose tiny navy defeated the 114 ships of the Spanish Armada in one of the most daring naval maneuvers in history.

Woods, Geraldine. SCIENCE IN ANCIENT EGYPT. Watts, 1988. This is an excellent resource for this unit. See also George Beshore's *Science In Ancient China* (Watts, 1988).

Alcott, Louisa May. LITTLE WOMEN. Bantam Books, 1983. The classic story of the March family who experienced the harshness of poverty and the hard lessons of growing up in New England during the Civil War.

Alexander, Lloyd. WESTMARK. Dutton, 1981. A young printer's apprentice is arrested with his master for printing seditious pamphlets during the period of the American Revolution.

Aliki. CORN IS MAIZE: THE GIFT OF THE INDIANS. Harper, 1976. In this book, we learn how Indian farmers thousands of years ago found and nourished a wild grass plant and made it an important part of their lives; how they learned the best to grow, store, and use its fat yellow kernels; and how they shared this knowledge with the new settlers of America.

American Heritage TEXAS AND THE WAR WITH MEXICO. American Heritage, 1961. The principles, causes, battles, and key figures in the Mexican American conflict over Texas.

American Heritage THE FRENCH AND INDIAN WARS. American Heritage, 1964. Many paintings, photographs, and newspaper clippings make Lincoln live again in this fascinating account of his life.

American Heritage ANDREW JACKSON, SOLIDER AND STATESMAN. American Heritage, 1963. The story of Jackson's turbulent life from his boyhood when he fought in the Revolution to his return to the Hermitage estate after his presidency.

American Heritage THE CALIFORNIA GOLD RUSH. American Heritage, 1961. The California gold rush was a part of America's great westward movement, but it had certain distinctive features that set it apart from the usual patterns of frontier settlement. The gold rush was the first and greatest of them all and set the basic pattern for the miner's frontier.

Anderson, Joan. 1787. Harcourt, 1987. As James Madison's aide, during the 1787 Constitutional Convention in Philadelphia, young Jared Mifflin experiences a summer filled with adventure, intrigue, and romance.

Archer, Jules. WINNERS AND LOSERS: HOW ELECTIONS WORK IN AMERICA. Harcourt, 1986. Teaches how our political system works and will excite young readers about the necessity of becoming involved. Well-researched text enables readers to come away better able to argue and judge the political process.

Avi THE FIGHTING GROUND. Lippincott, 1984. The realities of war shatter 23-year old Jonathan's romantic notions of being a soldier as he joins a regiment to fight the British in the American Revolution.

Ayars, James. WE HOLD THESE TRUTHS: FROM THE MAGNA CARTA TO THE BILL OF RIGHTS. Viking, 1977. A brief history of the ideas of liberty and equality with sketches of the lives of Stephen Langston, John Lilburne, and George Mason, who contributed to the development and preservation of these ideas. Includes index and appendix. For the mature reader.

Baker, Betty. THE DUNDERHEAD WAR. Harper, 1967. Quincy Heffendorff and his storekeeper father lives in Independence, Missouri, in 1846. When the first news of the Mexican War comes, Quincy wants to volunteer but is too young. Then his German Uncle Fritz arrives, and they leave together for Santa Fe and the wagon train. But, Uncle Fritz disdains the frontier towns and the casual discipline, and denounces the volunteers as "Dunderheads." This is a fastmoving, vivid story of a little-known episode in our history.

Banfield, Susan. JAMES MADISON. Watts, 1986. Recounts the story of the fourth president, who is known as the Father of the Constitution.

Barnard, Jacqueline. THE JOURNEY TOWARD FREEDOM. Norton, 1967. The story of a African-American slave woman who grew up to champion the rights of African-American women and labor.

Batchelor, James E. STATE'S RIGHTS. Watts, 1986. Traces how the concept of states' rights has been viewed by courts and legislators since the birth of the United States. It also offers a valuable historical background to the core issues of the Constitution: How much power should be allotted to the federal government, and in which areas should states be free to rule themselves?

Bealer, Alex. ONLY THE NAMES REMAIN: THE CHEROKEES AND THE TRAIL OF TEARS. Little, Brown, 1972. This book describes the life of the Cherokees, their acceptance of the ways of the white settlers, and their willingness to fight alongside them. The civilization developed by the Cherokees is described.

Beatty, Patricia. BLUE STARS WATCHING. Morrow, 1969. Resentful at being sent to California with his sister to avoid the dangers of the Civil War in Delaware, 13-year old Will is soon entangled with Rebel plotters and Union spies in San Francisco.

CHARLEY SKEDADDLE. Morrow, 1987. Charley, a tough 12-year old boy from a Bowery gang, enlists as a drummer boy in the Union army to avenge his older brother's death at Gettysburg. Charley is a perfect soldier until his regiment does its first fighting, at which time he deserts from the battlefield. Through several events that test his mettle, Charley develops into a brave young man.

Bermsteom, Joanne. E. DMITRY: A YOUNG SOVIET IMMIGRANT. Houghton, 1981. This is the story of Dmitry and his parents, recent immigrants to the United States from the Soviet Union, who found their first year in America more difficult than they had dreamed possible.

Blos, Joan. GATHERING OF DAYS: A NEW ENGLAND GIRL'S JOURNAL, 1830-1832. Macmillan, 1979. Thirteen -year old Catherine Hall keeps a journal of her last year on a New Hampshire farm where she keeps house for her widowed father. The journal shows her kindness, determination, and maturation as she learns to cope with increased responsibilities.

Blubmerg, Rhoda. THE INCREDIBLE JOURNEY OF LEWIS AND CLARK. Lothrop, 1987. The expedition led by Lewis and Clark to explore the unknown western regions of America at the beginning of the nineteenth century is described in this book.

Bohner, Charles. BOLD JOURNEY: WEST WITH LEWIS AND CLARK. Houghton Mifflin, 1985. Hugh McNeal, recruited at age 18 from his army post along the Ohio River, describes his journey to the Pacific with the "Corps of Discovery." The hardships of travel by keelboat along the northern reaches of the Mississippi and Missouri Rivers, encounters with the Indians, the winter camps of 1804 and 1805, and the perilous journey over the Rocky Mountains, all take incredible personal courage.

Bontemps, Arna. FREDRICK DOUGLASS. Knopf, 1959. The life of the American abolitionist leader and journalist (1817-1895).

Boorstin, Daniel J. THE LANDMARK HISTORY OF THE AMERICAN PEOPLE: FROM PLYMOUTH TO APPOMATTOX. Random House, 1987. From the earlier colonists to the men and women of the Civil War, the author shows how people from everywhere created a New World—and now the New World turned people from everywhere into Americans.

Bradford, William. OF PLYMOUTH PLANTATION, 1620-1647. Edited by Samuel E. Morison. Knopf, 1952. This primary source consists of Governor William Bradford's own documentation of his colony's history and is a useful teacher resource.

Brady, Esther Wood TOLLIVER'S SECRET. Crown, 1976. During the Revolutionary War, a ten-year old girl crosses enemy lines to deliver a loaf of bread containing a message for the patriots.

Brill, Marlene Targ. JOHN ADAMS. Children's Press, 1986. A biography of the outspoken, decisive man who served the United States in many ways, including as its President.

Brink, Carol Ryrie. CADDIE WOODLAWN. Macmillan, 1973. This is the story of a spunky heroine on the Wisconsin frontier. Although the story is set in 1864, most of Caddie's experiences are typical of those of early pioneers.

Brown, Dee .THE AMERICAN WEST. 1994. High-interest anecdotal essays on the fascinating individuals and complex social forces behind a turbulent, often violent era. Some examples found are Red Cloud, Billy the Kid, Cochise, Chief Joseph, western towns, frontier recreation, and trail drives.

Brown, Irene Bennett. SKITTERBRAIN. Nelson, 1978. Larnie, a young pioneer girl, is in charge of getting milk for her baby brother from the family cow. One day Larnie accidentally let the cow wander off. To save her brother's life and restore her own confidence, Larnie must search for the cow across the vast Kansas prairie.

Brown, Marion Marsh. SACAGAWEA: INDIAN INTERPRETER TO LEWIS AND CLARK . Children's Press, 1988. This is a thoughtful, well-written biography of a remarkable Shoshone Indian woman.

Chastian, Madye Lee. STEAMBOAT SOUTH. Harcourt, 1951. Eleven-year old Amy has an exciting trip by river steamboat from Ohio to Texas just before the Civil War.

Clapp, Patricia. THE TAMARACK TREE: A NOVEL OF THE SIEGE OF VICKSBURG. Lothrop, 1986. This is a story of the Civil War and an English girl, Rosemary, who joins her brother in Vicksburg in 1859. It is primarily a record of the long siege of the city and it gives, through its British narrator, a good perspective of the tragic division and of the conflicting viewpoints of North and South.

Clinco, Shirley. A MONTH OF SEVEN DAYS. Crowell, 1987. This Civil War story is set in Georgia in 1864. Twelve-year old Zoe's father is away fighting with the Confederates and is expected home on leave, when an Ohio Army contingent takes over their farm. Zoe is desperate to get the soldiers to leave before her father returns.

Coffey, Vincent J. THE BATTLE OF GETTYSBURG. Silver Burdett, 1985. Illustrated with paintings, maps, photographs, and portrait, this book presents the events of the Civil War leading up to the Battle of Gettysburg and describes the battle and its aftermath.

Coit, Margaret L. THE FIGHT FOR UNION. Houghton Mifflin, 1961. This dramatically shows the brilliant opposition of intellects and personalities in the years preceding the Civil War when slavery—its morality and economics—became the burning issues in the United States.

Collier, James L. and Christopher Collier. MY BROTHER, SAM, IS DEAD. Macmillan, 1985. (Also Scholastic). Tragedy strikes the Meeker family during the Revolution when one son joins the Rebel forces while the rest of the family tries to stay neutral in a Tory town.

Collier, James Lincoln. WAR COMES TO WILLY FREEMAN. Delacorte, 1983. A free 13-year old African-American girl in Connecticut is caught up in the horror of the Revolutionary War and the danger of being returned to slavery.

Commager, Henry Steele. THE GREAT PROCLAMATION: A BOOK FOR YOUNG AMERICANS. Bobbs, 1960. An explanation of Abraham Lincoln's personal stand on the issues of slavery, of the basic conflicts of the Civil War, and of the effects of the Emancipation Proclamation.

Cooper, Irene. SUSAN B. ANTHONY. Watts, 1984. A biography of one of the first leaders of the campaign for women's rights who helped organize the Women's Suffrage Movement.

Crampton, Mike. EYEWITNESS BOOKS: FLAGS. Knopf, 1989. Although the bulk of this book contains material related to later history, it faithfully and colorfully reproduces the Roman vexillum, the first true flag.

Crane, Stephen. THE RED BADGE OF COURAGE. Perfection, 1979. A young Union soldier, Henry Fleming, tells of his feelings when under fire for the first time during the battle of Chancellorsville. He is overcome by fear and runs from the field. Later, he returns to lead a charge that reestablishes his own reputation, as well as, that of his company.

D'Aulaire, Ingri, and Edgar P. D'Aulaire ABRAHAM LINCOLN. Doubleday, 1987. The biography of Lincoln is perhaps best noted for its narrative quality.

Dagliessch, Alice. THE COURAGE OF SARAH NOBLE. Eight year old Sarah goes into the Connecticut wilderness with her father in the early 1700s to take care of him, while he builds a house for the family.

Davidson, Marshall. A HISTORY OF THE ART FROM 25,000 B.C. TO THE PRESENT. Random, 1984. A historical and cultural overview of art from prehistoric times through modern eras is presented in this book.

Davis, Burke. BLACK HEROES OF THE AMERICAN REVOLUTION. This well -researched piece probes into the overlooked history of the Black men who fought in the hopes of securing their own independence. Clear, concise text illustrated with period prints, portraits, and documents.

Dillon, Ellis. THE SEEKERS. Macmillan, 1986. Sixteen-year old Edward sails from England for the Pilgrim Colony when his beloved Rebecca is taken by her parents to the New World in 1632. Based on firsthand accounts of the period.

Douglass, Frederick. LIFE AND TIMES OF FREDERICK DOUGLASS. Crowell, 1966. Adapted from the final version of the autobiography published in 1892. Born a slave, self-taught, a fugitive at 21, Frederick Douglass became at 24 an outstanding spokesman for his race, and he continued through all his long life to give notable service to the cause of freedom.

Edmonds, Walter D. THE MATCHLOCK GUN. Putnam, 1941. This true story, told as fiction, is a faithful depiction of the minds and spirits of Dutch settlers in colonial New York amidst French and Indian invasions in 1756. Although Nathaniel Benchley's *Small Wolf* (Harper, 1972) is intended for younger children, it is a good foil for this novel.

Edwards, June. HUCKLEBERRY FINN. 1980. Students can read for themselves. Adapted from Twain. Beautifully illustrated, big print.

Evans, Elizabeth. WEATHERING THE STORM: WOMEN OF THE REVOLUTION. Scribner, 1975. The journal entries of eleven women cover household life during the Revolution. This book is a useful index to persons, places, and subjects, such as Women in the Army, Native Americans, and Medicines.

Faber, Doris. OH, LIZZIE! THE LIFE OF ELIZABETH CADY STANTON. Lothrop, 1972. Based largely on her own papers, this is the biography of Elizabeth Cady Stanton, who in 1848 dared to propose that women should vote, and who rewrote the Declaration of Independence to state that all men and women are created equal. With Susan B. Anthony as her collaborator, high-spirited Lizzie carried the crusade for women's rights from Maine to California throughout her long and active life.

Finlayson, Ann. REBECCA'S WAR. Warner, 1972. Set in Philadelphia during the Revolutionary War, 14-year old Rebecca shows great resourcefulness in helping the Rebel cause.

Fisher, Leonard THE SCHOOLMASTERS. Watts, 1967. An account of the historical background of education in the United States, telling what the colonial schoolmasters were like, where they taught, how they taught, and what they taught.

THE OREGON TRAIL. Holiday, 1990. The "main artery" of westward travel receives fine coverage, largely through the excellent primary sources included. See also Fisher's *The Alamo* (Holiday, 1987).

Forbes, Esther. JOHNNY TREMAIN. Houghton, 1943. This is a famous, enduring work at exciting historical fiction. Though recommended for reading aloud at the fifth grade level, it is also applicable for grade eight. Forbe's *Paul Revere and the World He Lived In* (Houghton, 1972) is an excellent background book for teachers.

Foster, Genevieve Stump GEORGE WASHINGTON. Scribner, 1949. This story tells the events of Washington's life.

Fox, Paula. THE SLAVE DANCER. Bradbury, 1973. The story of Jesse Bollier, a 13-year old boy in 1840, who is kidnapped and spends four months on a slave ship, playing music to make slaves dance. A Newbery winner.

Freedman, Russell IMMIGRANT KIDS. Dutton, 1980. Poor European immigrants to American 100 years ago are featured in this book. The children are shown attending school, working at various jobs, and playing. Photos of life in immigration ships are included.

Fritz, Jean. THE DOUBLE LIFE OF POCHONTAS. Putnam, 1983. The terrible dilemma of Pocahontas trapped between two cultures is presenting insightful, perceptive writing. Many of the myths surrounding this fascinating heroine are dispelled.

Glubok, Shirley. THE ART OF THE NEW AMERICAN NATION. Macmillan, 1972. Describes American painting, architecture, furniture, and silver of the period from 1776 to 1826.

Hamlin, Oscar. THE UPROOTED. Little, Brown, Second Edition. Pulitzer Prize winning account of the great migration that formed the population of the United States.

Hancock, Sibyl FAMOUS FIRSTS OF BLACK AMERICANS. Pelican Publishing Company, 1983. This book consists of brief biographical sketches of such notables as Phyllis Wheatley, Charles Richard Drew, and Richard Allen.

Hansen, Joyce. WHICH WAY TO FREEDOM? Berkley, 1987. This fictional story is about a 19-or 20-year old African American runaway slave who fights with an African-American regiment at the historically documented Battle of Fort Pillow, Tennessee, in 1864. This realistic, sensitive story highlights a consistently ignored piece of American Civil War history.

Hest, Amy. WHEN JESSIE CAME ACROSS THE SEA. Jessie travels from Europe to America in this touching story of immigration.

Hilton, Suzanne. WE THE PEOPLE: THE WAY WE WERE, 1783-1793. Westminster Press, 1981. America is independent of the British! Now what happens in the next ten years? What was it like to be a young person in those days when there was no capital city, no army, no legal rights, and books had to be brought from England? This book covers amusements, marriage, fashions, housekeeping, schools, government, fires, and everyday life in the 18th century.

Johnson, Gerald W. AMERICA IS BORN . Morrow, 1959. Set against a background of European history, this book traces the origin of American ideas and institutions in the period from the discovery of America to the Constitutional Convention.

Katz, William L. BLACK INDIANS: A HIDDEN HERITAGE. Atheneum, 1986. Documentation begins in 1527 explaining the relationship between Americans, Indians, and Africans that show they shared a unique friendship and a common ancestry.

Keith, Harold. RIFLES FOR WAITE. Harper and Row, 1987. An exceptional story of the Civil War and a young boy who longs to be in the Union army, who discovers the cruelty and savagery that war brings out in some. Newbery Medal winner.

Lee, Martin. PAUL REVERE. Watts, 1987. Biography of a patriot as seen against a backdrop of political unrest in pre-Revolutionary Boston.

Lester, Julia. LONG JOURNEY HOME. Scholastic, 1972. Six short stories of the African-American experience—ordinary people with extraordinary lives.

Lester, Julius. SLAVE SHIP . Scholastic, 1986. This is a recreation of an actual happening in the early years of establishing this nation.

Loeper, John GOING TO SCHOOL IN 1776 . Atheneum, 1973. This book depicts later life in the colonies and is a good source for the "school enactment" described in the History—Social

Loeper, John. GOING TO SCHOOL IN 1876. Atheneum, 1984. Personal anecdotes, curious facts, and period illustrations give fascinating insight into the lives and lessons of 19th century American School children.

Longfellow, Henry Wadsworth. PAUL REVERE'S RIDE: SELECTED POEMS. Penguin Classic (paperback), 1988. This collection contains the entire unabridged ballad. Ted Rand's illustrated version is published by Dutton and effectively catches the mood of the poem. Longfellow's "Hiawatha's Childhood" is usable to earlier units.

Lord, Bette Bao. IN THE YEAR OF THE BOAR AND JACKIE ROBINSON. Harper, 1984. Shirley Temple Wong comes to America from China in 1947, speaking no English. She must adjust as fifth grader amidst American culture in Brooklyn. This is a deservedly popular novel.

MacLachlan, Patricia. SARAH, PLAIN AND TALL . Harper, 1985. This is the story of a mail-order bride who comes from Maine to make her home on the prairie.

Mason, F. THE BATTLE OF NEW ORLEANS. Houghton Mifflin, 1962. This account of the last major engagement of the War of 1812 recreates the four bloody, decisive battles fought by well-trained, hardy British troops and Andrew Jackson's courageous, but raw recruits for control of New Orleans (and thus the entire Mississippi River) in 1815.

McGovern, Ann. IF YOU LIVED IN COLONIAL TIMES. Scholastic, 1969. This informative and entertaining book offers an unusual approach to the study of life during the colonial period in the United States.

Meadowcroft, Enid la Monte. BY WAGON AND FLATBOAT. Crowell, 1938. In the period following the American Revolution, a time of growth and change, a family packs up its possessions and begins to move west to Ohio. The trip is filled with adventure.

Meltzer, Milton. THE BLACK AMERICAN: A HISTORY IN THEIR OWN WORDS. Crowell, 1984. Traces 350 years of African American history, depicting the valiant struggles to achieve equality and human dignity. Serves as an eloquent statement of how the struggles of the past have shaped the present.

Paine, Thomas. COMMON SENSE. Penguin Paperback, 1982. An extensive introduction describes the background of the American Revolution, as well as, the life, career, and ideology of Thomas Paine.

Perl, Lila. STUMPS, GRUNTS, AND SNICKERDOODIES: WHAT A COLONIAL AMERICA ATE AND WHY. Clarion Books, 1979. This is a history of American colonial victuals.

Petry, Ann. HARRIET TUBMAN, CONDUCTOR ON THE UNDERGROUND RAILROAD. Harper and Row, 1955. A sensitive account of the woman who led more than 300 African American fugitives to freedom through the underground railway.

Phelan, Mary Kay. THE STORY OF THE LOUISIANA PURCHASE. Crowell, 1979. Drawing upon journals, letters, and other firsthand accounts, the author recreates the everyday life of New Orleans and the American frontier, as well as the long, secret negotiations in Paris. She also vividly portrays the remarkable historical figures who played significant roles in this pivotal moment in American history. Easy to read.

FOUR DAYS IN PHILADELPHIA, 1776. Crowell, 1967. Presents the days and hours surrounding the historic decision of the 13 colonies to declare themselves independent at the meeting of the 2nd Continental Congress in Philadelphia.

Ravitch, Diane. THE AMERICAN READER. Harper and Collins, 1990. Over 200 chronologically arranged speeches, documents, poems, and songs. Short introductions place each selection in social and historical context.

Mississippi Studies

Schanzer, Rosayln. HOW WE CROSSED THE WEST: THE ADVENTURES OF LEWIS AND CLARK. National Geographic, 1997. Using quotes from their travel journal, students relive the hair-raising adventure.

Speare, Elizabeth. THE WITCH OF BLACKBIRD BIRD. Houghton Mifflin, 1958. Kit Tyler leaves her luxurious home in Barbados to live with her Puritan aunt in colonial Connecticut. She befriends a woman who is said to be a witch, and a terrifying witch hunt ensues. A beautifully written historical novel that will grab and hold the reader's attention.

SIGN OF THE BEAVER. Houghton, 1983. This is the story of the friendship between a young white settler in Maine, left on his own while his father goes to get their family, and a young Indian who helps the young settler survive.

Spier, Peter. **THE ERIE CANAL**. Doubleday, 1970. This engaging, well-researched picture book is just right for discussing the canal and singing the well-known folk songs.

Syme, Ronald. **BENEDICT ARNOLD, TRAITOR OF THE REVOLUTION**. Morrow, 1970. An objective study of the events that led to the most dramatic betrayal in American history.

Taylor, Theodore. **WALKING UP A RAINBOW**. Doubleday, 1986. Susan Carlisle, a feisty, courageous 14 –year old Iowa orphan, embarks in 1852 on a daring and somewhat foolish venture. Taylor ’s plot takes Susan on a cross-country "westering" journey full of hardship, adventure, intrigue, danger and a little romance.

Tunis, Edwin. **THE YOUNG U.S.: 1783-1830**. Crowell, 1969. A look at the United States following the Revolution. Includes personal and family life as well as the historical events. Includes 165 detailed and accurate pencil drawings.

COLONIAL LIVING . Crowell, 1976. Colonial era clothes, houses, and furniture are simply explained and vividly illustrated in this book, which provides a "how did it work" guide to 17 th and 18th century America.

Weltzman, David. **WINDMILLS, BRIDGES, AND OLD MACHINES: DISCOVERING OUR INDUSTRIAL PAST**. Scribner, 1982. The author invites readers to explore America's industrial history. The book is most valuable for research and may stimulate students awareness and interest in our industrial past. Especially noteworthy are the diagrams of the different types of bridge construction, parts of steam locomotives, and of the construction and operation of Water wheels, windmills, and canal locks. Attractive cover art and well-formatted pages.

Wilder, Laura I. **LITTLE HOUSE IN THE BIG WOODS**. Harper, 1953. Autobiographical story of a pioneer family in Wisconsin in the 1870s. Selected passages read aloud give young students an ideas of life in American more than 100 years ago.

Windrew, Martin. **THE CIVIL WAR RIFLEMAN**. Watts, 1985. Examines the life and experiences of a typical soldier during the Civil War. Provides historical background and detailed information on the soldier's training and duties, his weapons and equipment, his rations and daily life. Battle tactics and military disciplines are also discussed.

Akin, Edward. **N. MISSISSIPPI: AN ILLUSTRATED HISTORY**. Teacher resource.

Andrist, Ralph K. **STEAMBOATS ON THE MISSISSIPPI**. 1962. Teachers can read to students. Wonderful pictures.

Bakeless, Katherine and John. **CONFEDERATE SPY STORIES**. Teachers can read these 14 short stories to children.

Baldwin, Gordon C. **GAMES OF THE AMERICAN INDIANS** . Teacher resource for Indian games and toys.

Banks, Sarah and Charles Weeks. **MISSISSIPPI'S SPANISH HERITAGE, SELECTED WRITINGS, 1942-1798**. Anthology of literacy and historical writings by Spanish explorers,

colonists, authors, and administrators who describe life in a new land. In SPANISH. Available from the Mississippi Department of Education.

Brain, Jeffrey P. THE TUNICA-BILOXI. Teacher resource for delta area Indian tribal history including Quizquiz (Clarksdale) south to Natchez.

Brinson, Carroll. JACKSON: A SPECIAL KIND OF PLACE . Teacher resource.

Buzhardt, Gail A. MISSISSIPPI'S FRENCH HERITAGE: SELECTED WRITINGS, 1682 -1763. Anthology of literary and historical writings by French explorers, colonists, authors, and administrators who describe life in a new land. In FRENCH. Available from the Mississippi Department of Education, Jackson, Mississippi.

Caduto, Michael and Bruchac, Joseph. KEEPERS OF THE EARTH . This book is a collection of Native American stories and related hands-on activities for children of all ages and ability levels. Ideas for activities include creative arts theater, reading, storytelling, science, social studies, and math. It covers cultural groups from all across the U.S.

Catton, Bruce. THIS HALLOWED GROUND: THE STORY OF THE UNION SIDE OF THE CIVIL WAR. Teacher resource, colorful, drawings, black and white photos.

Cresman, Ruth THE MISSISSIPPI . 1984. About the river. Teachers can read to students about the rivers and floods in the state. Black and white pictures. Geology, exploration and modern use of the river, and the Army Corps working along the river.

D'Amato, Janet and Alex. INDIAN CRAFTS. Teacher resource for use in Indian art work, including homes, transportation, household items, weapons, ceremony and ritual.

D'Iberville, Pierre Le Moyne. IBERVILLE 'S GULF JOURNALS. Translated by R. B. McWilliams. Teachers can read diary events of the exploration along the coast.

Eiffert, Virginia. Louise MISSISSIPPI CALLING. Dodd, 1957. The story of the Mississippi in all its aspects. The author tells of the people who first came to camp by the river, of the explorers who traveled its waters, and of the famous men, including Mark Twain, La Fitte and Audubon, who were associated with the great river.

Fichter, George S. FIRST STEAMBOAT DOWN THE MISSISSIPPI. Pelican Publishing Company, 1989. A young boy is befriended by Nicholas Roosevelt, builder of the first steamboat, and joins him on its maiden voyage.

Floorman, James. FREEDOM'S BLOOD. 1979. A fictionalized account of the murder of three civil rights workers, Michael Schwerner, James Chaney, and Andrew Goodman, in Mississippi, during the summer of 1964.

Harper, Lee. TO KILL A MOCKINGBIRD . Harper and Row, 1982. Story of a lawyer, in a southern small town where prejudices are increased by the hard times of the depression.

Heck, B. Holland. CAPTAIN PETE. 1967. Students can read how Pete, whose father owns a sight-seeing boat in Gulfport, hunts for buried treasure on Ship Island.

Holling, Clancey. MINN OF THE MISSISSIPPI . 1951. Teacher can read to students about Minn, the turtle, who travels all the way down the Mississippi River. Good source of information on water life, animal life, prehistoric times, birds, geography, a "turtle-eye-view," explorers, Indians, navigation history.

Hollister, John J. VICKSBURG ON YOUR OWN: ILLUSTRATED GUIDE TO THE BATTLEFIELD. Teacher resource to siege at Vicksburg. Black and white photos, drawings.

Kane, Harne. t A PICTURE STORY OF THE CONFEDERACY. Some students can read this history. Black and white wood cuts throughout.

Kjelgaard, James A. THE EXPLORATION OF PERE MARQUETTE. 1951. Student can read for themselves the story of Marquette, based on his own writings.

Lauber, Patricia. THE MISSISSIPPI, GIANT AT WORK. Garrard, 1961. The Mississippi River is a changing giant that has swallowed whole towns. This is a report on why the Mississippi behaves this way and how man has tried to tame it. The account includes history, geography, and engineering.

Lepthien, Emilie U. THE CHOCTAW. 1987. Students can read for themselves about early Choctaws, treaties, problems, and modern events in Mississippi and Oklahoma. Great color photos.

Marr, Beth. WIND ON MY BACK AND MUSIC IN MY EARS. Poems from the Poetry-In-the-Schools-Program in Jackson, MS in 1972.

McKee, Jesse O. THE CHOCTAW. Teacher resource for tribal history. Great color photo section. Miller, Mary W. And Miller, Ronald W. THE GREAT HOUSES OF NATCHEZ. Full color pictures of exteriors and interiors richly convey the style, grace and elegance of Old Natchez. Available at Old Capitol Bookstore.

Mississippi Cultural Crossroads I AIN'T LYING. Volume 1 and 2, Claiborne County publication. Interview, pictures, and local history.

Monjo, F. N. WILLIE JASPER'S GOLDEN EAGLE. Being an eyewitness account of the great steamboat race between the Natchez and the Robert E. Lee.

Moore, Edward P. THE LAST WORD. Epitaphs in Mississippi.

Morris, Willie. GOOD OLE BOY: A DELTA BOYHOOD. 1971. What it was like for a white boy growing up in Yazoo City in the 1930s and 1940s. The teacher can read this humorous story aloud.

Naylor, Phyllis R. NIGHT CRY. 1984. Often left alone on their 5-acre Mississippi farm by her traveling salesman father, Ellen learns, through a terrifying experience to distinguish between real and false fears.

Reeder, Colonel Red. THE STORY OF THE CIVIL WAR. Teacher resource, including chapter on Shiloh, Vicksburg. Maps included.

Silverberg, Robert THE MOUND BUILDERS. Teacher resource for mounds in Natchez, Moundville, Poverty Point, among others.

Stein, R. Conrad. THE STORY OF THE TRAIL OF TEARS. Some students can read how the federal government seized Indian land and about the forced migration of Indians (including Chickasaw and Choctaw from Mississippi) along the trail of tears to Oklahoma.

World History

Sumner, Cecil P. THE GOVERNORS OF MISSISSIPPI. Teacher resource for biographical studies of governors. Pictures and bios to 1980.

Syme, Ronald. DE SOTO, FINDER OF THE MISSISSIPPI . Morrow, 1957. The adventures of Hernando de Soto in the New World are told in his book. He was with Francisco Pizarro in Peru and later led an expedition from Florida to Oklahoma, discovering the Mississippi River en-route. See also *Henry Hudson, La Salle of the Mississippi, Columbus: Finder of the New World, and Magellan: First Around the World* , all by the same author.

Taulbert, Clifton L. ONCE UPON A TIME WHEN WE WERE COLORED. Teacher can read memoirs of growing up in Mississippi delta in the 1950s.

Taylor, Mildred. THE ROAD TO MEMPHIS. 1989 . Sadistically teased by two white boys in 1940s rural Mississippi, a black youth severely injures one of the boys with a tire iron and enlists Cassie 's help in trying to flee the state.

LET THE CIRCLE BE BROKEN. 1981. Four black children growing up in rural Mississippi during the Depression experience racial antagonism and hard times, but learn from their parents the pride and self-respect they need to survive.

Watts, Franklin. FIRST BOOK SERIES. This series of attractive reference books presents many aspects of North American Indian life. The books are readable by young students, and the artwork is compelling and authentic.

Welty, Eudora. ONE TIME, ONE PLACE: MISSISSIPPI IN THE DEPRESSION . University of Mississippi Press, 1996. Documentary photographs of Mississippi in the Great Depression.

Wiltshire, Betty C. ATTALA COUNTY, MISSISSIPPI, PIONEERS. Family histories and records of early settlers from 1834 through 1865. Available at Old Capitol Bookshop.

Windham, Kathryn T. MISSISSIPPI GHOSTS AND JEFFREY. 1974 Teacher can read the several short stories to the children.

Wolfson, Evelyn. FROM ABENAKI TO ZUNI: A DICTIONARY OF NATIVE AMERICAN TRIBES. An alphabetical identification of 68 of the larger North American Indian tribes, describing their habitats, social life and customs, food, means of travel, and modern descendants. Includes drawings and maps.

Zeck, Pam. MISSISSIPPI STERNWHEELERS. 1982. Children can read for themselves how steamboats were developed and what it was like to ride on the Mississippi River.

Bradbury, Ray FARENHEIT 451. Ballentine Books, 1953. A satire on censorship.

Davidson, Marshall A HISTORY OF THE ART FROM 25,000 B.C. TO THE PRESENT. Random, 1984. A historical and cultural overview of art from prehistoric times through modern eras is presented in this book.

Golding, William LORD OF THE FLIES. Putnam, 1954. Anarchy occurs when a group of English choir boys are stranded on an island with no adults.

Goldreich, Gloria A TREASURY OF JEWISH LITERATURE: FROM BIBLICAL TIMES TO TODAY. Holt, 1982. This book is a compendium of great Jewish writings ranging from the Bible to the works of Philip Roth. Selected examples include the Talmud, the Zohar, the tales of Sholom Aleichem, and the work of Nobel Laureate S. Y. Agnon. A brief introduction provides historical background to this teacher's resources.

United States History

Ambrose, Steven. Eisenhower: Soldier and President. Touchstone Books, 1991. One of the best accounts of the career of Dwight D. Eisenhower.

Chafe, William Henry. Remembering Jim Crow: African Americans Tell about Life in the Segregated South. New Press, 2001. Eyewitness accounts by those who lived through segregation.

Halberstam, David. The Best and the Brightest. Fawcett Publishers, 1973. This prize winning book asked one of the most important questions in American History...How and why did we get involved in Vietnam.

Hemingway, Ernest. A FAREWELL TO ARMS. Various publishers. Novel that takes place during World War I.

Hersey, John. HIROSHIMA. Knopf, 1985. An account of the destruction of the city and Japanese lives following the atomic bomb.

Lord, Walter. DAY OF INFAMY. Bantam, 1957. Minute by minute chronicle depicting both the Japanese and United States military reactions to the attack on Pearl Harbor.

Meltzer, Milton. ALL TIMES, ALL PEOPLES: A WORLD HISTORY OF SLAVERY. Harper, 1980. Examines the historical patterns of slavery throughout the world, from ancient times through the present.

McCollugh, David. Truman. Touchstone Books, 1993. Pulitzer Prize winning account of the life of Harry Truman.

Morris, Edmund. Theodore Rex. Random House, 2001. Riveting account of the Presidency of Theodore Roosevelt.

Orwell, George. ANIMAL FARM. Harcourt, Brace and Company, 1946. Basically a fable and satire of animals seizing control of a farm. Also called a "satire of dictatorship."
1984. Harcourt, Brace, and Jovanovich, 1949. Satire on totalitarianism coined the phrase, "Big brother is watching."

Allen, Fredrick. SINCE YESTERDAY. Harper, 1979, c1940. A view of the 1930s from Black Tuesday to the beginning of World War II.

Allen, Fredrick. ONLY YESTERDAY: AN INFORMAL HISTORY OF THE 1920s. Harper and Row, 1986. A view of the Boarding Twenties by a contemporary historian which remains a standard reference.

American Heritage THE CALIFORNIA GOLD RUSH. American Heritage, 1961. The California gold rush was a part of America's great westward movement, but it had certain distinctive features that set it apart from the usual patterns of frontier settlement. The gold rush was the first and greatest of them all and set the basic pattern for the miner's frontier.

Ambrose, Stephen. Band of Brother: E Company, 506th Regiment, 101st Airborne from Normandy to Hitler's Eagle's Nest. Simon and Schuster, 2001. A marvelous, well written account of war.

Ambrose, Stephen. Citizen Soldiers. Touchstone Books, 1998. The story of the US Army from the Normandy Beaches to the surrender of Germany.

Angelou, Maya. I KNOW WHY THE CAGED BIRD SINGS. Bantam Books, 1969. Autobiographical narrative which relates the early years of the black author in a small, rural American community in the 1930s.

Bernstein, Carl and Woodward, Bob. THE FINAL DAYS. Simon and Schuster, 1976. Depicts the final days of the Nixon Administration; follow-up to their earlier work on the WaterGate break-in.

ALL THE PRESIDENT'S MEN. Simon and Schuster, 1974. Two reporters search for evidence about the WaterGate break-in. the final days of the Nixon Administration; follow-up to their earlier work on the WaterGate break-in.

Beschloss, Michael. Taking Charge: The Johnson White House Tapes, 1963-1964. S&S Audio, 2001. A fascinating look at LBJ and his "technique."

Bradbury, Ray. FARENHEIT 451. Ballentine Books, 1953. A satire on censorship.

Branch, Taylor. Parting the Waters: America in the King Years, 1954-1963. Books on Tape, 1999. A fascinating account of the early Civil Rights Years.

Brokaw, Tom. The Greatest Generation. Random House, 1998. Salutes those whose sacrifices changed the course of American History.

Brown, Joe David. PAPER MOON. Signet, 1972. Story of a pair of con-artists in the American Midwest during the 1930s.

Caldwell, Erskine. TOBACCO ROAD. Signet, 1970. Novel of the conditions faced by a poor Georgia dirt farmer in the Great Depression.

Caputo, Philip. A Rumor of War. Henry Holt & Co. A thoroughly honest account of what the Vietnam War meant to a young college graduate.

Close Up Foundation. CURRENT ISSUES. 1989. Updated sources which provide the most current information on the top ten domestic and ten foreign policy issues. Standard and lower-reading levels are available.

Davidson, Marshall. A HISTORY OF THE ART FROM 25,000 B.C. TO THE PRESENT. Random, 1984. A historical and cultural overview of art from prehistoric times through modern eras is presented in this book.

Doctorow, E. L. RAGTIME. Bantam, 1987. Novel that provides a look at middle class life of an African-American musician.

Douglass, Frederick. LIFE AND TIMES OF FREDERICK DOUGLASS. Crowell, 1966. Adapted from the final version of the autobiography published in 1892. Born a slave, self-taught, a fugitive at 21, Frederick Douglass became at 24 an outstanding spokesman for his race, and he continued through all his long life to give notable service to the cause of freedom.

Farrell, James T. STUDS LONIGAN. Avon, 1976. Trilogy depicting in novel from the urban near-poor during the Great Depression.

Fitzgerald, F. Scott THE GREAT GATSBY. Scribner, 1925. Classic novel of the roaring 20's.

Franklin, Benjamin. POOR RICHARD'S ALMANACK. Peter Pauper Press, n.d. There are many editions of this remarkable collection of the wit and wisdom of Ben Franklin. It is a delightful

volume of brief, pithy sayings. See also *The Autobiography of Benjamin Franklin* in various paperback editions.

Franklin, Benjamin. BENJAMIN FRANKLIN: A BIOGRAPHY OF HIS OWN WORDS. Harper, 1972. Excerpts from Franklin's autobiography with his letters, essays, and newspaper pieces gives a picture of his life from childhood to old age.

Galloway, Joseph and Harold G. Moore. We Were Soldiers Once...And Young: La Drang – The Battle that Changed the war to Vietnam. Random House, 1992. One of the better books available on combat in Vietnam.

Golding, William. LORD OF THE FLIES. Putnam, 1954. Anarchy occurs when a group of English choir boys are stranded on an island with no adults.

Harper, Lee. TO KILL A MOCKINGBIRD. Harper and Row, 1982. Story of a lawyer, in a southern small town where prejudices are increased by the hard times of the depression.

Hersey, John. HIROSHIMA. Knopf, 1985. An account of the destruction of the city and Japanese lives following the atomic bomb.

Kennedy, John F. PROFILES IN COURAGE. Harper and Row, 1955. Character sketches of individuals admired by Kennedy.

Kennedy, Robert F. Thirteen Days: A Memoir of the Cuban Missile Crisis. Arthur Schlesinger, Jr. W.W. Norton & Co., 1973. A behind the scenes story of the crisis and the personalities involved.

Kutler, Stanley. Abuse of Power: The New Nixon Tapes. Touchstone Books, 1998. The definitive analysis of the Watergate tapes.

Lewis, Sinclair. BABBITT. Signet, 1922. Novel of an enterprising, moral, and prosperous real-estate broker in the Midwest.

MAIN STREET. Signet, 1920. Novel of a small town America.

Lord, Bette Bao. IN THE YEAR OF THE BOAR AND JACKIE ROBINSON. Harper, 1984. Shirley Temple Wong comes to America from China in 1947, speaking no English. She must adjust as fifth grader amidst American culture in Brooklyn. This is a deservedly popular novel.

Lord, Walter. DAY OF INFAMY. Bantam, 1957. Minute by minute chronicle depicting both the Japanese and United States military reactions to the attack on Pearl Harbor.
Manchester, William THE GLORY AND THE DREAM: A NARRATIVE HISTORY OF AMERICA, 1932 - 1972. Bantam. A popular history of America focuses on national character as well as events.

Malcom X. The Autobiography of Malcom X. Ballantine Books. A true insight into the life of Malcolm X.

Manchester, William. American Caesar. Little Brown and Co. Remarkable insight into the life of General Douglas MacArthur.

Meltzer, Milton. THE BLACK AMERICAN: A HISTORY IN THEIR OWN WORDS. Crowell, 1984. Traces 350 years of African American history, depicting the valiant struggles to achieve equality and human dignity. Serves as an eloquent statement of how the struggles of the past have shaped the present.

Norris, Frank. THE OCTOPUS. Penguin, 1986. Novel set in late 1800s about the railroads ruining lives of farmers.

Roosevelt, Eleanor. The Autobiography of Eleanor Roosevelt. Da Capo Press reprint, 2000. Details the life of a remarkable woman.

Ryan, Cornelius. The Longest Day: June 6, 1944. Simon and Schuster, 1959. Definitive account of the Allied invasion to liberate Europe.

Terkel, Studs. Hard Times: An Oral History of the Great Depression. New Press, 200. Personal reminisces about the Great Depression.

White, Theodore H. The Making of the President, 1960. Altheneum House, 1961. The best account of the 1960 Presidential election.

United States Government

O'Dell, Scott and Elizabeth Hall. THUNDER ROLLING IN THE MOUNTAIN. In 1817, Sound of Running Feet, is forced to move with her Ney Perce tribe.

Ravitch, Diane. THE AMERICAN READER. Harper and Collins, 1990. Over 200 chronologically arranged speeches, documents, poems, and songs. Short introductions place each selection in social and historical context.

Sinclair, Upton. THE JUNGLE. Signet, 1906. Novel of immigrant 's misfortunes and eventual despair set in late 1800s.

Steinbeck, John. GRAPES OF WRATH. Viking, 1939. Novel of hard times for an "Okie" family in the 1930s.

Warren, Robert Penn. ALL THE KING'S MEN. Harcourt, Brace, Jovanovich, 1946. Novel of power and corruption in the South.

Welty, Eudora. ONE TIME, ONE PLACE: MISSISSIPPI IN THE DEPRESSION. University of Mississippi Press, 1996. Documentary photographs of Mississippi in the Great Depression.

Wister, Owen. THE VIRGINIAN. Signet Classics, 1986. Classic of the Old West about a soft spoken, straight shooting hero.

Woodward, Bob and Carl Bernstein. ALL THE PRESIDENT 'S MEN. Simon and Schuster, 1974. An inside look at the Watergate as it unfolds.

Woodward, Bob and Scott Armstrong. THE BRETHREN. A year in a session of the Supreme Court as seen from the inside.

Wouk, Herman. THE WINDS OF WAR AND REMEMBRANCE. Pocket Books, 1983. Novels of World War II in which events are revealed through the experiences of a large cast of characters who are present at most of the major events of the war.

PLUNKITT OF TAMMANY HILL. E. P. Dutton and Company, 1963. A look at the workings of a political boss in Chicago.

DEAR AMERICA. The New York Vietnam Veterans Memoriam Commission, 1985. Collection of letters written home by Vietnam soldiers.

Bradbury, Ray. FARENHEIT 451. Ballantine Books, 1953. A satire on censorship.

Golding, William. LORD OF THE FLIES. Putnam, 1954. Anarchy occurs when a group of English choir boys are stranded on an island with no adults.

Kennedy, John F. PROFILES IN COURAGE. Harper and Row, 1955. Character sketches of individuals admired by Kennedy.

Mathews, Christopher. HARD BALL. Politics written with a "positive spin."

Orwell, George. ANIMAL FARM. Harcourt, Brace, and Company, 1946. This fable and satire of animals seizing control of a farm. Also called a "satire" or "dictatorship". 1984. Harcourt, Brace, and Jovanich, 1949. Satire on totalitarianism—coined the phrase—"Big brother is watching."

Sinclair, Upton. THE JUNGLE. Novel of immigrant 's misfortunes and eventual despair set in late 1800s.

Woodward, Bob and Carl Bernstein. ALL THE PRESIDENT'S MEN. Simon and Schuster, 1974. An inside look at Watergate as it unfolds.

Woodward, Bob and Scott Armstrong. THE BRETHREN. A year in a session of the Supreme Court as seen from the inside.

Technology Resource Guide

The Technology Resource Guide is designed as a companion to the 2004 Mississippi Social Studies Framework to provide the social studies teacher options to include technology in their instructional practices in order to enhance particular strategies. It gives examples of suggested software programs and online resources that maybe helpful.

The social studies teacher should use this guide to find extra information about technology that can enhance student achievement in social studies. Due to rapid changes in technology, the resources included here are as current as possible. (January 2004)

Online Resources

Search Tools

Yahoo	http://www.yahoo.com
Excite	http://www.excite.com
Altavista	http://www.altavista.com
Lycos	http://www.lycos.com
Hotsheet	http://www.hotsheet.com
Infoseek	http://www.infoseek.com
Dogpile	http://www.dogpile.com
Metacrawler	http://www.metacrawler.com
Ask Jeeves	http://www.ask.com

Search Engines Especially for Kids

Yahooligans	http://www.yahooligans.com
Surfnet for Kids	http://www.surfnetkids.com
Cyber Kids	http://www.cyberkids.com

Current Events/News

CNN	http://www.cnn.com
USA Today	http://www.usatoday.com
MSNBC	http://www.msnbc.com
ESPN	http://espn.go.com
Weekly Reader	http://www.weeklyreader.com/index.html

United States History Websites

Atlanta History Center

<http://www.AtlantaHistoryCenter.com>

George Bush Presidential Library and Museum

<http://bushlibrary.tamu.edu>

City Museum of Washington, D.C.

<http://www.citymuseumdc.org>

Eisenhower Museum

<http://www.eisenhower.archives.gov>

US Holocaust Memorial Museum

www.ushmm.org

John F. Kennedy Library and Museum

<http://www.jfklibrary.org>

Harry Truman Presidential Museum and Library

<http://trumanlibrary.org>

William Penn

<http://xroads.virginia.edu/~CAP/PENN/pnhome.html>

Salem Witch Trials

<http://www.salemwitchmuseum.com>

King George III

<http://www.britannia.com/history/monarchs/mon55.html>

Independence National Historic Park

<http://www.nps.gov/inde/visit.html>

Lewis and Clark

<http://www.pbs.org/lewisandclark>

George Washington's Mount Vernon

<http://www.mountvernon.org>

Thomas Jefferson's Monticello

<http://www.monticello.org>

Underground Railroad

<http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/contents.htm>

American Civil War Home Page

<http://sunsite.utk.edu/civil-war/warweb.html>

Civil War Archive

www.civilwararchive.com

Civil War Page

<http://homepages.dsu.edu/jankej/civilwar/civilwar.htm>

Civil War Naval History

www.history.navy.mil/wars/index.html

Civil War Women Internet Resources

<http://odyssey.lib.duke.edu/women/cwdocs.html>

Opposing Views on Reconstruction

http://odur.let.rug.nl/~usa/H/1990/ch5_p11.htm

Andrew Carnegie

www.pbs.org/wgbh/pages/amex/carnegie/gildedage.html

The World of 1898: The Spanish American War Home Page

<http://lcweb.loc.gov/rr/hispanic/1898>

Ellis Island

www.ellisisland.org

World War I – Trenches on the Web

www.worldwar1.com

Franklin D. Roosevelt's Fireside Chats

www.mhrcc.org/fdr/fdr.html

World War II

www.grolier.com/wwii/wwii_mainpage.html

Women in World War II

www.stg.brown.edu/projects/WWII_Women/tocCS.html

The Bombing of Hiroshima

www.lclark.edu/~history/HIROSHIMA

The North Atlantic Treaty Organization

www.nato.int/welcome/home.htm

Korean War

<http://mcel.pacificu.edu/as/students/stanley/home.html>

Martin Luther King, Jr.

www.stanford.edu/group/King

Timeline of the American Civil Rights Movement

www.wmich.edu/politics/mlk

Persian Gulf War

www.pbs.org/wgbh/pages/frontline/gulf

John Glenn's Return to Space

www.hq.nasa.gov/office/pao/History/glenn.htm

National Historical Society History Net

www.TheHistoryNet.com

United States Government Websites

The White House

www.whitehouse.gov

United States Senate

www.senate.gov

United States House of Representatives

www.house.gov

Library of Congress

www.loc.gov

Words and Deeds in American History

<http://lcweb2.loc.gov/ammem/mcchtml/corhome.html>

National Archives

www.nara.gov

National Park Service Links to the Past

www.cr.nps.gov

Smithsonian National Air and Space Museum

www.nasm.si.edu

NASA History Home Page

www.hq.nasa.gov/office/pao/History/history.html

U.S. Army Center of Military History

www.army.mil/cmh-pg

U.S. Naval Historical Center

www.history.navy.mil

The United Nations

www.un.org

The History Channel

www.historychannel.com

African Americans in History

www.uga.edu/~iaas/History.html

Mississippi Social Studies Resources

Beauvoir
Jefferson Davis' Home and Presidential Library
2244 Beach Boulevard
Biloxi, MS 39531
1(800) 570-3818

Ancient Archeologists of Mississippi
National Park Service
Archeology and Ethnography Program
www.cr.nps.gov/aad/feature/feature.htm

Delta Blues Museum
1 Blues Alley
Post Office Box 459
Clarksdale, MS 38614
(662) 627-6820
(662) 627-7263

Jim Buck Ross Agricultural Museum
1150 Lakeland Drive
Jackson, MS 39216
800-844-TOUR
(601) 713-3365

Marine Life Oceanarium
Post Office Box 4078
Gulfport, MS 39502
(228) 864-2511

The Mississippi Council on Economic Education
629 North Jefferson Street
Jackson, Mississippi 39202
PH: (601) 961-4408
FAX: (601) 355-5519
www.mscee.org

Mississippi Council for the Social Studies
College of Education
Box 9705
Mississippi State, MS 39762-9705
www.msstate.edu/org/mcss

Mississippi History Now
<http://mshistory.k12.ms.us>

Mississippi Sports Hall of Fame
1152 Lakeland Drive
Jackson, MS 39216
(601) 982-8264
800-280-FAME

Mississippi U.S. Census Data
<http://quickfacts.census.gov/qfd/states/28000.html>

Natchez Trace

<http://www.nps.gov/natt/>

John C. Stennis Institute of Government
Mississippi State University
Post Office Drawer LV
MS State, MS 39762
(662) 325-3772

www.sig.msstate.edu/mainpage.fwx

Vicksburg National Park

www.nps.gov/vick/

Walter Anderson Museum
510 Washington Avenue
Ocean Springs, MS 39564
(228) 872-3164

www.walterandersonmuseum.org

Mississippi Department of Archives and History

Post Office Box 571
Jackson, MS 39205-0571
(601) 359-6850

www.mdah.state.ms.us

Mississippi Wildlife, Fisheries, and Parks

1505 Eastover Drive
Jackson, MS 39211-6374
(601) 432-2400

www.mdwf.com

Manship House Museum

420 East Fortification
Jackson, MS 39202-2340
(601) 961-4724

www.mdah.state.ms.us/museum/manship.htm

Governor's Mansion

300 East Capitol Street
Post Office Box 139
Jackson, MS 39205
(601) 359-6421

www.governor.state.ms.us

Old Capitol Museum of Mississippi History

State Street at Capitol Street
Post Office Box 571
Jackson, MS 39205-0571
(601) 359-6920

Mississippi Historical Society

Post Office Box 571
Jackson, MS 39205-0571

Mississippi Education Network (ETV)
3825 Ridgewood Boulevard
Jackson, MS 39211
(601) 432-6565

Mississippi Forestry Commission
301 N. Lamar, Ste. 300
Jackson, MS 39201
(601) 359-1386

Mississippi Humanities Council
3825 Ridgewood Road, Room 311
Jackson, MS 39211-6463
(601) 432-6753

Mississippi Soil and Water Conservation Commission
Post Office Box 23005
Jackson, MS 39225-3005
(601) 354-7645

Mississippi Envirothon
Post Office Box 23005
Jackson, MS 39225-3005
(601) 354-7645

Institute of Higher Learning
www.ihl.state.ms.us

Mississippi Supreme Court
www.mssc.state.ms.us

Secretary of State
401 Mississippi Street
Jackson, MS 39201
(601) 359-1350
www.sos.state.ms.us

Lt. Governor
Post Office Box 1018
Jackson, MS 39215
(601) 359-3200

Center for the Study of Southern Culture
University of Mississippi
University, MS 38677
(662) 915-5993
www.olemiss.edu/depts/south/info/index.htm

Mississippi Band of Choctaw Indians
101 Industrial Road
Choctaw, MS USA 39350
(601) 656-5251
www.choctaw.org

Mississippi Business Journal
5120 Galaxie Drive
Jackson, MS 39206
(601) 364-1022

Mississippi History on Loan
(601) 961-4724
Mississippi Museum of Natural Science
2148 Riverside Drive
Jackson, MS 39202-1353
(601) 354-7303
www.mdwfp.com/museum/

Mississippi Farm Bureau Federation
Post Office Box 1972
Jackson, MS 39215-1972

Mississippi Council for the Social Studies
www.msstate.edu/org/mcss/

Mississippi House of Representatives
www.ls.state.ms.us/house.htm

Mississippi Senate
www.ls.state.ms.us/senate.htm

Croft Institute
www.olemiss.edu/depts/croft/

Attorney General
Carroll Gartin Justice Building
450 High Street
Jackson, MS 39201
(601) 359-3680
www.ago.state.ms.us

Other Social Studies Resources

Bill of Rights Institute
www.billofrightsinstitute.org

Center for Civic Education
<http://wethepeople.org>
www.civiced.org

The Concord Review
www.tcr.org

Core Knowledge Foundation
www.coreknowledge.org

Gilder Lehrman Institute of American History
www.gliah.uh.edu

Library of Congress
www.loc.gov

James Madison Memorial Fellowship Foundation
www.jamesmadison.com

James Madison Program in American Ideals and Institutions
www.princeton.edu/sites/jmadison

Monticello: Home of Thomas Jefferson
www.monticello.org

Montpelier: Home of James Madison
www.montpelier.org

Mount Vernon: Home of George Washington
www.mountvernon.org

National Archives
www.ourdocuments.gov
www.archives.gov

National Council for History Education
www.garlandind.com

National Council for the Social Studies
3501 Newark Street, NW
Washington, D.C. 20016
(202) 966-7840
www.ncss.org

National Council for History Education, Inc.
26915 Westwood Road, Suite B-2
Westlake, OH 44145-4656
(216) 8335-1776

National Endowment for the Humanities
www.wethepeople.gov

National History Club
www.tcr.org

National History Day
<http://nationalhistoryday.org>

United States Capitol Historical Society
www.uschs.org

The White House Historical Association
www.whitehousehistory.org

Glossary

Grades K-12

The glossary is designed to help teachers understand Social Studies terminology. The following terms cover the major terms associated with Social Studies.

- **Alternative Assessment** - any type of assessment in which students create a response to a question, as opposed to assessments in which students choose a response from a given list, such as multiple-choice, true/false, or matching. *Alternative assessments* can include short answer questions, essays, performance assessments, oral presentations, demonstrations, exhibitions, and portfolios.
- **Analytical Trait Scoring** - a performance is judged several times along several different important dimensions or traits of the performance. Use of a scoring rubric and anchor papers for each trait is common. An example might be the judging of student problem solving for understanding the problem, correct use of procedures and strategies, and the ability to communicate clearly what was done.
- **Anchor papers or benchmark performances** - examples of performances that serve as a standard against which other papers or performances may be judged; often used as examples of performances at different levels on a scoring rubric.
- **Authentic (assessment)** - assessment tasks that elicit demonstrations of knowledge and skills in ways that resemble “real life” as closely as possible, engage students in the activity, and reflect sound instructional practices.
- **Benchmarks** - statements of what students should know and do by certain levels or times.
- **Benchmark Performance** - see “anchor papers.”
- **Context (of an alternative assessment)** - the surrounding circumstances within which the assessment is embedded. For example, problem solving can be assessed in the context of a specific subject (for example, social studies) or in the context of real-life laboratory problem requiring the use of mathematical, scientific, social studies, and communication skills and tools.

- **Constructed Response** - is a type of free-response or open-ended question; more than one right answer is possible; scored using a rubric and scoring guide.

For example:



A political cartoon usually has three (3) elements

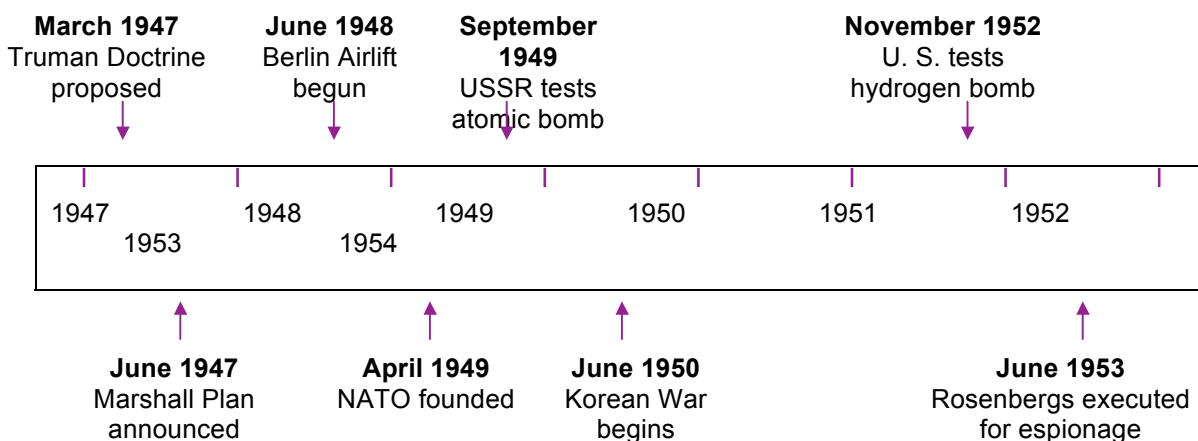
- 1) Caption—gives meaning to the cartoon.
- 2) Name tags and labels—identify the people or objects in the cartoon.
- 3) Exaggeration—overstates or stretches the truth about the people or objects in the cartoon.

Use these examples to explain the meaning of the cartoon. Support your answer by using historical examples and/or information.

- **Criteria** - see “performance criteria.”
- **Criterion-referenced assessment** - an assessment designed to reveal what a student knows, understands, or can do in relation to specific performance objectives. Criterion-referenced assessments are used to identify student strengths and weaknesses in terms of specific knowledge or skills, which are the goals of the instructional program.

- **Enhanced multiple choice** - a question which elicits the use of a student's prior knowledge, integrates knowledge and process skills and uses an "enhancement" (e.g., map, chart, graph, speech excerpt, etc.).

For example:



Events shown on the timeline above reflect the US fear of -

- A. isolationism
 - B. fascism
 - C. imperialism
 - D. communism
- **Essay** - see "constructed response."
 - **Evaluation** - a judgment regarding the quality or worth of the assessment results. Evaluations are usually based on *multiple sources* of assessment information. For example, "The information we collected indicates that students are performing above expectations."
 - **Holistic scoring** - a single, overall score is assigned to a performance.
 - **Indicator** - a specific description of an outcome in terms of observable and assessable behaviors. An indicator specifies what a person understands or can do. For example, a student may demonstrate his or her understanding of problem solving by finding a solution to a problem in social studies. The correct answer is an indicator.
 - **KWL** - measure the knowledge acquired by students using student responses to the following questions:

K	-	What do I know?
W	-	What more do I want to know?
L	-	What have I learned?
 - **Open-ended tasks** - the kinds of performance required of students when they must generate a solution to a problem or perform a task when there is no single, right answer. An example is as follows: "Below you see a bar graph without any labels. What might this be a graph of?"
 - **Open-response tasks** - the kind of performance required of students when they are required to generate an answer, rather than select it from among several possible answers, but there is still a single, correct response.

- **Performance assessment** - direct, systematic observation of actual student performances and rating those performances according to pre-established performance criteria.
- **Performance criteria** - a description of the characteristics that define the basis on which the response to the task will be judged. Performance criteria may be holistic, analytical trait, general or specific. Performance criteria are expressed as a rubric or scoring guide.
- **Portfolio** - a purposeful, integrated collection of student work showing effort, progress, or degree of proficiency.

- **Rubric** - an established and written-down set of criteria for scoring or rating student's performance on tests, portfolios, writing samples, or other performance tasks.

For example:

Mississippi Subject Area Testing Program - U. S. History From 1877

Rubric for Open-Ended Items

Student responses to open-ended items receive a score of 0, 1, 2, 3, or 4, based on the following general rubric:

4 The student response

- exhibits a complete understanding of social studies content and concepts.
- is correct and all supporting facts are accurate.
- thoroughly addresses issues relevant to the concept, but may contain minor inaccuracies or irrelevant information that does not detract from the overall quality of the response.
- is clearly focused, well organized, and shows an understanding of all sides of the issue.
- contains sufficient detail to convey thorough understanding.

3 The student response

- exhibits an adequate understanding of social studies content and concepts.
- is generally correct, but may have some inaccuracy in supporting facts.
- generally and somewhat accurately addresses issues relevant to the concept with minor errors that do detract from the overall quality of the response.
- is clearly focused, well organized, but fails to show a full understanding of all sides of the issue.
- lacks enough significant detail to convey a thorough understanding.

2 The student response

- exhibits a partial understanding of social studies content and concepts.
- is incomplete, with few supporting facts indicating little understanding of the issue.
- partially addresses issues relevant to the concept with significant errors that detract from the overall quality of the response.
- provides some evidence of reasoning but there are gaps in focus and organization.
- offers weak supporting detail that conveys limited understanding.

1 The student response

- exhibits a minimal understanding of social studies content and concepts.
- attempts to answer the question, but offers little understanding of the issue.
- vaguely touches on the issues relevant to the concept with numerous errors that significantly detract from the overall quality of the response.
- offers little or no supporting detail that conveys limited understanding.

0 The student response

- exhibits no understanding of relevant social studies content and concepts.
- attempts but fails to touch on the issues relevant to the concept.
- does not address the issue or concept.
- offers an incorrect interpretation unsupported by fact.
- is off-topic.
- is written in a foreign language.
- is written illegibly.
- is a copy of the item.
- is a refusal to respond.
- is blank.
- is incomprehensible.

- **Scale** - the range of scores possible on an individual item or task. Performance assessment items are typically scored on a 4-to-6 point scale, compared to a scale of 2 (right/wrong) on multiple-choice items.

- **Scoring guide** - a written document unique to each constructed response question providing both specific and general scoring guidelines and offers some acceptable responses.
- **Selected-response assessment** - assessment question which has one correct answer (e.g., matching, traditional multiple choice, fill-in-the-blank, etc.).
- **Standardized assessment** - assessment that is administered and scored in exactly the same way for all students. Traditional standardized tests are typically mass-produced and machine-scored and are designed to measure skills and knowledge that are thought to be taught to all students in a fairly standardized way. Performance assessments can also be standardized if they are administered and scored in the same way for all students. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups.
- **Standards (content or curriculum)** - statements of what should be taught. For example, the National Council for the Social Studies (NCSS) curriculum standards.
- **Standards (performance)** - an established level of achievement, quality of performance, or degree of proficiency expected of students. Examples include a cut-off score on a multiple-choice test or an expected benchmark performance on a performance assessment.
- **Task (as in a “performance task”)** - a goal-directed assessment exercise. For example, a particular social studies problem to solve, or a paper to write.
- **Task-specific scoring** - a scoring guide that can only be used with a single exercise or performance task. A new scoring guide is developed for each task.
- **Validity** - an indication of how well an assessment actually measures what is supposed to be measured rather than extraneous features. For example, a valid assessment of social studies problem solving would measure the students’ ability to solve a problem and not the ability to read the problem.
- **Venn diagram** - a task which compares similarities and differences between elements or ideas.

