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Development of Thinking Skills Through Historical Fiction with Intermediate and Middle School Students: A Book Manuscript

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DEVELOPMENT OF THINKING SKILLS
THROUGH HISTORICAL FICTION WITH
INTERMEDIATE AND MIDDLE SCHOOL STUDENTS

-A BOOK MANUSCRIPT-

BY
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of the requirements for the Master of Arts in
Education degree.

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ABSTRACT

The purpose of this study was to develop a book manuscript incorporating higher-order thinking skill development with the reading of American historical fiction. Current literature showed the necessity for promoting higher-order thinking skills among today's students. It was found that current textbooks did not sufficiently address higher-order thinking questioning. It was also found that many thinking skill materials did not integrate those skills with academic content. The information gathered was then used to formulate a book integrating higher-order thinking skills with read-aloud American historical fiction. The book manuscript was to be utilized by intermediate and middle school teachers.

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CHAPTER ONE

Introduction

Need for Manuscript

The purpose of this manuscript was to develop a professional text for teachers in grades 4 to 8. It was meant to assist them in coordinating read-aloud historical fiction and the extension of thinking skills with units of study in American history.

As a teacher of eighth grade American history and a former teacher of American history in the fifth grade, a concern had arisen that pertained to the integration of higher-order thinking skills into the American history curriculum. It had been observed by this teacher that although students readily answered recall and comprehension questions, they did not like to attempt complex questions dealing with text content.

The basal texts used in Pattonville schools attempted to include higher-order processes by instructing teachers to ask questions on a higher level. However, the majority of the questions labeled

as higher-order had only one right answer.

Supplemental materials addressing higher-order thinking skills were not included with the text. There were materials available from other sources to supplement text content. Many of the materials available were based on using the computer, writing answers on worksheets, acting out simulations, or reading materials that were topic-specific. Very few materials were available that dealt with the extension of higher-order thinking processes and historical fiction.

This teacher had also observed that students seem to read less and less each year. Many students disliked having to read a historical book and then write a report on it. Although they could see how the book related to history, they could not see how it related to everyday classroom activities.

Teachers need to address the concept of motivating students to listen to, to appreciate, and to read good literature. The question that arises with most teachers is how does the oral reading of books fit into an already crowded curriculum.

Many good read-aloud books exist that complement the study of American history. These books can be used as springboards for the extension of thinking skills and as a motivator to further student interest in the reading of books.

Evidence of Need

The concerns of integrating higher-order thinking skills into the social studies curriculum have been supported by the Missouri State Department of Education and nationally recognized commissions. The Missouri Department of Elementary and Secondary Education has mandated that certain core competencies be taught and formally tested in Missouri schools.

In the area of social studies curriculum, several of the skills and competencies concerned the application of thinking skills to United States history. These skills and competencies were listed in *Core Competencies and Key Skills for Missouri Schools* (1986).

The skills listed that had implications for the teaching of American history in the fifth grade were as follows:

- * describe lifestyles of groups of men, women, and children of pre-Civil War United States and compare to lifestyles of today (p. 14)
- * describe and predict differences in how various people perceive and judge an event and explain why their perceptions and judgements differ (p. 14)
- * indicate causes, consequences, and sequences of major historical events & developments (p.14)
- * contrast a contemporary institution, such as the family or school, with the institution as it was in the past (p. 15)
- * develop and use a plan for investigating a

question that would include:

- a. defining the question
- b. identifying resources needed
- c. formulating hypotheses based on analysis of data
- d. proposing and carrying out ways to test the hypotheses
- e. assessing the extent to which the question was resolved (p. 15)

The skills listed that had implications for the teaching of American history on the eighth grade level were as follows:

* describe (or identify) causes, consequences, and developments in early American history, how they relate to each other and to the present (p. 17)

* describe (or identify) causes, consequences, and sequences of major historical events and developments in 19th Century U.S. history (p.17)

* identify how historical events and developments were perceived and judged by people of differing backgrounds and social positions (p. 17)

* use a rational decision-making process when making or analyzing major economic decisions made by individuals (p. 18)

* analyze historical resources by distinguishing between primary and secondary sources and by identifying biases and reasons for them (p. 19)

* analyze cases in which the role expectations of an individual are in conflict and creating problems. Tell what the problem is, the role expectations that are in conflict and the consequences that could follow depending on how the problem is handled (p. 19)

Many nationally recognized reports have called for an increase in the development and extension of student thinking skills.

The 1980 National Assessment of Education

Progress Report (cited in McTighe & Schollenberger, 1985) stated:

The most significant finding from the assessment is that while students learn to read a wide range of materials, they develop very few skills for examining the nature of the ideas that they take away from their reading. Few students could provide more than superficial responses, and even the better responses showed little evidence of well-developed problem-solving strategies or critical thinking skills. (p. 5)

In 1982 a committee of leaders from various organizations and industries reported for the Education Commission of the States (cited in McTighe & Schollenberger, 1985) that skills needed for the future were analysis, evaluation, problem-solving, organizing information, application, synthesis, creativity, decision-making, and critical thinking.

The National Science Board Commission, in the publication *Educating Americans for the 21st Century* (1983), advocated returning to the basics. But, these basics must have included communication and problem-solving skills that allow for an understanding of the world. The commission further advocated the need for including critical thinking and problem-solving strategies in all areas of learning.

In *A Nation at Risk: The Imperative for Educational Reform*, the National Commission on Excellence (1983) stated that many 17-year-olds did not use higher-order thinking skills and that nearly

40% of them could not draw inferences from written material.

The National Council for the Social Studies (cited in McTighe & Schollenberger, 1985) concluded:

Social studies classrooms have been dominated by attempts to transmit knowledge about people, places, dates, and institutional structure... There is no denying the importance of knowledge. But, knowledge attainment is not a sufficiently broad purpose to guide program development or to inspire modern students... Much more than fact-finding skills - that is, higher-level thought processes, useful knowledge, and clear values - are needed for students to function effectively. (p. 5)

Finally, Secretary of Education, William J. Bennett (1986), called for an increased emphasis on history as well as geography and civics in kindergarten through the eighth grade.

Pattonville School District was meeting the needs of students concerning the development of basic thinking skills through a grant entitled *Teachers as Professional Partners Through Thinking Skills*. Gifted students were exposed to thinking skill strategies through the district's gifted program at all grade levels.

In the elementary and middle schools in Pattonville, American history was taught in the fifth grade and eighth grade. The basal text used in fifth grade was published by McGraw-Hill (Martelli, et al., 1986). The text used in the eighth grade was

published by Heath (Maier, 1986).

Contained within both student textbooks were: map, chart, and graph skill pages; chapter and unit reviews that reinforced content knowledge; questions that analyzed graphs and diagrams; practice in reading skills, such as locating main idea, defining terms, and labeling topic sentences; and sections that taught social studies skills, such as separating fact from opinion and interpreting maps. The workbooks reviewed content and provided practice in basic social studies skills using recall and comprehension questions.

Both teacher editions contained suggestions for critical thinking activities after each chapter, the majority of which centered around higher-order teacher questioning strategies. Most creative activities dealt with drawing or writing. Both editions also suggested books for student reading, most of which were non-fiction.

Supplemental materials included with the texts were workbooks, worksheets, and tests. Other publishing companies had materials available to remediate, to reteach, and to enrich the history curriculum. Some of these materials that supplemented the study of American history were simulations, computer games, student activity books, and professional texts that contained ideas for teachers to utilize. Many of these materials, however, did not

combine higher-order thinking skills with the reading of historical fiction.

Fulfilling the Need

This book manuscript fulfilled the need to extend the development of critical and productive thinking skills in the area of American history. The vehicle used to gain this extension was read-aloud historical fiction. This professional text was to be utilized by classroom teachers in the upper elementary and junior high/middle school grades.

This book differed from other supplementary materials as it integrated both higher-order thinking skills and read-aloud historical fiction into the American history curriculum. It dealt with specific historical periods and contained relevant thinking skill activities to enrich student learning.

The book was designed to foster a deeper appreciation of and knowledge about our nation's legacy. Also, it was meant to motivate students to further their reading of historical fiction.

CHAPTER TWO

Review of the Literature

Concerning the Social Studies Curriculum

In the thirty-third yearbook of the National Council for the Social Studies, Huus (1963) advocated

One of the best ways to expand concepts in social studies is to promote wide reading from various sources. Many library books contain the human elements, the story detail so often lacking in a paragraph of text that dismisses a decade in one sentence. Students at all levels need books that give them a chance to identify themselves with other people . . . the interest engendered through wide reading in social studies offers one spur to continual usage of books. (p. 111-112)

Jacobs (1963), in commentary for the same yearbook, suggested that

Listening to the reading of fiction or poetry in the social studies should eventuate in knowing about life and living, but not in fact so much as in feeling--in feeling what it may have been like to have lived in times, or places and under conditions different from one's own life . . . to neglect the reading of nondiscursive materials is to miss significant opportunities for a vital aspect of the total program. (p. 144)

Elliott, Nagel and Woodward (1985) found in a study of 10 recently published basal social studies

series for the elementary, that the topics covered were given superficial treatment. The texts pertaining to the study of American history sometimes covered 300 years in a few hundred pages. Their analysis showed that textbook authors attempted to include critical thinking skills, but that the heaviest concentration was placed on skills that could easily be tested, such as map skills, globe skills, and factual recall information.

Thornton (1987) advocated that a nation with a shared past must mandate that the teaching of United States history foster national unity and patriotism by including "national folklore, such as romance of the westward movement and the development of America's democratic ideals as illustrated in the struggle for independence and racial equality" (p. 249). He further stated that the cultivation of critical thinking was essential if students were to participate in a democratic manner.

Dewey (1933) pointed out that ideas involving "emotional response and imaginative projection - are ultimately as necessary in history and in all 'informational' and 'intellectual' subjects as they are in literature, music, and the fine arts" (p. 278).

Value of Reading Aloud

A major component of this manuscript is the reading aloud of historical fiction. This component is the vehicle by which the extension of thinking skills is to be introduced.

In a survey conducted by Mendoza (1985) involving 520 fourth through sixth graders, 73.5% of the students indicated that they enjoyed being read to. Sixty-nine percent said that they liked to talk about the book after it had been read and 69% also stated they liked to look at or read the book after it had been read aloud. Two comments that were recorded were "When someone reads to me, I understand it better" and "If your eyes aren't busy, your imagination is free to roam" (p.527).

Greaney (cited in Morrow, 1983) surveyed fifth graders and found that only 5.4% of their leisure time was spent in reading and 22% of them did not read at all.

Bruckerhoff (1977) surveyed 101 secondary students. The most often mentioned activity that the students felt initiated positive attitudes toward reading was "being read to".

Frick (1986) advocated reading to the older student as a means of motivating the listener. Reading

aloud conveyed the teacher's interest in books and in reading. Therefore, a feeling was transmitted to the listener who would be more responsive to the reader's enjoyment and might decide to try the experience themselves.

Winograd and Greenlee (1986) also felt that teachers needed to develop within their students an appreciation of the value of reading by reading aloud, involving students in functional activities pertaining to reading and writing, and to provide time and support for free reading of good books.

Boodt (1984) found that poor readers frequently had poorly developed listening skills, lacked fluency in expressing ideas and opinions, and had only limited experiences with reading for pleasure. Her 18-week study of 33 remedial reading students indicated that instruction in critical listening to literature read aloud resulted in a better ability to think and read critically. She also observed students reading more in independent situations.

Sullivan and Rogers (1985) hypothesized that student learning would be higher when a film or a filmstrip was used to present information than when a teacher read the information aloud from a book. The study involved 600 third graders in 20 semi-rural classrooms. The results implied that "the use of a

film, filmstrip, or the teacher reading a book did not result in important cognitive differences" (p. 229).

Fisher and Elleman (1984) advocated reading aloud as a way students could experience advanced sentence structure, standard forms of English, and a variety of writing styles in an enriching experience.

Durkin (1981) asserted that story grammars are of increasing interest in comprehension research and that students can become more aware of story components through hearing stories and will recognize them later in their own reading.

Dewey (1933) stated that one's vocabulary can be enlarged by gathering the meanings of words from the context in which they are heard.

Development and Extension of Thinking Skills

The student in a democracy needs to become an astute, discriminative, appreciative listener--one who develops a questioning, seeking attitude; an inquiring mind, and a spirit of wonder about man, his living, his relationships, his institutions, his progress, his hopes, his dreams, his ideals, and his destiny . . . analysis, judgement, and evaluation skills are of major importance. (Jacobs, 1963, p.146)

In 1978, the National Institute of Education (cited in McTighe & Schollenberger, 1985) investigated reading comprehension in upper elementary grades in Illinois. After observing 39 classrooms over a three-

day period, it was found that the teaching of comprehension in any social studies lesson was practically nonexistent. The Institute advocated the inclusion of higher-order thinking skills into the social studies curriculum.

Dewey (1933) defined thinking as "inquiry, investigation, turning over, probing or delving into, so as to find something new or to see what is already known in a different light" (p. 265).

According to Piaget and Inhelder (1969), a child, by nature, is able to assimilate knowledge through a variety of mental operations and that he inherently is predisposed to thinking activities. Through a series of observations by Inhelder in which children were asked to discover for themselves, stages of cognitive development were identified further. They theorized that thinking competencies and skills evolved through those stages.

Many experts in the field of thinking skills agreed that higher-order thinking must be fully developed and practiced by the student.

In a study involving 120 fourth and fifth grade students, Hudgins and Edelman (1986) found that students gave more conclusions and offered more evidence for their conclusions when directed to do so by the teacher. During the eight week study, higher

quality evidence was given as students became comfortable with the thinking process and with expressing their ideas in a non-threatening atmosphere.

Dewey (1933) advocated that thinking must be employed constantly in order to prepare students for higher types of thinking processes.

Goodlad (1983) reported on one study that observed more than 1000 classrooms across the country concerning questioning techniques based on Bloom's taxonomy. Using Flander's interaction scale, it was found that less than 1% of the "teacher talk" time involved the students in anything more than recall of information.

In a study conducted by Measel and Mood (1972), classroom interactions were analyzed. Fifteen elementary teachers were observed for approximately 12 hours each. Recorded observations were done every three seconds. It was found that 23% of classroom time was spent in teacher lecture, 21% in pupil responses, and 11% in teacher questioning. 83% of the time spent in questioning was at the lowest level of thinking-- recall of knowledge. The researchers advocated that teachers needed to stimulate students to think at the higher levels by asking higher-order thinking questions.

According to Jencks (cited in McTighe & Scholtenberger, 1985) in a study of Scholastic Aptitude Test scores, students showed no significant decline in spelling, punctuation, or reading recall. However, the students were less successful in the area of complex thinking processes, such as making analogies and organizing concepts.

Recognized experts in the field of thinking skills defined and categorized thinking processes according to their research.

Guilford, as reported by Getzels (1964), theorized that intellectual behavior fell into two classes - memory and thinking. He then subdivided thinking into two categories called "convergent" and "divergent". Guilford defined convergent as "pertaining to new information that is maximally determined by known information . . . thinking critically and evaluation" (p. 247). He defined divergent thinking as ". . . pertaining to new information minimally determined by known information . . . and appreciation . . . fluency, flexibility, originality" (p. 248).

Bloom (1956) defined the affective domain as one that included changes in interest, attitudes, values, and the development of appreciations. He defined the cognitive domain as one that included recall or

recognition of knowledge and the development of intellectual skills and abilities. He further defined cognitive as the classification of "intended behaviors" of the student--the ways students act, think, or feel as a result of participating in a unit of study. Included in this domain were the thinking skills of knowledge, comprehension, application, analysis, synthesis, and evaluation.

Schlicter (1986) developed Talent Unlimited for the teaching of creative and critical thinking skills. Nineteen skills were "clustered" into five categories. She described them as follows:

1. Productive-thinking: students generate varied and unusual ideas or solutions, which include fluency, flexibility, originality, and elaboration.

2. Decision-making: students outline, weigh, make decisions or judgements, defend those judgements, and look for alternatives to problems.

3. Planning: students design models for implementation; involves describing the process, identifying the resources needed, planning the sequence of steps to take, and foreseeing the possible problems inherent in the model.

4. Forecasting: students predict the possible cause/effect and explanations for situations or outcomes for a given set of circumstances.

5. Communicating: students describe something or someone using a variety of words and write using expressiveness, clarity, and variety.

Williams (1970) categorized productive-divergent thinking skills, which lead to creativity, as including the following:

1. fluency - a quantity of responses and flow of thought
2. flexibility - a variety of ideas, approaches, and directions of thought
3. originality - novel or unusual responses and ideas
4. elaboration - stretching and expanding upon ideas, things, or responses

Dewey (1933) outlined five steps in the sequence of problem-solving. He defined them as

1. recognizing the problem
2. analyzing the problem
3. suggesting possible solutions
4. listing the consequences
5. judging the selected solution

Polette (1982) categorized the main critical thinking processes as including planning, forecasting, problem-solving, decision-making, and evaluation. She further outlined the productive thinking skills as including fluency, flexibility, originality, and

elaboration.

For the purpose of this manuscript, critical thinking was defined as including planning, forecasting, decision-making, problem-solving, and evaluation (Dewey, 1933; Bloom, 1956; Getzels, 1964; Polette, 1982; Schlicter, 1987). Productive thinking is defined as including fluency, flexibility, originality, and elaboration (Getzels, 1964; Williams, 1970; Polette, 1982; Schlicter, 1987).

In order for those thinking skills to be fully developed, experts agreed that the skills must be practiced and be extended into all areas of learning.

Torrance (1975) asserted that in order for productive thinking skills to be developed, there must be meaningful practice. "Some stories, reading materials, illustrations, and graphic elements of books themselves motivate readers to think creatively" (p. 282). He further suggested that when children are involved in productive thinking, they are motivated to want to know, to read more books, and to ask more questions.

McPeck (1981) pointed out that in order for a student to be proficient in any thinking skill, he has to use that strategy in a variety of appropriate contexts. In order to develop this ability, teachers must do more than just introduce the thinking skill

and have students practice it in a single context.

Beyer (1987) added that teachers must provide for the transfer and elaboration of thinking skills using media or other contexts beyond those in which the skill was introduced and practiced.

Dewey (1933) advocated that occasions for the exercise and further practice of observation and inquiry should be stimulating and novel.

Bloom (1981) further suggested that "peak learning experiences", those experiences that students remember years later, were important as they combined affective and cognitive elements of learning. These experiences served to make the learning exciting and stimulating to the student, according to Bloom. He advocated that such experiences should be related to literature and the arts, as a source of new interests and attitudes.

Review of Materials Available for Thinking Skills Development

Numerous materials existed for the teaching of thinking skills. The resources fell into two categories - complete programs and supplemental materials. The programs were complete within themselves and needed no other materials. Supplemental materials were used for the extension and practice of

thinking skill development. These materials were meant to be integrated into existing curriculums.

The following programs were designed for the direct teaching of thinking skill processes.

E. Paul Torrance's *Future Problem Solving* (cited in Crabbe, 1985) was geared primarily for grades 4 to 12. It took a look at the future through the use of creative problem-solving skills. The skills involved in the program centered around written and verbal communication, research, creative problem-solving, analytical and critical reasoning, and evaluation. The method of teaching this program was based on students being in teams of four in a cooperative learning setting. This program required training for the "teacher-coaches".

Creative Problem Solving was developed by Sydney Parnes (1985) to teach abilities and attitudes in creative learning and problem-solving through teacher directed activities. The program was geared to be taught in one-hour blocks. Student activity books allowed for practice to strengthen the application of knowledge, imagination, and judgement to learning and problem-solving. Detailed procedures in a teacher's guide eliminated the need for teacher training. The program was geared for middle school gifted students and all secondary students.

Sydelle Serger-Ehrenberger (1985) and Lyle M. Ehrenberger developed a program for pre-school through adult. BASICS taught the application of concepts, principles, attitudes, and skills necessary for outside-of-school learning and life situations. It was intended to be implemented over a 3 to 5 year period. Teacher training required a minimum of 15 to 20 full days with periodic follow-ups.

CoRT(Cognitive Research Trust) was developed by Edward deBono (1985). The program focused on "tools" to assist a learner to function in and out of school. The program was based on the assumption that generalizable thinking skills cannot be taught using specific content. The 60 lessons focused on "tools" to think, such as organizing, information gathering, listening to others, and searching for alternatives. The program's time frame was one 35-minute lesson per week for 3 years. No teacher training was needed to implement this program. The program was geared primarily for ages 8 to 12.

Instrumental Enrichment (cited in Link, 1985) was developed by Reuven Feuerstein for upper elementary and secondary students. The program was free of specific subject matter and sought to develop problem-solving abilities in order for students to

become autonomous learners. A three year period was recommended to implement this program. It included the skills of classification, logical reasoning, following directions, and synthesizing. A teacher training program of 45 in-service hours was recommended.

Odyssey: A Curriculum for Thought (cited in Wright, 1985), developed by a team of researchers at Harvard University, used diverse materials and activities to teach a broad range of general thinking skills in both critical and productive thinking. There were approximately 100 lessons contained in six student books. The lessons dealt with topics such as inventive thinking, decision-making, problem-solving, verbal reasoning, precise use of language, and observing. Detailed lesson plans for conducting 45-minute sessions 3 to 5 times per week were included. No extensive teacher training was required.

Two supplemental resources were found that dealt with the direct teaching of thinking skills.

Stanley Pogrow (1985) developed a computer-based problem-solving program entitled HOTS(Higher-Order Thinking Skills). Remedial reading students, as well as average ability students, in grades 3 to 6 were the intended audience. The program focused on the students' development in the association of ideas and the application of that development to problem-

solving strategies. A day-to-day script was provided for teachers. Former Secretary of Education Terrell Bell awarded this program a grant as an outstanding national technology demonstration project.

Catch Them Thinking, written by Bellanca and Fogarty (1986), contained 50 complete lessons in the areas of critical and productive thinking skills. It was intended to be used at all grade levels. It was a handbook to be used as an introduction to thinking skills. The handbook contained explicit directions on how to implement the lessons into the school day.

Other resources dealt with the direct teaching of thinking skills utilizing the school curriculum. Four complete programs were researched and are reviewed below.

Structure of the Intellect (SOI), based on J. P. Guilford's model, was developed by Mary Meeker (1985) to be used within the established school curriculum. It was geared for all students and was meant to increase academic achievement through instruction in 90 thinking abilities. These abilities included concept formation, comprehension, creative writing, problem-solving, inductive reasoning, and decision-making. Included in this program were pre- and post-assessments. It was intended to be taught in 30 minute lessons twice a week. Teachers of this program

needed at least a two-day workshop for preparation.

Guided Design, developed by Charles E. Wales, (1985) was intended for use in the upper elementary grades through college. The program dealt with the decision-making process and its application in the acquisition of learning in various subject areas. The book included printed instruction-feedback materials designed for students to use in current subject matter.

Learning to Learn (LTL) was developed by Marcia Heiman (1985) and Joshua Slomianko. This program was meant to be applied by students directly to academic learning. It included organizing information and subject-specific skills in reasoning, reading, writing, and listening. The program was geared to junior and senior high students.

Robert Marzano and Daisy Arrendondo (1986) developed a kindergarten through high school program entitled *Tactics for Thinking*. This program taught 22 productive and critical thinking skills as a means of teaching content. This program was based on the teaching of thinking as being overt, teacher-led, and a part of regular classroom interactions. *Tactics* divided thinking skills into three areas - content thinking, learning-to-learn, and reasoning. Teachers were encouraged to participate in training programs.

Two supplemental resources were researched that dealt specifically with thinking skills and the school curriculum.

Mental Menus, written by Fogarty and Bellanca (1986), taught 12 critical and 12 productive thinking skill strategies. This K to 12 program gave specific suggestions for applications in the content areas. The purpose of the book was to provide models for the thinking skill strategies in all subject areas.

Classroom IDEAS for encouraging thinking and feeling was written by Frank E. Williams (1970). It gave lesson ideas for the implementation of productive thinking skills. It was geared for students from kindergarten through the sixth grade. His material integrated thinking skills into all curricular areas.

Still other materials dealt with the teaching or extension of thinking skills using literature as a vehicle. Two complete programs are discussed below.

Junior Great Books (cited in Will, 1985) published by the Great Books Foundation, was geared for students in grades 2 to 12. The program was based on students reading selections from outstanding literature of the past and present. Follow-up centered around discussions, interpretive questioning, and reflective thinking. Students were instructed in the use of factual, interpretive, and evaluative questions

within discussions. A two-day training course was required for teachers of this program.

Matthew Lipman's (1985) *Philosophy for Children* used stories and novels that had children as the main characters. Students practiced reasoning abilities through teacher-led discussions, exercises, and games. The most important component of this program was the philosophical discussions. On-site training programs for leaders of the discussions were highly suggested. The program was intended for students from kindergarten through senior high.

Several supplemental resources were found that dealt with the extension of thinking skills and literature development.

Creative Encounters was developed by Anna Polkingham and Catherine Toohey (1983). It focused on extending children's literature beyond story time and the curriculum. It was geared for students from kindergarten through the sixth grade. The program extended skills in the areas of reasoning, drawing, writing, researching, practicing language patterns, and interpreting literature.

The Research Project Book, written by Nancy Polette (1986), was designed to extend student thinking through the use of critical and productive research projects. She used children's literature as a

starting point for the projects. The intended audience was grades 4 to 8.

The Research Almanac (1985) and The Reader's Almanac (1985) were written by Polette and included activities for the extension of higher-order thinking skills through the use of children's literature.

A final category of materials researched dealt with the extension of thinking skills into the specific curriculum of American history. All were supplemental in nature.

Kevin O'Reilly (1984) developed a four-volume set of lessons in American history, one of which was entitled *Critical Thinking in American History*. The lessons dealt with specific thinking skills and their application to specific topics in American history.

Thinking About American History was written by Mavis Arizzi (1985) for grades 5 to 9. Arizzi used activities in productive and critical thinking as motivational springboards for the further reading of historical fiction.

Interact-Learning Through Involvement was a publishing company based in California that offered simulation games for the classroom teacher. Many of the American history re-creations involved students in historical moments by dramatizations, researching,

writing, group decision-making, and creating class projects. Some of the titles that were available included American Letters, Independence, Pioneers, Gold Rush, Homestead, Panic, Strike, Fifties, Peace, and Draft.

Four computer-based programs were reviewed in the January edition of *Social Education* (Hodges, 1987). They are listed and described below.

Decisions. *Decisions* was produced by Tom Snyder Productions as a vehicle to interact with students through sharing opinions and focusing on student thinking. The students were to prioritize a set of goals, consider choices, and discuss points of view. It was geared for middle and high school students.

The Time Tunnel: American History Series was geared for grades 6 to 12. Students traveled back in time and had to make decisions about categories of clues to help them identify the people they met.

President's Choice allowed the student to be the president and to make decisions concerning the management of the United States economy. Its intended audience was sixth grade through college.

Oregon Trail, geared for upper elementary and middle school students, involved the practice of decision-making and problem-solving as students

relived the days of pioneers and covered wagons.

Summary

To validate this proposal, literature in the fields of thinking skills was examined. Research has shown an overwhelming need to upgrade student thinking processes. Many experts also called for these higher-order thinking processes to be integrated into the entire school curriculum.

Low SAT and national assessment scores caused many national commissions to become concerned with the teaching of higher-order thinking skills. National reports stated the need for students to learn higher-order thinking processes in order to function as future adults of America.

Many of the programs currently available dealt with the teaching of thinking processes as an addition to the existing curriculum. Supplemental materials to extend the learning of the thinking processes were numerous and diverse.

Lacking in the spectrum of supplemental resources, however, were materials specifically relating to American history and historical fiction.

This proposal would fill that void by making available a professional text integrating historical

fiction and thinking skills within the framework of American history.

Handwritten notes or a list of items, possibly including 'Hanging' and 'Formal/De'.

Faded paragraph of text, likely a continuation of the discussion on American history and fiction.

Second faded paragraph of text, continuing the main body of the page.

CHAPTER THREE

Manuscript Review

Format/Uniqueness

The format for this book manuscript centered around extending student thinking through the use of American historical fiction. The manuscript was geared to be used by teachers in grades four through eight. Historical fiction books that can easily be read in one to three sittings were reviewed, suggestions for presenting the books were given, and thinking skill activities as follow-ups were developed.

The manuscript's uniqueness was in the fact that it could act as an enrichment tool for the study of American history, act as an extension in the students' ongoing development of critical and productive thinking skills, and act as a motivating force in student appreciation of and interest in reading historical fiction.

The manuscript's uniqueness was evidenced

as it included the following:

1. activities that were meant for the students to practice and to extend their repertoire of thinking skills including forecasting, problem-solving, evaluation, synthesis, analysis, fluency, concept development, application, attribute listing, and originality.

2. activities that were meant to push students beyond the stage of just listening passively to a book and remarking "Nice story",

3. activities that were meant to give quality time for the teacher and students to share good literature, and

4. activities that were meant to extend students' perceptions concerning our American heritage and to allow students to experience, vicariously, what it was like to have lived in times past.

Description of Manuscript

This book manuscript was meant to be utilized expressly by teachers of American history in the upper elementary or middle/junior high school grades. It was also meant to benefit those teachers wishing to extend student thinking through the vehicle of good read-aloud books dealing with historical fiction.

The book was limited to the historical periods

in American history from early exploration through the late 1800's. It covered such topics as exploration, American Revolution and government, the westward movement, the Civil War, the new West, industrialization, and immigration.

The manuscript contained a title page, table of contents, introduction to the teacher, definition of thinking skill terms, and the activity pages.

Each activity page contained the following sections: the time period for which the book corresponded, the number of pages in the book, the number of thirty minute sessions for reading aloud, a story synopsis, suggestions to the teacher, and specific suggestions for productive and/or critical thinking skill activities for the teacher to direct. One student activity page dealing with a specific thinking skill was created for each book. These activities were varied as to their complexity and usage by small group, large group, or individuals.

All read-aloud books used were read and reviewed by this writer. Suggestions for which books to include came from a variety of sources which included *Social Education's* annual listing of books entitled "Notable Children's Trade Books in the Field of Social Studies", *American History in Juvenile Books* (Metzner, 1966), *Enjoying Literature with Children*

(Meeker, 1969), *Thinking About American History* (Arizzi, 1985), *School Library Journal*, *The Children's Book Council*, *The Horn Book Magazine*, the St. Louis County Public Libraries, Pattonville School District elementary and middle school librarians, and teachers of 5th and 8th grade American history.

Ideas for the thinking skill activities to be included came from a variety of materials and were modified to fit as follow-ups for the stories. These sources included, but were not limited to, the following: *Catch Them Thinking* (Bellanca and Fogarty, 1985), *Mental Menus* (Fogarty and Bellanca, 1985), *Creative Encounters* (Polkingham and Toohey, 1983), *Classroom IDEAS for encouraging thinking and feeling* (Williams, 1970), *The Research Project Book* (Polette, 1986), and the writer's own ideas.

This book was intended for fourth through eighth grade teachers to aid them in the extension of critical and productive thinking skills. Using read-aloud historical fiction, teachers can supplement the American history curriculum and, more importantly, extend student proficiencies in thinking skill abilities.

Through the use of this book, teachers would be able to accomplish the following:

1. enhance specific units of study in American

history,

2. share good historical fiction with groups of students,

3. extend students' thinking through practice in using thinking skill strategies,

4. help students develop an appreciation and an awareness of their American heritage through historical fiction,

5. establish an awareness of the beauty of our language through oral reading, and

6. help students develop an interest in and a desire for reading good books.

CHAPTER FOUR

Book Manuscript

INTRODUCTION

This book was written primarily for the teachers of grades four through eight who are interested in extending thinking skills development through the use of American historical fiction. The historical fiction books are to be read aloud by the teacher. The accompanying thinking skill activities are to be directed by the teacher. The activities are appropriate for whole class direction utilizing large group, small group or individual participation.

The objectives for the teacher are as follows:

1. To offer an added dimension to the study of American history that complements the textbook.
2. To further illustrate events in American history through the feelings and understandings of the people involved.
3. To add interest and realism by using authentic details in recreating an atmosphere of specific time periods.
4. To provide meaningful activities for practicing thinking skills that extend beyond the recall and comprehension levels.
5. To provide another arena for students to practice listening skills.

This book spans America's history from the early settling of this continent through the 1800's.

For each read-aloud book, the following sections were included:

Time Period - the year and/or event in which the setting of the book takes place

Length/Sessions - the number of pages in the book and the number of 30 to 40 minute sessions it will take to be read aloud

Summary - a brief overview of the book

Notes to the Teacher - suggestions, for preparing students to listen critically and/or to set the stage for greater understanding of the book

Student Activity Page - one specific thinking skill for each book expanded into a full page student activity sheet

Additional Thinking Skill Activities - specific activities to accompany the reading of the book and the thinking skill each one addresses

It was the intent of this author to not only extend thinking skill development beyond mere recall, but also to extend students' appreciation and knowledge of their American heritage.

DEFINITIONS OF THINKING SKILL TERMS

- ANALYSIS - taking apart and identifying elements of ideas in order to show relationships
- APPLICATION - using given information in unfamiliar situations
- ATTRIBUTE LISTING - listing the various attributes of an idea/object
- COMPREHENSION - using the knowledge gained and extending that information to other situations
- CONCEPT DEVELOPMENT - giving examples and non-examples in order to define a specific concept
- ELABORATION - adding details to given ideas in order to add interest
- FLUENCY - brainstorming many responses for any given situation
- FORECASTING - predicting future events based on facts and/or past knowledge
- ORIGINALITY - responding to a given situation in a new or original way
- PROBLEM SOLVING - identifying and examining a problem with an outcome of selecting the best solution
- SEQUENCING - arranging events into proper time order
- SYNTHESIS - creating a new product from gathered information

TABLE OF CONTENTS

| TIME PERIOD | TITLE | PAGE NO. |
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BRENDAN THE NAVIGATOR

by Jean Fritz

Coward, McCann and Geoghegan, 1979

TIME PERIOD - 500 A.D.**LENGTH/SESSIONS** - 29 pages/1 session**SUMMARY** - This book tells the legend of St. Brendan - his life and his possible exploration of North America in the 500's.**NOTE TO THE TEACHER** - Explain to the students that this is a legend, not yet proven. Ask how they would go about proving or disproving a legend.**THINKING SKILL ACTIVITIES****STUDENT ACTIVITY PAGE** - Elaboration - Ask students to discuss how Paradise looked, smelled, felt, and might have tasted to Brendan. Ask how it made him feel. Ask students to think about what their Paradise might be like. Have students complete the activity page.**ADDITIONAL ACTIVITIES****Application and Originality** - Have the students draw the various scenes that Brendan described -
sheep as big as oxen
birds that talked
column of crystal with an opening
and a silver roof
filthy giants throwing hot coals
water belching sea monsters
fields of flowers.

Have students draw one thing that would be in their Paradise. Have them write how seeing that thing would make them feel.

Concept Development -In small groups, have students do an attribute listing for "Paradise".

1. Concept - PARADISE
2. List 3-5 examples
3. List 3-5 non-examples
4. List the characteristics of the concept
5. Give a definition of the concept

Analysis - Have students compare and contrast their ideas of Paradise with those of Brendan. If they could travel to a new, unexplored land, what would they see that would be the same as Brendan? What would be different? Why?

TEACHER NOTES



BRENDAN THE NAVIGATOR



Brendan believed that he had
reached his PARADISE.

What would your PARADISE look like? Explain in
detail. _____

Write a bio-poem relating your ideas of your
PARADISE.

PARADISE

Smells like _____

Looks like _____

Feels like _____

Tastes like _____

Makes me feel like _____

Finish your your bio-poem with an illustration
of your PARADISE.



BUTTONS FOR GENERAL WASHINGTON
by Peter and Connie Roop
Coward, McCann and Geoghegan, 1986

TIME PERIOD - Revolutionary War, 1770's

LENGTH/SESSIONS - 43 pages/ 1 session

SUMMARY - This book is based on the Darragh family of Boston who aided the Patriots by spying. Fourteen-year-old John carried messages that were hidden in his coat buttons to the American camp.

NOTE TO THE TEACHER - Before reading, talk about spies and how students feel about them. Does it make a difference for which side they are spying? How do spies get the information back to their side?

THINKING SKILL ACTIVITIES

STUDENT ACTIVITY PAGE - Originality - Before doing the activity page explain acrostic poems. Write one together as a class activity.

ADDITIONAL ACTIVITIES

Forecasting - In small groups, have the students predict what might have happened if Samuel became suspicious of John and had followed him. He sees John being taken forcibly into the American camp. Later, in town, Samuel confronts John with what he saw. What happens? What

questions does Samuel ask? What will John say to explain?

Synthesis - Retell the incident of the missing button from when it came off to its return to John. Tell it from the viewpoint of the button.

Analysis - Have students research the lives of other American spies during the Revolution, such as Benedict Arnold and Deborah Sampson. Why did they become spies? What kinds of dangers did they come up against? What qualities did they share?

TEACHER NOTES

BUTTONS FOR GENERAL WASHINGTON

An acrostic poem is one in which each line begins with a letter in the name of a person, place or event.

For example: English rule forever,
Now, shouted great King
George, I want all the
Land. Not a free
America, but for England, so
Near and dear to my heart.
Death to the traitors!

Compose an acrostic poem about the main character in the book.

JOHNDARRAGH

Choose 1 other Revolutionary word and create a new acrostic.

PATRIOT WASHINGTON AMERICA INDEPENDENCE REDCOATS



PHOEBE AND THE GENERAL
by Judith Berry Griffin
Coward, McCann and Geoghehan, 1977

TIME PERIOD - Revolutionary War, 1770's

LENGTH/SESSIONS - 47 pages/1 to 2 sessions

SUMMARY - Historically accurate, this book tells the story of Phoebe Fraunces, a 13-year-old free black, who lived in New York City during the Revolution and her encounter with General George Washington.

NOTE TO THE TEACHER - The postscript by the author explains what happened to the tavern. A picture of the tavern, as it exists today, would add to the reading of the book.

THINKING SKILL ACTIVITIES

STUDENT ACTIVITY PAGE - Analysis - Have students complete this activity individually, then share their ideas within a small group setting. Have each group share with the entire class their concept of freedom and on what points the group members did or did not agree.

ADDITIONAL ACTIVITIES

Concept Development - As a class, have students list what they believe "freedom" means. In small groups, have students fill out the following

form, then share with the whole group.

CONCEPT - Freedom

EXAMPLES -(list 3-5)

NON-EXAMPLES - (list 3-5)

IMPORTANT CHARACTERISTICS -

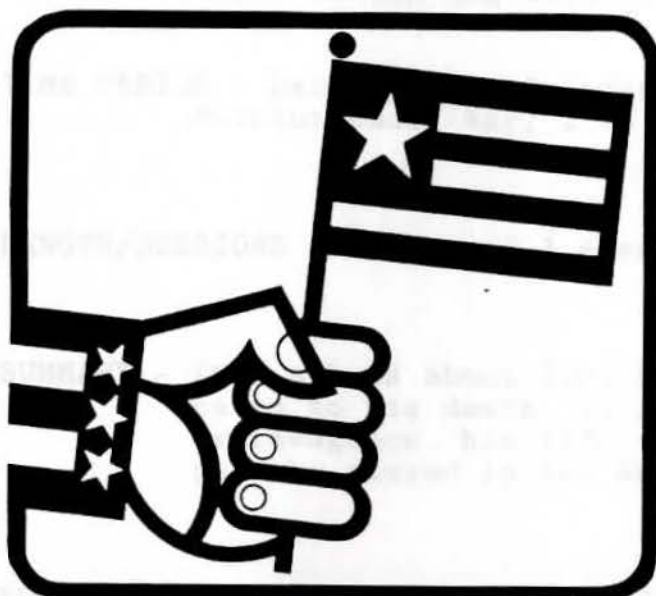
DEFINITION -

Elaboration - "War was in the air." Have students draw a picture to illustrate this quote.

Forecasting - The end of the story states that no one knew what happened to Phoebe. Write a short story telling what happened to Phoebe.

TEACHER NOTES

PHOEBE AND THE GENERAL



Write about the idea (concept) of **FREEDOM** in America from three viewpoints. Share your thoughts with others in your group. Do you all agree? Why? Why not?

" . . . 'tis a strange freedom we're fighting for, alongside George Washington."

| VIEWPOINT | CONCEPT OF FREEDOM |
|---------------------|--------------------|
| GEORGE WASHINGTON | |
| PHOEBE & HER FATHER | |
| YOURS | |



WILL YOU SIGN HERE, JOHN HANCOCK ?
by Jean Fritz
Coward, McCann and Geoghehan, 1976

TIME PERIOD - Declaration of Independence and the
Revolutionary War, 1770's

LENGTH/SESSIONS - 47 pages/ 1 session

SUMMARY - This a book about John Hancock from age seven to his death. It portrays his love of extravagance, his life in Boston, and the part he played in the American Revolution.

NOTES TO THE TEACHER - Reproduce John Hancock's signature. Show it to the students before reading the story and ask them to predict what kind of man might sign his name in that fashion. What would he look like? What would he do for a living? What kind of house would he live in? Explain the words "huzza" (hurrah) and "vive" (long live) before reading the story.

THINKING SKILL ACTIVITIES

STUDENT ACTIVITY PAGE - Forecasting - Have the book and other references available for students to use. Some students may want to illustrate John Hancock's dress, car, and home.

ADDITIONAL ACTIVITIES

Originality - Write a limerick about John Hancock
"There once was a man named John,
Who..."

Synthesis - Make a menu showing what John Hancock would have served for dinner in 1787 and another menu showing what he would serve if alive today. Illustrate.

1787

1988

appetizer

soup

salad

meat

vegetable(s)

dessert

drink(s)

Synthesis- Illustrate political cartoons concerning John Hancock and his extravagant ways or concerning his bold signing of the Declaration. Have some students illustrate a cartoon in favor of Hancock while others illustrate a cartoon showing Hancock in disfavor.

TEACHER NOTES



WILL YOU SIGN HERE, JOHN HANCOCK?

JOHN HANCOCK - ALIVE AND WELL, TODAY !

Answer the following questions as if John Hancock were alive today. Be able to back up your answers with evidence from the book or other historical readings.

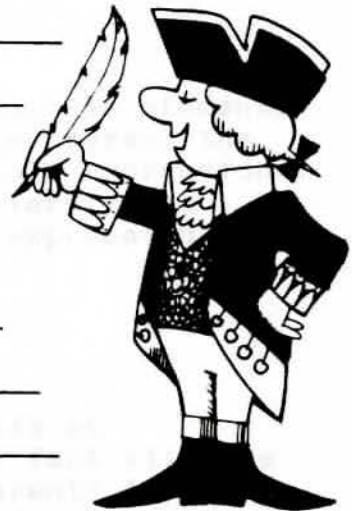
How would he dress? _____

What kind of car would he drive? _____

Describe his house _____

What kind of furniture would he have? _____

How would he feel about our present American government and its leaders?



THE BOY DRUMMER OF VINCENNES

by Carl Carmer
Harvey House, 1977

TIME PERIOD - 1779, Revolutionary War

LENGTH/SESSIONS - 20 pages/ 1 session

SUMMARY - Based on historical fact, the story of George Rogers Clark retaking the fort at Vincennes is told in poetry form. It keeps to the cadence of colonial drumbeat patterns.

NOTE TO THE TEACHER - Read the introduction after the reading of the story-poem. The map could be reproduced for each student to have as the story-poem is read, or as an overhead to complement the reading. The refrain sections could be duplicated for the students to recite chorally as the story-poem is reread.

THINKING SKILL ACTIVITIES

STUDENT ACTIVITY PAGE - Comprehension- As students complete the activity page, reread the sections containing the folk expressions. This will help students clarify the original meanings of the expressions.

ADDITIONAL ACTIVITIES

Analysis - Research the actual battle at Vincennes. Compare actual fact with the story-poem. What is different? Alike?

Synthesis - Using the story-poem as a model, research another battle and write a story-poem about it.

Originality - Have students design a poster for this book. Include the book's title, author's name, illustrator's name and a quote from the story. Hang the posters in the library.

TEACHER NOTES

THE BOY DRUMMER OF VINCENNES

There are several American folk expressions found in The Boy Drummer of Vincennes.

Read the list below and write what you think each of the expressions might mean.

Research these expressions to find their original meanings.

| EXPRESSION | MIGHT MEAN | ORIGINAL MEANING |
|------------------------|------------|------------------|
| stack of flap-jacks | | |
| beat a true tatto | | |
| like all-fired thunder | | |
| uncommon cold | | |
| we come it | | |

What phrases would you use today in place of these American folk expressions?

stack of flap-jacks -

beat a true tatto -

like all-fired thunder -

uncommon cold -

we come it -



THIS TIME, TEMPE WICK?

by Patricia Lee Gauch

Coward, McCann and Geoghegan, 1974

TIME PERIOD - Revolutionary War, 1780-81**LENGTH/SESSIONS** - 43 pages/ 1 session**SUMMARY** - Still standing near Morristown, New Jersey, is the house where Tempe Wick lived over 200 years ago. This story is based on a legend concerning an event in Tempe's life during the winter of 1780-81.**NOTE TO THE TEACHER** - This book would be best read either before or just after the study of Washington's stay at Valley Forge. Actual photographs or a filmstrip showing Valley Forge would add to the flavor of the story. The student activity page necessitates stopping the reading after page 17, doing the activity, then finishing the reading.**THINKING SKILL ACTIVITIES****STUDENT ACTIVITY PAGE** - Problem Solving - Stop the reading after page 17. "...Dr. William had it." Hand out the activity sheet to small groups of students. Upon completion of the activity, have each group share their plan of action with the entire class. Finish reading the story.

ADDITIONAL ACTIVITIES

Attribute Listing - Have students list adjectives to describe Tempe Wick's character. Have students give evidence as to why they chose that adjective.

Synthesis - Retell the story from the viewpoint of the horse.

Originality - Have students compose an acrostic poem about Tempe. Illustrate.

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TEACHER NOTES

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THIS TIME, TEMPE WICK?

PROBLEM SOLVING SHEET



"... Dr. William had it."

1. List the known facts _____

2. State Tempe's problem _____

3. Write 2 ideas to solve Tempe's problem

4. Evaluate each idea as to its negative and positive aspects.

| IDEA | +ASPECTS | -ASPECTS |
|------|----------|----------|
| | | |
| | | |

5. Choose 1 action and state your rationale for that plan. _____

SHH! WE'RE WRITING THE CONSTITUTION
by Jean Fritz
General Publishing Company Limited, 1987

TIME PERIOD - Constitutional Convention, 1787

LENGTH/SESSIONS - 44 pages plus 20 pages of notes
and the entire Constitution/ 2-3 sessions

SUMMARY -This book recounts the happenings in Philadelphia as 55 men gathered to attend a Constitutional Convention. The men's personalities and feelings are portrayed as are the questions and resolutions that arose.

NOTE TO THE TEACHER - Many of the illustrations in this book would add to the reading as slides, overhead transparencies, or redrawn on paper.

THINKING SKILL ACTIVITIES

STUDENT ACTIVITY PAGE - Evaluation - This activity sheet could be used as a culminating activity to the study of the Bill of Rights to the Constitution. In order to do this activity, copies of the 1st ten amendments should be made available to the students.

ADDITIONAL ACTIVITIES

Comprehension and Application - Read the Preamble to the U.S. Constitution. Discuss the words and their meanings. Have students rewrite

it in their own words. Have groups of students write a preamble to support their school or classroom.

Fluency - Have students list what "rights" all people should have and give reasons why. Read the Bill of Rights to the class and discuss if the class' "rights" were addressed. If not, why?

Forecasting and Analysis - Part of the Constitution (page 31) deals with slavery. Read that specific section, then ask the students what might have happened in 1809 when the slave trade was to be stopped. Discuss the issue from the viewpoints of a Southern planter, a Northern merchant, and a fur trader from St. Louis.

TEACHER NOTES

SHH! WE'RE WRITING THE CONSTITUTION

In the Bill of Rights to the U.S. Constitution, there are several freedoms and rights given to the people of America.

freedom of religion

freedom of speech •

freedom of the press

freedom to bear arms

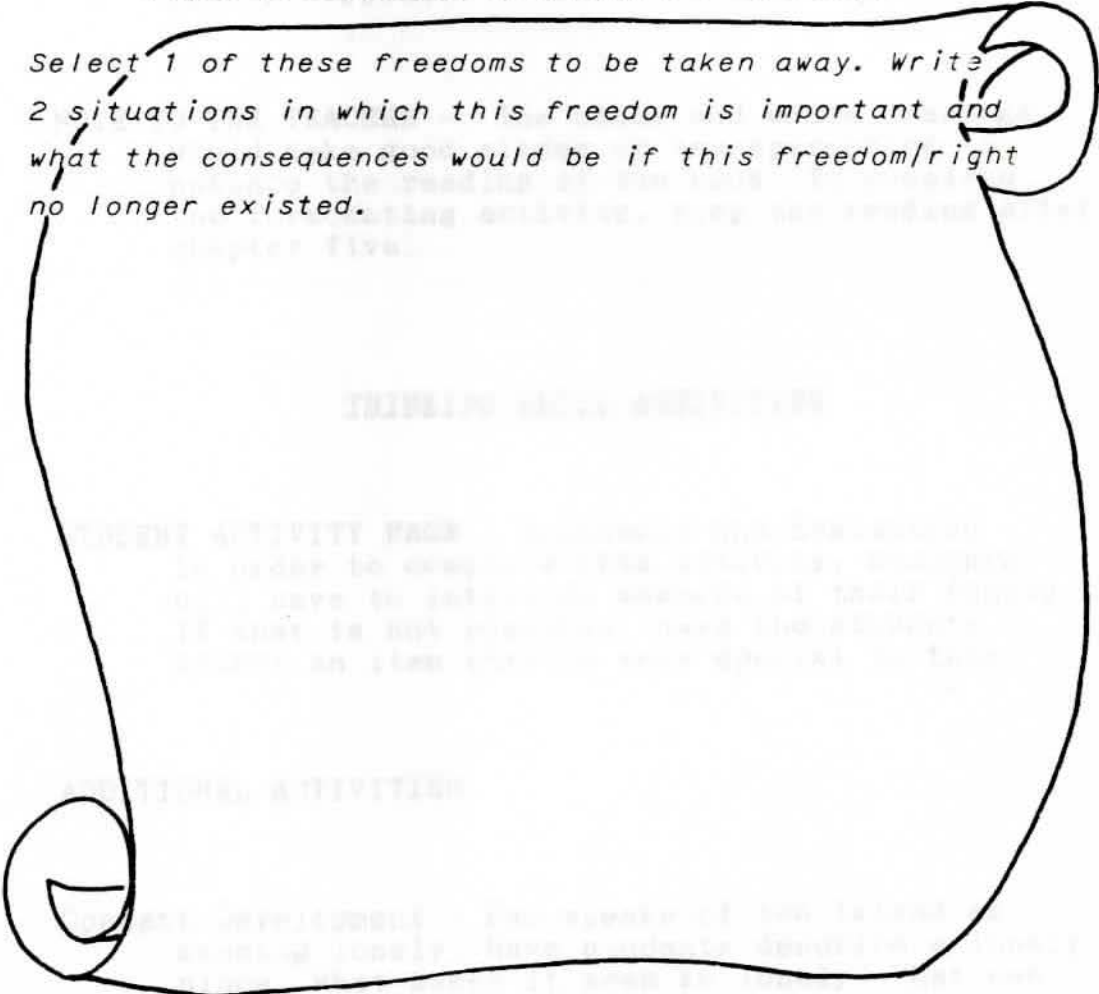
freedom to assemble peacefully

freedom from unreasonable search and seizure

right to a speedy and public trial

right to have the assistance of a lawyer

Select 1 of these freedoms to be taken away. Write 2 situations in which this freedom is important and what the consequences would be if this freedom/right no longer existed.



CUTLASS IN THE SNOW
by Elizabeth Shub
Greenwillow Books, 1986

TIME PERIOD - late 1790's

LENGTH/SESSIONS - 46 pages/ 1 session

SUMMARY - The story takes place on Fire Island, New York. Sam and his grandfather discover a buried treasure. Descendants of Sam still live in New York and contend that this "legend" might have really happened. There are 8 chapters.

NOTE TO THE TEACHER - The black and white drawings would make good slides or transparencies to enhance the reading of the book. To complete the forecasting activity, stop the reading after chapter five.

THINKING SKILL ACTIVITIES

STUDENT ACTIVITY PAGE - Synthesis and Evaluation -
In order to complete this activity, students will have to interview members of their family. If that is not possible, have the students select an item that is very special to them.

ADDITIONAL ACTIVITIES

Concept Development - Sam speaks of the island as seeming lonely. Have students describe a lonely place. What makes it seem so lonely? What can

turn a lonely place into one that is not? What does "lonely" feel like? In small groups, have students discuss the characteristics of lonely.

CONCEPT - Lonely

EXAMPLES - (List 3 to 5)

NON-EXAMPLES - (List 3 to 5)

IMPORTANT CHARACTERISTICS -

DEFINITION -

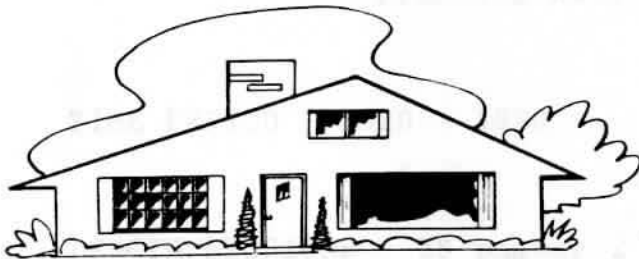
Forecast - Stop reading at the end of chapter 5. Ask the students to predict who the people were. Why were they there. What were they doing? What will Sam and his grandfather do? If they were Sam, what would they do? Why?

Analysis - Have students find other stories that are legends. Compare those legends to *Cutlass in the Snow*. What elements do they have in common? What makes a story a legend?

TEACHER NOTES



CUTLASS IN THE SNOW



Find out about some item
in your house that is
very old. What is it?

How old is it? _____

Tell about its history and what it means to your family.
What makes it so special? _____

If you could leave only 1 item for your descendants in
the 22nd century, what would it be? _____

What would you want your descendants to remember that
would make this item "special" to them? _____

How would you make sure this item would last until the
22nd century? _____



QUICK, ANNIE, GIYE ME A CATCHY LINE

by Robert Quackenbush
Prentice-Hall, 1983

TIME PERIOD - 1820 - 1830

LENGTH/SESSIONS - 36 pages/ 2 sessions

SUMMARY - This is a short biographical sketch of Samuel Morse. It relates his failures as well as his successes. The book ends with his invention of the telegraph.

NOTE TO THE TEACHER - Although this is a biography, it is told in an entertaining style. Many of the sketches could be made into overheads or duplicated for a bulletin board. An epilogue is included.

THINKING SKILL ACTIVITIES

STUDENT ACTIVITY PAGE - Application and Originality - Have students write a short message using their secret code from the activity sheet. Post these messages around the room and have other students try to "break the code".

ADDITIONAL ACTIVITIES

Comprehension - Duplicate the International Morse Code for each student. Have the students write a short message to a friend using the code. The friend translates the message and replies, also in Morse Code.

Analysis - Discuss with students the fact that Morse tried many occupations and failed. Ask the students to discuss things they have tried or would have liked to do, yet failed. What causes people to keep on trying? Why didn't Morse just put down his paint brushes and say, "I'm no good. I'm a failure."?

Forecast - In small groups, or individually, ask students how they think messages will be sent in the 21st Century. Ask students to explain and to illustrate.

TEACHER NOTES

QUICK, ANNIE, GIVE ME A CATCHY LINE



Develop your own special secret code for the alphabet. Then write a message to a friend using your code.

A B C D E

F G H I J

K L M N O P Q R

S T U V W X Y Z

Your secret message -

Duplicate your message for a friend. Can — your message be broken? Have a friend respond using your secret code.



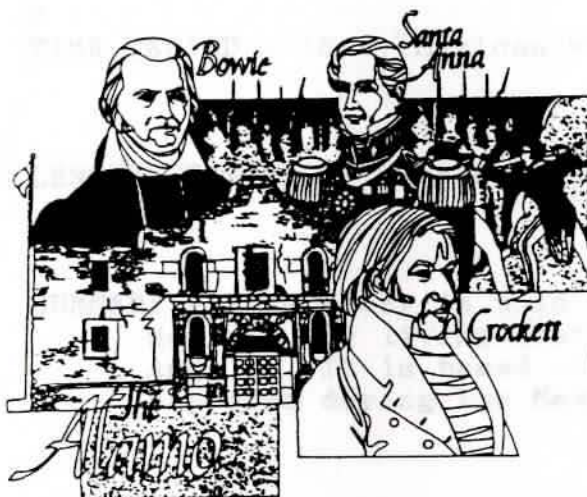
SUSANNA OF THE ALAMO

by John Jakes

Harcourt, Brace, Jovanovich, 1986

TIME PERIOD - Battle of the Alamo, 1836**LENGTH/SESSIONS** - 28 pages/ 1 to 2 sessions**SUMMARY** - This biography retells the life of Susanna Dickenson during the siege of the Alamo.**NOTE TO THE TEACHER** - A picture of the Alamo and a diagram showing the layout of the fort would enhance the reading.**THINKING SKILL ACTIVITIES****STUDENT ACTIVITY PAGE** - Synthesis and Evaluation -
Have students do this activity in small groups. To aid students in making choices for their actors and actresses, have pictures available of the main characters. Post the movie ads in the room and in the library.**ADDITIONAL ACTIVITIES****Analysis** - Compare the letter of Colonel Travis to the speech of Patrick Henry. How are they alike? different? List the events leading up to both.**Synthesis** - Write a newspaper article about the events

SUSANNA OF THE ALAMO



The book, Susanna of the Alamo, is to be made into a movie. As the director, you must cast the main character parts. The author of the book, John Jakes, must agree with your choices. Therefore, you need to provide reasons for your selections.

CAST OF CHARACTERS

| MOVIE CHARACTER | ACTOR or ACTRESS | REASON |
|----------------------|------------------|--------|
| <u>Susanna</u> | | |
| <u>Santa Anna</u> | | |
| <u>Davy Crockett</u> | | |
| <u>Col. Travis</u> | | |
| <u>Almeron</u> | | |
| <u>Jim Bowie</u> | | |
| <u>Angelina</u> | | |
| <u>Ben</u> | | |
| <u>Sam Houston</u> | | |

On a separate sheet of paper, design an ad to promote your new movie release. You might want to include the following: producer, director, title song, theater where showing, rating and times.

GRANDMA'S GUN
by Patricia Miles Martin
Golden Gate Junior Books, 1968

TIME PERIOD - 1846, Mexican War

LENGTH/SESSIONS - 41 pages/ 1 session

SUMMARY - This story is told from the eyes of a young Mexican boy living near the Pueblo of Los Angeles. It is based on a real incident that happened during the Mexican War.

NOTE TO THE TEACHER - There are many Spanish words included in the text that may need to be explained before reading aloud, unless the activity sheet is to be used.

THINKING SKILL ACTIVITIES

STUDENT ACTIVITY PAGE - Synthesis - Have students work in small groups. Some students might like to illustrate the Spanish words to accompany the retelling of the story.

ADDITIONAL ACTIVITIES

Analysis - Have students research the actual battle at Los Angeles. Compare and contrast this to the story version.

Analysis - Juan stated, "Sometimes old things are best." Have students tell what "old" thing(s) is

best to them. What is it that makes that item best?

Evaluation and Analysis - Have students discuss why they think the Americans would not allow 2 people to walk together. Why did they not allow music? The second time the Americans took Los Angeles, they allowed music. Why the change? Ask students what they would allow and disallow if they had been the Americans. Why?

TEACHER NOTES

GRANDMA'S GUN

Six Spanish words were used in the story Grandma's Gun. Find out what each word means. On a separate sheet of paper, illustrate as many as you can.



PUEBLO

FIESTA

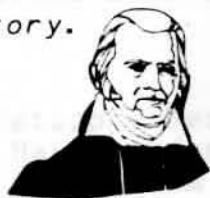
HACIENDA

PLAZA

RIATA

RANCHO

Rewrite the story from the viewpoint of an American boy or girl whose father is one of the American soldiers. Use the Spanish words above in your story.



MOTHER, AUNT SUSAN AND ME
by William Jay Jacobs
Coward, McCann and Geoghegan, 1979

TIME PERIOD - 1848 - 1870's

LENGTH/SESSIONS - 52 pages/ 2-3 sessions

SUMMARY - The book is divided into 5 chapters. It tells about the exploits of Elizabeth Cady Stanton through the eyes of her daughter, Harriot.

NOTE TO THE TEACHER - There are many photographs in this book that would make excellent slides or transparencies to complement the reading.

THINKING SKILL ACTIVITIES

STUDENT ACTIVITY PAGE - Analysis - Before completing this activity, have students interview several women concerning their views on the topics listed. Resources need to be available for students to refer to concerning women's lives in the 1800's.

ADDITIONAL ACTIVITIES

Application - Reread the section on the Loyal League. Have students write a letter to a congressman asking him to abolish slavery and to vote for the 13th amendment.

MOTHER, AUNT SUSAN AND ME



Compare the lives of women today to the lives of women during Elizabeth Cady Stanton's era.

Use the information from the book and from talking to women you know.

THEN

NOW

| | <u>THEN</u> | <u>NOW</u> |
|---------------------------|-------------|------------|
| EDUCATIONAL OPPORTUNITIES | | |
| VOTING OPPORTUNITIES | | |
| JOB OPPORTUNITIES | | |
| FAMILY RESPONSIBILITIES | | |

THE JOSEPHINA STORY QUILT

by Eleanor Coerr
Harper and Row, 1986

TIME PERIOD - 1850's, westward expansion

LENGTH/SESSIONS - 22 pages/ 1 session

SUMMARY - This book relates the story of one family's crossing of the prairie in the 1850's. It tells of the hardships and sorrows they endured.

NOTE TO THE TEACHER - Even though this is an "I Can Read Book", it clearly shows the problems encountered by pioneer families. Before reading, discuss quilt making and, if possible, show the students a handmade quilt or quilt square.

THINKING SKILL ACTIVITIES

STUDENT ACTIVITY PAGE - Problem Solving - Students might like to expand this activity by writing a story about their space voyage.

ADDITIONAL ACTIVITIES

Originality - Have each student draw a patch for a school story quilt. Explain that it is to be something special in their lives. Assemble the story quilt on a bulletin board or hallway.

Originality - Write an epitaph for Josephina's grave. Have students explain the meaning behind the epitaph.

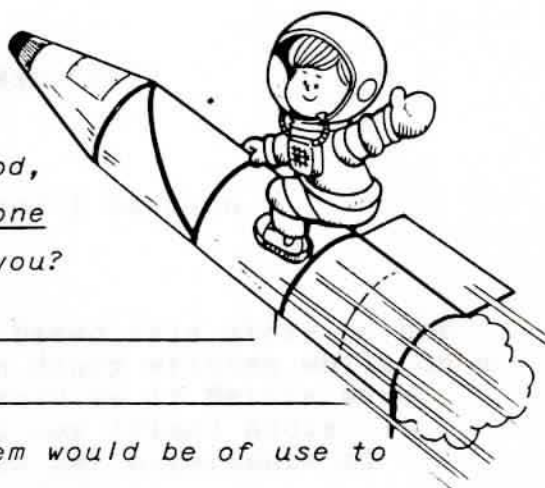
Analysis - Ask the students to explain why Josephina laid the egg. What caused her to do so?

Problem Solving - In small groups, have students list what they would need for a six month long wagon trip. Have the groups prioritize what they would leave behind as the need for lightening their load became evident. Give reasons.

TEACHER NOTES

JOSEPHINA STORY QUILT

Suppose you were going on a 6 month space voyage to Mars. Besides the essential items of food, water and clothing, what one item would you take with you?



Explain how this item would be of use to you along the way _____

Explain how this item would be of use to you once you reach your destination. _____

If this item broke, or became lost, what would you need to fix it or to make a new one? _____

NETTIE'S TRIP SOUTH

by Ann Turner
Macmillan, 1987

TIME PERIOD - pre-Civil War, 1859

LENGTH/SESSIONS - 27 pages/ 1 session

SUMMARY - The author has based this story on her great-grandmother's diary written while on a trip South. It is told as if Nettie were writing a letter to her friend Addie. It specifically relates her experience of watching a slave auction.

NOTE TO THE TEACHER - If this book is read before the study of the Civil War, have students refer back to Nettie's impressions of the South as they learn about slavery. Were Nettie's impressions correct? If read after studying the Civil War, compare the historical view of the South with Nettie's impressions of the South.

THINKING SKILL ACTIVITIES

STUDENT ACTIVITY PAGE - Concept Development and Originality - Have students complete this activity in small groups. Upon completion of the activity, have each group share its definition of freedom with the class. Post each symbol and its explanation in the room.

ADDITIONAL ACTIVITIES

Forecast - Ask students to answer the following:
What do you think Nettie will do when she becomes an adult? How will she work to end the institution of slavery?

Forecast - Suppose Nettie were alive today. What issue might she work for or against? What specific actions might she take? Would you work with her? Why?

Fluency - As an entire class, have students list ideas that they believe illustrate the concept of freedom. Have each student choose one idea and draw a picture.

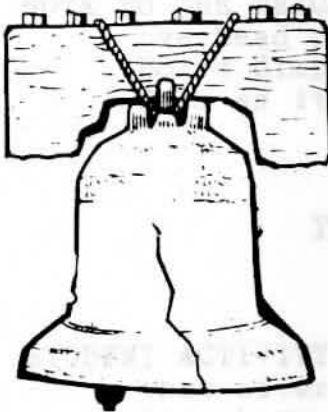
**TEACHER NOTES**

NETTIE'S TRIP SOUTH

FREEDOM

List 3 - 5 examples of freedom

List 3 - 5 non-examples of freedom



List the basic characteristics of freedom _____

Write a definition for freedom _____

Draw a symbol that you think could stand for the concept of FREEDOM.

THUNDER AT GETTYSBURG
by Patricia Lee Gauch
Coward, McCann and Geoghegan, 1975

TIME PERIOD - Civil War, 1863

LENGTH/SESSIONS - 37 pages/ 1 session

SUMMARY - Done in poetic form, the book relates the battle of Gettysburg in five chapters. The battle is seen through the eyes of Tillie Pierce, a 14-year-old girl. This story is based on a book written by the real Tillie in 1889.

NOTE TO THE TEACHER - Trace the map to show on the overhead projector or enlarge it for a bulletin board display. Locate a picture of the Weikert farm as it appears today to share with students.

THINKING SKILL ACTIVITIES

STUDENT ACTIVITY PAGE - Sequencing - Tell students that after each chapter the reading will stop. Then have students write on the activity sheet how they think Tillie feels and give evidence from the story. Have students share their ideas before reading the next chapter.

ADDITIONAL ACTIVITIES

Attribute listing - As a class, list the attributes of Tillie. Have students explain their choices.

Physical -

Social -

Emotional -

Analysis - Have students use analogies to describe Tillie in different situations.

Tillie is like a when she

Synthesis - Write a letter, as Tillie might have, to the family of Colonel Weed expressing her sorrow and her views of the war.

Analysis - Reread pages 31 to 33 to the class. Ask the students how they would have felt. What would they have done? Why?

TEACHER NOTES



THUNDER AT GETTYSBURG

As Thunder at Gettysburg is being read, identify Tillie's feelings as each day passes. Write down your thoughts. Be able to back up your ideas with evidence from the story.

JULY 1 morning -
Tillie feels -

Evidence -

JULY 1 afternoon -
Tillie feels -

Evidence -

JULY 2 -
Tillie feels -

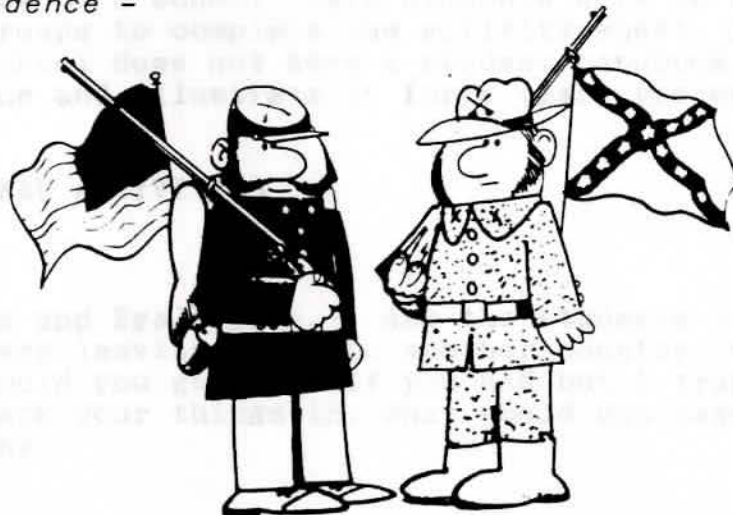
Evidence -

JULY 3 -
Tillie feels -

Evidence -

JULY 4 -
Tillie feels -

Evidence -



THE LONG WAY TO A NEW LAND

by Joan Sandin
Harper and Row, 1981

TIME PERIOD - 1868

LENGTH/SESSIONS - 63 pages/1 session

SUMMARY - This is an "I Can Read" book written in five chapters. It relates the story of a Swedish family and their experiences while crossing the Atlantic Ocean to reach America.

NOTE TO THE TEACHER - Information on Ellis Island and the Statue of Liberty would add to the historical significance of this book. Show the students a world map and have them trace the route of this family.

THINKING SKILL ACTIVITIES

STUDENT ACTIVITY PAGE - Synthesis and Originality - Discuss with students the need for a handbook to aid immigrants to the U.S. Discuss why it might be helpful to have a handbook for students new to a school. Have students work in small groups to complete the activity sheet. If your school does not have a student handbook, write one and illustrate it for a class project.

ADDITIONAL ACTIVITIES

Analysis and Evaluation - Ask the students - If you were leaving to go to another country, where would you go? Why? If you had but 1 trunk to pack your things in, what would you take? Tell why.

Synthesis - Have students imagine living in the United States in the 1860's. Have students write a letter to their cousin in Europe. Explain to the cousin about life in America. Try to convince the cousin to come to America.

Analysis - Have students compare the travel of a family crossing the Atlantic Ocean in the 1860's to a family crossing the ocean today. If possible, secure brochures of ships that take passengers across the Atlantic Ocean to share with students.

TEACHER NOTES

THE LONG WAY TO A NEW LAND

HANDBOOK FOR THE IMMIGRANT TO OUR SCHOOL

Plan a handbook for a student new to your school.

What important places would any new student need to know about? _____



What information would a new student need to know about the following:

lunch - _____

Where to get advice/help - _____

School-wide rules - _____

Class times - _____

How to fit in - _____

What other information would you include? _____

THE LEATHERMAN
by Dick Gackenbach
Seabury Press, 1977

TIME PERIOD - 1870's

LENGTH/SESSIONS - 46 pages/ 1-2 sessions

SUMMARY - This is based on the life of a real American who wandered across the Connecticut countryside. The Leatherman is seen through the eyes of 9-year-old Ben, who fears this strange man.

NOTE TO THE TEACHER - Either bring in or have the students make rock candy as an opening activity for this book. Both of the forecasting activities in the Additional Activities section necessitate the reading to be stopped, the activity completed, then the reading resumed.

THINKING SKILL ACTIVITIES

STUDENT ACTIVITY PAGE - forecasting - Students may have to research the community in which they live in order to complete this activity. Ask students how they would react to a "Leatherman" of today.

ADDITIONAL ACTIVITIES

Forecasting - Stop the reading on page 16 with "To this day no one knew." Have the class predict what he does on his travels. Have them give reasons.

Forecasting - Stop the reading on page 29. Have students predict what plan Otis might have. Will Ben join in? Why?

Originality and Synthesis - Show the students the illustration at the end of the story. Ask the following questions:

Who was the lady in the picture?

What are the papers wrapped in twine?

Why has the Leatherman kept them?

Have students write a letter that might have been in that bundle.

TEACHER NOTES



THE LEATHERMAN

If there was a "Leatherman" roaming the countryside where you live today. . .

Where and how would he find food? _____

How could he earn money? _____

Where could he find shelter? _____

How would the people in your community react to him? _____



MY PRAIRIE YEAR
by Brett Harvey
Holiday House, 1986

TIME PERIOD - westward expansion, 1889

LENGTH/SESSIONS - 35 pages/ 1 session

SUMMARY - The author recounts his grandmother's experiences as a young girl as she and her family homestead in the Dakota Territory. The story is based on a notebook kept by his grandmother.

NOTE TO THE TEACHER - Direct the students to listen for the vivid imagery in the story (ex. - road, black as ink).

THINKING SKILL ACTIVITIES

STUDENT ACTIVITY PAGE - Analysis - This activity sheet could be used as a culminating activity after the study of pioneer life. Some students might like to draw pictures to illustrate the home life of the 1880's and of today to accompany the comparison chart.

ADDITIONAL ACTIVITIES

Analysis - As a class, have students recall the vivid images the author used. Have students then complete the following:

----- is like ----- because -----

MY PRAIRIE YEAR



Compare the home life of the
1880's on the prairie to the
home life of today.

| | 1880's | TODAY |
|-----------------------|--------|-------|
| <u>CHORES</u> | | |
| washing | | |
| ironing | | |
| sewing | | |
| planting | | |
| <u>TRANSPORTATION</u> | | |
| getting to town | | |
| <u>FOOD</u> | | |
| bread | | |
| pies | | |
| vegetables | | |
| <u>ENTERTAINMENT</u> | | |
| sparetime inside | | |
| sparetime outside | | |

THE STORY OF WOUNDED KNEE
by R. Conrad Stein
Children's Press, 1983

TIME PERIOD - 1890's

LENGTH/SESSIONS - 31 pages/ 1-2 sessions

SUMMARY - This factual account begins with "Custer's Last Stand" in 1876 and ends with the massacre at Wounded Knee Creek. It explains the Indian's mystical Ghost Dance and how it scared the settlers and U.S. Cavalry into a final battle.

NOTE TO THE TEACHER - The reading of this book could begin on page 17. The preceding pages give background and could be related to the students rather than being read aloud.

THINKING SKILL ACTIVITIES

STUDENT ACTIVITY PAGE - Synthesis - Discuss newspaper editorials with the students. Give examples of words that show prejudice, bias and opinions. Guide students through the section on the activity sheet that deals with the listing of adjectives showing bias.

ADDITIONAL ACTIVITIES

Fluency - List as many words as possible to explain the feelings of the Indians toward the white settlers. List words to show the feelings of the white settlers toward the Indians. Why did those feelings exist?

Originality - Write an acrostic poem about the battle

W
O
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D

K
N
E
E

Sequencing - Using actual accounts of the battle, have students sequence the events leading up to the battle. Have students put these events on a timeline and illustrate.

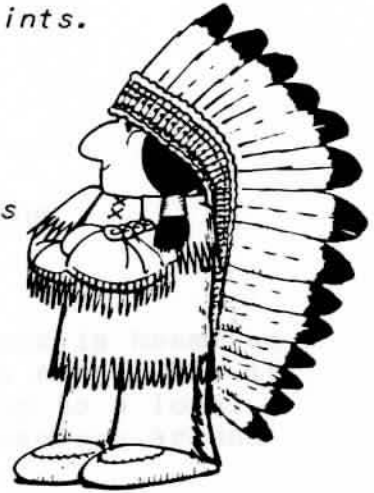
TEACHER NOTES

THE STORY OF WOUNDED KNEE

Write 2 newspaper editorials about the battle of Wounded Knee from 2 opposing viewpoints. Choose 2 from the list below.

- a surviving Indian
- a member of the U.S. Cavalry
- a white settler afraid of Indians
- an Indian agent who wants to help the Indians

List adjectives that will help you in your writing that show bias for or against the Indians/cavalry.



For the Indian - innocent, massacred,

Against the Indian - bloodthirsty,

For the U.S. Cavalry - righteous,

Against the Cavalry - evil,

On a separate sheet of paper, write your 2 editorials following the outline below.

HEADLINE - 4-6 words

1st PARAGRAPH- tell the who, what, when and where

2nd & 3rd PARAGRAPHS- tell the events leading up to the actual battle

4th & 5th PARAGRAPHS- describe the battle

6th PARAGRAPH- tell your opinion of what will happen or should happen now.

TROUBLE AT THE MINES
by Doreen Rappaport
Thomas Crowell, 1987

TIME PERIOD - 1899-1900

LENGTH/SESSIONS - 81 pages/ 2-3 sessions

SUMMARY - Done in 9 chapters, this book is based on actual events that took place in Arnot, PA. It retells the incidents that led up to a local coal miner's strike. The story centers around the Wilson family.

NOTE TO THE TEACHER - One of the women involved in this strike was "Mother" Jones. Show the students a picture of her before the reading and ask them to predict what kind of woman she was. Show the class a piece of coal. Describe the process of mining during the late 1800's. To complete the forecasting activity, stop the reading after page 30.

THINKING SKILL ACTIVITIES

STUDENT ACTIVITY PAGE - Synthesis - Discuss with the students the use of political cartoons as editorial opinions. Have several examples to show and discuss. Post the finished student cartoons in the room.

ADDITIONAL ACTIVITIES

Forecasting - Stop reading after page 30. Ask the students what they think Jack will do. Will he go to work or not? Why? What will the women do if the men do go to work? What might the sheriff say to the women if they approach the mines to get them to leave? What are the women going to do with the mops, brooms, and dishpans?

Analysis - Have small groups of students write a newspaper article covering the events of the strike from the viewpoint of the mine owners. Have other groups write an article from the viewpoint of the striking miners. Use the events of Oct. 15-16, 1899 and April, 1899.

Problem Solving - Have students research the living and working conditions of coal miners in the late 1800's and today. How have conditions changed? What has been done to make mining safer? Could a miner's life and working conditions still be improved? How?

TEACHER NOTES

TROUBLE AT THE MINES

Cartoons are used in newspapers to reflect editorial opinions of events and of people.

Cartoons frequently exaggerated characteristics of the person or event in order to more effectively point out the "good" or the "bad".



List the characteristics of Mother Jones that could be used to draw cartoons for and against her beliefs.

FOR -

AGAINST -

Draw a cartoon of Mother Jones from 1 of the 2 viewpoints. Use 1 of the captions below as a guide.

FOR - The Miners' Angel

AGAINST - The Most Dangerous Woman in America

ADDITIONAL READ-ALOUD BOOKS

- Ice Age - Beyond the Mountain, Beyond the Forest
by Dennis Fradin - Children's Press, 1978
- 1492 - Where Do You Think You Are Going,
Christopher Columbus?
by Jean Fritz - G.P. Putnam's Sons, 1980
- 1600 - The House on Stink Alley
by F.N. Monjo - Holt, Rinehart & Winston,
1977
- 1750's - Matchlock Gun
by Walter Edmonds - Dodd, Mead and Company,
1941
- 1770's - The Story of the Bonhomme Richard
by Norman Richards - Children's Press, 1970
- 1770 - King George's Head Was Made of Lead
by F.N. Monjo - Coward, McCann and
Geoghehan, 1974
- 1773 - Why Don't You Get a Horse, Sam Adams?
by Jean Fritz - Coward, McCann and
Geoghehan, 1974
- 1775 - On the Road to Lexington and Concord
by Susan and John Lee - Children's Press,
1975
- 1775 - And Then What Happened, Paul Revere?
by Jean Fritz - Coward, McCann and
Geoghehan, 1973
- 1802 - Log-Cabin Home
by Catherine Chambers - Troll Associates,
1984
- 1820's - Quit Pulling My Leg: A Story of Davy
Crockett
by Robert Quackenbush - Prentice Hall, 1983
- 1845 - The White Stallion
by Elizabeth Shub - Greenwillow, 1982
- 1888 - The Day of the Blizzard
by Marietta Moskin - Coward, McCann and
Geoghehan, 1978

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